



MONASH University

**Implementing 'Mantle of the Expert'
in Indonesian Senior and Vocational High Schools**

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Sitti Fatimah

Date : August 15th, 2016

Abstract

This study explores the implementation of Mantle of the Expert (MoE) as a drama-based approach to English instruction within three Indonesian senior and vocational high schools. It investigates the experience of the implementation among teachers and students and highlights the potential benefits for the teaching and learning processes.

The study was constructivist in orientation and adopted a qualitative approach. A multiple case study presents three accounts of implementation in three school settings. I conducted a MoE workshop for teacher participants to introduce the MoE concept. Thereafter, a series of interviews prior to, during and post implementation were conducted with each teacher participant. This was augmented by classroom observations and a questionnaire distributed to student participants in each classroom setting.

Analysis within and across cases indicate the enactment of MoE elements and signal the challenges and constraints experienced by the teachers which limited enactment. A number of positive outcomes emerged for both student and teacher participants. Overall, the study demonstrates that the principles of Process Drama, of which MoE is one approach, enhanced student engagement in learning through the construction of an imaginary context. Collaboration proved to be a powerful learning platform and it reduced students' English speaking anxiety. The MoE approach encouraged student agency and their active and inquiry-based learning. For teachers, it introduced a new framework for their instructional practice and presented possibilities for their integration of language skills through connection to content across the curriculum that was learnt within real-world contexts.

The study demonstrates the potential significance of MoE as a Process Drama approach for enhancing student engagement in English language teaching and learning. The approach aligns strongly with the principles of Communicative Language Teaching (CLT) and holds potential for the realisation of the goals of English for secondary schools as outlined in the School-Based Curriculum (SBC) in Indonesia.

Declaration

This thesis contains no material which has been accepted for the award of any other degree or diploma in any university or any other educational institution and, to the best of my knowledge and belief, it contains no material previously published or written by another person, except where due reference is made in the text of the thesis.



Sitti Fatimah

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The plan for this research was approved by the Monash University Humans Research Ethics Committee (MUHREC) (Project Number: CF12/3123 - 2012001579).

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List of Abbreviations

| | |
|-----------|---|
| ALM | Audio-Lingual Method |
| CLT | Communicative Language Teaching |
| DEPDIKNAS | <i>Departemen Pendidikan Nasional</i> (Department of National Education) |
| EAL | English as Additional Language |
| EFL | English as a Foreign Language |
| ESL | English as a Second Language |
| GTM | Grammar-Translation Method |
| IKIP | <i>Institut Keguruan dan Ilmu Pendidikan</i> (Institute of Teacher Training and Education) |
| ISS | International Standard School |
| LPK | <i>Lembaga Pendidikan dan Keterampilan</i> (Institution for Skills and Training) |
| MoE | Mantle of the Expert |
| MUHREC | Monash University Human Research Ethics Committee |
| RPP | <i>Rencana Pelaksanaan Pembelajaran</i> (Lesson Plan) |
| STKIP | <i>Sekolah Tinggi Keguruan dan Ilmu Pendidikan</i> (Undergraduate School for Institute of Teacher Training and Education) |

Chapter 1: Introduction

The first section of this chapter presents the core problem at the heart of the research. Sections 1.1.2, 1.1.3 and 1.2 also describe the rationale for my choice to integrate drama-based pedagogy, that is, Mantle of the Expert (MoE), in English instruction at Indonesian high schools. The rest of the chapter outlines the aims and significance of the research and the research questions.

1.1 Background to the Research Problem

The process of globalization has spread to Indonesia with English language being a significant area of interest. Although English language was first taught to Indonesian students in 1914 (Lauder, 2008), it started to gain its popularity in the late 20th century. Knowing its importance in the quality of school graduates, the government has included English language as one of the most important subjects in Indonesian formal education ever since Indonesia declared its independence in 1945. In addition, the English curriculum has been regularly evaluated by the government so that it can function well to complement students' other knowledge.

There have been a number of foreign languages taught in secondary schools other than English, such as German, French, Arabic, Japanese and Chinese; but, English is still considered the 'first' and compulsory foreign language (Lauder, 2008). One reason is that in tertiary education, English is a compulsory course that has to be learned by all undergraduate students irrespective of their field of study. Further, Lauder (2008) reasoned that "...the knowledge of English is a requirement for many types of employment" (p. 14).

1.1.1 Overview of the history of English curriculum and instruction at high schools in Indonesia

English as a foreign language (EFL) has been studied in Indonesian high schools for several decades. Since Indonesia gained its independence in 1945, the English curriculum has been revised seven times using different approaches (Bire, 2010; Dardjowidjojo, 2000; Lie, 2007). The first curriculum, which was endorsed in 1945 and which lasted until late 1960s, used the Grammar Translation Method (GTM) and was also recognized as Traditional Approach which put the emphasis on teaching grammar rules and vocabulary. Within this method of instruction, the teacher often employed memorization of dialogue, question-and-answer practice, substitution drills, and various forms of guided speaking and writing practice. Great attention to accurate mastery of grammar was stressed from the very early stages of language learning (Richards, 2006). For example, student understanding about grammar rules was tested through both completion of writing tasks and in-class recitation of each 'tense' type by individual students.

The second and the third curriculum – enforced from 1968 to 1984 – adopted the Audiolingual Method (ALM) which focused on oral activity such as pronunciation and pattern drills and conversation practice (Brown, 2007). Although the curriculum of English language from 1968 to 1984 adopted the ALM, in classroom practice many teachers continued using the GTM. The instruction of English solely focused on mastering English grammar and vocabulary. Students were taught with a bulk of rules for sentence construction and long lists of vocabulary to be memorized.

From the beginning of the 20th century, GTM and ALM were gradually abandoned by English practitioners along with the emergence and popularity of the

Communicative Language Teaching (CLT) approach (Brown, 2007). According to Richards (2006), the goal of CLT is to enable language learners to communicate competently, that is to “use the language for meaningful communication” (p. 3). The features of this approach are identified by Celce-Murcia (1991) as follows:

1) the goal of the language teaching is learners’ ability to communicate in the target language; 2) the content of the course includes semantic notions and social functions; 3) pair or group work is important to transfer meaning in situations; 4) students often engage in role-play or dramatization to adjust their use of the target language to different social contexts; 5) classroom materials and activities are often authentic to reflect real-life situations and demands; 6) skills are integrated from the beginning; 7) teacher’s role is primarily to facilitate communication and only secondarily to correct errors; 8) teacher should be able to use the target language fluently and appropriately (p. 8).

The widespread use of CLT in second and foreign language teaching all over the world also influenced the content and teaching purposes of English in Indonesia’s curriculum. Thus, the last three curricula approaches implemented from 1984-2004, namely, Communicative Approach, Meaning-Based Curriculum and Competency-Based Curriculum used CLT as the basis of English instruction (Lie, 2007). Consequently, the objectives of English instruction are also amended as stated in the Competency-Based Curriculum (CBC) endorsed in 2004 (Department of National Education, 2003). The objectives are:

1) Developing communicative competence in spoken and written English which comprises listening, speaking, reading and writing; 2) raising awareness regarding the nature and importance of English as a foreign language and as a major means for learning; and 3) developing understanding of the interrelation of language and culture as well as cross-cultural understanding (p.14).

In 2006, CBC became decentralized although still based on the concept of CLT. This means that the Ministry of National Education of Indonesia only determined the basic

and standard competencies that had to be achieved by students; the schools were given the authority to design any methods and techniques in order to achieve the target. Accordingly, the name of the curriculum was amended to School-Based Curriculum (SBC)(Institution for National Education Standard (BSNP), 2006a).

Since SBC was issued and endorsed in 2006, many teachers continue to be influenced by the outmoded GTM of English language teaching. From my observation as a pre-service supervisor and in-service teacher instructor in Padang, Indonesia, teachers tend to easily revert to outdated language teaching strategies that focus on vocabulary memorization and grammar attainment. In alignment with my observation, Marcellino (2008) also observed a similar phenomenon in several Indonesian English teachers' practices and found that "...teachers use a lockstep technique in their teaching, spending almost the whole class time on drilling, substitutions, and language reinforcement" (p. 64). This phenomenon is common among EFL/ELS teachers across the world (McKenna & Cacciattolo, 2012). McKenna and Cacciattolo (2012) identify several factors that cause teachers to be reluctant to adopt CLT in their classrooms:

1. Many teachers of the English language find it easier to *direct* their students to completing text book exercises with right or wrong answers, 2. these same teachers have a very traditional notion of what teaching and learning looks like, which can be based on a variety of reasons ranging from one's culture, gender, ethnicity or political values (Brown, as cited in McKenna and Cacciattolo, 2012), 3. they may not recognise the power relationships or have been taught that teacher is always a political practice, and 4. they might be afraid... of what happens when a group of learners are permitted to collaboratively set their own pace in attaining accuracy and fluency along with their own political, private, public and professional language acquisition...(p. 38).

English language learning is still focused on developing listening, reading and writing skills and classroom exercises to develop speaking skill are very limited and

extensive student interaction is rarely encouraged. The integration of four dimensions of language skill, as required by the curriculum, is often passed over. This resulted in the low abilities of the majority of Indonesian learners' oral English proficiency (Widiati & Cahyono, 2006).

The phenomenon has motivated English teacher educators to conduct more research about students' speaking skill. A number of studies were conducted either to find out in what speaking components the students had weaknesses (Eviyuliwati, 1997; Ikhsan, 1999; Mukminatien, 1999) or more specifically why the students felt anxious and kept silent in class (Padmadewi, 1998; Tutyandari, 2005).

More recent empirical studies have been carried out to improve Indonesian students' English speaking ability by implementing a variety of strategies and approaches (Akhyak & Indramawan, 2013; Rachmawaty & Hermagustiana, 2010) and to investigate the relationship between teacher-student interaction and students' motivation (Maulana, Opdenakker, den Brok, & Bosker, 2011). Akhyak and Indraman reported that through storytelling, the students' speaking competence improved significantly, and Rachmawaty and Hermagustina found that the way a teacher communicated with students influenced their learning motivation.

As an academic and teacher educator working with pre-service teachers of English language, I take seriously the responsibility to find an alternative approach to English language instruction in Indonesian schools. In this research, I investigate the application of Drama-based learning as one such alternative.

1.1.2 Origins of my research interests

My inspiration for conducting this study was borne of my own learning experiences during my postgraduate studies where I was exposed to forms of drama in

a unit called *Educational Drama*. The course was designed for those who planned to use drama pedagogy in their classrooms. During the course I was introduced to major Drama educators and theorists, such as Peter Slade, Brian Way, Dorothy Heathcote, Gavin Bolton, Cecily O'Neill, Betty Jane Wagner and John O'Toole who have made important contributions to the development and application of drama for young people. Their theories of drama were integrated with school curricula; thus, this genre of drama activity is known as 'Educational Drama' or 'Drama in Education' (D.I.E). Educational Drama has been widely implemented within the schooling sector because of its positive benefits to students' intellectual, emotional and personal development (see research findings by Chan, 2009; Hui & Lau, 2006; Samat, 2010; Wagner, 2002) and to teachers' teaching development (Dawson, Cawthon, & Baker, 2011; Ewing, Hristofski, Gibson, Campbell, & Robertson, 2011; Royka, 2002; Sayers, 2011) as well as to the teacher-student relationship (Cox & Luhr, 1996; To, Chan, Lam, & Tsang, 2011).

Before learning about Educational Drama, I had only been familiar with the learning of Drama as literature that I obtained during my study for Bachelor Degree at the Department of English Language and Literature. In learning Drama as literature, my classmates and I were "...usually sitting down, reading theater as literary text or watching films and occasionally, stage performances" (O'Toole & O'Mara, 2007, p. 205).

When I became an English teacher educator, I simply brought my experience of drama class to the teaching of *Drama* to pre-service English teachers. For more than five years, I taught *Drama* by involving the study of classic play texts and playwrights whose themes were exploring moral values and human nature. I usually used canon plays written by playwrights such as Aristophanes, Shakespeare, Oscar Wilde, Henrik Ibsen and Anton Checkov. Role-plays and drama enactments were rarely conducted.

Most frequently, I asked several students to read the dialogue aloud based on the roles assigned to them. The students assigned this task always looked excited; meanwhile the students who were not yet appointed seemed somewhat disappointed. Despite this, I always tried to be non-discriminatory by giving the chance to as many students as possible. This situation reminded me of my own experience as an undergraduate student of the English Department where my friends and I were always happy if the drama lecturer assigned us to read the dialogue aloud. I recall that I liked to listen to my own voice and pronunciation and that I would be very proud if my pronunciation was not corrected during the reading-aloud session.

Similar to most other courses in English Department, students' understanding about *Drama* course was evaluated through written examination that was conducted twice during the semester: mid and semester examination. I usually gave the students a short play script and asked them to read and answer the questions about the play. This type of evaluation, to some extent, reflected the process of my classroom instruction.

My experience with *Educational Drama* class left me impressed with an approach included in the course called 'Mantle of the Expert' (MoE). MoE was initiated by Dorothy Heathcote, a drama educator from England. Reviews and studies about the approach show that it could be used to enhance the learning process in any kind of school lessons (for example MoE practices and studies by Abbott, 2008; Crumpler & Schneider, 2002; Housum-Stevens, 1998; Rouse & Wilde, 2010; Sayers, 2011; T. Taylor, 2006). Returning to my teaching environment in the university, I started implementing MoE with my *Drama* class students after considering that the framework of MoE deals with doing drama. I understood that I would change the learning objective of *Drama*; it

was no longer to understand drama texts and its elements but to enact, interact and activate students' thinking processes.

MoE principles emphasize task-based learning where the students do the tasks to solve problems. Quite different from Dorothy Heathcote who often used historical events to establish the enterprise, I tended to find current issues that were close to the students' life that would be motivating for them and also that became controversial. The topic that greatly attracted the people in the city and also the students at the time was about the prediction of upcoming an enormous earthquake and a disastrous tsunami. The coastal location of our university had been affected by earthquakes since 2005 and had increased students' curiosity. It was often reported by the media that the predicted forthcoming earthquake and tsunami had impacted, to some extent, on the economy of the city and significantly on the teaching learning process of the schools particularly located close to the beach.

After conducting some discussion on the issue and making a contract with the students about the use of drama in the learning, I assigned them to solve the issue so that the impact on society could be lessened. The students looked very eager and serious to conduct the series of activities, particularly after knowing about the idea of being the experts. Although I never surveyed the students' opinions about this new technique of learning *Drama*, these current students looked more enthusiastic, active and curious compared to my previous *Drama* class students. I also found that students' interaction became intense. In their groups they looked serious in their arguments about the costumes and props although I realized that English language did not dominate their discussion.

This small but significant change in my students' eagerness to participate in the learning process and increased oral interaction has greatly inspired me to implement MoE more broadly. Thus, I chose senior and vocational high school English teachers and students as the research participants. My motivation was derived from studies around high school students' low ability in oral English communication (read a number of studies referred by Widiati & Cahyono, 2006) and low motivation and engagement in English learning (Lamb & Coleman, 2008). These two learning circumstances became a perfect match with the significance of implementing MoE in Indonesian high schools.

1.1.3 Drama in English class

The use of drama as a pedagogical approach in large English speaking countries such as the United Kingdom, the United States, Canada, Australia and New Zealand has been undertaken for many decades. In these countries, drama is explicitly located in the primary and/or secondary curriculum, including in the key learning area of either English or The Arts (Arts Council England, 2003; Australian Curriculum Assessment and Reporting Authority (ACARA), 2011; U.S Department of Education, 2010). In these curricular contexts, drama is not only considered as an art form in its own right; it has an acknowledged role in education more broadly to enhance the teaching and learning process.

In the United Kingdom's curriculum, the elaborated functions of Drama include specific reference to its role in promoting oral language learning:

Drama promotes language development. Its collaborative nature provides opportunities for pupils to develop key skills of communication, negotiation, compromise and self-assertion. Pupils develop confidence when speaking and their vocabulary is extended when they adopt roles and characters. Pupils also acquire a

critical and subject-specific vocabulary through reflecting on and appraising their own work in Drama and the work of others (Arts Council England, 2003, p. 7)

The use of Drama in teaching English as a second, foreign or additional language (ESL, EFL and EAL) is also recommended in various textbooks. Some textbooks (Maley & Duff, 2005; Winston, 2012) provide practical, step-by-step techniques for teachers to replicate. Others combine fundamental theories underlying their drama-based practices and strategies (for example Kao and O'Neill, 1998).

1.2 Aims of the Study

Drama-based approaches to learning (such as MoE) have not been referenced in the formal Indonesian curriculum, nor even acknowledged as pedagogical possibilities. My interest in this research is to explore the implementation of MoE as a drama-based approach to English instruction at senior and vocational high schools in Indonesian EFL contexts and to investigate its impact and potential benefits for the teaching and learning processes.

The study aims to contribute knowledge around improving learning processes and oral English language achievement among senior secondary school learners in a range of Indonesian classroom contexts. It does so by identifying, observing, documenting, and analyzing student engagement in EFL learning through their participation in MoE within their English classes and the challenges that EFL teachers encountered in implementing MoE as part of their teaching and learning programs.

1.3 Research Questions

The following research question guided this study: *“What are the teaching and learning experiences around MoE implementation in EFL instruction within Indonesian senior and vocational high schools?”* To investigate this key research question, I have divided it into two main questions as follows:

1. What are the ways in which MoE influenced student learning?
2. What are the ways in which MoE influenced teachers’ practices?

1.4 Significance of the Study

The study has potential significance for several reasons. First, a great number of studies conducted to investigate Indonesian students’ oral English proficiency revealed low levels (for instance studies conducted by Ikhsan, 1999; Widiati & Cahyono, 2006). Second, although the use of role plays in English language teaching has been investigated and widely recommended (Widiati & Cahyono, 2006), there is no study into the implementation of MoE that has been carried out in Indonesian EFL settings. Finally, the studies into MoE implementation conducted with English native students revealed beneficial outcomes for teachers and students.

In addition, there is no research investigating the effectiveness of MoE – or any other drama-based approaches – on English instruction in either primary or secondary schools in Indonesian context. Despite abundant research into the benefits of drama-based pedagogies for improving student learning in general, “research on investigating the strong connections between drama pedagogies and second/foreign/additional language learning is very limited” (Yaman Ntelioglou, 2011, p. 183). In terms of research specifically into the implementation of MoE in EFL contexts, to date there is

no study found or reported on using MoE with EFL students, and there were only two MoE training projects involving EFL teachers (Mantle of the Expert.com, 2010; Schmidt, 1997). Neither of these studies provides sufficient information about the influence of MoE on EFL teaching or learning. Outside of the United Kingdom, MoE research and projects almost exclusively involve kindergarten and primary school-aged participants. This study makes another significant contribution to new knowledge about the impacts of implementing MoE within two contexts: EFL learning and secondary school learning in Indonesia.

1.5 Thesis Overview

This thesis comprises eight chapters. Chapter 1 provides an overview of the study. The review of literature in Chapter 2 is divided into three parts. The first part reviews the characteristics, elements and functions of Process Drama. I also discuss the significance of studies on Process Drama to teacher's teaching practices and student learning. The second part is the review of MoE concept and elements as well as the benefits of integrating MoE on teachers' practices and student learning. The third part is the discussion on the concept of Communicative Language Teaching (CLT), which has been the underpinning approach of Indonesian English curriculum. Chapter 3 expounds the methodology of the study including research paradigm and design, participant recruitment process and participants' profile, data collection methods, data analysis and ethical consideration. Chapters 4 to 6 present the findings from three case studies, each which represents a participating school. In Chapter 7, I discuss the significant themes that emerged in the findings. Chapter 8 concludes the thesis.

Chapter 2: Literature Review

This chapter reviews the theory of Educational Drama or Process Drama from which Mantle of the Expert (MoE) was derived. The discussion also includes the benefits of implementing Process Drama for student learning and teacher's practices. It begins with a discussion of the history of drama application within school curriculum. It highlights MoE principles and the range of research around it. The chapter makes connections between MoE principles and those inherent in the concept of Communicative Language Teaching (CLT) upon which the English curriculum in Indonesia has been based.

2.1 An Overview of Teaching and Learning *about* Arts at School

The arts in the school curriculum to enhance student learning is not a new educational strategy. Gullatt (2008) reports that in 1800s Horace Mann, an American politician and education reformer in Massachusetts, required that “visual arts and music be taught in schools in Massachusetts as an aid to the curriculum and an enhancement to learning” (p. 13). Later, in the 19th century, other countries in Europe, such as the Netherlands and Hungary also included arts, particularly music and visual arts, into the school curriculum.

The important function of arts in school curriculum was noted in a Senate report of the Australian Parliament in 1995 (Senate Environment Recreation Communications and the Arts References Committee, 1995) in which the arts was seen as a medium for students' self-expression, to encourage the habit of being creative and innovative in thinking, and as a way of confirming cultural identity with potential to increase

industry growth. Arts in the Australian Curriculum in 2009 is “one of the mandated learning areas that include the subjects of dance, drama, media arts, music and visual arts”(Dinham, 2014, p. 1). The reasons for its inclusion covers broader positive effects of arts education on students: “developing children’s creative behaviours, literacy in the arts, self-expression, identity formation, self-confidence, cultural awareness and connection” (p. 22). For the Australian Curriculum Assessment and Reporting Authority (ACARA) (2011), the benefits are stated as follows:

Through studying and engaging in the Arts, students will develop specific knowledge, skills and processes, and also create art works. Through learning to appraise and critique art works, artists and artistic practices, they will learn to value the uniqueness of each art form, and to understand that all art forms are interconnected. Students will come to understand the social, historical and cultural contexts of art forms. Students will learn that the Arts are central to creative communities and cultures. The Arts provide evidence of the creative and cultural life of a community (p. 3).

According to Davidson (1993), the arts have also been seen to be useful in schools because it gives students opportunities to develop their competencies to express themselves and to obtain working experience in creative ways. The opportunities are enabled by some aspects of arts-based teaching and learning process which differ from other disciplines, reflected in such ways as the structure of classrooms, the set-up facilities and atmosphere. Further, Davidson clarifies that classrooms for arts are usually spacious and designed to resemble workshop areas. They are provided with arts tools, such as “special lighting, pianos and large flat working space for oversize sheets of paper” (p. 9). Unlike in academic subjects where the teacher is always at front and the students are in rows of desks, in arts classes “the teacher is more of a coach than a pedagogue, circulating among the students,

addressing the problem of individual student, praising the effort of another, moving from desk to desk offering instruction that is specific to each students' needs" (pp. 9-10).

2.1.1 Teaching and learning *about* drama as an art form

By the late 1970s, drama was recognized and taught as an 'art form' in several countries including Australia, Britain, Canada, some countries in Northern Europe and parts of the USA (O'Toole, 1992, p. 4). For decades, drama continues to feature as either a stand-alone subject or a component of a subject in primary and secondary school curriculum of Britain, Australia, and the United States (Arts On The Move, 2007; Australian Curriculum Assessment and Reporting Authority (ACARA), 2011; U.S Department of Education, 2010).

The function of drama in curriculum is as important as other arts: music, visual arts, media arts and dance, and other core subjects. For the Australian Curriculum Assessment and Reporting Authority (ACARA) (2011), the scope of drama learning and objectives are suited and differentiated based on students' levels. Generally, along with the increased level, the learning becomes more complex.

At Years 7-8 the students "learn to apply all the basic elements of drama, experiment with small-scale scriptwriting and explore characterisation and contrast in performances based on scripted texts as well as experience and respond to a diversity of forms and styles, including comedy and tragedy" (p. 11). At Years 9-10 student learning and exploration of drama is deeper. They begin to "explore and express their individual and social identities". At these levels they learn to use symbols, mood, irony and multiple subtexts in addition to basic elements of drama learnt at Years 7-8. They

do not only learn to write scripts as Years 7-8 students do, but also “practise directing and production tasks and responsibilities” (p. 11).

At Years 11–12 student learning become more varied and complicated. Students learn to “apply, manage and combine all elements of drama with other arts and media in their interpretation and analysis of historical, contemporary and innovative forms, genres and styles in their drama practice” (p. 11). In addition to scriptwriting and directing skills learnt at Years 7-10, the students also practise dramaturgy, design and scenography skills. The techniques of acting also become more advanced, to include empathic and distanced skills. Their performances are not only conducted at their own schools but at different places for a range of audiences. This gives students understanding about artistic, social, cultural, and ideological contexts.

In addition to a number of skills such as acting, scriptwriting and theatre production that the students can learn and acquire, learning about drama as an art form has the potential to heighten students’ sensitivity. This is because students read and explore both classic (canon) and contemporary drama texts that may reflect socio-economy conditions and existing phenomena when the texts were written. Therefore, Jones (2004) argues that:

Drama is life seen through the eye of a dramatist, seen sharply and together, and given an arbitrary form and order. We see our own lives reflected as in a magic mirror, enlarged and simplified, in a pattern we had not perceived before” (p. 28).

Jones’s works were identified by McDermott (1984) as a very spectacular creation as a result of student’s involvement in drama making and performance. According to McDermott, Jones became a guide and a source of inspiration both in theory and practice of theatre production. Jones’s creativity emerged from understanding a drama

script and then “transforming his inner images of characters and their garments into designs which would convey his vision to an audience” (McDermott, 1984, p. 221).

2.2 An Overview of Teaching and Learning *through* Arts at School

Integrating arts in core subjects is as important as teaching arts subjects because they are able to enrich students’ competence both intellectually and emotionally.

Brown, O'Toole, Macintyre, and Sallis (2009) argue for the importance of integrating arts with other learning areas. They claim that the conventional way of teaching focuses on only cognition: ideas expressed in written languages which would leave students with a lack of learning experiences. Ideally, teaching and learning processes should enable “students to reclaim their holistic ways of knowing, that everything they learn must be given context, relevance, and meaning” (p. 233). This is possible when the teaching and learning process is intertwined with art aspects.

Bresler (cited in Gullatt, 2008) identified four approaches of arts integration in school subjects. The first approach was the subservient approach. With this approach, teachers used the arts a “spice” or an “extra” for their curriculum where “an art activity was used as filler for a particular content area” (p. 16). The second approach was the co-equal cognitive integration approach. In this approach, “students were required to use higher order thinking skills and aesthetic qualities to gain further understanding of a particular academic concept such as studying composers and music that paralleled historical events” (p. 16). Bresler called the third approach the affective approach. Here, teachers used arts “to compliment a lesson, such as music, reactions to music and art pieces” (p. 16). And, the fourth approach was social integration used as a vehicle to

increase participation in parental involvement activities, such as school plays and performances.

Jeanneret (2009) gives a detailed explanation about the benefits that students may gain if a learning process is conducted through the arts. First, students may “develop personal expressions and the sharing of knowledge, ideas, feelings, and emotions in a range of modes” (p. 15). This is possible as the arts use different kinds of communication: visual, aural, verbal, and non-verbal forms of communication. Second, students may “develop creative and imaginative thinking as well as encouraging divergent and convergent thinking and multiple solutions to problems” (p. 15). This is enabled by the nature of arts activities where students are encouraged to become active participants and are presented with “artistic problems to reflect on their own reactions and engage in critical thinking, analysis, and evaluation” (p. 16). Third, students could develop their cultural understanding. Through arts students are exposed to “a variety of cultures that can have a powerful impact on the way in which they think about those cultures” (p. 17). Finally, Jeanneret argues that by learning in arts, students can develop their abilities in other learning areas such as numeracy and literacy. For example, a case study conducted by Brown and Macintyre (Brown et al., 2009) involving interdisciplinary arts: music, visual arts, storytelling and bookmaking with primary students shows an example of the benefits of integration of arts with a curriculum subject. The study that aimed to promote children’s language found that it was not only the children’s language that developed but also their imagination and creative expressions.

However, O’Toole (2009) warns that despite its convenience to motivate students, teaching through arts is not always easy for many teachers. He highlights the

causes of the phenomenon within three factors: devaluation, ignorance, and fear. First, many teachers have lack of knowledge about arts in their pre-service training. This is due to devaluation of arts by some educational institutions. Second, after graduation the pre-service teachers become “ignorant of the importance or the relevance of the arts to their students” (p. 10). Finally, those who realize the importance of arts but do not have sufficient basic skills feel fearful to take the risk. To help these teachers cope with this difficulty, O’Toole gives a key strategy. Teacher should have “the ability to know where the students are at, and start there” (p. 10). S/he should not “start too high as the students could be fearful and discouraged and not too low because the students may get bored and despised” (p. 10). Thus, O’Toole confirms that teaching the arts only takes little training and resources but it needs a lot of experience.

2.2.1 A brief history of drama in educational settings

When drama is used in educational settings, performance is positioned as a medium for learning rather than merely the product of learning as it is in arts. In this area drama involves the use of dramatic activities and performance as strategies within classroom instruction to allow for the exploration of students’ life experiences, ideas and issues through imagined situations, with the teacher functioning either as facilitator, simulator or an actor.

The idea of including drama into children’s formal education was first introduced by Harriet Finlay-Johnson who initiated a dramatic method of teaching by conducting experimental teaching with primary school students in 1912 (Bolton, 1985; Finlay-Johnson, 1912; Hornbrook, 1998). The main idea suggested by Finlay-Johnson was assisted by the concept of ‘nature study’ in which “the study must be the real study of living and working nature, absorbed in the open air under conditions which allow for

free movement under natural discipline” (Finlay-Johnson, 1912, p. 4). By this she meant that the learning atmosphere should reflect the real life of the students. In addition, Finlay-Johnson stressed the importance of play as a means for the acquisition of knowledge and a dynamic way of illuminating knowledge, but not the production of a play for performance. Further, she claimed that “teaching by means of play had made the children become practical in the best sense of the world” (Finlay-Johnson, 1912, p. 4).

This means of teaching drama was mostly aligned with a principle proposed by Cook (1917) who strongly emphasized ‘play’ as the key method of teaching. For him learning is doing not merely reading. Thus, learning should be conducted through play which is regarded both as the enjoyable activity of a game and reflection of real life experiences. Therefore, he consistently argued that boys [Cook always taught at boys’ schools] can learn and do anything by play, because “by Play I mean the doing anything with one’s heart in it” (Cook, 1917, p. 4). He meant that “the final appreciation in life and in study is to put oneself into the thing studied and to live there *active*” (Cook, 1917, p. 17). But where Cook and Finlay-Johnson’s conceptions of play differ is in relation to the place of scripted performance. While Finlay-Johnson used a play as a process through which to gain knowledge, Cook saw the performance of plays as the final goal. Thus, Cook was passionate about teaching children to direct and perform plays and he believed that “...if you can act Shakespeare, you can act anything, and if you cannot act even Shakespeare, you might as well sit down again” (Cook, 1917, p. 183).

Drama was not only considered as a means of acquiring knowledge but also as a medium for child development. This notion, proposed by Slade (1954), conceived drama as a means to help develop children’s character and personality through

“personal play that develops children’s quality of sincerity and through projected play that develops the quality of absorption” (Slade, 1954, p. 36). About the same time, the idea of integrating drama activities into other school subjects started to illuminate classroom instruction. However, drama enactments were clearly differentiated from theatre performance. “Theatre has groundwork of history and study of playwrights and their works, but drama is as intangible as personality itself, and is concerned with developing people” (Way, 1967, p. 7).

During about the same period (in 1960s) the movement of drama in education was influenced by the emergence of Heathcote’s ideas. Although her principles are fundamentally similar to previous drama educators, her work contributes two significant innovations to the field of drama in educational settings. The first is the idea of teacher-in-role. This means that teachers should take on a role and become completely involved in role-play with students. In this situation, teachers and students work collaboratively in a partnership (Heathcote, 1983). This notion is particularly similar to Finlay-Johnson’s that regarded the “teacher as a companion to and fellow worker with the pupils... not as ‘absolute monarch’ but on the same grounds as the children themselves” (Finlay-Johnson, 1912, pp. 9-10). Heathcote’s second innovation was to oppose the idea of the teacher “directing” the children’s performances and dramatic activity. Instead, Heathcote “evoked” them (Wagner, 1976, p. 15). Based on Wagner’s observation, Heathcote did not tell the children what to do; she let them make independent decisions. Further, she used drama to “expand children’s awareness, to enable them to look at the facts through imagination and burnished children through the play and enabled them to use information they already knew” (Wagner, 1976, p.

15). These two inventions by Heathcote have become the basis in implementing drama for effective teaching and learning until today's classroom applications.

In 1972, Heathcote invented and introduced 'Mantle of the Expert' (MoE) (Hesten, 1994) and began to develop it in the 1980s (Heathcote & Herbert, 1985). In keeping with her previous innovations and the concepts of teacher in role and teacher as facilitator, she developed children's learning inquiry by presenting problems and digging up their ideas for solutions. She did so by giving the children a mandate through the function and responsibility of an expert. Heathcote's dramatic method of teaching has attracted many followers who "theorized her work and enabled it to be developed into curriculum" (O'Toole & O'Mara, 2007, p. 210). Her work has resulted in significant reformation in the curriculum.

2.2.2 Teaching and learning *through* drama at schools

Teaching and learning *through* drama at schools is essentially different from teaching and learning *about* drama. While the latter focuses on teaching and providing students with knowledge about all aspects of drama including scriptwriting, directing and producing; the former highlights the use of drama as a medium for learning another subject.

In the British curriculum, the functions of drama cover many aspects of learning. One of them is language learning:

Drama promotes language development. Its collaborative nature provides opportunities for pupils to develop key skills of communication, negotiation, compromise and self-assertion. Pupils develop confidence when speaking and their vocabulary is extended when they adopt roles and characters. Pupils also acquire a critical and subject-specific vocabulary through reflecting on and ... (Arts Council England, 2003, p. 7).

An investigation by Sallis (2006) about the integration of drama in Australian primary and secondary school curricula also shows that drama has also been applied across subjects in the curriculum. For example, in New South Wales, drama is part of the *Creative Arts* learning area in which there is scope in the curriculum of both primary and secondary level that incorporate other subject areas such as *Human Society and Its Environment, English and Health & Physical Education*. Similarly, in Queensland, the 'core content' of the *Drama* syllabus from Years 1 to 10 is specified, yet it provides plenty of scope for teachers to develop integrated units of work. Thus, with the improved position of Drama in Australian school curriculum, "[d]rama is both looking for commonality and jockeying for territory with the longer established music and visual arts" (O'Toole & O'Mara, 2007, p. 214).

When drama is used at schools as a technique in teaching a lesson, the use of the term is sometimes interchangeable or even arbitrary. Since its early application in educational settings (about the beginning of the 20th century), the term 'drama' has been used to apply to different concepts. During the period of Finlay-Johnson, Cook, Slade and Way the term 'drama' and 'play' were used interchangeably to refer to dramatic techniques in classroom teaching and learning processes. Weltsek (2008) explains that from the late 1970s to early 1980s, discussions by some English drama educators about the status and function of plays/performances taught in the classroom resulted in a new understanding. They decided that teaching and learning of these plays or dramas was focused on facilitating student-centred learning, instead of on 'teacher centred production orientation'. This resulted in the concept of Drama in Education (D.I.E).

In the 1990s, the term 'Process Drama' came into play. It began to be recognized when Haseman introduced it in his paper "Improvisation, Process Drama and Dramatic Art" in 1991 and then became popular after O'Neill published her book *Drama Worlds* (Weltsek, 2008). According to O'Neill (1995) "[P]rocess [D]rama is most commonly used to indicate exploratory dramatic activity where the emphasis is on process rather than on product. It is built up from a series of episodes or scenic units which allows the gradual articulation of a complex dramatic world and enables it to be extended and elaborated" (pp. xv-xvi). O'Toole (1992) concurs with the use of the term 'Process Drama' to refer to 'drama in education' because, he argued, the whole activity of doing Drama in education is the process. Like O'Neill, O'Toole strongly emphasizes on-going activity rather than *product*. He claimed that "drama itself *happens*, and never accidentally; it is a dynamic event which is always part of its context". He invokes the term 'process' in drama to "denote anything that keeps on going on, and hasn't come to something called a 'product', which has somehow stopped" (O'Toole, 1992, p. 1). It seems that this term was popularized as an attempt to distinguish classroom dramatic activities from theatre studies in schools which aligned with the time period when drama educators began to use the term D.I.E to replace 'drama' or 'play'.

The popularity of the term as well as the principles of Process Drama as the essence of drama in education has been taken up by contemporary scholars, such as Philip Taylor (2000) who perceives Process Drama as the leading principle in doing classroom drama. Ewing and Simons (2004) also confirm the significance of Process Drama as one of the most important forms of drama in education. They highlight that in Process Drama, it is not the students' acting ability that is relevant but their ability to express and explore ideas. Therefore, there is no mindfully pre-written script that

needs to be memorized by the students. Similarly, *Bowell and Heap (2005)* also emphasize that students involved in Process Drama write their own text “as the narrative and tensions of their drama unfold in time and space” (p. 59). In the same tone, *Dinham (2014)* explains that Process Drama puts the emphasis on “exploration of ideas or scenarios and solving problems within imagined contexts” and on “dynamic working relationship between teacher and students” (p. 187). Accordingly, the studies exploring drama and integrating it with other subjects at teaching and learning processes often adopted the term Process Drama (*Coleman, 2011; Crumpler, 2003; Crumpler & Schneider, 2002; Liu, 2002; Piazzoli, 2011; Rosler, 2008; Rothwell, 2011; Samat, 2010; Schneider & Jackson, 2000; Stinson & Freebody, 2006; Weltsek, 2005*).

However, recently there has been a tendency for drama educators and researchers to revert to the term, ‘drama’ when discussing drama related with learning and teaching. This is shown by the finding from an informal meta-analysis conducted by *O’Toole (2010)*. Analysing 86 accepted abstracts of the papers for the Sixth International Drama in Education Research Institute (IDIERI) in 2009, *O’Toole* found that the term ‘drama’ was still the most frequent term used to represent drama as pedagogy. The frequency was far above the other terms. The second and third mostly used term was ‘Process Drama’ and ‘Drama Education’ respectively. For consistent use of the term in this thesis, I adopt ‘Process Drama’ to refer to the application of specific drama principles within teaching and learning processes of core curriculum subjects; ‘drama’ is used to indicate all references about any drama application within the area of education.

2.2.3 The characteristics, elements, values, and functions of Process Drama in teaching and learning

Kao and O'Neill (1998) identify six essential characteristics of Process Drama:

- 1) the purpose of [P]rocess [D]rama is to generate a dramatic “elsewhere,” a fictional world, which will be inhabited for the experiences, insights, interpretations and understandings it may yield, 2) [P]rocess [D]rama does not proceed from a pre-written script or scenario, but rather from a theme, situation or pre-text that interests and challenges the participants, 3) [P]rocess [D]rama is built up from a series of episodes, which may be improvised or composed and rehearsed, 4) [P]rocess [D]rama takes place over a time span that allows this kind of elaboration, 5) [P]rocess [D]rama involves the whole group in the same enterprise, and 6) there is no external audience to the event, but participants are audience to their own acts (p. 15).

In addition to the characteristics of Process Drama, Kao and O'Neill (1998, pp. 23-33) propose seven key elements underlying activities in Process Drama to ensure the advantages of teaching and learning processes. Most of these elements can also be found in MoE that will be discussed in section 2.5.1 of this chapter. The seven elements are *context, role, tension, negotiation, non-verbal activities, questioning and reflection* that are elaborated below.

1. Context

Kao and O'Neill (1998) specify different contexts for different levels of education as the choice of context is determined by “social skills, cultural understanding and language ability” (p. 23) of the students. In line with O'Neill, in creating the context of drama, O'Toole (1992) strongly recommended that the context—both real and fictional—should be negotiated between teachers and students. So, as the existence of context is important, the agreement about kinds of context to be created between

teachers and students is equally important. Further, in accordance with O'Toole and Kao and O'Neill, Howell and Heap (2001) support the importance of appropriate contexts in order to enable the students to "thoroughly explore the theme in a meaningful way" (p. 13). Providing appropriate contexts for certain topics and the students' level of education are believed to ease the students into gaining more understanding about the lessons being explained.

2. Role

During Process Drama teacher and students are always involved in two conditions: in and out of roles. In order not to confuse students, teachers should give a clear sign to indicate to students whether they are in or out of the role at a given time. For example, the teacher may put on a hat to indicate that she is taking on a role and take it off when she goes back to reality. It is also important that the teacher advise the students that when they are in-role, they must become someone else; that is, they are no longer representing themselves. Thus, being in-role in an imagined context, the students may take a higher position than the teacher. If this occurs, there will be a "change of status relationship between teacher and students" as previously claimed by O'Toole and Stinson (2009, p. 66). In contrast, in the real classroom situation the students are normally directed and controlled by the teacher. By doing this, the teacher makes the students aware that there is a mixture between realistic and fictitious roles and that there is no consequence caused by the roles they play in drama (Ewing & Simons, 2004).

Kao and O'Neill (1998) suggest the most useful roles assigned to the students are those that can promote more fruitful learning outcomes. Some of the roles are "those that permit students to ask and answer questions, to solve problems, to offer both information and opinions, to argue and to persuade, and generally to fulfil the widest range of language functions" (p. 25).

In accordance with Heathcote's notion of 'teacher-in-role', Kao and O'Neill (1998) emphasize the function of teacher-in-role in enhancing students' involvement in dramatic situations: contemplation, speculation and anticipation (p. 27). In line with Kao and O'Neill (1998), Howell and Heap (2001), Ewing and Simons (2004) also agree with the adoption of teacher in role in Process Drama arguing that the teacher can still organise student learning from within the drama. Initially the notion of teacher-in-role was debated because it put the students as the centre of learning as opposed to traditional teacher-centred learning. This is why Anderson (2012) describes teacher-in-role as a radical approach, relying on "the student to provide the content of drama rather than the teacher controlling the lesson" (p. 35).

Ewing and Simons emphasise the importance of teachers taking on appropriate roles within the drama. By this they refer to the role in the context of the dramatic situation and to the importance of the teacher selecting a role with an appropriate status. They recommend a 'second-in-charge role' or a medium-positioned role in older children because s/he can adjust her/himself more conveniently with the students. If a high-status

role is taken, it will be just the same position as in a regular class where the teacher has power over the students. In contrast, if a low-status role is chosen, the teacher may not contribute much to the sustainability of drama.

3. Tension

As well as context and role, Kao and O'Neill (1998) also put emphasis on the importance of tension or mental excitement in order to make "dramatic interaction alive" (p. 28). This tension leads to the students' "sustainable involvement in Dramatic task" (Morgan & Saxton, 1987, p. 3 as cited in Kao & O'Neill, 1998, p. 28).

Heathcote (2010) suggested the more particular term 'productive tension' because it is "the key to deepening the exploration of motive influencing action and therefore the journey" (p.10). She differentiated it from conflict that tends to "lock people into negative repetitive response during the interactive process and prevent more subtle exploration" (p. 10). The teacher's ability to choose appropriate tension determines the depth of topic exploration. This may result in profound understanding of the subject being learned.

4. Negotiation

Kao and O'Neill consider it important that teacher and students negotiate the topic. The process of negotiation is believed to encourage students to develop their capability and knowledge about social issues and linguistic competences. Heathcote used a term 'making a contract' to refer to the same notion of negotiation used by T. Taylor (2002). At this stage, the

students' general knowledge—both social and natural—is activated. A deeper process of learning is also heightened.

5. Non-verbal activities

The fifth component for successful Process Drama is the incorporation of non-verbal technique which might include *tableaux*, *still picture*, *freeze frame*, *mime* and *pantomime* (Kao & O'Neill, 1998). Although these techniques do not develop students' verbal communication, Kao and O'Neill propose that they are very valuable in training the students to use appropriate "gestural communication" (p. 28). Ewing and Simons (2004) agree that using *mime* and *still picture* (still image) are effective ways for students to communicate meanings.

6. Questioning

According to Kao and O'Neill (1998), the purpose of questioning in Process Drama is to make the students aware of their own roles and of the border between real and fictional worlds. The outcomes of such questioning are expected to include "strengthened students' commitment to their roles, more valuable general knowledge gained, the ability of using appropriate language register, efforts of using linguistic aspects, awareness of inaccurate responses and students' critical ideas about the issues involved in the drama" (p. 31).

7. Reflection

The importance of doing reflection, as argued by Kao and O'Neill, is to "review progress, prepare for the next stage of the drama, discover student's thoughts and feelings about the content or form of the work, resolve

problems, and evaluate skills” (p. 32). The reflection through drama activities enables the teacher to “focus on what the students have achieved” both in terms of dramatic components and language skills (p. 32).

Process Drama has been both intensively and extensively applied in educational settings. Several studies have demonstrated the values of Process Drama in education.

For example, O’Toole and Stinson (2009) argue that drama can:

- 1) provide a context for much more genuinely two-way, and multi-way communication,
- 2) offer a framework for the learning that is fictional but, inside the fiction, both purposeful and meaningful, so allowing connection to the real world context,
- 3) provide intrinsic motivation when students have something to say and a reason for saying it,
- 4) offer opportunities to practise and rehearse language in a way that mirrors the unpredictability of language use in the real world,
- 5) allow for multiple right answers and many opportunities to refine the ‘rightness’ of communicating those answers,
- 6) support imagination, and requires the students to apply knowledge acquired through more formal classroom practices in new and creative ways, and
- 7) through the convention of ‘teacher-in-role’, drama suspend and alter the status relationship between teacher and students.

8) students are involved physically as well as intellectually and emotionally in the learning process, which leads to greater retention of learning in the long term (p. 66).

In addition to the key elements and benefits of Process Drama in the teaching and learning processes, Process Drama has three functions in a language classroom: cognitive, social and affective functions. These functions have been summarized by Liu (2002) from several studies either in an L1, L2 or additional language class. First, Process Drama serves a cognitive function as “it allows students to work collaboratively in both large and small groups, and in pairs to discuss and improvise dramatic situations, and construct and explore images, roles and ideas while developing their

language skills” (p. 56). Thus, Process Drama not only “strengthens the creativity in the students’ meaningful learning set – a failure in language learning is often caused by the lack of meaningful learning set – but also helps enable students to be actively involved in acquiring the language skills in a meaningful context” (p. 56). Further, Liu explains that the social function of Process Drama lies in the cooperative and supportive interaction among students that could prepare them for real-life communication. It could also be found in the use of pragmatic language learned through improvisation and meaning negotiation. Finally, as Liu concludes, through Process Drama the students from diverse linguistic and cultural backgrounds could build social skills and become more sensitive listeners. “Making plans and designing activities in groups could make the students highly motivated and actively involved in participation. In this way Process Drama helps break down inhibitions and encourages group support” (p. 57). Students feel supported and encouraged so that they will feel comfortable in doing Drama. In this sense, Process Drama serves an affective function.

This function of Process Drama is specifically represented in the study conducted by Piazzoli (2011) and Palechorou and Winston (2012). Piazzoli (2011) managed to overcome learning anxiety of a cohort of students composed of various ethnicities, gender, age groups and academic backgrounds in learning Italian language by applying the concept of ‘affective space’ generated from Process Drama. Affective space refers to “the safe and supporting atmosphere within the drama space” (p. 562). She believes that “when affective space – which is based on ‘affective dimension’ by Boal (1995), one of the world’s leading theatre practitioners who has used theatre as a tool for understanding, education and development, – is established, a supportive

atmosphere enables participants to take risks within the drama that can trigger experiential learning” (p. 562).

A connection between the use of dramatic activities in language teaching and learning has been well documented by Kao and O'Neill (1998) who state that:

Drama does things with words. It introduces language as an essential and authentic method of communication. Drama sustains interactions between students within the target language, creating a world of social roles and relations in which the learner is an active participant ... The language that arises is fluent, purposeful and generative because it is embedded in context (p. 4).

A fuller range of influences of Process Drama on student learning is discussed below.

2.3 Process Drama and Student learning

Research on implementing the concept of drama in teaching and learning processes is not only conducted with English speaking but also with non-English speaking students. The popularity of using Drama in English speaking schools has influenced eastern countries where English is not a first language. Since the beginning of the 21st century drama has widely spread and started to be implemented and accepted in the curriculum of some East Asian and South East Asian countries, such as Japan, Korea, Taiwan, Hong Kong, and Singapore (O'Toole, 2009b). The significance of integrating drama with school subjects to enhance student learning has been observable. This is demonstrated by a number of studies on drama implementation in classrooms. The following sections refers to these studies indicating the influences on student learning both in English and non-English speaking countries.

2.3.1 Students' oracy (speaking and listening)

O'Toole (2009) claims that doing drama opens up a great opportunity for students to improve their speaking and listening ability (oracy). This is so, as he further clarifies, because drama allows students to talk a lot and demands them to practice in speaking as they are taking on a role. Being in-role, the students can have an opportunity to exercise a variety of language expressions, "...to experiment with and to develop a range of registers from outside the classroom, new vocabulary and new gestural signals" (p. 32). In addition, "[d]rama demands listening to tone and observing non-verbal signals (paralanguage) so as to read and respond to sub-texts accurately and effectively" (p. 32).

In line with O'Toole, Baldwin and Fleming (2003) elaborate the appropriateness of drama activities to enhance students' oral language proficiency using different contexts and roles. They believe that the contexts created in drama activities give "opportunities for children to speak as any person, in any devised situation, at any point in time or in any place" (p. 19).

Several studies have shown that utilizing drama in the teaching and learning improve students' oracy, for example, a study by Hui and Lau (2006) and Chan (2009) in Hong Kong as well as a multiple-case study by Stinson and Freebody (2006) in Singapore. Through quantitative analysis Hui and Lau, who conducted experimental research examining the effect of Process Drama on students' creative thinking and communication-expressive ability after a storytelling test, found that the students became more fluent in providing creative responses and produced more interesting stories. They also became more elaborative in their storytelling. A qualitative study by Chan (although focused on obtaining students' perceptions about the relation of drama

education to *Chinese Language* and *General Studies* subjects) shows the effect of Process Drama on students' oracy, "...the pedagogical setting where a more playful and active style of learning fostered their confidence in speaking" (Chan, 2009, p. 200). A drama project focusing on students' oral communication skills, conducted by Stinson and Freebody with Singaporean secondary students provide relatively similar results to Hui and Lau as well as Chan's study. Although English is used as the official language and in all of levels of instruction in Singapore, the majority of student participants used English as L2 or L3. The benefit seen was that the students consistently used English in all of learning modes: in or out-of-the role, in small or large group during the implementation of Process Drama. It was also found that they continued speaking English in non-drama based learning contexts.

2.3.2 Students' literacy (reading and writing)

The positive benefits of drama to promote students' literacy has been well researched and outlined (Baldwin & Fleming 2003; McMaster, 1998;; Rieg & Paquette, 2009). O'Toole (2009), Baldwin and Fleming (2003) argue that involving students in drama activities provide them with the opportunities to practice many kinds of writing genres either within imagined or real situations. Their arguments are supported by several research findings focused on students' literacy (for example Crumpler, 2005; Crumpler & Schneider, 2002; Ewing et al., 2011).

Drawing on O'Neill's (1995) concept of 'pretext', Crumpler (2005) found that through reading a text – in this research a children story book – and then acting out the scenes in the story, the children contributed positively to the composing process. Embedded writing in building a dramatic world resulted in the exploration of the pretext to produce a new text. Using a strategy of providing a fictional lens to view the

real world in the classroom, Crumpler analysed the children's texts that prove "how the shared space of the fictional and the real coalesce in the texts..." (Crumpler, 2005, p. 358).

Crumpler's multiple-case study in collaboration with Schneider (2002) also using 'pretext' to precede dramatic activities generally informed similar findings about students' writing literacy. Both studies indicate that after reading a literature and enacting the story scenes, the students were able to develop their ideas in writing. These ideas were based on their imaginations to explore characters and solve problems. However, in Crumpler and Schneider's study, students were not only engaged in writing, but also in reading, thinking and responding processes as part of their writing activity. At the end, they were engaged fully in learning.

Like the previous two studies on using drama with young learners, a program called *School Drama* run by a partnership between drama teachers and educators, theatre actors and primary school teachers (Ewing et al., 2011) in Australia also demonstrates improvement in students' writing competence as a result of participation in Process Drama. The two-year *School Drama* program explored teachers' ability to use drama in language classes in order to improve student learning. The teachers' observation and comments on students' improvement covered the whole process of writing including building information related to a specific topic, dividing ideas into clear sections, using more vocabulary, and more proficient word building and applying grammar more accurately.

2.3.3 Students' self-expression and self-esteem

O'Toole (2009b) claims that "self-expression is often linked to the notion of raising self-esteem, on the assumption that expressing at least parts of the self, or

selves, helps individuals to acknowledge their identity (or identities) explicitly, and therefore, come to terms with it (them)” (p. 83). O’Toole states that the importance of drama as a vehicle for self-expression was clearly mentioned by Finlay-Johnson (1912).

How students’ self-expression was achieved through dramatic activities is elaborated by Cox and Luhr (1996) after integrating a drama project in an ESL high school preparation classroom in Australia with several Korean students. Despite students’ initial stance to western style of instruction that required them to work in groups and be independent students, “the students could use their previous knowledge of their own school system in Korea and placed it in a new perspective and were able to modify, adjust and realign concepts from their recent past” (p. 35). Further, from the whole experience in dramatic activities the students could “explore beyond own cultural beliefs and their understanding of the world” (p. 37).

A case study by Yaman Ntelioglou (2011a) using multiliteracies pedagogy in a drama- their ESL class also shows that the multi-ethnic and varied educational backgrounded students – all were adult immigrants to Canada because of religion, economic and political conflicts in their original countries – could be more expressive to show their cultures and identities. Drama-making and performing enabled the students to incorporate their life experiences and identities in their new language, English.

Besides self-expression, self-esteem is often heightened when Process Drama is implemented in a classroom instruction. A study by Stinson (2007) shows improvement in students’ self-confidence. Responses from teacher participants reported that some students who were initially hesitated, silent and shy were able to mingle and took a part in dramatic events. Stinson analyses that this was enabled by all

students' participation in being in role so that "there is no pressure to 'perform' to others". In this situation "students shared ideas enactively and in groups, thus removing some of the pressure in performing" (p. 28).

2.3.4 Students' cognitive processes

According to Courtney (1990), cognition refers to "the activities of mind that process information – our perception of information and how we deal with it" or "mental structures (concepts or schemas) that are the basis for ideas, and the dynamics between them" (p. 8). He argues that a child processing information involves a range of phases from simpler to complex; the phases should be learnt through social maturation, not through instruction. It is through imaginations and dramatic actions in an 'as if' world that a child's cognition could be trained and gradually becomes matured.

Andersen (2004) supports Courtney's concept about the link between dramatic actions and the cognitive development of a learner. He believes that, from the perspective of cognitive psychology, making learners think while they are in-role "allows them to examine cognition as an eternal object..." (p. 282). In one of his drama projects, he found that drama techniques function as approaches to nurture 'metacognition' in the learning process in classroom.

In this current research into drama in education, Andersen applied *situated learning* within authentic contexts, comparing two groups of students engaged in a traditional science inquiry task ('inquiry') to those engaged in a traditional science inquiry task in the context of an "as-if" drama world ('inquiry + drama'). He discovered that "the 'inquiry + drama' group performed significantly better on several measures of learning, including the quality of writing" (p. 285).

2.3.5 Students' aesthetic engagement

According to Australian Curriculum Assessment and Reporting Authority (ACARA) (2011), “aesthetic describes the fusion of our thoughts, senses and emotions with the diversity of our personal, social and imagined experience which comprises our response to art works” (p. 26). Similarly, Sinclair (2009) defines the aesthetic as “a mode of response inherent in human life which operates through the senses and the feelings and constitutes a form of intelligence comparable to, though different from, other forms of intelligence such as the mode of logical deduction” (p. 43). However, Anderson (2012) argues that these definitions are not complete as they do not explicitly include the creation of the art work as part of someone’s response to it. Thus, he stresses that aesthetic in drama involves not only knowing or understanding the drama but also making (creating) and performing it.

Anderson (2012) maintains that in order to obtain aesthetic engagement in drama there should be aesthetic control (the choices made in drama and how the students engage with drama) and aesthetic understanding “which can only be achieved when body and mind are engaged” (p. 63). The intertwining of the process of aesthetic control and aesthetic understanding will provide “optimum conditions for critical engagement and creation to emerge in drama learning” (p. 63). Gallagher (2005) concurs, asserting that, “drama players can engage aesthetically through critically examining and physically embodying their own and others’ sensuous perceptions and interpretations of a shared world” (p. 93). Aesthetic engagement in classroom drama is one in which students gain understanding through their involvement in the creative (thinking, appreciating, and making/creating) process.

A study by Bundy (2003) involving tertiary drama students evaluated aesthetic engagement. She noted that “animation, connection and heightened awareness are key characteristics of aesthetic engagement” (p. 176) experienced by drama percipients. As Bundy further reflected, animation itself – which is seen through participants’ behaviour, facial expressions and responses – is not enough to indicate the existence of aesthetic engagement; it needs connection and heightened awareness. Connection was achieved when the participants “engaged with the *idea* of the work” (p. 177); the idea was obtained during or after they experienced the drama. “The idea emerges as percipients experience and read the events of the drama against their own prior life experiences and understandings” (p. 180). Heightened awareness, the result of concurrent experience of animation and connection, is indicated by “the percipients becoming open to questions regarding humanity which have not previously been consciously considered” (p.180).

2.3.6 Students’ social and emotional learning

Another positive contribution of dramatic activities within learning process is that they are able to improve students’ social and emotional learning (SEL). A seven-month study involving Finnish primary students, teachers and parents by Joronen, Håkämies, and Åstedt-Kurki (2011) indicates a great influence of Process Drama on students’ SEL. Using several methods of data collection: questionnaire, interview and focus group discussion; Joronen, Håkämies, and Åstedt-Kurki found significant findings. Based on students’ and parents’ perspectives, they reveal that the students improved empathy, increased understanding of diversity among people and transformed prosocial behaviour.

Further, Edmiston (2000) claims that drama can be a great source of ethical learning. Using the concept of Bakhtin, “being ethical one must always respond to the immediate and subsequent effect of actions on others; be as concerned with the social as much as with the personal aspects of morality, and with evaluating present actions as much as with interpreting future or past events” (p. 66), Edmiston argues that in ethical dramatic activities the students have opportunities to interact and to relate with others by taking different position. As such, they students learn that (a) “to act ethically means being prepared to be answerable to anyone, at any time, for the consequences of their actions, (b) their actions affect, have affected, or are likely to affect other people” (p. 67).

This section has highlighted studies that demonstrate significant contribution of the implementation of Process Drama to student learning. Many studies also investigated the influence of Process Drama on teacher’s practices. The following sections show how Process Drama application has influenced some teachers’ practices.

2.4 Process Drama and Teachers’ Practices

2.4.1 Teacher’s practice relies on integrated pedagogical content knowledge

Pedagogical content knowledge is a type of knowledge that a teacher should possess. “It concerns the manner in which teachers relate their pedagogical knowledge (what they know about teaching) to their subject matter knowledge (what they know about what they teach), in the school context, for the teaching of specific students” (Cochran, King, & DeRuiter, 1991, p. 5). Shulman (1986) elaborates it as teachers’ ability to “use the most useful forms of representation of ideas and the most powerful

analogies, illustrations, examples, explanations, and demonstrations in the ways that make them comprehensible to learners” (p. 9). This means that teachers should be able explain a content (subject matter) in ways that make the students understand. He asserts that pedagogical content knowledge should also include teacher’s ability to understand which topics are easy or difficult to learners based upon learners’ conceptions and preconceptions. If their preconceptions are misconceptions, it is important for teachers to reorganize strategies in order that the learners gain understanding. In other words, Shulman (1988) clarifies that “the teacher comprehends which aspects of the content will be likely to pose the greatest difficulties for the pupils’ understanding” (p. 37).

Thus, Cochran et al. (1991) claim that there are two knowledge components that can contribute to teachers’ pedagogical content knowledge: “teacher’s knowledge of students (including their abilities and learning strategies, ages and developmental levels, attitudes, motivations, and their prior knowledge of the concepts to be taught) and teacher’s understanding of the social, political, cultural and physical environments in which students are asked to learn” (p. 6). The pedagogical content knowledge would be able to result in fruitful learning if teacher is able to use ‘content knowledge’ and ‘pedagogical knowledge’ in integration.

The findings from two studies that implemented Process Drama in second/additional language classes are analysed by Dunn and Stinson (2011). In these two studies they found that language teachers implementing Drama in their classrooms needed to have pedagogical content knowledge of two disciplines: Drama and language learning. These teachers lacked of these two disciplines so that they were not able to obtain optimal learning outcomes.

Dunn and Stinson found that in the first drama project, *DOL project* (Stinson & Freebody, 2006), the students' oral communication in all aspects improved consistently; in contrast, in the second research project, *Speaking Out* (Stinson, 2007), oral communication by the students only improved in two aspects and were not consistent throughout the project. The *DOL project* was planned and implemented by experienced drama practitioners assisted by experienced local teachers with qualifications in Drama education. By contrast, *Speaking Out* – although led by an experienced drama educator – involved a number of English teachers of whom only one had drama education background.

Their analysis indicates that English teacher participants with drama qualification had better pedagogical content knowledge because they possessed two content knowledge areas needed: 'English language' and 'Drama education', and pedagogical knowledge. Dunn and Stinson found that, because of their competence in Drama, English teachers in *DOL project* were able to select pretext materials that not only consisted of language functions but also dramatic components. Simons (2002) argues that an experienced drama teacher usually uses pre-text because from "the pre-text there may emerge more than one lessons ...depending on the teachers and learners to explore it and the context in which it is used" (p. 4). Teacher participants in *Speaking Out* project, where only one English teacher had Drama qualification, tended to choose highly functional and language focused materials and were not able to explore a potential pre-text into a more dramatic situation. From the two studies, Dunn and Stinson (2011) conclude that "when language-learning experiences are planned and implemented by teachers who are aware of the nuances of both language learning and drama learning, then the results achieved will be optimised" (p. 630).

2.4.2 Teacher's practice relies on professional learning and reflective practice

Using dramatic activities by teachers opens up opportunities to develop their professional learning. According to Timperley (2008), “teachers engaged in cycles of effective professional learning take greater responsibility for the learning of all students...when they observe that their new teaching practices are having positive impacts on their students” (p. 9).

The study by Ewing et al. (2011) focusing on developing primary teachers' professional knowledge of and expertise in the use of process drama with literature showed impact on student learning outcomes. The teacher participants in the study observed that their experiences of teaching literacy using drama-based pedagogy approach influenced their teaching practices and, in turn, benefited student learning outcomes. A teacher claimed that drama is an important tool to build relationships with the students and became motivated to plan more innovative and inclusive lessons. McKean and Sudol (2002) report on collaboration between a university researcher/teacher educator and a primary classroom teacher/teacher educator designed to investigate the impact of using drama on students writing and on teacher's beliefs. After participating in this project the teacher participant, Peg, changed her perspective about the use of drama in classroom instruction. Prior to the study, Peg believed that doing drama took too much time and did not make enough impact. But through the study, she found the use of dramatic tableaux to be valuable since students could prepare them quickly with minimal props. She also discovered that the tableaux were very meaningful and that not all drama processes took a lot of time. Perhaps, most

importantly, participating in the study motivated Peg to plan more innovative and inclusive lessons and utilize drama strategies in non-drama project classes.

Another way for teachers to improve their teaching practices and student learning outcomes is through doing 'reflective practice'. Teacher reflective practice is based on the philosophy of reflective thinking proposed by Dewey (1910). He states that "reflective thinking involves overcoming the inertia that inclines one to accept suggestions at their face value and willingness to endure a condition of mental unrest and disturbance" (p. 13). Dewey then concludes that reflective thinking is judgment suspended during further inquiry; and suspense is likely to be somewhat painful. Further, Loughran (1996) simplifies Dewey's definition and writes it in more practical sentence. It is "the way the teachers think about their practices" (p. 3). Osterman and Kottkamp (1993, p. 2) clarifies reflective practice as "a means by which practitioners can develop a greater level of self-awareness about the nature and impact of their performance, an awareness that creates opportunities for professional growth and development".

Using Process Drama in classroom instruction encourages and creates awareness of reflective practice. This is indicated in a teacher development programme on teaching English through Process Drama involving 160 teachers from 38 primary schools in Hong Kong (To, Chan, Lam, & Tsang, 2011). Teachers involved in the study found the benefits of the programme for their professionalism and the programme enabled them to evaluate and improve their teaching practices.

One teacher was impressed with the effectiveness of Process Drama in helping him understand the students better and in revealing their potential so that they can learn better. Adopting Process Drama as a teaching approach also helped him see the

value of giving students voice. Another teacher “realised the importance of physical expression in her teaching, which could make her more approachable” (To et al., 2011, p. 532). From the experience she reflected that teacher-student relationship is important to engage the students in the lesson.

2.4.3 Teacher identity and professional knowledge

Teacher identity, according to Zembylas (2003), “serves as the repository of particular experiences in classrooms and schools, the site of thoughts, attitudes, emotions, beliefs, and values” (p. 107). This definition is further clarified by Beauchamp and Thomas (2009) stating that teacher identity is not only limited to teacher’s professional aspects but also includes “multiple dimensions of identity in the inclusion of ‘how to be’, ‘how to act’ and ‘how to understand’ ” (p. 178). The construction of teacher identity in drama education is created through both body movements and mind exploration (Misson, cited in Wales, 2009).

In an applied theatre professional development programme, *Drama for School*, Dawson, Cawthon, and Baker (2011) initiated a drama-based instructional method with elementary and secondary teachers in the USA. As reported by Dawson et al. (2011), one of the findings shows changes in teacher identity through experiencing the programme. First, teachers valued the programme to help them build relationship with students and related the students’ success in the program with their comfort to be a facilitator. Second, teachers observed that they had similar interest with students: “active participation in a lesson, a collective discovery of knowledge, trying new things tentatively at first and then with more courage and the reflection/observation that naturally comes after trying something new” (p. 329). Finally, after the programme there was a shift in terms of teacher’s perspective about responsibility and learning

focus. At first she thought that she was responsible for the students' knowledge. But after the programme she realized that a positive focus should be on how to encourage the students to be responsible for their own learning.

2.4.4 Teacher practice, student relationships and student agency

Another contribution of drama implementation in teaching and learning processes by teachers is creating a good relationship between teacher and students. This is the key to fruitful teaching and learning outcomes. Studies on drama implementation in classroom instruction have demonstrated that classroom activities designed using drama framework provide better interaction between teacher and students. For example, the principle of 'teacher-in-role' and 'negotiating' are able to diminish the power of teacher over the students. A change in the teacher-student relationship is shown by a study conducted by To et al. (2011). From students' responses in an interview, they found that imaginary roles taken by teachers broke their dominant roles in the classroom and changed the powerful image of the teacher. Cox and Luhr (1996) also noted the change in teacher's interaction with students and students' empowerment saying that "relationships in the class began to change noticeably and a greater autonomy began to develop" (p. 24).

2.4.5 Challenges in integrating drama in teaching practices

As O'Toole previously states in section 2.2, many teachers find that teaching arts is difficult for inexperienced teachers who have a lack of knowledge about how to do it. This could be compounded if arts are integrated with other core curriculum subjects. As claimed by Dunn and Stinson (2011) in order to be successful at integrating drama with another subjects, teacher needs the dual pedagogical content knowledge in

addition to the knowledge about teaching. Some challenges encountered by teachers when using drama in teaching other subjects are described below:

2.4.5.1 Lack of pedagogical content knowledge and drama skills

The research projects by Sæbø (2009) found that as a result of a teacher dramatizing a short story, the students only presented a superficial summary of the story and were not able to elaborate it in their performances. Although they enjoyed the dramatization, the students did not obtain deep learning. In her analysis Sæbø related this less successful drama technique to teachers' pedagogical and creative skills and their motive to use drama in their instruction. Further, she explains that teachers with little knowledge of how to use drama in teaching practices often select role-play or dramatization as an alternative teaching repertoire. According to Sæbø, this "structured teaching and learning process restricted potential for students to create their own experiences in relation to the subject matter" (p. 287). Stinson (2007) also found that almost all teacher participants could hardly understand the idea of drama as a learning medium because they had preconceptions that drama in the classroom is always related to performance. This led to preparing the lesson plans inappropriately.

In several studies previously discussed (for example Stinson, 2007) teachers found difficulties in taking on the roles together with students. While this could enhance the teaching and learning processes and improve the teacher-student relationship, teacher's inhibition and reluctance in playing the roles could reduce the essence of dramatic activities.

2.4.5.2 Challenges in preparing lesson plans and managing the classroom

Teacher participants in the studies by Stinson (2007) and Dawson et al. (2011) voiced their difficulties in terms of classroom and time management. One of the teachers in Stinson's study thought that doing drama slowing down teaching and learning process particularly when she had to cover a certain syllabus to prepare students for exam. Besides, it was a burden for her as she had to prepare new lesson plans within a drama framework in which she had no expertise.

Although teacher participants involved in the study conducted by Dawson et al. could find ways to overcome the challenges at the end the project, in the middle of the program they were quite concerned about the reality of the implementation of drama techniques. Dawson reports that the teachers "expressed their struggle with classroom management, with structuring activities, of time management, and other concerns" (p. 326).

In summary, the last three sections have identified the principles of Process Drama implemented in classroom practices and the ways these shape student learning and teachers' practice. Mantle of the Expert sits within the genre of Process Drama and is discussed below.

2.5 The Mantle of the Expert Approach

As an artist and drama educator, Heathcote had been popular with her 'teacher-in-role' when she was appointed as a lecturer at Newcastle-upon-Tyne University, Institute of Education in 1950 and was recognized by both local and international drama teachers (Bolton, 2007; O'Toole, 2009a). The concept of Mantle of the Expert (MoE) firstly emerged in 1970s when Heathcote cast three problematic boys in a

classroom drama, and in 1972 she introduced MoE as “an experiential learning and the empowerment of child when s/he assume MoE; and by 1993 the concept of MoE focused on getting children to run a business enterprise” (Hesten, 1994, p. 156). It is this latest concept of MoE that has been applied in teaching the curriculum in many countries and on which this study of MoE implementation is based.

Heathcote (2002) literally divides the phrase ‘Mantle of the Expert’ into: *Mantle* and *Expert*. “*Mantle* means fulfilling a community call and making use of one’s potentiality; and *Expert* means the opportunity to work at knowledge and master the skills” (p. 2). Thus, Heathcote (as cited in Aitken, 2013) explains that:

Mantle is not a cloak nor a garment to cover by which a person is recognised. I use it as a quality: of leadership, carrying standards of behaviour, morality, responsibility, ethics and the spiritual basis of all action. The mantle embodies the standards I ascribe to. It grows by usage, not garment stitching” (p. 35).

The main goal of MoE is to “provide a *centre* for all knowledge: it is always experienced by the students in terms of the responsible human being” (Heathcote & Bolton, 1995, p. 32).

Heathcote’s theories, nevertheless, aroused criticism from a number of drama educators, such as Margaret Faulkes-Jendyk, David Brook and Helen Nicholson (Bolton, 2007). According to Bolton, Faulkes-Jendyk criticised that “Heathcote’s teaching lacked of drama [sic], creativity and education” (Bolton, 2007, p. 53). Despite its denunciation, in 1976 Betty Jane Wagner wrote a book, *Dorothy Heathcote: Drama as a Learning Medium*, that explained Heathcote’s theories of drama pedagogy in great detail.

After two years Heathcote in collaboration with Bolton announced a new concept of MoE. In her book, she gave a thorough explanation of the approach: *Drama for Learning: Dorothy Heathcote’s Mantle of the Expert Approach for Education* in 1995

(Heathcote & Bolton, 1995). O'Toole and O'Mara (2007) said that Heathcote and her seminal theory of drama education “took a quantum leap forward in curriculum” (p. 211). The following two sections highlight MoE elements and pedagogical principles that have been tried out in a number of classroom instructions.

2.5.1 Elements of Mantle of the Expert approach

Although Heathcote never clearly describes the elements of MoE, a number of them can be deduced from her writing. MoE elements can be classified into those that are created in an imaginary community or and those that run the imaginary enterprise created in the classroom community. These two groups enable the whole process of MoE implementation. The first group consists of *enterprise (organization)*, *experts*, *commission* and *clients*. The elements that carry out the enterprise are *student-in-role (and out-of-role)*, *teacher-in-role (and out-of-role)*, *productive tension*, and *reflection* (see Figure 2.1 below).

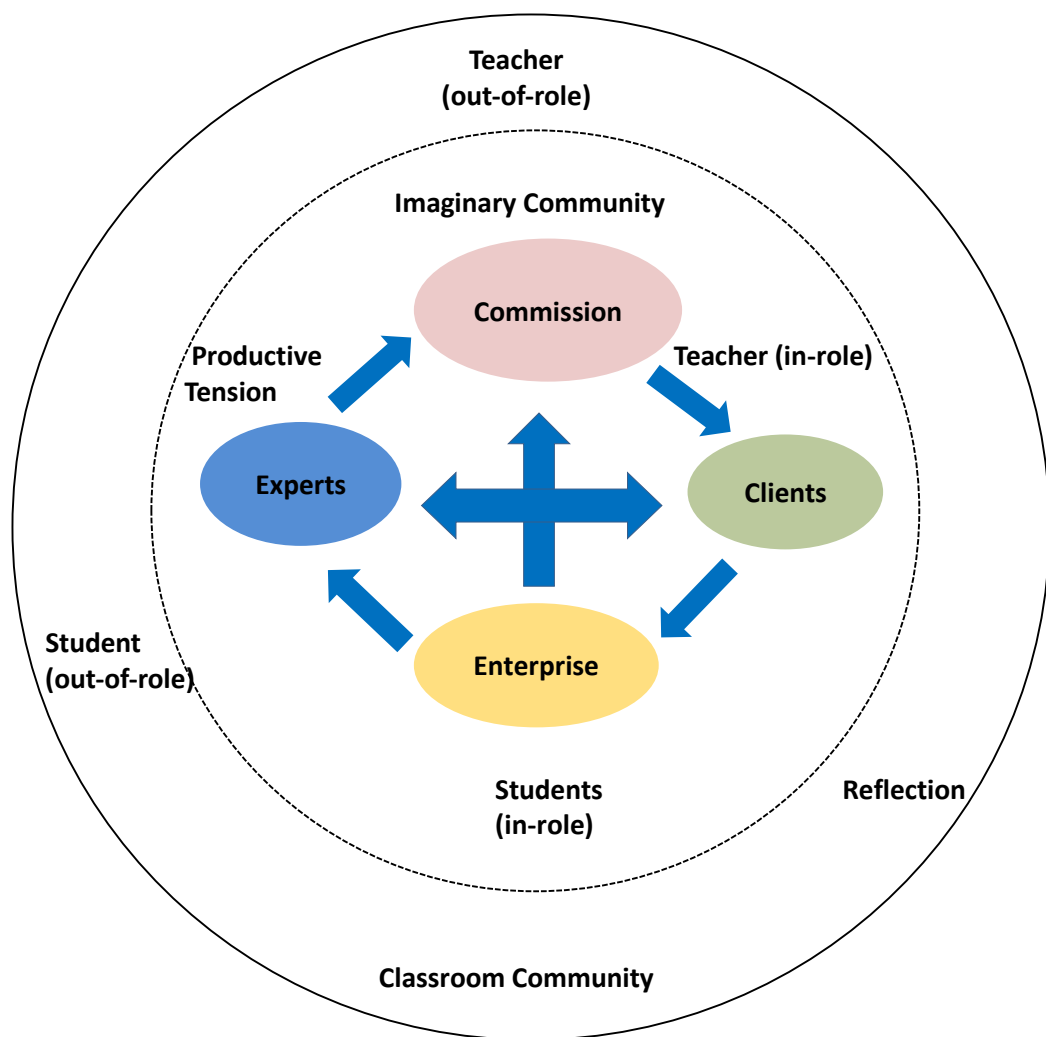


Figure 2.1 Elements of MoE adapted from several sources

According to Aitken (2013), the enterprise that Heathcote means “might be a ‘full-blown’ company or simply a ‘responsible team’ ” (p. 37). Heathcote (2004) divides the enterprise into eight kinds:

- 1) servicing enterprises (e.g. bank, library, hospital, fire station, post office, 2)
- manufacturing (e.g. factories, a dairy, a bakery, fashion house, herb garden, cars), 3)
- charitable (e.g. OXFAM, Red cross, Greenpeace, National trust, English Heritage), 4)
- nurturing circumstances (e.g. hospice, orphanage, gene or blood bank, nature reserve, zoo, animal sanctuary, safe house, library, council office), 5)
- regulatory situations (e.g. police stations, tax and immigration offices, prisons, law courts, armed forces, housing authorities, customs and excise, harbour authorities), 6)

maintenance enterprises (e.g. plumbers, electricians, joiners, archivists, stone masons), 7) arts establishments (e.g. theatre, photographic studios, film makers, art gallery, ballet and dance companies, museums, craft workshops, architects' business), and 8) training establishments (any learning programmes related with human endeavours) (para. 11).

Heathcote further explains that in selecting the enterprise, the teacher needs to consider two factors: the enterprise should be the one that “most invokes the teaching goals” (para. 12) and should be matched with the length of the learning goals. Selecting the type of the enterprise can also be discussed with students.

The next elements, which are related to the enterprise are *experts*, *commission* and *clients*. The *experts*, students in-role, are the members of the enterprise who have to commit a *commission*(task) for *clients* and take a responsibility to ensure that their service satisfies the *clients*. Students are “*framed* as servicers committed to an enterprise” (Heathcote & Bolton, 1995, p. 32). Within this framework “the students are made conscious of what they learn and to take responsibility for their learning” (Heathcote & Bolton, 1995, p. 16).

While students always take the roles of the *experts*, the teacher can move flexibly and take as many roles needed. However, “the students never take the *client* position but it has to be signed and the students understand, serve and respect the *client*” (Heathcote, 2008, p. 4). Heathcote strongly emphasized, however, that in whatever the enterprise the teacher must never ask the students to create the actual objects or products. This is because “...the students’ inexpertness would become immediately apparent...thus, what they need to do (as in real life) is to design, demonstrate, explain, draw to scale, and to cut out templates exactly as such firms would” (Heathcote & Bolton, 1995, p. 18).

In order for the enterprise to run successfully, there are four elements that need to be applied: *student-in-role* (and out-of-role), *teacher-in-role* (and out-of-role), *productive tension*, and *reflection*. Student-in-role is the most important element in running the enterprise because the students take on a role of the experts, the main actors in the enterprise who carry out the commission.

When Heathcote announced MoE in 1970s, she reserved *teacher-in-role* as one of the powerful components. The idea of *teacher-in-role* is that the teacher “adopts a fictional role placing the students in the position of being the one who knows or the expert in a particular branch of human knowledge” (Heathcote & Herbert, 1985, p. 173) in an imagined context. Heathcote (Heathcote & Bolton, 1995) further elaborates teacher’s action when being in-role:

Teacher-in-role in MoE is a particularly mercurial version, with the teacher frequently engaged in hopping deftly, sliding elliptically, switching abruptly, or even bestriding the two worlds of fiction and reality. It may be just a matter of seconds that a role is held and then dropped – and then assumed again. It is even possible to convey with a word and the raising of an eyebrow a deliberate ambiguity between the two (p. 30).

When not being in-role, the teacher is out-of-role “to design learning tasks that the context makes necessary to be undertaken”(Heathcote, 2008). This double function of the teacher during MoE practice is called *metaxis*. The teacher is termed as a *maister* if he/she is in role or inside the *mantle*. The *maister* is “responsible for providing, overseeing, and maintaining the momentum of the work as well as regulates behaviour, offers information in restricted code and builds belief in ongoing tasks of the enterprise” (Heathcote, 2002, p. 3). When being the maister, the teacher should also participate as a firm leader and establish the protocol of behaving “*as if we are experts*

that allows the students to shift the thinking and learning about things into that of thinking from within the matters of concern...the teacher's capability in doing this invokes students' self-awareness to endure the responsibility for "serving the needs of their clients..." (Heathcote, 2004, p. 5). Meanwhile, outside the *mantle* the teacher's function is only as a helper to make the enterprise run successfully and offer solutions. The teacher out-of-role never employs "the voice of the expert instructor" (Heathcote, 2002, p. 3).

Being both in and out-of-role, the teacher should constantly use inclusive language (we, us, etc.) in order to maintain the teacher-student and enterprise owner-client relationship. This relationship suggests a sharing or partnership between teacher and students. According to Abbot, in responding to Boschi's question, the application of MoE is "one where teacher is sharing the human space with kids, the teacher is not doing it *to* them...but is creating opportunities to do things *with* them" (Boschi, 2011, p. 69). This suggests mutual collaboration between teacher and students. By doing teacher-in-role, "pupils' personal development and well-being are at the core of learning in MoE" (Matusiak-Varley, 2011, p. 36). As such, as she continues, pupils develop life skills and responsibility. Through guidance from the teacher, pupils are led to solve problems while researching independently or participating in group tasks within the schedule given.

Having explained about the teacher's function when in-role and out-of-role, Heathcote clarifies that the teacher is independent in terms of having the competence to take on a number of roles, but s/he should be "someone who is dependent on the students' roles for advice and guidance about immediate tasks, but who has a strong sense of the firm's past history and of how things used to be done" (Heathcote & Bolton,

1995, p. 24). In other words, the teacher should have the combined ability as a person who knows when to be in-role or out-of-role, and has sufficient knowledge about the whole idea of the selected enterprise, but has to continue inviting students' ideas, suggestion and advice; and to some extent has to rely them. Therefore, the teacher should never dominate the situation, whether s/he would either entertain the class or disempower them (Heathcote, 2008). Being in-role, the teacher actually adopts egalitarian concept as s/he "must share power power to position the students (individually and collectively) as knowledgeable and competent colleagues and also ensure that children position one another similarly" (Anderson, 2012, p. 103). This means that the teacher and students work collaboratively throughout the MoE process in order to make the learning meaningful and purposeful. This kind of teaching and learning processes, which takes place when both teacher and students take on a role, promotes teacher-student interaction.

To sustain the enterprise, the teacher should always encourage and invite students' inquiries by creating *productive tension* which is another key principle of MoE. Heathcote (2010) used the term, *productive tension* – instead of only *tension* that is also used in Process Drama – to describe an action by the teacher to deeply explore the motive (topic) and to encourage students to interact. She simply described *productive tension* as "leaving something in the situation to chance which cannot be controlled entirely" (p. 10). She clarifies that careful planning is required in case an unexpected occurrence emerges when productive tension is inserted and explored.

Aitken (2013) explains the purpose of tension:

- 1) To offer authentic contexts for learning in which learning is complex and messy and not overly simplified;
- 2) to help maintain a sense of interest and intrigue in the drama;

and 3) to challenge students to defend their point of view and operated from heightened state of agency (p. 52).

Heathcote's description of *productive tension* and its purposes explained by Aitken suggest that *productive tension* is greatly different from *conflict*, the element of Drama used for performance.

Unlike other MoE elements that can be easily found in Heathcote's writing, *reflection* is not clearly explained. However, in her teaching practices of MoE, Heathcote obviously always enacted reflection that gives a sign of the significance of this element in sustaining the enterprise. Aitken (2013) also agrees that it is a crucial element of MoE because this is the moment where teacher, whether in-role or out-of-role, reviews what the students have done or achieved and the point where both teacher and students can plan their future activities.

2.5.2 Principles of Mantle of the Expert approach

2.5.2.1 Cross-curricular approach

Most drama educators agree that one of the fundamental principles of MoE is that it adopts a cross-curricular approach to teaching or, as Heathcote explained, is "*an approach to the whole curriculum, not a matter of isolating just one theme. Any one thing you want to teach must become meshed within broad curriculum knowledge and skills*" (Heathcote & Bolton, 1995, p. 16). In the early of MoE invention, Heathcote had explained what she meant by the above term (Heathcote & Herbert, 1985). As MoE works in a system of teaching using syllabus and structure from the conditions of society that focused on group of people rather than individuals, it enhances the integration of curriculum in all learning areas. Therefore, "through MoE approach,

cross-curricular teaching and learning was able to be conducted at all levels of curriculum and be integrated with all content knowledge by using contextual dramatic metaphor” (Heathcote & Herbert, 1985, p. 173).

Aitken (2013), who has experienced enacting MoE with primary students, proves that MoE is endorsing cross-curricular teaching. She explains that “curriculum is encountered in the same way as in real life: not as a set of separated ‘subjects’ or ‘learning areas’, but as landing points within a holistic ongoing experience. Mantle of the Expert, then, is an approach to curriculum integration” (p. 37). Similarly, Sayers (2014) concludes her study on the process of MoE implementation stating that MoE adopts the system of curriculum integration that runs an enterprise for a certain period that is most frequently conducted with primary students. The similar concept is drawn by Matusiak-Varley (2011) who explains “MoE as dramatic enquiry using theatre skills in the ‘as if’ mode of working within or across curriculum programmes” (p. 35).

2.5.2.2 Real-world context

In addition to cross-curricular approach to teaching, the use of real-world context is also crucial in MoE implementation. One visible sign is the establishment of an imagined enterprise to start implementing the approach. Another sign is the incorporation of all learning areas, such as history, geography, mathematics and biology. Although the enterprise and all elements (experts, commission, and client) associated with it are imaginary, they should reflect on the real-world happenings or situation. Therefore, the enterprise selected has to be close to the students’ real life or has to be something familiar to them.

Although Heathcote does not provide extensive explanation about this principle, she often mentions that student learning through MoE relates to their life beyond the

classroom. For example, Heathcote (2002) says that “MoE encompasses style, attitude and dedication which takes time to build in fiction, as well as in the real world” (p. 3). Other drama educators also realize the relationship between MoE learning with the real-life phenomena, for instance, Aitken (2013) saying that “each task [in MoE] is purposeful and occurs within a real-life context” (p. 38). Edmiston (n. d) states that during non-MoE learning, children simply conduct the work assigned by the teacher without relating it to their real-life context, but during MoE learning, the children are involved in the activities that assign them to conduct a commission for a client that connect them to real life beyond their classroom.

2.5.2.3 Inquiry-based learning approach

The inquiry-based learning approach is other fundamental principle of MoE implementation. “Originally, the term [inquiry-based learning] was used to invoke the idea of teaching science in the way it is actually practiced by scientists—problem solving through formulating and testing hypothesis” (Dewey, 1910 and Schwab, 1960 as cited in Gormally, Brickman, Hallar, & Armstrong, 2009, p. 2). Derived from this idea, Heathcote formulated the inquiry-based activities in MoE work. Through committing the job as experts, the students are responsible for finding solutions to serve the client having a problem. The essence of this principle is elaborated by Belcastro (2003) who conducted an action research study on using MoE in a kindergarten classroom. She explains that:

Mantle of the Expert mediates inquiry-based education in the way that it creates a practice-oriented classroom. In a practice-oriented classroom learning is focused on activities and practices that aid students in the exploration of how social worlds are constructed and represented. Students and teachers participate as collaborative inquirers, sharing in the decisions of classroom practices, engaging in

activities of social worlds, and reflecting on beliefs and values underlying those worlds. (pp. 68-69).

2.6 The Implementation of Mantle of the Expert

Given Heathcote's worldwide well-known approach of MoE, there have been extensive discussions on the approach (Belcastro, 2003; Boschi, 2011; Hesten, 1994; Saxton & Miller, 2012; T. Taylor, 2006; Towler-Evans, 1997). However, the amounts of teaching practices and studies on using MoE approach by drama researchers, educators or teachers are rarely acknowledged. The following two sections take account of the implementation of MoE approach and its influence on student learning and teachers' practices.

2.6.1 Mantle of the Expert and student learning

This section and the next highlight important findings about student learning and teachers' practices as the result of MoE implementation.

A study by Housum-Steven (1998) using MoE approach as a part of drama-based teaching in her *Social Studies* class with 7th grade students demonstrated positive findings. Although it cannot be claimed that the positive benefits were as a result of MoE alone, for example students' increased enthusiasm and engagement with the lesson, Housum-Steven explicitly described the success of adopting teacher-in-role within the MoE frame. Her spontaneous teacher-in-role transformed a formerly unconfident student to a 'new-found' confident one. Further, Housum-Steven claimed that from the drama project the students created, they were able to reflect on the learning. Learning within the drama frame, including MoE, helped the students understand the lesson better and remember the materials longer without memorizing

them. The students realized that they did not learn everything from books only, but through new experiences like becoming an expert.

Another MoE implementation was two-hour teaching trial with 2/3 grade students by T. Taylor (2002). Taylor's first experience resulted in positive effects on student learning motivation and engagement. Through an imagined situation, the students had responsibility for the role, were engrossed in the drama of the situation and contributed more thoughtfully. After four years, Taylor undertook a broader project of MoE implementation (T. Taylor, 2006). The teaching project was conducted for 15 months by 12 teachers from seven primary schools in England. Different from his previous teaching experiment that he conducted by himself, in this project, Taylor functioned as a project trainer and coordinator in this extended classroom implementation of MoE.

The teacher participants reported that the students became passionate and excited about their work. This shows that their 'academic engagement' (Finn & Zimmer, 2012) improved. As in most research with Drama, this project with the MoE approach was also successful to engage the students who used to be reluctant with ordinary work. The activities within MoE frame created challenging learning experiences that were meaningful and exciting for the students. This led to the students' genuine ownership of their learning.

A twelve-month action research with 4/5 year students conducted by Rouse and Wilde (2010) involving people from government, an actor from a theatre company and Dorothy Heathcote herself, also resulted in a number of significant effects on students' academic attainment, individual behaviours and emotional intelligence. For example, the students successfully decoded complex and archaic documents and maps. Another

effect was that their writing and literacy test scores improved significantly. The students also became more focused and sustained concentration.

2.6.2 Mantle of the Expert and teacher's practices

A study by Housum-Steven (1998) resulted in her ability to reflect her own teaching practice. By providing a context in which the students were named as 'experts', she built another type of teaching called 'cognitive apprenticeship'. Further, through teacher-in-role in MoE, Housum-Steven could learn a management approach to cope with groups or individuals who hindered the activities.

Unlike Housum-Steven who viewed teacher-in-role as an advantage to cope with obstacles and to build students' confidence, T. Taylor (2002) took advantage of the whole MoE approach to reflect on his teaching practice and gained new insights into practice. Long-term research using the MoE approach enabled T. Taylor (2006) to analyse a number of influences on teachers' view and practices. He claimed that the project created clear and genuine links across the curriculum as the teachers were able to structure a series of experiences in order to enable increased depth of understanding. The project was also able to encourage teachers to be more reflective about their own practice and the process of learning in their classrooms. At last, teachers' skills in questioning and challenging the thinking of their learners improved through the use of contexts for learning and the practices associated with drama for learning and MoE.

Rouse and Wilde (2010) also found the substantial positive contribution of MoE project on teachers, not only on their teaching repertoire but also on their self-confidence of taking in role together with the students. For instance, "the development of their classroom language through the project offered opportunities for using more

domestic, homely and affective language that encouraged children to raise and discuss a rich diversity of topics and to express and discuss feelings in a 'no-penalty zone' " (p. 19). As previously experienced by Taylor who finally coped with his uneasiness when taking on a role with children, the initially nervous teachers with teacher-in-role convention at the end of the program were able to perform it more naturally.

The study of MoE implementation by Sayers (2011) was different from those previously discussed. Sayers was not involved in the teaching and activities with MoE frame. She was an outsider who only observed the implementation in several schools and interviewed the teacher participants. She found:

1) MoE offered teachers an interesting model for enquiry-based learning ideally suited for developing talk in the classroom; 2) MoE allowed the teacher to work alongside learners, adopting either a managerial, administrative or a low-profile role. In other words, the teacher could lead and organise or service the situated learning experience; and 3) being inside the fiction with the students can allow the teacher to observe dialogues and develop them unobtrusively (p. 32).

As with the influences of Process Drama on teaching and learning processes, the effects of the implementation of MoE were also advantageous to students and teachers. While most students obtained benefits that affect positively their intellectual and emotional intelligence, many teachers became more aware of their practices and improved their interaction with students.

2.7 Communicative Language Teaching (CLT), School-Based Curriculum (SBC) and Mantle of the Expert (MoE)

This section elaborates the principles of the Communicative Language Teaching (CLT) approach that become the basis for designing Indonesian National English curriculum as stated in School-Based Curriculum (SBC) and their compatibility with

MoE principles. According to Savignon (1987), CLT was derived from the term *Communicative Competence*, following Hymes (1971). Communicative competence “includes knowledge of sociolinguistic rules, or the appropriateness of an utterance” (Hymes, as cited in Savignon, 1987, p. 235). At the same time, Savignon (1991) used the term more broadly that included the teaching of language within its contexts, both oral and written communication and in both academic and non-academic settings. Further, Savignon (1991) explained that as CLT has been widely used by teachers, researchers and program developers, “CLT has become a term for methods and curricula that embrace both the goals *and* the processes of classroom learning, for teaching practice that views competence in terms of social interaction and looks to further language acquisition research to account for its development” (p. 263).

According to Richards (2006), the principles of CLT cover “goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom” (p. 2).

First, the goal of CLT is communicative competence (Richards, 2006) or learners’ ability to communicate in the target language (Celce-Murcia, 1991). This goal of CLT is realized in MoE activities because throughout MoE activities teacher-student and student-student intensive interaction in establishing an enterprise, making a contract, taking on roles and reflecting on already-done activities are greatly facilitated. Interacting in varieties of enterprises in which students’ expertise is built, the students have the opportunity to discuss different life topics. This enables students to develop their vocabulary and to use language contextually. Similarly, in English language learning supportive interaction between teacher and students is greatly encouraged.

The interaction, as suggested by Gibbons (2002), should be “varied and dialogic” (p. 17).

Further, Richards (2006) asserts that in communicative competence there are some aspects of language knowledge that learners should have:

knowing to use language for a range of different purposes and functions, knowing to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication), knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations), and knowing how to maintain communication despite having limitations in one’s language knowledge (e.g., through using different kinds of communication strategies) (p. 3).

Most of those knowledge components outlined by Richards above have been used as a foundation to design the outlines of the contents of School-Based Curriculum (SBC) for English lessons taught in junior and senior high schools in Indonesia. English instruction is carried out by integrating the four language skills: listening, speaking, reading, and writing. Therefore, the competencies to be achieved by students are also divided based on those language skills. An example of English curriculum contents incorporating some principles of CLT, such as language skill integration and the use of real-world context can be seen in Table 2.1 below (Institution for National Education Standard (BSNP), 2006b).

Table 2.1

Grade 11, Semester 2 English curriculum for Senior High School

| Standard Competency | Basic Competency |
|----------------------------|-------------------------|
| <i>Listening</i> | |

| | |
|---|---|
| <p>1. Understanding the meanings of transactional (to get things done) and formal as well as sustained interpersonal conversation within daily contexts.</p> <p>2. Understanding the meanings of short functional texts and monologs such as 'narrative, 'spoof', and 'hortatory exposition' within daily contexts.</p> | <p>1.1 Responding to the meanings of transactional (to get things done) and formal as well as sustaining interpersonal conversation using varieties of accurate, fluent and acceptable oral language within daily contexts. It involves the expressions of 'love' and 'sadness'.</p> <p>1.2 Responding to the meanings of transactional (to get things done) and formal as well as sustaining interpersonal conversation using varieties of accurate, fluent and acceptable oral language within daily contexts. It involves the expressions of 'embarrassment', and 'anger'.</p> <p>2.1 Responding to the meanings of formal and informal short functional texts using varieties of accurate, fluent and acceptable oral language within daily contexts.</p> <p>2.2 Responding to the meanings of formal and informal short functional texts using varieties of accurate, fluent and acceptable oral language within daily contexts in the forms of 'narrative, 'spoof', and 'hortatory exposition'.</p> |
| <p><i>Speaking</i></p> <p>1. Expressing the meanings of transactional (to get things done) and formal as well as sustained interpersonal conversation within daily contexts.</p> | <p>1.1 Expressing the meanings of transactional (to get things done) and formal as well as sustained interpersonal conversation using varieties of accurate, fluent and acceptable oral language within daily contexts. It involves expressing 'love' and 'sadness'.</p> |

| | |
|--|--|
| <p>2. Expressing the meanings of short functional texts and monologs such as ‘narrative, ‘spoof’, and ‘hortatory exposition’ within daily contexts.</p> | <p>1.2 Expressing the meanings of transactional (to get things done) and formal as well as sustained interpersonal conversation using varieties of accurate, fluent and acceptable oral language within daily contexts. It involves expressing ‘embarrassment’, and ‘anger’.</p> <p>2.1 Expressing the meanings of formal and informal short functional texts using varieties of accurate, fluent and acceptable oral language within daily contexts.</p> <p>2.2 Expressing the meanings in essays using varieties of accurate, fluent and acceptable oral language within daily contexts. The essays are ‘narrative, ‘spoof’, and ‘hortatory exposition’.</p> |
| <p><i>Reading</i></p> <p>1. Understanding the meanings of short functional texts and essays in the forms of ‘narrative, ‘spoof’, and ‘hortatory exposition’ within daily contexts and obtaining access to the knowledge.</p> | <p>1.1 Responding to the meanings of formal and informal short functional texts using varieties of accurate, fluent and acceptable oral language within daily contexts and obtaining access to the knowledge.</p> <p>1.2 Responding to the meanings of formal and informal short functional texts using varieties of accurate, fluent and acceptable oral language within daily contexts and obtaining access to the knowledge in the</p> |

| | |
|---|--|
| | forms of 'narrative, 'spoof', and 'hortatory exposition'. |
| <p><i>Writing</i></p> <p>1. Expressing the meanings of short functional texts and essays in the forms of 'narrative, 'spoof', and 'hortatory exposition' within daily contexts.</p> | <p>1.1 Expressing the meanings of formal and informal short functional texts (for example, 'banner', 'poster', 'pamphlet', etc.) using varieties of accurate, fluent and acceptable written language within daily contexts.</p> <p>1.2 Expressing the meanings and rhetorical steps in essays using varieties of accurate, fluent and acceptable written language within daily contexts in the forms of 'narrative, 'spoof', and 'hortatory exposition'.</p> |

Second, in CLT the process of language learning is different from traditional language learning that always focused and limited to use of grammar in sentences by learners, or what Richards (2006) calls “a process of mechanical habit formation” (p. 4). In CLT, language learning occurs through a number of different processes and ways:

Meaningful and purposeful interaction, meaningful collaborative creation, negotiation of meaning as learner and his/her interlocutor arrive at understanding, attending to the feedback learners get when they use the language, attention to the language they hear (the input) and then incorporating new forms into their developing communicative competence; and learners try out and experiment with different ways of saying things” (Richards, 2006, p. 4).

Third, classroom activities promoted by CLT lead to enriching students' knowledge, improving peer interaction and enhance collaboration. The activities include “pair-work activities, role plays, group-work activities and project work” (Richards, 2006, p. 4). According to CLT theorists “pair or group work is important to

transfer meaning in situations” and through “role-plays or dramatization students learn to adjust their use of the target language to different social context” (Celce-Murcia, 1991, p. 8).

Group-work in English language learning is highly recommended because it can result in a number of benefits to the learners (McGroarty, as cited in Gibbons, 2002, p. 17). The first benefit is that in a group work situation the learners hear a greater variety of language from other speakers so that it increases the input to the learners. The second is the learners interact more with other speakers therefore their output is also increased. In these interactions, learners hear and use the language in an appropriate context. In addition, McGroarty acknowledges other advantages of group work. There is a high possibility for learners to hear similar ideas expressed in a variety of different ways. When learners ask question to clarify meanings, this increases practice in real communication. The last additional advantage is “the learners who are not confident in English often feel more comfortable working with peers than being expected to perform in a whole-class situation” (2002, pp. 17-18). These practices of CLT are similar to MoE processes. In MoE, to run an enterprise successfully, which can be called ‘project work’, teacher and students work collaboratively. The activities include pair-work, group work, classroom discussion and role-plays.

Richards (2006) claims that in CLT students adopt new roles: “Students have to participate in classroom activities that are based on a cooperative rather than individualistic approach to learning, have to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model and have to take on a greater degree of responsibility for their own learning” (p. 4). These students’ roles are also reflected in MoE principles as outlined by Heathcote and

Bolton (1995), “students must be conscious of what they learn as they continually record and assess newly acquired knowledge and skills and must become responsible for what they learn, that is, they must make it happen because they understand the power they have within that fiction to direct, decide, and function” (p. 18).

Through CLT, the teacher is positioned as facilitator and monitor (Richards, 2006). He asserts that the teacher should not “become a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, but should develop a different view of learners’ errors and of her/his own role in facilitating language learning” (p. 5). Celce-Murcia (1991) reinforces this, seeing the teacher’s role as “primarily to facilitate communication and only secondarily to correct errors” (p. 8). Although the teacher’s role in MoE is one of the most fundamental characteristics of running the enterprise, the teacher is “not the main focus of knowledge and resource” (Heathcote, 2008, p. 5). The teacher’s position is empowering, observing and widening task varieties.

Apart from the four CLT principles explained by Richards (2006), Celce-Murcia (1991) adds four more features of CLT related to course content, context, materials and activities, and language skill integration. First, the content of the course should include semantic notions and social functions. This is very likely enabled by MoE. Many kinds of life topics can be covered by MoE; therefore, semantic notions and social functions can be included. Second, the necessity of context (social) is embedded in CLT (course content) which is greatly in line with one of the fundamental principles of ESL/EFL teaching and learning process and MoE. Gibbons (2002, pp. 2-3) claims that English language learners, like all language users, also need to use the language within real or authentic contexts: “context of culture” and “context of situation” so that they are able

to use the language more appropriately and purposefully. Similarly, to run MoE, the teacher should always provide an imagined context that consists of an enterprise, a commission, and a client. Third, teachers are required to use authentic materials and to create authentic activities to reflect real-life situations and demands (Celce-Murcia, 1991). The imagined context in MoE is always based on the real world; therefore, all MoE activities refer to authentic events and involve creating the replication of authentic materials. Finally, the teacher should integrate the language skills from the beginning. Through different enterprises and life topics during MoE, the teacher and students get involved in the activities that require them to utilize all language skills.

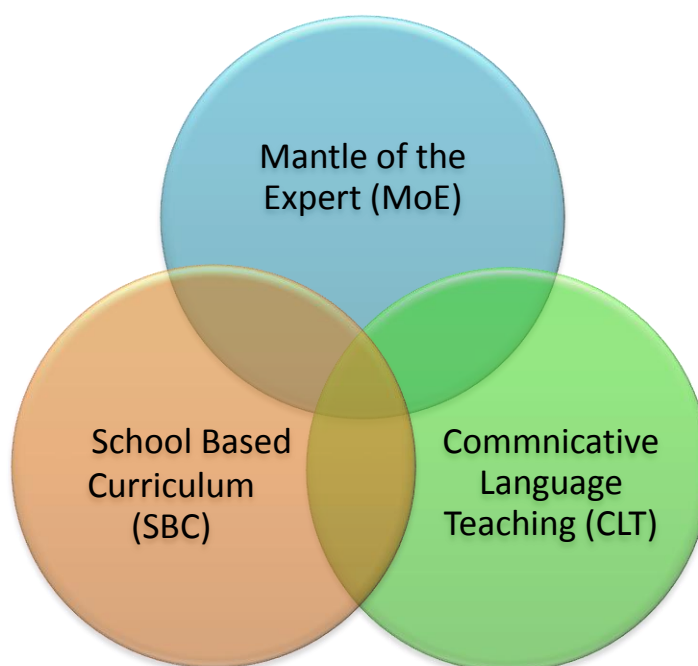


Figure 2.2 Shared principles of MoE, CLT, and SBC

Shown in Figure 2.2, the principles of CLT, which are related to EFL teaching and learning share many fundamental ideas with the MoE approach which is part of Process Drama. Therefore, it could be presumed that implementing MoE in an EFL context that is based on CLT concept would likely result in achieving optimal learning

outcomes by students. Thus, English language learning objectives as outlined by government at SBC would be possible to attain.

2.8 Summary

In this chapter I have reviewed the elements and principles of Process Drama and MoE. It outlines the contribution of Process Drama and MoE to enhance teaching and learning processes based on a number of studies. In the last section, it reviews the relationship of the concept of Communicative Language Teaching (CLT) with that of the objectives of School-Based Curriculum (SBC) and the principles of Mantle of the Expert (MoE), arguing for areas of conceptual and practice alignment. The next chapter will discuss the methodology of this study.

Chapter 3: Methodology

This chapter presents a discussion of the research methodology, including the research paradigm and design, and an exploration of the processes for participant recruitment, data collection and data analysis. The chapter concludes with a discussion of ethical considerations, including the trustworthiness and reliability of the study.

3.1 Research Paradigm

The study was conducted based according to the principles of constructivism. According to Robson (2002), constructivism, also called interpretivism or naturalism, is an approach that sees reality as social construction. Here, the role of the researchers is “to understand the multiple social constructions of meaning and knowledge... [that]... “will allow them to acquire multiple perspectives” (p. 27). Creswell (2009) emphasizes that those multiple perspectives are generated by “relying as much as possible on the participants’ views about the situation being studied” (p. 28).

As constructivism is “the heir of qualitative tradition” (Robson, 2002, p. 26), its major focus is on “things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them” (Denzin & Lincoln, 2011, p. 3). Bryman (2012) has a similar view, stating that in what he calls constructionism, “social phenomena and their meanings are continually being accomplished by social actors; this means that social phenomena and categories are not only produced through social interaction but they are constantly revised” (p. 33). He further argues that researchers’ accounts of the social world are also included into constructions.

With its focus on natural settings, an interest in participant meaning-making, multiple perspectives and understandings, and an emphasis on process (Woods, 2006), my study reflects the features of constructivist qualitative research in order to answer the research question: *“What are the teaching and learning experiences around MoE implementation in EFL instruction within Indonesian senior and vocational high schools?”* It seeks to understand teachers’ and students’ perspectives and the ways in which they made meaning of the implementation experience.

3.2 Multiple-Case Study Design

I adopted a ‘multiple-case study’ design (Yin, 2009), or what Stake (1995) refers to as a ‘collective case study’ in order to investigate three cases of MoE implementation. According to Yin (2009), this present research can be categorized as a multiple-case study because “each school [was] the subject of an individual case study, but the study as a whole [covered] several schools” (p. 53). In what Herriot and Firestone (1983) call a ‘multisite study design’, I “address[ed] the same research question in a number of settings using similar data collection and analysis procedures in each setting” (p. 14). The design “allows cross-case comparison without necessarily sacrificing within-site understanding” (Herriott, 1983, p. 14).

In my research, I was interested in investigating what teachers and students experienced when teaching and learning within an MoE framework in a broader context. I sought to carry out a multiple-case study rather than a single case study so that the evidence would not be “limited by the particularism of the single-site case study;” in other words, a multi-case design would allow me to obtain “more robust evidence” (Herriot & Firestone, 1983, p. 14).

In a simultaneous data collection process, all of the case study groups were involved in the process of MoE implementation over the same 6-8-week period. This multiple-case study design enabled me to compare across cases in order to more fully understand the potential of MoE implementation and its influences on both learning and teaching in Indonesian EFL classrooms.

I chose a descriptive case study approach that “investigated a contemporary phenomenon within its real life context using multiple sources of evidence” (Robson, 2011; Yin, 2009, p. 136) in order to obtain “rich and revealing insights into the selected case” (Yin, 2012, p. 49). I collected data that enabled a discussion of the extent to which, and how, MoE implementation influenced both student learning and teachers’ instruction. Importantly, in keeping with a constructivist research paradigm, the collection of data from multiple sources created a picture of those influences from researcher, teacher, and student perspectives.

Unlike common case studies that look closely at a pre-existing phenomenon in action, my case study was unusual in the sense that the phenomenon under investigation – the implementation of MoE in EFL classes – was trialed for the first time by the teacher participants as a new pedagogical approach for the purposes of the study itself. MoE was new and unfamiliar to the teacher participants; thus, I had to introduce it to them through a workshop and training program before its implementation in their classrooms.

In this sense, the implementation of MoE was an improvement-aimed intervention and so, action research might have arguably been an appropriate alternative approach to the current research project. Action research is an approach often used by teachers who are “oriented to making improvement in *their* teaching

practices” (Kemmis, McTaggart, & Nixon, 2014, p. 4) by engaging in cycles of action and reflection (Mertler, 2014). But while action research interventions tend to be initiated by the improvement aims of the *teacher* participant, the intervention driving this case study was initiated by myself as a researcher positioned outside the sites. Action research also involves “a recursive and cyclical process” (Mertler, 2014, p. 16) in which several attempts are made by the teacher participant to refine the intervention, with a focus on the improvement of the final outcome. My interest, however, was more on general influences on pedagogy during the intervention process. Furthermore, with limited time to conduct the field research overseas, I would not have had the time to repeat multiple iterations. Given all of this, I decided on case study design over action research.

Although time constraints meant that it would not be possible to research the same teacher attempting multiple implementations of MoE, I still recognized the value of investigating multiple instances of MoE implementation in Indonesian high school settings.

3.3 Research Site

The research project was conducted in Padang city, the capital of West Sumatra Province which is situated in Sumatra Island, Indonesia. Based on 2015 data, West Sumatra is inhabited by 5.4 million people of the *Minangkabau* indigenous group (Commission for General Election (KPU), 2015), fronts the Indian Ocean to the west and is bounded by the provinces of North Sumatra to the north, Riau to the northeast, Jambi to the southeast and Bengkulu to the south (2013). Padang lies at the centre of the province’s mainland coastline that has an area of 694.96 square km and

populated by more than one million people (Government of Padang, 2016). The three participating schools are located close to the centre of Padang city.

Like many other cities in Indonesia, the Padang population speaks a local language called *Minangkabau* language, as well as the national Bahasa Indonesia. It is an Austronesian language that is also spoken in the western part of Riau, South Aceh Regency, the northern part of Bengkulu and Jambi (Commission for General Election (KPU), 2015). The language is spoken in public places, such as in markets, hospitals, and schools. Bahasa Indonesia, the national language, is the second language of Padang and is merely used during formal and official interactions, for instance, between teachers and students at school, between doctors and patients in hospitals, and for communication with non-*Minangkabau* people. Meanwhile, English and other foreign languages are only spoken by English teachers or lecturers during lesson time.

At the same time, English speaking proficiency has become increasingly important as a requirement to secure higher salaried employment; thus, many people, particularly parents and students, have become aware of the necessity to master English. To improve their English proficiency many students register themselves at private English courses out of school hours.

3.4 Case Study Schools

The main education system in Indonesia consists of three levels: primary, secondary and tertiary. Primary level education starts at Grade 1 and completes at Grade 6. Secondary education is divided into two levels: junior and senior high school. Junior high school starts at Grade 7 and finishes at Grade 9, and senior high school begins at Grade 10 and completes at Grade 12. Tertiary education includes diploma,

undergraduate and postgraduate qualifications and is accessible to the students who pass the National Examination for senior high school at the end of Grade 12.

The case study schools selected for this research project were all senior high schools. In particular, I studied the implementation of MoE in Grade 11 classes. I decided to focus on senior high schools based on my perception of the pre-existing level of English proficiency required in order to attempt MoE implementation and my prior knowledge that, generally speaking, only senior high school students would be working at this level.

In selecting the multiple cases (participating schools), I applied aspects of the theory of “replication logic: literal and theoretical replication” as suggested by Yin (2009, p. 52). According to Yin, literal replication is used to choose cases that have similar settings and are expected to achieve similar results; while theoretical replication is used to expect different outcomes from different setting components of the three cases. In order to achieve both literal and theoretical replication in the selection of case study schools, I originally intended to include six schools: two public, two private and two vocational schools. Early in the research process, however, it became clear that this would make the project’s scope too large and finally, only three case study schools were included: one public senior high school, one private senior high school, and one vocational high school. Nevertheless, I tried to maintain aspects of both literal and theoretical replications in the selection process.

Literal replication (that is, the similarities between the three participating schools) was evident in the similarity of settings: all three cases are of MoE implementation in the context of Grade 11 English instruction in Indonesian schools. Theoretical replication was also applied through the purposeful sampling of cases with

contextual variations. The significant ways in which the cases differed related to approaches to English instruction, academic achievement and curriculum content, which I discuss briefly in the description of each case study school below. A more detailed description of each school is presented in each findings chapter (Chapter 4, Chapter 5 and Chapter 6 respectively). The identities of the three case study schools have been protected through the use of pseudonyms throughout the reporting of the study. The three schools, referred to as Udayana Senior High School (Udayana SHS), Atlanta Senior High School (Atlanta SHS), and Dharmawangsa Vocational High School (Dharmawangsa VHS).

1. Udayana Senior High School (Udayana SHS)

Udayana SHS is the third public senior high school established in Padang city more than three decades ago. It is one of the oldest senior high schools; and therefore, is popular among the residents in the city. In 2010 Udayana SHS was appointed to be one of three 'fledgling' International Standard School (ISS), a project conducted by *DEPDIKNAS* (*Departemen Pendidikan Nasional* or Department of National Education). This means that the school fulfilled a number of criteria to be an ISS candidate as determined by Department of National Education (2009).

Being an ISS, Udayana SHS had a different system of teaching and learning from standard senior high schools. Although not explicitly stated in *DEPDIKNAS* guidelines, in practice, the school prescribed additional study hours for all core subjects, including English, in order to meet the high standards expected of an ISS school. The textbooks for the core subjects were all written in English and the teachers were encouraged to use English as much as they were able to.

2. Atlanta Senior High School (Atlanta SHS)

Established in 1958, Atlanta SHS is the oldest senior high school in the city. Unlike Udayana SHS, Atlanta SHS is a private senior high school. However, both of these two schools are categorised as ‘senior high schools’ that offer two study streams: National Sciences and Social Sciences and prepare students to go on to tertiary education.

Being the same type of school, both Udayana SHS and Atlanta SHS have similar curriculum. Unlike Udayana SHS, however, Atlanta SHS was not included in the ISS project. So, this school maintains a regular teaching and learning system such as the length of study hours and the textbooks used by the students.

3. Dharmawangsa Vocational High School (Dharmawangsa VHS)

Different from the previous two mentioned schools, Dharmawangsa VHS is a vocational high school. Students who enroll in this school usually expect to be able to find a job upon graduation from Grade 12. Being a vocational school, Dharmawangsa has specific streams or ‘skill programs’. Thus, the school has different curriculum contents from senior high schools, such as Udayana SHS and Atlanta SHS. Similar to Atlanta SHS, Dharmawangsa is not included to the ISS project and thus, it follows the regular teaching and learning system.

The aforementioned aspects of literal and theoretical replication between the three participating schools are summarized by emphasizing their similarities and differences in Table 3.1 below.

Table 3.1

Case study schools

| School Names | School Status | English instruction | Curriculum | English Achievement |
|---------------------|-----------------------|---|---------------------------|----------------------------|
| Udayana SHS | Public SHS (ISS) | 3 x 90 minutes/week English was used for teaching and learning in core subjects. | Non-workplace orientation | High |
| Atlanta SHS | Private SHS (Non-ISS) | 2x 90 minutes/week English was used for teaching and learning in English subject only | Non-workplace orientation | Average |
| Dharmawangsa VHS | Vocational HS | 3 x 90 minutes/week English was rarely used for teaching and learning in English subject | Workplace orientation | Poor |

While identifying the similarities and differences of each case using literal and theoretical replication is useful, Shakir (2002) argues that “replication logic on its own does not provide the methodological guideline for multiple case selection” (p. 193), pointing to the purposeful sampling strategies suggested by Patton (2002) as other approaches for selecting particular cases.

In my selection of case study schools, the ‘convenience sampling’ strategy – “doing what’s fast and convenient” (Patton, 2002, p. 241) – was also applied in terms of

the convenience of geographical proximity of the participating schools. The distance from Udayana SHS to Atlanta SHS was less than two kilometres. Located in the centre of Padang city, Dharmawangsa VHS was accessible by a number of public transport routes. The close proximity and public transport accessibility made it easy for me to travel from one school to another, an important consideration because data collection was conducted simultaneously across the three cases.

3.5 Participant Recruitment

In this section I discuss processes for both recruiting the schools as case study sites and recruiting individual teacher and student participants within each school. Details of these recruitment processes were approved by Monash University Human Research Ethics Committee (MUHREC) under the project number CF12/3123 – 2012001579 before they were conducted. Further discussion on ethical considerations is presented in a separate section called Ethical Issues (see section 3.11)

1. School recruitment

To recruit case study schools, I sent a letter of permission to school principals together with an invitation to participate in the study, the official explanatory statement and a teacher recruitment poster (see Appendix 6 for an example of letter of approval from a school principal with all identifying information removed, Appendix 2 for explanatory statement for teacher participants). Three schools were invited to participate; all agreed to take part.

2. Teacher recruitment

Having given their consent for their school to participate, the principals were asked to disseminate information about the research project to all Grade 11 English

teachers, including the official Explanatory Statement and the recruitment poster. I requested that recruitment posters be placed in common staff areas. I also sent an email invitation to each school's administration office with a request that it was passed on to individual Grade 11 teachers.

While in Melbourne, I contacted the respective school principals about the email invitation, and they advised me that they had informed the Grade 11 English teachers about the research project and that they would facilitate my connection with the interested teachers. Arriving in Padang, I visited the invited schools and met the school principals. They introduced me to the interested English teachers.

When one teacher participant withdrew from the research project, I had to find a substitute. To do this, I repeated the same process of recruitment. Since this school was not listed in the approved ethics application, I requested an amendment with MUHREC. At the end of the teacher participant recruitment process, I had managed to recruit three teachers being Umaira from Udayana SHS, Rossa from Atlanta SHS and Diana from Dharmawangsa VHS (pseudonyms used for teachers and schools).

3. Student recruitment

While the recruitment of teacher participants was conducted through respective school principals, the selection of student participants was determined automatically since the teachers' own Grade 11 students would be invited to participate. Both Umaira and Rossa implemented MoE with students in the Natural Sciences curriculum stream. Diana implemented MoE with Accommodation Hospitality students. Students in those classes were invited to participate in the research and gave their consent by signing the Consent Form that was acknowledged and permitted by their parents (see Appendix 5) before the research commenced.

3.6 Teacher Profiles

This section presents an overview of the profiles of the three teacher participants' profiles. A more detailed description of each individual teacher is provided in the respective findings chapter for each case. The identities of the three teacher participants have been protected through the use of pseudonyms throughout the reporting of the study.

1. Umaira

Umaira started her career as a kindergarten teacher in a small town about 50 km from Padang. After upgrading her qualification to a Bachelor Degree in English language teaching, she was admitted to teach English at secondary level. She was allocated to teach at Singgalang Senior High School in the same town where she taught kindergarten students. At this school she taught English for 14 years.

Then, she proposed to *DEPDiknas* to be positioned in Padang city in 2009. In the same year, her proposal was granted and she was assigned to Udayana SHS where she taught English to both Grade 10 and 11 students. For the present research project, she selected Grade 11 students from Natural Science 5 (11NS5) who studied English for lessons of 2x45 minutes, three times a week (Monday, Wednesday and Friday).

2. Rossa

Rossa started her teaching career directly after graduating from English Teacher Education of the English Department. Despite having less than three-year-experience as an English teacher, Rossa showed ability in, and strong devotion to, teaching. Rossa taught English both to Grade 11 and 10 students. Sometimes, she was also required to replace absent teachers. On top of these duties she was also studying for her Master's Degree, concentrating on English language teaching and education. Despite her various

positions of responsibility, she was still considered a junior teacher. To implement MoE, Rossa selected her Grade 11 Natural Science 1 (11NS1) class where she taught two lessons a week (Thursday and Saturday) of 2x45 minute for each duration.

3. Diana

Like Rossa, Diana started her teaching career after gaining her Bachelor Degree in English Language Teaching. Of the three participants, Diana had the most experience in teaching English. Before teaching at Dharmawangsa VHS, Diana had taught English at a senior high school out of Padang city for several years. As a government employee she had be ready to transfer if she was moved to another school or even to another city. Thus, Diana was relocated to Dharmawangsa VHS in 1997. At this school she was categorized as one of the senior teachers.

Diana taught English at all grades and for the MoE implementation project she chose the Grade 11 students from Accommodation Hospitality Skill Program 4 (11AH4). They studied English three times a week: Monday, Tuesday and Thursday. Lessons were 3x90 minutes in duration. Diana only used Mondays and Tuesdays for the MoE implementation while she used Thursday lessons to teach English for specific purposes, i.e. accommodation hospitality.

3.7 My role as Researcher

In addition to the three English teachers and their Grade 11 students, I also saw myself as a research participant. Although Yin (2014), Bryman (2012) and DeWalt and DeWalt (2011) extensively argue that the participant observation method is universally used by ethnographers who study anthropology and social sciences, in this case study I positioned myself as a participant observer. I was not solely a passive observer as I

also participated in the activities being observed (DeWalt & DeWalt, 2011) both pre and during the MoE implementation. In this role, I adopted the role of ‘insider’ and ‘outsider’. I considered myself as an insider during MoE workshop/training because I took the role of a facilitator in “shar[ing] the characteristic, role, or experience...” (Dwyer & Buckle, 2009, p. 55) of learning about, and implementing, MoE. During MoE implementation in each case, I stepped in to become an insider when my experience and knowledge about MoE was needed. However, I positioned myself as an ‘outsider’ during focus group discussions and semi-structured interviews with the teacher participants and most of the time during classroom observations where I took the role of a researcher observing the implementation. The explanation of my position in this study is further discussed in section 3.8.3 below.

3.8 Data Generation

Data for this project were generated using multiple collection methods to enable triangulation; that is, I used “different methods to produce different types of evidence” (Hayes, 2006) or what Mayring (2000) calls a ‘multi-method approach’ (para. 73). According to Maxwell (2013) triangulation is important “for seeing if methods with different strengths and limitations all support a single conclusion... so that the conclusions will not only reflect the biases of the specific method... and [to] allow a researcher to gain a more secure understanding of the issues being investigated (p. 102).” In addition, using multiple sources of evidence allowed me “to address a broader range of historical and behavioral issues... and to develop *converging lines of inquiry*... so that [my] findings or conclusions are likely to be more convincing and accurate...” (Yin, 2009, pp. 115-116).

To accommodate triangulation and to obtain in-depth data, I collected and cross-checked data from a number of sources: classroom observations, focus group discussions, semi-structured interviews, and questionnaire. This range of sources allowed me to collect data from three different perspectives: teachers, students and researcher. Data were collected over an eight-week period from end of February to early April 2013. All interview questions and questionnaire are collated (see Appendix 7).

3.8.1 Generating data from teacher perspectives

To generate data from teacher perspectives, I used individual interviews before and after MOE workshop/ training and after MoE implementation. Individual interviews were initially designed to be conducted only during MoE implementation; however, because of teacher participants' unavailability to attend focus group discussions, individual interviews were used to replace focus group discussions before and after MoE implementation. To record all of their responses I used a digital audio recorder.

1. Focus group discussion before MoE workshop/training

On this occasion, I chose focus group discussion over individual interview because I wanted to “promote and facilitate interaction between participants” (Robinson, 2012, p. 391) and to “allow participants more ownership over the discussion” (Kamberelis & Dimitriadis, 2011, p. 560). By doing this I would be able to create social space for teacher participants to interact with each other and to collaboratively generate data and insights (Kitzinger, 1994). Focus group discussion was also important to provide a relaxed atmosphere by “decentering the role of the

researcher” (Kamberelis & Dimitriadis, 2011, p. 560). Therefore, I expected that teacher participants would express their thoughts and ideas more comfortably.

However, the 90-minute focus group discussion, which was mainly designed to obtain data from all teacher participants’ perspectives about their current teaching practices and student learning, was only attended by Diana from Dharmawangsa SHS and Venny from Tanahkongsi SHS. Umaira from Udayana SHS was unable to attend it. Thus, the two advantages of conducting focus group discussion as claimed by Kitzinger (1994) – ‘complimentary interaction’ where participants share culture and ‘argumentative interaction’ and where participants argue for differences – were not optimally achieved. Therefore, teachers’ perceptions about their approach to English instruction were only shared between Diana and Venny; likewise, ‘arguments’ about student engagement and English speaking confidence were not obtained from Umaira during the focus group discussion. To gain similar data from Umaira, I decided to interview her individually on another occasion before the MoE workshop and training began.

Another unexpected problem was that Venny withdrew from the research project, making her contribution to the focus group discussion redundant. I immediately recruited Rossa from Atlanta SHS to replace her and conducted an individual interview with Rossa because of her absence from the focus group discussion. I asked similar questions as previously given to Umaira and Diana.

2. Individual interviews after MoE workshop/training

Following the workshop and training sessions, all of the teacher participants were interviewed. I used the questions designed for the focus group discussion I had planned (but which did not eventuate) to guide the individual interview. All of them

were semi-structured questions to cover specific topics on teacher participants' perceptions of the MoE approach, potential challenges they thought they may encounter during implementation, and predicted influences of the MoE approach on student learning and on their own teaching practices.

With hindsight, the individual interviews worked out better than a focus group. Interviewing allowed me to keep the teacher participants focused on the topic because I had control over the interaction (Gibbs, 1997). Another advantage is that participating in an individual interview meant that each interviewee could produce more ideas (Morgan, 1996) than in a focus group discussion in which participants have to share the allocated time. Furthermore, the perceptions and opinions given through individual interviews regarding "complex and sometimes sensitive issues could be further explored and enable probing for more information and clarification of answers" (Barriball & While, 1994, p. 330).

3. Individual interviews during MoE implementation

During MoE implementation each teacher participant was individually interviewed for three sessions, one after every two MoE classroom sessions. I conducted multiple interviews with each teacher participant because I hoped to investigate the changes in teacher participants' experiences and perspectives about the influences of the MoE approach on their teaching practices and student learning over the whole course of the implementation.

I chose individual interviews as I intended to explore each teacher participants' individual experiences and perspectives. I expected that they would convey their feelings, ideas and thoughts without hesitation and that their responses could be more complex and sensitive (Barriball & While, 1994; Robinson, 2012). A teacher participant

who gave a sensitive response might not want other participants to hear it. Therefore, an individual interview could ensure interviewee's confidentiality.

For these individual interviews, I used a semi-structured approach in which the "investigation started with fairly clear focus" (Bryman, 2004, p. 323). Some questions were not listed in the interview guide because I "picked up on things said by interviewees" (Bryman, 2004, p. 321). However, in general I asked similar questions and used the same terms with all interviewees (Bryman, 2004). Further, I used semi-structured interviews so that the order of predetermined questions could be modified based upon my perception of what seemed most appropriate; particular questions which seemed inappropriate with a particular interviewee could be omitted, and additional ones included (Robson, 2002).

4. Focus group discussion after MoE implementation (reflection)

I hoped to conduct a final focus group discussion with the three teacher participants in order to collect data about their overall experiences of implementing MoE with the integration of current syllabus topics, including challenges and the potential of continuing MoE in their future teaching. The focus group discussion was also intended to bring together all of their responses, comments and suggestions for future implementation either with the same or other students. However, it was only attended by Rossa and Diana because Umaira was unable to come.

In spite of participant absences, this post-MoE implementation focus group discussion was able to generate data based on the synergy of the group interaction (Green, Draper, & Dowler, 2003). Perhaps, this was in part because of the good relationship between the teacher participants who already knew each other from the MoE workshop and training. A close relationship was also established between the

teacher participants and I, especially since I had adopted a participant observer role during MoE implementation when I carried out classroom observations and individual interviews. Therefore, the atmosphere was much more relaxed compared to the pre-MoE workshop and training focus group discussion.

3.8.2 Generating data from student perspectives

To generate data from student perspectives, I distributed a written questionnaire in English (see Appendix 8 for Questionnaire for Student Participants) to all students at the conclusion of their MoE experience. Of the total 88 students who signed the consent form to participate in the research – 32 from Udayana SHS, 29 from Atlanta SHS, and 27 from Dharmawangsa VHS – a total of 81 participated in the survey. The other seven students were absent when the questionnaire was distributed.

I allowed the students to use either English or Bahasa Indonesia in answering the open-ended questions. By giving these options I hoped that the less English proficient students would still be able to give clear responses, while allowing more proficient students to respond in English if they wanted to. While the students were filling out the questionnaire, I informed them that at any time they could ask for clarification of any open-ended questions which they might not understand. Thus, some students raised their hands and mentioned the questions that were not clear to them. As most students of Dharmawangsa VHS struggled to understand many of the questions, I translated them sentence by sentence into Bahasa Indonesia and wrote them in the white board.

The students took approximately 30 minutes to complete the questionnaire. The questionnaire sought students' perceptions and feelings about their participation in MoE activities and their sense of the influence of MoE participation on their

developing English proficiency. Closed-ended multiple response questions (questions in Part 2 and Part 4) were used to obtain data about students' feelings and experiences and their perspectives about their teacher's instruction. These questions related to modes of feeling, frequency of oral English use, as well as options of activities and time. Meanwhile, open-ended questions (questions in Part 3) were given to obtain responses that could not be answered using closed-ended questions and were intended to explore students' experiences more deeply, "...enabling them to answer as much as they wish..."(Cohen, Manion, & Morrison, 2007, p. 321). Cohen et al. (2007) further argue that "an open-ended question can catch authenticity, richness, depth of response, honesty and candour ... [which] are the hallmarks of qualitative data" (p. 330).

The questionnaire was divided into four parts. Part 1 (seven questions in total) consisted of three open-ended and four closed-ended questions, Part 2 (five questions including three multiple response questions), Part 3 (nine questions in total) were all open-ended questions, and Part 4 (five questions in total) contained multiple choice questions.

Discussion of students' responses to the questionnaire is presented in each findings chapter (Chapter 4 to 6). However, not all students' responses are included in the findings chapters for a few reasons. First, the majority of students' misunderstood Question 5 of Part 3; so, their responses were invalidated and therefore not included. Second, students' responses to Question 3 of Part 3 influenced their responses to the rest of the open-ended questions. It asked whether students experienced difficulties during English learning through MoE. Some of the students' responses then contradicted their responses to open-ended questions. Finally, Question 8 of Part 3 was considered invalid because it questioned students' vocabulary improvement. A

true reflection of improvement should be measured quantitatively, not qualitatively. Thus, students' responses to this item were excluded from this report. After deducting 10 questions from the questionnaire, only responses from 16 questions are discussed in the findings chapters.

As the first three multiple response questions in Part 2 allowed students to choose more than one option and some students provided more than one answer to several open-ended questions in Part 3, the total number of *responses* to these parts exceeded the number of *respondents*.

3.8.3 Generating data from the researcher's perspectives

To generate data from my own perspective as the researcher, I used classroom observation notes that were written during MoE implementation in each of the three case study classrooms. Classroom observation was used because, as explained earlier, my research focused on the intervention process of English language teaching and learning. By doing this I could see directly what the teacher and students were doing and saying, and how they were reacting during MoE implementation. Robson (2002) highlights this as a major advantage of observation. What he means is that through an observation, a researcher obtains direct information about what a participant does and says, as opposed to what people say they do at interview. Further, Robson (2002) emphasizes an advantage of direct observation saying that observation "can supplement information obtained by virtually any other technique...such as interview and questionnaire" (p. 310). In my case study, however, classroom observation was a primary data source. Instead of complementing other data sources, it was used for triangulation with individual interviews with teacher participants and questionnaire responses from student participants.

To record all activities during teaching and learning processes, I used video/audio recording and observation notes. I collected numerous data, such as teacher-student and student-student interactions, classroom and group discussions/activities, teachers' classroom management and teachers' and students' use of spoken English language.

Being a participant observer, in addition to taking notes and doing recordings, I helped the teachers explain the learning within the MoE framework and assisted the students to understand the activities and sometimes assisted with vocabulary. I also participated in taking on a role with the students. Outside lesson time, teacher participants often asked for advice about the next classroom activities, particularly about integrating MoE with the curriculum. Therefore, I "employ[ed] multiple and overlapping data collection strategies as [I] fully engaged in experiencing the setting while at the same time observing and talking with other participants about whatever is happening" (Patton, 2002, pp. 265-266). However, I was also careful not to conduct any further actions that could potentially make the data artificial or reduce my awareness of the subject being studied (Robson, 2002).

3.9 Data Transcription and Analysis

3.9.1 Data transcription

Before storing, categorizing and analyzing the data using NVivo, I transcribed all recorded data derived from focus group discussions and interviews during which the responses were given in a mixture of English and Bahasa Indonesia. The transcripts produced from the transcribing and translating process, transforming audio to written data, are "important tools because they help a qualitative researcher make sense of and

understand interviewees' experiences and perceptions" (McLellan, MacQueen, & Neidig, 2003, p. 74). This is so because transcripts present written data that can be analyzed to discover kinds of experiences and perceptions of the participants.

McLellan et al. (2003) emphasize that the process of transcribing should be carefully conducted as transcripts greatly influence how the data will be analyzed. For example, if the data are analyzed by using a conversation analysis approach the transcripts can "include nonlinguistic observations (facial expressions, body language, setting descriptions, etc.)... specific speech patterns, vernacular expressions, intonations, or emotions" (McLellan et al., 2003, p. 66).

As I used a content analysis approach in analyzing the data, I transcribed the audio recordings into transcripts by using some of the rules prescribed by McLellan et al. (2003) mainly in order to ensure the authenticity of the data. The process I used was as follows:

1. I transcribed audiotapes verbatim (i.e., recorded word for word, exactly as said), including any nonverbal or background sounds (e.g., conversations, laughter, sighs, coughs, claps, snaps fingers, and pen clicking). This was aimed at obtaining accurate and precise accounts of what was being said and whether nonverbal sounds might give clarification of the verbal sounds.
2. If a teacher participant or I mispronounced words, these words were transcribed as the individual said them. The transcript was not "cleaned up" by removing foul language, slang, grammatical errors, or misuse of words or concepts. By taking these into account, I could analyse teacher participants' oral English proficiency during classroom interactions that could lead to miscomprehension or misinterpretation by the students. Or, the students

might possibly follow this mistake and think it right. For example, in a classroom interaction and an individual interview session a teacher participant often used 'follow' in the phrase 'follow interview' instead of 'participate in an interview'. Technically, if an incorrect or unexpected pronunciation resulted in difficulties with comprehension of the text, the correct word was typed in square brackets. A forward slash was placed immediately behind the open square bracket and another in front of the closed square bracket. For example, ... **for me myself hard to, to increate** **[/increase/] my, my students to speak, ...**

3. Any inaudible or difficult to decipher portions were identified. I typed 'inaudible segment' after an unintelligible segment. For instance, **I sat beside** [audible segment]. Such data would not be analysed.
4. If a teacher participant paused briefly between statements or trailed off at the end of a statement, I used three ellipses. For example, **Yes, pretend that I am from...I'm still in this group**. This could be used to analyse whether they did this because they were uncertain about their responses or because of the level of English proficiency.
5. In addition to McLellan's rules, I kept non-English words, phrases or sentences in their original language. In this case, the teacher participants either spoke *Bahasa Indonesia* or *Minangkabau* language. Translation of non-English responses was only made if those responses were quoted within findings and discussion chapters of the thesis.

3.9.2 Data entry

Textual data from interviews and my classroom observation notes were also typed up and filed using Microsoft Word. The classroom observation notes were then cross-checked against audio/video recordings to verify and supplement key ideas. Student questionnaire data from all three cases were entered into Microsoft Excel spreadsheets. This enabled coding and cross-checking of data across the three groups of student participants. All recorded data were then exported to NVivo for storing and coding.

3.9.3 Data analysis

According to Tesch (1990), qualitative research approaches are “those kinds of research that predominantly or exclusively use words as data” (p. 56). Patton (2002) suggests three kinds of analysis for qualitative research. They are pattern, theme and content analysis. He further states that “no precise or agreed-on terms describe varieties and process of qualitative analysis” (Patton, 2002, p. 453). Thus, any of these types could be applied to analyse qualitative data.

In my multiple case study, I was interested in the content of language as communication. I was interested in what I could find out about the influence of MoE implementation on student learning and teachers’ practice during English lessons through the language communicated in focus group discussions and individual interviews with teachers, open-ended questions from the student questionnaire, and classroom interactions. To engage in this process, I adopted a Qualitative Content Analysis approach.

According to Mayring (2000), qualitative content analysis is “an approach of empirical, methodological controlled analysis of texts within their context of communication, following content analytical rules and step by step models, without rash quantification” (para. 5). Thus, qualitative content analysis “goes beyond merely counting words to examining language intensely for the purpose of classifying large amounts of text into an efficient number of categories that represent similar meanings” (Weber cited in Hsieh & Shannon, 2005, p. 1278). More vividly, Babbie (2013) explains that content analysis is “the study of recorded human communications (p. 330)...which is essentially a coding operation... of transforming raw data into a standardized form” (p. 335) .

In coding my data, I applied the qualitative content analysis procedures suggested by both Mayring (2000) and Hsieh and Shannon (2005): deductive category application (directed content analysis) and inductive category development (conventional or classical content analysis). The process of data coding or of naming the categories in deductive category application is carried out by using ideas from either existing theories or prior research to categorise the text. Initially, I applied deductive category application by reading the written documents from the three cases several times, highlighting all responses and creating category names (codes) in the margin based on key concepts from the research questions, Process Drama and MoE elements and CLT principles. All coded and categorized data were then exported to NVivo 10, a software package designed to aid the analyses of qualitative data (Bosit, 2003). The software assisted me in storing and organizing data so that the codes (called ‘nodes’ in NVivo) and categories could be well-arranged hierarchically.

However, the combination of categories did not provide comprehensive or unified information. Reviewing all coded written documents, I realized that they were not entirely coded. This is in line with Welsh (2002) who argues that the software has a limitation that “it cannot interrogate the text in more detail” (para. 7). Then, I repeated the process of highlighting and creating categories in the margin hoping that I could find more categories. This iterative process was based on the argument of Dey (1993) who says analyzing qualitative data is “an iterative process involving repeated returns to earlier phases of analysis as evidence becomes more organized and ideas are clarified” (p. 239). Similarly, Altheide (cited in Bryman, 2012) observed that it is “a recursive and reflective movement between conceptualization, data collection, analysis, and interpretation” (p. 559).

At this time, I applied inductive category development, a process that emphasizes devising the categories drawn from the data. Hsieh and Shannon (2005) argue that this method is “advantageous for the researcher as s/he gains the direct information from the participants without imposing preconceived categories or theoretical perspectives” (pp. 1279-1280). Accordingly, I discovered a great number of new categories in addition to the previous classifications which were created based on the research questions and existing theories only. Some of them were obtained through “latent content analysis” because I “discerned the meanings of data” (Berg & Howard, 2012, p. 355). With this more complex array of codes, a more complete and thorough analysis of the research results would be possible, both within each individual case and across the three cases.

To organize my data over the course of the coding process, I applied the matrix system proposed by Miles and Huberman (1994). To categorize the teacher-

participants' responses, I worked participant by participant and began by reading all three semi-structured interview transcripts in sequence (see Table 3.2 below for an example of coding and categorizing). As my questions to the three-session semi-structured interviews to all of the teachers generally addressed similar topics, the categories were generalized into three: a) teacher's perceptions of her teaching practices; b) teacher's perceptions of her student learning (Row 1); and c) challenges encountered by both teacher and students during MoE implementation. I created the first sub-category (Row 2) after reading the teacher's first response and directly under it I identified a theme or themes. This process continued until I finished the first transcript and moved to the second and third transcripts. These steps were also applied to each of the other two teacher-participants' responses. In the table I also included the page numbers of the transcript where I quoted the responses and the number of transcript (e.g. T1 and T3). This was important in case I needed to re-check my coding. This example can be seen in the following table.

Table 3.2

Example of coding for Teacher's Perceptions of Student learning

| Teacher's perceptions of student learning (R1) | | | |
|---|---|--|--|
| Engagement (R2) | Confidence around language (R2) | Engaged through relationship (R2) | Creativity (R2) |
| Students become more <i>engaged</i> when they shift their identity from learners to experts (take on a role) (p. 1 & 11) T1 | Learn to authentically express (Expression – curriculum) (p.2) T1 | Encourages peer engagement and collaboration and support suggestions, opinions (p. 3-4) T1 | Students were creative when taking on a role (p. 7) T3 |
| Socially engaged, cognitively, academically (p.4 & 13) T1 | To take on the role and talk as if they are in the role – reject the teacher (p.5) T1 | Students became engaged in small group discussion (p.1) T2 | |
| Students become <i>engaged</i> when learning situation shift from real to imaginary (p. 13) T1 | The <i>imaginary</i> situation facilitates confidence (p.5-6) T1 | Students interacted more when they were in small group discussions to discuss role play in MoE (p. 5-6) T2 | |
| | The <i>imaginary</i> situation facilitates confidence (p.11) T1 | | |

Meanwhile, the categories for students' perceptions were taken from their responses to open-ended questionnaire items. The steps to create sub-categories and themes were similar to those described above.

3.10 Trustworthiness

The criteria required to establish trustworthiness by qualitative researchers are different from those to establish validity and reliability by quantitative theorists. Qualitative researchers generally use criteria such as ‘credibility’, ‘transferability’ and ‘dependability’ to replace internal validity, external validity and reliability that are usually applied by positivists (Lincoln & Guba, 1985, p. 300).

3.10.1 Credibility

One way of ensuring the credibility of my findings was through the triangulation of data for analysis. Another test was to verify with the participants that “they have been properly represented” (Hayes, 2006). This was achieved by allowing teacher participants to review the interview transcripts. Their voluntary participation also contributed to the credibility of this research.

3.10.2 Dependability

The use of a multiple case study design also increased the dependability of this study as I drew conclusions from three cases rather than a single case (Yin, 2012). Another strategy to ensure the dependability of my study, as suggested by Guba (cited in Krefting, 1991, p. 221), was the audit strategy: “describing the situation in which another researcher can clearly follow the decision trail used by the investigator in the study”. To perform the audit strategy, I asked a second coder (an English teacher doing a Master of Education) to code an interview transcript using a number of categories and sub-categories provided by me. This coder, who is familiar with English teaching practices in Indonesian settings, coded the text quite similarly to mine. The few differences related to aspects of the text that discussed MoE specifically, an approach

with which she was unfamiliar. Despite these minor differences, the audit strategy pointed to the dependability of my analysis according to Guba's criteria.

3.11 Ethical Issues

In collecting my data I understood that I might encounter a range of ethical issues such as gaining access to the research sites, obtaining support from research participants, disrupting regular classroom instruction and disclosing participants' information (Creswell, 2008). As this study involved gathering data from people, ethical approval from Monash University Human Research Ethics Committee (MUHREC) was required and the project was approved on 18 December 2012 (Project Number CF12/3123 - 2012001579).

3.11.1 Power

Data collection processes were designed to take account of, and mitigate, a range of ethical concerns, including potential power imbalances between myself and the participants. One of the teacher participants was my student at the English Department of the State University of Padang; another one participated in a professional learning workshop I delivered for *DEPDiknas* in 2009-2010. But neither of those relationships was ongoing, dependent or unequal. To ensure that teacher participants felt comfortable throughout the research process, I emphasized our collegial relationship as peers over the entire course of the current project.

Since the student participants were adolescents, there was necessarily an unequal power relationship between them and with me as the researcher. Possible consequences of this unequal relationship were mitigated by the positioning of students in their regular classroom roles (i.e. the research was part of their usual

English instruction). Their teacher was present and running the classes throughout (except in Lesson Five of Case Three where the teacher did not conduct the teaching and learning processes optimally as she was assigned another duty), further ensuring their rights, safety, and care were a priority.

All students who were willing to participate in the study signed a consent form which was also signed by their parents (see Appendix 5 for an example of consent form for students and parents); and therefore, participated in the overall course of the research project. On the day the questionnaire was distributed, all present students volunteered to fill it in. To assist with data analysis, the students were asked to write their names and classes on their response but were told that, in the research report, their names would not be identified.

I ensured the teacher and student participants understood that their participation in this research project was completely voluntary and that they could withdraw from my research project at any point in time without penalty. Teacher participants were also allowed to review the transcribed focus group discussions and semi-structured interviews to ensure their accuracy.

3.11.2 Confidentiality

Another issue is the confidentiality of participants' identities and their associated schools. Neither participants nor participating schools are identified by their actual names; therefore, codes and pseudonyms are used. Where contextual descriptions of schools have been necessary for the analysis process, all care was given to ensure that the specific schools were not identifiable by these descriptions.

To ensure the confidentiality of the data collected, all data files were managed in a password controlled computer. The word formatted transcripts of interviews were

saved identifying participants only by their pseudonyms. The data will be retained for a period of five years. After that time all recordings, information, interview notes, and completed surveys, will be destroyed using the secure disposal mechanisms of Monash University.

3.12 Summary

In this chapter I have discussed details of the research design underpinning my research. The chapter outlined the processes of selecting the cases for my multiple-case study design, recruiting research participants, generating and analysing data. It also describes how I sought to achieve trustworthiness and reliability in the research and addressed ethical considerations and processes. In the next three chapters, the findings from each case study site are presented.

Chapter 4: Case One

MoE Implementation in English Instruction at Udayana Senior High School

This chapter presents a case of MoE implementation conducted in an English class of Grade 11 students at Udayana Senior High School (Udayana SHS). It is divided into four sections: 1) a detailed overview of the school, teacher and student participants; 2) a description of MoE implementation from lesson one through to lesson six; 3) findings related to the teacher's experience and perceptions of her teaching practices and her student learning during MoE implementation; and 4) students' perceptions of their learning and their teacher's teaching practices during MoE implementation.

4.1 Overview of Udayana Senior High School

4.1.1 Udayana SHS

Udayana SHS is a public senior high school that is fully funded by the Indonesian government. Construction of Udayana SHS began in 1976 due to the increasing demand by junior high school graduates to continue their study into public senior high schools. It was the third public senior high school established in Padang because the first two public schools were not large enough to accommodate more students. Construction was completed within one year. Thus, in 1977, the school opened its doors and started admitting new students.

Udayana SHS is located on Garuda Street, about five kilometres from the centre of Padang city. It is a three-storey building, except for the office and teachers' room, with a total space 3,536 m² that is constructed on about 10,000 m² land. The school lies among residential houses and can be easily accessed both from Garuda Street and Kakatua Street. Based on 2013 inventory data¹, there were twenty-two classrooms, six laboratories, a sick room, a counselling room, a library, a sport court, an auditorium, a student union room and the offices for teaching staff and the school principal. There was also a *Mushalla* for Muslims to perform prayers. The entire school is large enough to accommodate more than 800 students every year. In 2013, the ratio of teachers to students was 1:8. Students at Udayana SHS study for six days a week. From Monday to Thursday lessons start at 7.00 am and finish at 4.00 pm. On Fridays the school day is short; it finishes at 12 pm. Saturdays are usually used for extracurricular activities.

To understand the context of this study, it is important to note that Udayana SHS was one of three 'fledgling' or 'candidate' International Standard Schools (ISS²) in Padang, a pilot project initiated by the government to accommodate parents' aspirations that demanded international schooling standards for their children (Coleman, 2011). At the beginning of the ISS program in 2009, only academically high achieving schools in cities or regional areas were encouraged to participate. Being one of the three top-performing schools in Padang and one of the top five schools in West Sumatra for the overall National Examination (NE) score in 2014 (Padang Ekspres, 2014), Udayana SHS fulfilled the criteria for being part of the ISS program.

¹Although there might be more recent data, this information is most relevant because it represents the most accurate description of the school when the data were collected.

²ISS was disbanded by Constitutional Court of Indonesia on 8th January, 2013. From July 2013, all schools denoted as ISS schools had to disassociate from it.

As a fledgling ISS, Udayana SHS had put strong emphasis on developing English competence, both for teachers and students. Based on the guidelines issued by *DEPDIKNAS* (*Departemen Pendidikan Nasional* or Department of National Education), all schools included in ISS program had to use English as the medium of instruction for science (including physics, chemistry and biology), mathematics and core vocational subjects (Department of National Education, 2009). The guidelines also stated that “the professionalism of teachers and other educational staff (i.e. the headteacher) are demonstrated by their mastery of English” and there was a specific staff development focus on “improving the competence of teachers in foreign languages, primarily English” (Depdiknas, as cited in Coleman, 2011, pp. 9-10). Although not explicitly required by *DEPDIKNAS* guidelines, in practice the fledgling ISS prescribed additional study hours for all core subjects including English. For example, at Udayana SHS, the Grade 11 students study English three times per week (90 minutes each) as compared with Grade 11 students from regular senior high schools who, according to the regulation of the Minister of National Education No 22/2006 (Ministry of National Education of Republic of Indonesia, 2006), learn English only twice per week (90 minutes each).

Like other senior high school students, at the end of Grade 10, Udayana SHS students are guided to choose their majors for their final years of study (during Grade 11 and 12). High achievers are usually encouraged to choose Natural Sciences whereas, the average and lower achieving students are led to select Social Sciences and Languages. Their chosen streams are also projected to match with their preferences for future study at university. For instance, students who go on to study Natural Sciences have more choices when selecting study programs at university since they can

choose from both natural and social sciences, such as Medical and Chemical Science or Accounting and Language/Linguistics. Students who take Social Sciences or Languages have more limited options for tertiary study. They can only enter departments of Social Sciences, such as Accounting, Language/Linguistics and Law.

Many senior high schools offer three majors – Natural Sciences, Social Sciences, and Languages – but Udayana SHS only offers Natural Sciences and Social Sciences. Of the seven classes of Grade 11 Natural Sciences, the students from Grade 11 Natural Sciences 5 were selected as research participants in this study.

4.1.2 Umaira – the Udayana SHS teacher

My acquaintance with Umaira began after I sent an invitation to the Principal of Udayana SHS. Through her colleague, an English teacher who I knew, I invited Umaira to consider her participation in the research. At first, she was unsure but she finally agreed after I explained the study and her possible role in it. In fact, of five invited English teachers from Udayana SHS, Umaira showed the greatest enthusiasm about being a teacher participant in MoE implementation. Nevertheless, she was cautious at the beginning of the recruitment process. Umaira was nervous about her ability to contribute meaningfully to the research because this would be her first experience in independently undertaking MoE implementation. I explained the process to her. Reassured by knowing how she would be supported, Umaira agreed and was enthusiastic about trialing MoE with her students over the course of six lessons.

From 1988 to 1995, Umaira had been a kindergarten teacher for the first seven years of her career after graduating from a High School for Teacher Education. After obtaining her Bachelor Degree in English Language Teaching in 1995 from *STKIP* (*Sekolah Tinggi Keguruan dan Ilmu Pendidikan* or Institute of Teacher Training and

Education), she was admitted to teach English at secondary level. She was allocated to teach at a senior high school in the same town where she had previously taught kindergarten students. She taught English at this senior high school for 14 years. In 2009, she requested that *DEPDIKNAS* positioned her in Padang city, her original hometown. In the same year, her request was approved and she was assigned to Udayana SHS where she began teaching English to Grade 10 and 11 students. For the purpose of this research project, Umaira chose to implement MoE with her Grade 11 Natural Science 5 (11NS5) students to whom she taught English three times a week (Monday, Wednesday and Friday).

Until June 2013 Umaira and all other English teachers at Udayana SHS were required to teach according to the English syllabus outlined in the School-Based Curriculum (SBC) because from July 2013, as Umaira informed, the Minister of National Education would implement 2013 Curriculum. The main features of SBC required that students from Grade 10-12 taking Natural Sciences or Social Sciences study a number of text types (recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review) and various English language expressions which had to be integrated across the four English language skills of listening, speaking, reading and writing.

Another curriculum criterion was the teacher's attainment of standard competency. According to the curriculum documentation, English teachers should "have knowledge about the various aspects of English language (linguistics, discourse, sociolinguistic, and strategic) and should master the English language spoken and written, receptive and productive in all aspects of its communication (linguistics,

discourse, sociolinguistic, and strategic)” (translated from Ministry of National Education of Republic of Indonesia, 2007, p. 30).

4.1.3 Grade 11 Natural Science 5 (11NS5) student participants

Students at Udayana SHS always studied in the same classroom except for Sport and Cooking subjects, and learning activities that require laboratory experiments, such as for subjects of Physics, Chemistry, and Biology. If teachers had experiments to demonstrate or cooking lesson to take, they took the students to the laboratory or the specialized kitchen. Thus, each classroom was named for each class of students (e.g. Grade 11 Natural Science 5), and the students and classroom teacher were responsible for taking care of their own classroom. The tables and chairs in all classrooms were arranged to face the front where there was a table and a chair for the teacher, and a whiteboard hanging on the wall. Students were seated in four rows, each of which consisted of eight students. Two aisles separated the seats, making them three-two-three seats arranged in each row.

During the pre-MoE Workshop/Training interview, Umaira explained that most students at Udayana SHS came from fairly advantaged economic backgrounds. Students born from economically established families usually take extra lessons outside school hours in private courses in order to improve their understanding of content, improve their marks at school and on the National Examination (NE) taken at the end of Grade 12, and on the National Selection for Public University Entry (NSPUE) to enter public universities. Lessons are offered through private courses on topics that are considered hard to follow at school, and those that become the core subjects of the NE and NUEE (such as English, Mathematics, Physics, Chemistry and Biology). Passing

the NEE and being accepted at public universities, particularly the highly-ranked ones, is very competitive.

The following description provides demographic data about 11NS5 students' English background. It is derived of questionnaire responses taken after MoE implementation was completed. A total of 32 students of 11NS5 participated in the study but only 29 students took part in the questionnaire (three students were absent on the day when the questionnaire was distributed). Of those 29, five students took private courses in English or studied with an English tutor outside school hours. These students had learned English privately between nine months to five years and saw their tutors for 3-4 hours per week. Three of them (60%) were always encouraged to speak English during tutoring sessions. None of these five had engaged in private English lessons involving drama activities.

Almost half of students (48%) indicated that they usually practiced spoken English outside English lessons at school. Their average English mark based on students' reports for the last three semesters (two reports from Grade 10 and one report from Grade 11, semester 1) was 87 (on a scale of 0-100); precisely, half of them (50%) gained marks in the interval of 80-85.

4.1.4 English-MoE lesson plan by Umaira

Before implementing MoE in her English lesson with 11NS5 students, Umaira had prepared an English lesson plan or what *DEPDiknas* calls *RPP* (*Rencana Pelaksanaan Pembelajaran* or Lesson Plan) that integrated MoE (see Appendix 8). Umaira combined *RPP* format and the steps of learning activities containing OPENING, WHILST and CLOSURE sections, and the structures of MoE implementation (Heathcote & Bolton, 1995).

When following *RPP* format, Umaira wrote the details of the activities that she would do in the OPENING stage, the tasks and activities that the students would conduct in the WHILST, and the approximate time needed for each stage. She also maintained using the terminologies to indicate the stages of learning during WHILST, for example, EXPLORATION, ELABORATION and CONFIRMATION. However, Umaira did not include all other components, such as, 'the indicator of competence achievement', 'learning objectives', and 'assessment instrument'. Umaira did not use Bahasa Indonesia in her lesson plans; instead, she used English. And, when adopting Heathcote's MoE structures, Umaira followed Heathcote to use the terms to indicate the components of 'external activity' and 'internal coherence'.

4.2 Outline of MoE Classroom Implementation

The following section offers a descriptive account of how Umaira implemented MoE over the six lessons with her 11NS5 students. While only 11NS5 students were the focus of this research, it is worth noting that Umaira simultaneously implemented the same MoE program with her other Grade 11 students (11NS6 and 11NS7). Each of the six implementation lessons ran for 90 minutes. Although Umaira taught English to 11NS5 students three times a week (Monday, Wednesday and Friday), she decided to allocate only two days per week (Monday and Wednesday) for MoE implementation. Therefore, MoE implementation ran over three weeks in total with a two-week interval after Lesson Four due to Mid-Semester examinations.

This descriptive account of MoE implementation by Umaira and 11NS5 students at Udayana SHS is based on my field notes and audio/video recordings. While primarily narrating the process of MoE implementation – 'establishing an imaginary

enterprise', 'making a contract' and 'sustaining the enterprise' – the account also includes comments, observations and explanations from my position as a participant observer (as discussed in Chapter 3 above).

4.2.1 Establishing an imaginary enterprise

Umaira began Lesson One by establishing an imaginary enterprise. To do this, firstly, she displayed a picture of two people with the caption: “LOWONGAN KERJA” (JOB VACANCY) as a slide on a projector. ‘Job Vacancy’ was the topic for that day’s learning. She then asked the students several questions related to the pictures. The students answered most questions, which ranged from general to specific, through choral response; that is, students answered the teacher’s questions altogether.

Next, Umaira distributed an article entitled “Pengangguran di Indonesia Capai 7,24 juta” (Unemployment Rate in Indonesia Reached 7.24 million) (Rostanti, November 13, 2012). This was the same article I used with participants during MoE Training to model how to integrate English syllabus topics with MoE. Training participants went on to either use my example or to find their own idea to practice setting up their own enterprises. Whether it was because of the limited time, Umaira had to plan her MoE implementation, or because it suited the broad content area she had to teach, Umaira re-used the workshop article example as the starting point for her own MoE implementation.

Umaira asked the students to read the article. Then, she invited them to discuss the article and to identify the factors that caused such high rate of unemployment in Indonesia. She set this up as a problem faced by the Indonesian government and invited students to brainstorm possible solutions to unemployment. The students who found a solution raised their hands; and then Umaira requested them to write their

solutions on the whiteboard at front. There were three solutions given and written by three different students: 1) government should find solutions, 2) government should create new job [vacancies], and 3) government should give training for their [unemployed people] skills. Umaira recognized that the first two solutions were not applicable enough while the third one was not specific. Besides, she had already prepared and decided on establishing 'an institution for training and skills' or *Lembaga Pendidikan dan Keterampilan (LPK)* that could cover some topics to be taught based on the English syllabus. Umaira confirmed with the students that establishing an *LPK* was the solution they would go on to explore. The students were framed as the educational experts or business people who would establish an *LPK* and who would bring it into a beneficial educational institute, particularly for high school graduates who intended to seek for employment.

Umaira explored 'the establishment of an *LPK*' to solve the problem because it allowed her to draw together several topics from the English syllabus. In her English-MoE lesson plan (see Appendix 13), she listed a range of related Semester 2 learning topics that she could integrate through this kind of enterprise. These included 'job vacancy', 'making a brochure', 'advertising', 'writing a job application letter', and 'job interview'.

4.2.2 Making a contract

According to MoE, following the establishment of the imaginary enterprise and the framing of the students, the teacher then goes on to inform the students that together, they will go on to participate in a range of drama activities based on the agreed imaginary enterprise. This action is called 'making a contract' with students. As discussed in the previous section, the contract would be to establish an *LPK*, a private

institution to help high school graduates to improve their knowledge before they plunged into employment, and the students would take on a role of experts. But Umaira did not formally make a contract with the students at this time. Instead, she pushed ahead, asking the students to arrange themselves into three groups of 10, each of which would be required to set up a different *LPK*. She also suggested that each group appoint a moderator and secretary for the meeting. Although she was providing clear task instructions, Umaira forgot to make explicit to the students that they were now being asked to enter into role-play within the context of an imaginary enterprise. At this point, in my role as a participant observer, I reminded Umaira of the need to establish the contract with her students. She immediately did so and explained to the students that they were now participating in an imaginary roles and situation, becoming the experts who would build an imaginary *LPK* in order to serve their clients (senior or vocational high school graduates) in needs of supplementing their skills in areas such as Computers, English, Japanese and Chinese languages.

4.2.3 Sustaining the enterprise

With the enterprise established (*LPK*), the students framed and the contract signed, Umaira and the students continued implementing MoE by sustaining the enterprise from Lesson One through to Lesson Six. Over the course of these six lessons, students actively participated in a range of activities both in and out of role.

4.2.3.1 Lesson One

As explained in section 4.2.1 above, Umaira started Lesson One by establishing an imaginary *LPK* in which the students were framed as the educational experts and business entrepreneurs to set up the *LPK*, and by making a contract with students. As

there was insufficient time for the students to complete the first task in sustaining the enterprise, Umaira assigned the students to continue it in the next lesson.

4.2.3.2 Lesson Two

During Lesson Two, Umaira continued with the topic of 'Job Vacancy' and also introduced the topics of expressions of 'approval and disapproval' and 'excitement and sadness'. Umaira began the lesson by displaying again the "Job Vacancy" picture as a slide on a projector. All three groups of students became in-role as experts, meeting to draft a proposal for establishing an *LPK*.

While the students continued working, Umaira changed the "Job Vacancy" slide into "Expression of Approval and Disapproval". To introduce this topic, Umaira instructed the students to mime how they would express 'excitement' if their proposals were approved and how they would express 'sadness' if the proposal was disapproved. Umaira introduced the knowledge of these expressions so that the students could rehearse before going on to express excitement or sadness depending on the actual outcome of their proposal presentations.

One at a time, each group mimed their response while the other groups watched. The observing groups always appeared excited when watching but the acting groups always seemed to perform shyly. Following the expression performances, Umaira gave the groups time to reform in-role in order to finalize their proposals which would be then presented to the Ministry of Manpower and Transmigration.

For MoE implementation, Umaira not only had matched some topics from the English syllabus with MoE frame as reflected in her lesson plan, but she also had organized the time allocated in one lesson so that it could fit with the lesson that she had to explain and the task that the students had to complete or to perform. Therefore,

the *LPK* proposal that could not be completed by the students in Lesson One had to be finished at home, and in Lesson Two all groups were expected to submit the final draft of the proposal. Umaira informed me that all groups had also to be prepared to present their proposal although they knew that only one of them would be selected to present theirs (Umaira, Informal Conversation after Lesson One). It seemed that Umaira only assessed students' writing skill from the non-presenting groups. This strategy would also apply in the next activities that can be found in the description of the next lessons. There is no problem with this strategy because Umaira would have the opportunity to evaluate these non-presenting students' speaking skill in other activities. This would be possible as each group took turns in presenting oral activities.

Thus, in Lesson Two Umaira only selected Group 1 to present their proposal. Two students from Group 1 were in-role as the experts representing *Syukom English Language Training*, and they presented a very detailed proposal while the rest of the group and the rest of the class sat and listened. A male student from Group 2 took on the role of a Ministry staff member and asked the experts a question about Wi-Fi facilities before Umaira, in-role as the Minister, finally approved the proposal. Throughout the whole presentation, students in Groups 2 and 3 paid serious attention and applauded the presenters at the end.

4.2.3.3 Lesson Three

Although only one group actually presented their *LPK* proposal, Umaira also approved the other groups' proposals and moved on to the topic for Lesson Three which focused on the next task for the experts: promoting their training school. This activity related to the curriculum area concerning writing a poster, banner, and pamphlet.

Umaira began by brainstorming with the students some ways to advertise a product or a service. Then, she instructed the students to reform their groups and to take on the roles of the marketing managers for their *LPK* and, in-role, to discuss ways of promoting their school. Umaira herself remained out-of-role as the teacher, assisting groups when needed.

Although Umaira often reminded students that they were in-role as experts during the discussion, most of the time, the students did not participate in the group work in-role as experts as they were expected to. Instead, they behaved as students discussing a group task as they would in usual classroom activities. They also often switched from English to using local language or Bahasa Indonesia. Nevertheless, they looked very serious and were enthusiastic about engaging in the content of the task.

Student engagement during this third lesson of MoE implementation was notably different from the previous two, particularly from Lesson One. They participated more actively and creatively. They also looked excited. Perhaps, the activity in this lesson interested them more because they were doing something familiar in their real life. Although the students never experienced creating an advertisement, they had watched them many times through TV and internet. This was greatly different from Lesson One where they were assigned to write an *LPK* proposal, something unfamiliar and distant from their daily life.

While in Lesson Two, Group 1 was selected to present their *LPK* proposal, in this lesson Group 2 was chosen by Umaira to advertise their *LPK*. Group 2 decided to make a short video clip showing the school and the process of registration played by three members of the group. In promoting their newly established *LPK*, two other members included the video clip as a part of their advertisement. Once again, the other two

groups seemed to enjoy watching. On this occasion, Umaira offered herself to take on a role, but the students did not allow her.

4.2.3.4 Lesson Four

As in the previous lessons, Umaira interrupted the imaginary world of the MoE enterprise. This time, she used almost half of the 90-minute lesson to introduce the topic of creating a banner. She did so via direct instruction and other traditional teaching strategies. For example, Umaira introduced the definition and criteria for an advertising banner first by displaying an example, and then by administering a written quiz.

In the first activity, all students were focused on the classroom discussion, answering Umaira's questions related to the banner being displayed. The quiz was then aimed at testing knowledge about the appropriate content and style for a banner. Through these explicit out-of-role activities, the students obtained preliminary knowledge which would assist them to create their own banners in relation to the promotion of their *LPK*.

Returning to the MoE frame, Umaira asked the students to return to their groups in-role as the experts in charge of making banners. As in Lesson Three, Umaira remained out-of-role, circulating from one group to another and supervising them. It seemed that in this lesson she did not intend to take on a role after being refused in Lesson Three.

The students worked enthusiastically on the banner activity until the end of the class but none of the groups was able to complete the task. Umaira told them to finish the banners at home. She announced that this topic was now completed.

4.2.3.5 Lesson Five

In this lesson, students explored two topics of competency: filling in a registration form and writing a job application letter. Both the 'registration form' and a 'job application letter' are short, functional texts generated from text types discussed in section 4.1.2 above. Although the MoE frame was maintained throughout this lesson, some students took on roles as clients. That is, they role-played being students registering at the *LPK*.

Once again, Umaira explained the role-play to the students but then remained out-of-role herself. The topic of the first role-play scene was the process of enrolment in which two new students (two female students in-role) were enrolling at a new *LPK* assisted by an administration staff (this role was taken by another female student). In the enrolment process the new students were required to fill in a registration form.

The second role-play scene was set in a classroom where the *LPK* instructors (two female students in-role) explained how to write a job application letter. Some questions were raised by the students in the scenes (all other students in-role as new students in the established school) about the details of writing a job application letter. As in Lesson Three and Lesson Four, almost all out-of-role students paid serious attention to both of these role plays.

After the role-plays, Umaira reviewed the process of writing an application letter and its enclosures and then asked all students to write them in-role as jobseekers (clients) who had just graduated from the *LPK* and were now applying for jobs. Some students forgot that they were supposed to take on a role as a jobseeker, so they answered out-of-role and left the 'working experience section' blank. Umaira reminded them that as imaginary job applicants, they may have worked before, so they could list

their (imaginary) working experiences in the ‘working experience’ section of their résumé. This task was completed as an individual assignment.

4.2.3.6 Lesson Six

During this final lesson of MoE implementation, Umaira continued to focus on client scenarios within the imaginary enterprise and simultaneously tried to cover all the curriculum competencies that the students had to achieve and demonstrate. Umaira set a role-play scenario in which the job application letters written by students in-role in Lesson Five had been received and some of them were called for job interviews (another compulsory part of the syllabus). As in the previous lessons, Umaira first did some explicit teaching about job interviews, by showing a video of two people in an interview situation.

The job interview role-plays were arranged and conducted by the students in-role as interviewers and interviewees. To set up an interview session, the students arranged four sets of tables and chairs. So, there were four interviewers and four interviewees involved in the role-play. The interviewers were either the managers or human resource staff of a company. The interviewers prepared questions and made notes on paper after listening to each applicant’s responses; meanwhile, the applicants answered all questions seriously. These students showed their confidence not only in using spoken English but also in adopting the role status. As in previous lessons, almost all of out-of-role students watched and listened attentively to the role-play.

At the end of the interviews all applicants were called and given the outcome. Some were offered positions by the company and others were not. Depending on their result, the students in-role showed either ‘satisfaction’ or ‘dissatisfaction’ as appropriate. Umaira appeared both satisfied and excited while watching the students’

role-plays and, at the end of the lesson, she announced that this was the last of their MoE sessions.

4.3 Experiences of MoE Implementation by Umaira

Umaira's experiences of MoE implementation, as they influenced her teaching practices and her perceptions of student learning, are presented below. The findings are derived primarily from data obtained during three-sessions of semi-structured interviews with Umaira. Data from the pre-MoE workshop/training interview, classroom observation notes and video recordings, and students' questionnaire responses are used for triangulation. The analyses are classified into three sections: 1) experiences of MoE implementation as they affected Umaira's teaching practices; 2) Umaira's perceptions of student learning; and 3) Umaira's perceptions of the challenges of MoE implementation.

4.3.1 Experiences of MoE implementation and Umaira's teaching practices

Despite a relatively short span of MoE implementation, Umaira reported on various ways in which her teaching practices were influenced by it. Two significant areas emerged. The first was her engagement in planning lessons and the second was her mixed feelings about being in-role with students.

4.3.1.1 Umaira's enhanced engagement in lesson planning during MoE

At the beginning of MoE planning, Umaira found that lesson planning was not easy because she had to consider two things at once. The first was the accountability required around lesson planning. Since all lesson plans were always reported to the school principal and to the supervisor of subject teachers at *DEPDIKNAS*, Umaira felt

constrained in how she would design the English-MoE lesson plan based on the format determined by *DEPDIKNAS*. She had to ensure that they were acceptably written. She explained:

I think [about] how to put material in *RPP* [lesson plan] because that will be reported to our school [principal] and *DEPDIKNAS* will correct it. So, I think, “Is it related or not? Is it ok or not, or the material in the right place or not?” because I must put one material in the technique. Like now ‘approval’ [and] ‘disapproval’. Now I think, I imagine, too, in my house. Maybe, in this episode I will ask my students... What material in this situation that we can ask them to prepare; and then ‘interview’, sitting in [an] interview. I do not know yet where we put, what material we put in *RPP* (Umaira, Semi-Structured Interview 1, 6th March, 2013).

Second, Umaira had to carefully plan the topics in the curriculum that could be absorbed into MoE. As described in the establishment of the enterprise (section 4.2.1 above), Umaira and her students decided to establish an imaginary *LPK* (Educational Institute for Training and Skills) to solve a problem. This decision entailed conducting a series of commissions by the teacher and students through each taking on a role as experts. In relation to the establishment of an *LPK*, Umaira spent much time considering what other topics to include in the lesson plan that could be connected to the expression of ‘approval’ and ‘disapproval’ and what activities to assign to students in that situation.

Although Umaira explicitly stated that she was unsure about what material to include in the lesson plan, her comments nevertheless indicate her recognition of the need for sound planning in order to effectively implement MoE. Umaira’s attempts to finalize the lesson plans for MoE implementation resulted in deep engagement with how to implement MoE by connecting it with curriculum topics. In the end, she managed to incorporate the topics of ‘approval’ and ‘disapproval’, promotion through

‘advertisement’, and ‘banners’ into the context of *LPK* establishment. Umaira explained:

So, I must have the summary of the material [that] I can put in one story. I think this [is] one story: read article, find solution and then to solve the problem by using the solution and then establish the school, after that, to get approval and then advertise, after advertisement, banner maybe. That needs serious making, serious planning (Umaira, Semi-Structured Interview 1, 6th March, 2013).

Umaira’s response above suggests her growing confidence in designing MoE-English lesson plans that effectively incorporate relevant aspects of the curriculum. In addition, it reveals the extent of her effort and thoughtfulness. Moreover, in a short time Umaira came to enjoy her new teaching experiences with MoE. She explained:

As you know, I start to prepare like a scenario and then my power point until 12 o’clock [am]. I’m happy to do that because I like it. It’s enjoyable because that involve imaginary [activities] not like we do the focus or the heavy material... (Umaira, Semi-Structured Interview 1, 6th March, 2013).

Umaira felt such pleasure in preparing and creating English-MoE lesson plans that she did not mind spending long hours immersed in finalizing them. And, the excitement was connected to the development of new nuances in her lesson planning. Previously, she planned lessons that only contained ‘heavy material’ but MoE encouraged her to design ‘imaginary’ activities that she enjoyed contemplating as an aspect of her planning.

By the end of Umaira’s fourth MoE lessons, she clearly had become more confident with planning lessons and implementing MoE. This is evident in her description of her ideas for the final two MoE lessons to come:

And then, for the next meeting is ‘interview’. The application letters were accepted by the company and the applicants [graduated from *LPK*] will be called for

interview. [LPK] give some materials, for example, 'how to write an application letter'. The sixth meeting [is] happy ending because they [applicants] get the job after [being] successful in the interview...I write the scenario. Maybe, you can see my scenario (Umaira, Semi-Structured Interview 2, 25th March, 2013).

As evident here, Umaira was able to cover several curriculum topics in a single lesson, i.e. 'interview', 'writing job application letter', and expression of 'happiness' and 'sadness', suggesting her growing capacity to design MoE lessons that fulfil curriculum requirements and competencies. She created an opportunity to include the explanation about the expression of 'happiness' and 'sadness' through a role-play about the announcement of interview results by the company manager (Classroom Observation Notes, Udayana SHS, Lesson Six). It is interesting to note that Umaira used the term 'scenario' instead of *RPP* to refer to the lesson plan. This suggests the sense in which she is beginning to think and talk like a more confident MoE practitioner.

Umaira's engagement with lesson planning continued through to the final MoE lesson and it shaped her comprehensive understanding:

...If we do it [MoE implementation] from the beginning of semester, we may organize which topics can be used with drama method or MoE or which ones that have been [covered]... the connection between topics is more visible, for instance, the topic about 'job vacancy' we did before... (Umaira, Translated from Semi-Structured Interview 3, 3rd April 2013).

Umaira's comment suggests that by the end of MoE implementation, she had full appreciation of how to integrate MoE into teaching the English curriculum. In particular, she was able to analyse, assess, and preempt both the possibilities and the difficulties of implementing MoE within English curriculum.

Umaira's engagement in planning and in creating English-MoE lesson plans reveals something of a transformation in her feelings and thinking. At the beginning,

Umaira felt confused, uncertain and unconfident (i.e. “Is it related or not? Is it ok or not, or the material in the right place or not?”). Later, she became confident, demonstrating her ability to design ‘episode-by-episode’ and meeting-by-meeting lesson plan (i.e. “So, I must have the summary of the material [that] I can put in one story. I think this [is] one story...”). Armed with increased confidence, Umaira grew more persistent and excited about the process of lesson planning. A sense of self-reliance emerged in her remarks. Then, Umaira appeared self-assured as an MoE practitioner and enthusiastic about sharing her scenario planning with me. Her self-assurance is also reflected in the proficiency of her explanations of the MoE activities, one-by-one, and how they were integrated within the topics of the English curriculum.

Finally, Umaira undertook a creative transformation, drawing on imaginative pedagogical strategies to engage students in their learning. Despite working within the confines of a fixed lesson planning format and inflexible English syllabus, Umaira was able to successfully design relevant and meaningful MoE-based English lessons such as those outlined by Heathcote (Heathcote & Bolton, 1995).

4.3.1.2 Umaira’s uncertainty about teacher-in-role

Umaira had a pre-existing interest in using role-plays as a pedagogical strategy and reported having often used a role-play as a pre-teaching activity to engage students with a lesson or as a way to engage students more deeply in their learning. She explained, “If you can perform the text well, that mean[s] you can comprehend the text well” (Umaira, Pre-MoE Workshop/Training Interview, 15th February 2013). Although Umaira said that she liked drama, in the sense of involving role-plays in her teaching practices, the idea of taking on a role with students, particularly within MoE, was a completely new concept for her.

As noted in the implementation outline, Umaira took on a role only in Lesson Two when she was in-role as the Minister. This first experience was challenging for her as she stated:

It's hard for me. I will be Minister [/as/] my student [s] want to. So, [I] ask, in what role? I don't know. It's hard for me to be the expert (Umaira, Semi-Structured Interview 1, 6th March, 2013).

The challenge of being in-role for Umaira was not only because it was her new teaching experience, but it also required her knowledge of the role she was assigned. She had a struggle to be the expert situated within the imagined *LPK*.

It seemed that because of her challenging first experience, from Lesson Three through to Lesson Six, Umaira tended to remain out-of-role even when her students were diligently working in-role (see for example section 4.2.3.3 and 4.2.3.5). At the same time, Umaira expressed her ambiguity about the concept of teacher-in-role. Umaira claimed to prefer remaining out-of-role rather than taking on a role because she thought that it would be more useful for students:

I think, like before, I will make clarification to make my student understand more. I help them; only that's my involvement now, not like Mantle of [the] Expert you want to [what she did in terms of teacher-in-role was unlike required by Mantle of the Expert] (Umaira, Semi-Structured Interview 1, 6th March, 2013).

Umaira argued that by remaining out-of-role as the teacher, she would be better able to assist students by explicitly teaching the concepts they would have to apply before they took on a role. Her participation was limited to helping students when she and students were out-of-role. Umaira retreated from taking on a role as she was concerned that students' focus would be diverted if she entered the role-play (Classroom Observation Notes, Udayana SHS, Lesson Two).

Later in the MoE implementation period (section 4.2.3.3, Lesson Three), Umaira became willing to take on a role; but, it was the students who refused her. She said, "... I've been only once involving in the group because they don't allow me" (Umaira, Semi-Structured Interview 2, 25th March 2013). Umaira wanted to take on a role because she was beginning to enjoy it and feel more confident with MoE and she understood that MoE required her involvement with student-in-role. But, by the time she was ready to participate in-role, her students were deeply engaged in their role-plays. Furthermore, they did not understand that teacher-in-role was part of MoE since Umaira had only modelled this in Lesson Two and did not explain about it to the students.

Umaira's initial feelings about teacher-in-role indicated a tension between her sense of responsibility to help students engage with their learning and the expectation to take on a role herself, as required by MoE. Her first teacher-in-role experience provided her with the difficulty of doing it. This led her to decide to stay back. However, after trialling MoE simultaneously in three classes (11NS5, 11NS6 and 11NS7), and experiencing an interesting teacher-in-role in 11NS6 class (non-MoE student participants) (as she said: "...that's funny, the experience was interesting" (Umaira, translated from Semi-Structured Interview 3, 3rd April 2013), she gained confidence and was willing to take on a role with 11NS5 students (MoE student participants). At the same time, the students of 11NS5 had grown used to having more control over their own learning; and with increased self-confidence, they preferred not to include Umaira into their role-play. Umaira did not impose her authority over her students. Rather, she remained out-of-role but adopted a stance as a facilitator of student learning, instead of an instructor.

4.3.2 Umaira's perceptions of benefits to student learning

From her experience of implementing MoE, Umaira perceived that the approach had an important contribution to make to student learning. She observed ways in which students became engaged with learning activities by participating in role-plays within the MoE frame and through the strong support they received both from their teacher and from their peers as further explained below.

4.3.2.1 Heightened engagement through student-in-role

Umaira evaluated that, in general, students were deeply engaged with lessons and activities during their MoE learning, particularly when they were in-role. She observed:

I think the technique [MoE] makes students interested because they don't think about the heavy material. But, they think "Ok, so I will design the advertisement". That not [happened] before. [In] advertisement we must put the time, the day. That's heavier I think. (Umaira, Semi-Structured Interview 1, 6th March, 2013).

Umaira's remarks suggest that the students did not realize they were actually doing a more difficult or 'heavier' task in designing advertisement within the MoE frame, compared to doing the same task in their learning prior to MoE. This happened because the students learned the lesson content through imaginary situations and roles that imitated real life. In fact, in learning through MoE, the students were engaged in more complex tasks that required them to develop their own ideas. For instance, when they designed their advertisements (see Lesson Three in section 4.2.3.3 above), they not only had to work on the content requirements but also the layout. This challenged students and invited them to engage more deeply with the lesson than in traditional approaches to teaching in the same topic.

Umaira also reflected on how MoE role-plays differed from her pre-existing use of more traditional short dialogue as a pedagogical strategy.

[During MoE role-plays] they must condition themselves in the situation more than short dialogue. In short dialogue, for example I teach them about love expression and then they think of short dialogue about love ... 'I love you', and the other 'We miss you', only that situation. But now, *more* [Umaira's emphasis] than short dialogue. (Umaira, Semi-Structured Interview 1, 6th March, 2013).

Framed as *experts*, Umaira's students were continually required to develop deep knowledge related to their roles, "more than short dialogue" had ever required of them. For example, to engage in the context of *LPK* establishment, students had to explore information about how to set up an educational institution and how to organize it. This was evident in the proposal writing task, for which students were encouraged to find real-world examples of proposals and then adjust them according to their own needs, including information about location and site for the building, financial estimation and skills to be taught (Classroom Observation Notes, Udayana SHS, Lesson One and Two). This was different from students' previous oral English tasks, such as Umaira's example of creating a short dialogue related to the expression of love. Thus, as Umaira explained, by taking on the mantle of the expert, students were required and inspired to actively explore other knowledge areas.

According to Umaira, the student learning experience and learning outcomes were especially enhanced through MoE role-plays. Role-play was a particularly effective pedagogical strategy because it encouraged students to consistently use spoken English intensively whenever they were in-role. Consequently, they became more confident in speaking English. Umaira explained:

I think most of them have confidence... If I ask them to present or I ask them to perform, most of them can do that (Umaira, Semi-Structured Interview 1, 6th March, 2013).

Umaira was impressed that her students were confident enough to take on any speaking task she assigned. Indeed, she reflected that they were so confident and enthusiastic about being in-role that, at one point, they refused her request to take on a role with them: "I want to involve in the group. I offer a role, so I say that, 'How about me?' ...They don't allow me to take the position, because they want to be in the position".

Umaira also observed the development of individual students' English speaking confidence as a result of their involvement in MoE activities. She explained:

Most of them more confident, like Yani. Before, she does not like to perform or to go to the front of the class for presentation, but now she comes to the front to be instructor (Umaira, Semi-Structured Interview 2, 25th March, 2013).

Given that Yani was such an inhibited student in speaking English, it was a particularly significant task for her to play the role of an instructor in the imaginary *LPK*. This role received much attention from the audience of out-of-role students (Classroom Observation Notes, Udayana SHS, Lesson Two). Since the role-play only required two students from each group, Yani's willingness to take on the role is particularly noteworthy. It suggests that she started to overcome her self-consciousness and apparently felt supported and encouraged through MoE activities that trained her to use oral interaction and to conduct speaking performance.

4.3.2.2 Engagement through teacher and peer support

Besides being in-role, strong support from teacher and classmates who were out-of-role also engaged students in their learning as Umaira explained:

Every group design, and after that, when they present advertisement, everybody must [pay] attention, must care about the presentation, not only for group [that] present, but the group presentation will support by others I think. Because they give suggestion or opinion (Umaira, Semi-Structured Interview 1, 6th March, 2013).

Umaira's encouragement of students to support each other was important to keep students engaged in all learning activities. This benefitted students in and out-of -role. Knowing that they were being given attention by their teacher and peers, the presenting group made serious efforts to present as well as they could. At the same time, the audience paid close attention to the presenting group as they understood they were expected to give feedback. Thus, both groups were motivated to participate fully and there was mutual respect between performers and audience.

The mutual respect that Umaira encouraged between audience and performers was particularly important when one group was in-role but the other two were not; for example, when four pairs of students were in-role as interviewers and interviewees in the job interview scene in Lesson Six. While the in-role students were earnestly involved in acting out their parts, out-of-role students watched attentively and enthusiastically (Classroom Observation Notes, Udayana SHS, Lesson Six).

Peer support was also evident during other small group tasks, such as drafting a proposal, designing an advertisement, and making a brochure. Even though students were rarely in-role during these activities, they interacted intensively and supported each other as noted by Umaira:

... if you put [them] in the group discussion, that make them practice in English, maybe giving some suggestion, opinion... So it's better for us as a teacher to put them in group; maybe because of their limited members, they will be involved, they will take a part or role in the group (Umaira, Semi-Structured Interview 2, 25th March, 2013).

Umaira preferred to assign students to work collaboratively because she understood that peer support can be just as important and efficient as teacher support to engage students in their learning. She observed that having a small number of students in each group enabled each member to participate in the discussion and to exchange ideas. Further, Umaira witnessed that working in groups also helped the students who had less understanding of the lesson content "... so because of their friends' assistance they could understand [the lesson/activities]" (Umaira, Semi-Structured Interview 3, 3rd April, 2013).

Umaira contrasted the peer support and close interaction inherent in MoE activities with their absence in a traditional classroom arrangement. According to her, being seated in rows or what Umaira called a 'classical situation', contributes to students' largely individual focus on their own learning since "everybody was busy to do [the task] by themselves" (Umaira, Semi-Structured Interview 2, 25th March, 2013).

In terms of assisting their MoE learning in particular, Umaira observed that another benefit of students having "more relationship with people than before" through group work was that it provided students with a chance to collaboratively prepare to be in-role as experts:

I mean that make [them] interested to practice [English] because they want to try, to be another people, to be the expert. And then, they want to look for other's opinion how to be the expert (Umaira, Semi-Structured Interview 2, 25th March, 2013).

In this sense, small group work offered opportunities for students to interact with one another intensively, to practice their use of spoken English, and to engage with the particular expectation of MoE itself.

4.3.3 Challenges encountered by Umaira

This section analyses Umaira's sense of the challenges of MoE implementation, both for herself and for her students. While Umaira experienced difficulties with taking on a role, with English proficiency, and with sharing MoE experience with her colleagues, she believed that the students experienced difficulty in expressing themselves as 'experts'.

4.3.3.1 Teacher-in-role: from teacher to 'expert'

As previously discussed, Umaira experienced tension around her decision to withdraw from taking on a role at the early stages of implementation and later experienced her students' unwillingness to include her. Another challenge for Umaira was her lack of preparation to spontaneously take on a role. She explained:

In the classroom the obstacles I think only hard to involve. It's hard for me [because] I will be Minister [that] my students want to. So, [I] ask, "In what role?" I don't know. It's hard for me to be the expert because I don't know maybe I will be staff and then I will be like... So, "What should I do"? (Umaira, Semi-Structured Interview 1, 6th March, 2013).

Umaira admitted that one of the obstacles she found in the classroom was taking on a role, particularly when it came to spontaneous acting. It was therefore difficult for her to take on a role of the Minister through spontaneous appointment by the students as she had not prepared herself beforehand. When she had to perform a spontaneous role, she experienced panic and had to ask for students' assistance.

Umaira's first experience of teacher-in-role did not deter her willingness to do it in the next role-play but, she was rejected by the students. All of these role-play experiences conducted by Umaira finally provided her with her own comprehension about the 'implicit rule of teacher-in-role' (see her comment in section 4.3.1.2): 1) if she wanted to take on a role, she had to suit with the situation, 2) as the teacher, Umaira had to allow the students to take the control over the role-play and follow them sincerely.

4.3.3.2 Umaira's English language difficulties

Despite her four-year Bachelor Degree study in English, Umaira experienced difficulty in using spoken English both in and out-of-role. One of her acknowledged weaknesses was her lack of knowledge of technical terms as shown in her remarks below:

...because like *Departemen Tenaga Kerja* (Department of Manpower). I forget; so, oh, the Minister, like that. I don't have background [knowledge] about that, so it's very difficult for me to use, how to say [it] in English... (Umaira, Semi-Structured Interview 1, 6th March 2013).

Implementing MoE required broad use of technical terms that were otherwise rarely used in Umaira's traditional teaching of English. Thus, it was not surprising that she found it difficult to think of the necessary vocabulary without deliberate preparation. While she realized that she had difficulty with English language, she found a way to adapt:

... because I want to practice, because the students [are] my media to practice. I'm sure I am not a good English teacher, like others. So, this is my opportunity to practice. Wherever I teach, I always [speak] in English, but if my students do not understand, I speak lot slowly and then if the students still do not understand, I use Indonesian ... (Umaira, Semi-Structured Interview 1, 6th March 2013).

While Umaira did not have serious problems with pronunciation, her greatest difficulty was in applying accurate grammar rules, including using proper subject-verb agreement. Another English challenge was the use of appropriate contextual vocabulary. These were evident in both her lesson plan and her oral communication during teaching and learning processes (Classroom Observation Notes, Lesson Three and Four). For example, when explaining that students should participate in an imaginary interview, she frequently used 'to follow' instead of 'to join or to take a part'. As the teacher, she was a role model for her students' use of English. Her expression errors were passed on to them as evident in one of student's questionnaire responses: "...we can understand with the material[s] given like about **follow**[ing] the interview" (Student 28, Question No.7, Part 3, Questionnaire for Student Participants). Given Umaira's self-acknowledged difficulties with spoken English, it is particularly significant that Umaira appreciates how her use of English as the medium of communication during MoE served not only to encourage and improve her students' spoken English ability, but also provided her with multiple opportunities to improve her own spoken English as well.

4.3.3.3 The challenges of continuing to implement MoE

Umaira concluded that MoE was useful for improving both for student learning and her own teaching practices. She also observed that both she and her students found the integration of MoE enjoyable. Umaira to feel uncomfortable about sharing pedagogical innovations with their senior colleagues. Thus, despite her desire to share her new knowledge and enthusiasm, her comments suggested that Umaira was not confident to disseminate her newfound MoE knowledge to her peers and that it was difficult for Umaira to encourage MoE implementation beyond her own classes.

4.3.3.4 Lack of student understanding due to being in-role or out of role

Umaira recognised that sometimes students found being in-role challenging:

...If they don't understand [the activities], that's difficult for them to put themselves whether they [behave as] students [being out-of-role] or experts [being in-role] ... like 11NS5, I can't differentiate between the expression [whether they are in-role or out-of-role]... But in 11NS6 [class], that's okay, [they are] ready and then I can differentiate the situation whether they express their expression or do not express, in-role or out-role. (Umaira, Semi-Structured Interview 1, 6th March 2013).

Here Umaira pinpoints that being in-role was especially difficult for students when they did not understand the activities and tasks assigned to them. In such cases, they were not able to express themselves appropriately. But Umaira acknowledges that this is a problem, whether they were in-role or out-of-role.

4.4 Students' Experiences of Learning English through MoE

This section presents the responses of 11NS5 students about their experiences of English learning through MoE. Data were obtained via questionnaire responses returned by 29 student participants (three students were absent). Findings in relation to students' responses are classified into several sections which are based on their feelings, experiences and perceptions of English learning through MoE.

4.4.1 Students' interest in role-playing and encouragement to speak English

A total of 32 responses (N=32) was returned by the 29 students about their feelings of being in-role (i.e. some students chose more than one option in response to the question). Of the 29 students, 18 (62%) said that they were interested in taking on a role either as experts or clients. A total of 8 students (28%) reported that they were

excited about taking on a role. These positive feelings, as shown in Table 4.1 below, far exceeded the feelings of nervousness and boredom (3 students or 10% each).

Table 4.1

Students' feelings when being in-role through MoE

| Feelings | No of students who selected this response (N=29) |
|-------------------|---|
| Interested | 18 (62%) |
| Excited | 8 (28%) |
| Nervous | 3 (10%) |
| Bored | 3 (10%) |

Table 4.2 below shows that students perceived the range of MoE activities to be enjoyable. A total of 55 responses (N=55) was returned by 29 students about the activities of MoE that they enjoyed. Students were also allowed to select more than one response out of four available responses. A total of 20 out of 29 students (69%) enjoyed role-plays during public performance. The rest of the students enjoyed being in-role during small group discussion (18 students or 62%), classroom discussion (10 students or 34%) and searching for information (7 students or 24%).

Table 4.2

Activities in MoE in which students participated enjoyably

| Activities | No of students who selected this response (N=29) |
|--|---|
| Classroom discussion | 10 (34%) |
| Being in-role in small group discussion | 18 (62%) |
| Being in-role at public performance | 20 (69%) |
| Searching information | 7(24%) |

The drama component of MoE activities (i.e. through role-play) was identified by students as the medium through which they used spoken English most intensively. Students were allowed to give more than one response to four available responses. There were 42 responses returned by 29 students. 24 out of 29 students (83%) selected 'being in-role at public performance' as the activity to speak English. This compares to 9 students (31% each) selecting the use of spoken English during 'small group discussion role-plays' and 'classroom discussion' as shown in Table 4.3 below.

Table 4.3

Activities in MoE in which students spoke English

| Activities | No of students who selected this response (N=29) |
|--|---|
| Classroom discussion | 9 (31%) |
| Being in-role in small group discussion | 9 (31%) |
| Being in-role at public performance | 24 (83%) |

Table 4.4 below describes students' responses about the activity they felt improved their speaking ability. As this is an open-ended question, the students were allowed to provide as many responses as they wanted to. 29 students returned 40 responses. 20 out of 29 students (69%) selected 'public performance role-play' as the activity to improve their speaking ability. 18 students (62%) chose 'small group discussion' and 2 students (7%) selected 'classroom discussion' as the activities that were able to improve their English speaking ability.

Table 4.4

Activities in MoE useful to improve students' speaking ability

| Activities | No of students who provided responses (N=29) |
|--|---|
| Classroom discussion | 2 (7%) |
| Being in-role in a small group discussion | 18 (62%) |
| Being in-role at public performance | 20 (69%) |

The responses shown in Table 4.1 through to Table 4.4 indicate that students found role-plays not only to be the greatest source of their enjoyment but also the most significant opportunity to practice speaking English and which had the potential to improve their speaking ability.

4.4.2 Students' English speaking interaction with teacher and peers

During MoE activities, Umaira and students were encouraged to speak English both in and out-of-role. According to Table 4.5 below, the number of students who 'always' used spoken English with Umaira was far greater (41%) than those who 'always' used spoken English with peers (7%). If the categories 'always' and 'frequent' are combined and the categories 'sometimes' and 'rarely' are too, these data suggest that many students were more likely to speak English with their teacher rather than with their peers.

Table 4.5

Frequency in speaking English with teacher

| Frequency | No of students who selected this response (N=29) |
|------------------|---|
| Always | 12 (41%) |
| Frequent | 10 (35%) |
| Sometimes | 7 (24%) |

Frequency in speaking English with peers

| Frequency | No of students who selected this response (N=29) |
|------------------|---|
| Always | 2 (7%) |
| Frequent | 5 (17%) |
| Sometimes | 21 (72%) |
| Rarely | 1 (3%) |

4.4.3 Students' positive views about collaboration

The data presented in this section are derived from students' responses to an open-ended question asking students about their perception of collaborative work during MoE activities. This open-ended question also allowed the students to provide more than one answer.

Table 4.6 shows that while students' perceptions of group work varied, they were mostly positive. Even those who gave negative explanations thought that collaborative work was positive. The minority of these students seem to criticize the process of conducting collaboration itself, not the principle of it.

29 students returned 40 responses which are divided into three categories: a) students who perceived collaboration positively but did not give any explanations (12

responses or 41%), b) students who perceived collaboration positively and provided explanations (21 responses or 72%), and students who perceived collaboration positively but provided negative explanation (7 responses or 24%)

Nine categories emerged from students' explanations about their positive perceptions of collaborative work. 7 responses (33%) believed that it encouraged their active participation in all learning activities. For example, one student said, "It's good because through this learning system we can actively participate in all learning activities". Other positive responses indicated that students felt positively about group work because it promoted students' understanding of the lessons content (3 responses or 14%), represented a novel approach to learning (2 responses or 10%), improved their English speaking ability (2 responses or 10%), increased knowledge about collaboration and organisation (2 responses or 10%), provided them with real-world knowledge (1 response or 5%), increased their English speaking confidence (1 response or 5%), promoted peer interaction (1 response or 5%), and increased student's creativity (1 response or 5%).

Four categories emerged from 7 responses that contained students' negative explanations. Although these students said that collaborative work was interesting or very good, they claimed that it was inefficient (3 responses or 43%), boring (2 responses or 29%), incomprehensible (1 responses or 14%), or because it enabled inactive students to become even more inactive (1 response or 14%). The student expressing the latter view explained, "I think it's good but sometimes it made lazy students became lazier and only made use of clever students around them".

Table 4.6

Students' perceptions of collaborative work

| Perceptions | No of students who provided responses |
|---|--|
| | (N=29) |
| 1) Interesting/fun/great/good (without explanations provided) | 12 (41%) |
| 2) Interesting/good/enjoyable (with positive explanations provided): | 21 (72%) |
| <i>a) Increased student engagement and participation in learning</i> | <i>7 (33%)</i> |
| <i>b) Increased students' understanding of English lessons</i> | <i>3 (14%)</i> |
| <i>c) New learning experience</i> | <i>2 (10%)</i> |
| <i>d) Increased students' English speaking ability</i> | <i>2 (10%)</i> |
| <i>e) Increased knowledge about collaboration and organisation</i> | <i>2 (10%)</i> |
| <i>f) Provided real-world knowledge</i> | <i>2 (10%)</i> |
| <i>g) Increased students' English speaking confidence</i> | <i>1 (5%)</i> |
| <i>h) Promoted peer interaction</i> | <i>1 (5%)</i> |
| <i>i) Increased students' creativity</i> | <i>1 (5%)</i> |
| 3) Interesting/very good (with negative explanations provided): | 7 (24%) |
| <i>a) Not too efficient</i> | <i>3 (43%)</i> |
| <i>b) Boring</i> | <i>2 (29%)</i> |
| <i>c) Incomprehensible</i> | <i>1 (14%)</i> |
| <i>d) Discouraging inactive student</i> | <i>1 (14%)</i> |

4.4.4 Students' perceptions of the influence of MoE on their English speaking

The following three sections present data that were obtained from students' responses to three open-ended questions around influences of MoE on English learning, speaking confidence, their interest and understanding of English lessons.

4.4.4.1 The influence of MoE on students' English speaking confidence

MoE implementation involved oral interaction between teacher and students, and between peers, all of which appear to have positively influenced students' confidence in using spoken English. This is evident in students' responses to the open question: "Do you feel more confident or less confident to speak English during and after MoE activities? What makes you feel so?"

As seen in Table 4.7 below, 28 out of 29 students (one student or 3% of total number of students did not give any response) responded to this survey item and every one of them said that they grew more confident to speak English during and after MoE activities. 17 students (59%) provided explanations for their increased confidence but 11 others (38%) did not. 7 out of 17 students (41%) reported that their confidence increased because of the intensive use of English during MoE and 5 students (29%) revealed that their increased confidence was connected to their sense that their speaking ability had improved. For example, one responded, "More confident, because my English ability improved". 4 of the 17 students (24%) explained that their improved speaking confidence mentioned that their speaking confidence was connected to their enjoyment of learning through MoE because they liked learning through MoE. One explained feeling, "more confident, because [MoE] made learning

more interesting” and one student (6%) became more confident because they were able to better understand lessons.

Table 4.7

Students’ perceptions of their English speaking confidence

| Perceptions | No of students who provided responses (N=29) |
|---|---|
| 1) More confident (without explanation provided) | 11 (38%) |
| 2) Confident or more confident (with explanation provided): | 17 (59%) |
| a. <i>Intensive use of English</i> | 7 (41%) |
| b. <i>Improved speaking ability</i> | 5 (29%) |
| c. <i>Interesting/enjoyable learning</i> | 4 (24%) |
| d. <i>Increased understanding of English lessons</i> | 1 (6%) |
| 3) Unknown (no response given) | 1 (3%) |

4.4.4.2 The influence of MoE on students’ understanding during English lessons

Of 29 students, 27 of them (93%) felt that their understanding during English lessons improved through MoE implementation. The remaining two students (7%) said that MoE activities did not influence their understanding either positively or negatively. For example, one of them explained, “Yes, it is the same with learning in usual way”.

Of the 27 students who reported improved understanding, 11 respondents (38%) felt that learning English through MoE improved their understanding because it was interesting and enjoyable. Six students (21%) believed that their understanding improved because of MoE activities involving real-world topics in imaginary situations, such as ‘writing a job application letter’. For example, one student explained: “MoE

asks us to act based on the materials that we learnt, what we've learnt, discuss together and then express it on a drama". Three students (10%) mentioned that MoE activities encouraged them to explore ideas independently. For example, one wrote that, "[MoE] teach students to think by themselves". Only one student (3%) identified the novelty of MoE as influencing his/her understanding. Six students (21%) did not provide any reasons for the improvement of their understanding during English lessons. All of these are shown in Table 4.8 below.

Table 4.8

Students' perceptions of their understanding about English lessons

| Perceptions | No of students who provided responses (N=29) |
|---|---|
| 1. MoE activities improved understanding of English lessons: | 27 (93%) |
| a. <i>They were interesting and enjoyable</i> | 11 (38%) |
| b. <i>Students learned real-world topics in imaginary situations</i> | 6 (21%) |
| c. <i>The students were encouraged to explore ideas</i> | 3 (10%) |
| d. <i>It was a new method</i> | 1 (3%) |
| e. <i>No reasons</i> | 6 (21%) |
| 2. MoE activities did not influence understanding of English lessons | 2 (7%) |

4.4.4.3 The influence of MoE on students' interest in learning English

Table 4.9 below shows that a total of 17 students (59%) were already interested in learning English before MoE implementation and that they continued to be so. Explaining why they liked English, fifteen (88%) of these 17 students said it was because they recognised that knowing was valuable life skills. Examples of these kinds

or responses include, “English [is] the key to see the world outside” and “cause happiness when you tell your feeling to someone in English”. The other two (12%) of these 17 students explained that they had liked English since they were children.

A total of 12 respondents (41%) said that they became more engaged in learning English after participating in MoE. Seven of these respondents (58%) said that their engagement increased because MoE was an interesting teaching and learning approach (for example, “I like English more now because the method used is more interesting”). Three respondents (27%) believed that learning English through MoE improved (for example, “After learning with MoE, we understand English more”), and two respondents (18%) became more engaged in learning English through MoE because they were involved in undertaking imaginary roles and in imaginary situations.

Table 4.9

Students’ perceptions of their interest in English

| Perceptions | No of students who provided responses (N=29) |
|--|---|
| 1) Liked English <i>before</i> learning through MoE | 17 (59%) |
| <i>Liked English because it was important for life</i> | <i>15 (88%)</i> |
| <i>Liked English since they were children</i> | <i>2 (12%)</i> |
| 2) Liked English <i>after</i> learning through MoE | 12 (41%) |
| <i>More interested in learning English</i> | <i>7 (58%)</i> |
| <i>Gained more understanding of English lessons</i> | <i>3 (27%)</i> |
| <i>Learning in imaginary roles and situations</i> | <i>2 (18%)</i> |

4.4.5 Students' perceptions of Umaira's teaching practices during MoE

This section focuses on describing students' perceptions of Umaira's teaching practices during MoE.

4.4.5.1 Students' perceptions of Umaira's instructional practices with MoE

Table 4.10 - 4.14 show students' perceptions of Umaira's instructional practices in MoE (current) and non-MoE (previous) contexts. In response to a question "When does your teacher speak English more?" all students (100%) chose both options of 'current instruction' and 'previous instruction'. All of them perceived that Umaira used English both before and during MoE implementation (see Table 4.10). Similar trends can be seen in students' responses about the integration of all language skills by Umaira (see Table 4.14). However, there were some differences in students' perceptions of whether Umaira encouraged them to speak English as shown in Table 4.11. Although the majority (26 responses or 90%) thought that Umaira always encouraged them to speak English, three responses or 10% responded that Umaira encouraged them to use spoken English only in 'previous instruction'; that is, prior to MoE implementation.

When asked how their teacher dealt with their seating arrangements, the majority (24 students or 83%) responded that Umaira altered their seating from the classical arrangement in both periods of instruction. Only five students (17%) thought that Umaira changed the seating arrangement more during MoE implementation as indicated by Table 4.12. Similar trends can be seen in students' responses about Umaira's directions to students to sit in pairs or in groups. The majority (24 students or 83%) perceived that Umaira asked them to discuss in pairs or group both before and

during MoE implementation; only 5 students (17%) thought that Umaira did it more during MoE implementation as shown in Table 4.13. However, the data in these tables (Table 4.10-4.14) are not addressed in the analysis in Chapter 7 as responses indicate confusion. This was likely because question phrasing was not sufficiently clear.

Table 4.10

Periods when teacher spoke English

| Period | No of students who selected this response (N=29) |
|--|---|
| Current instruction | 0 (0%) |
| Previous instruction | 0 (0%) |
| In both (current and previous instruction) | 29 (100%) |

Table 4.11

Periods when teacher encouraged students to speak English

| Period | No of students who selected this response (N=29) |
|--|---|
| Current instruction | 0 (0%) |
| Previous instruction | 3 (10%) |
| In both (current and previous instruction) | 26 (90%) |

Table 4.12

Periods when teacher asked students to change seating arrangement

| Period | No of students who selected this response (N=29) |
|--|---|
| Current instruction | 5 (17%) |
| Previous instruction | 0 (0%) |
| Equally (current and previous instruction) | 24 (83%) |

Table 4.13

Periods when teacher asked students to discuss in pairs or group

| Period | No of students who selected this response (N=29) |
|--|---|
| Current instruction | 5 (17%) |
| Previous instruction | 0 (0%) |
| In both (current and previous instruction) | 24 (83%) |

Table 4.14

Periods when teacher integrated language skills (listening, speaking, reading, and writing)

| Period | No of students who selected this response (N=29) |
|--|---|
| Current instruction | 0 (0%) |
| Previous instruction | 0 (0%) |
| In both (current and previous instruction) | 29 (100%) |

4.4.5.2 Students' perceptions of teacher-in-role

The data in this section are also obtained from students' responses to an open-ended question. As in other open-ended questions, the students were also allowed to give more than one response. However, for this question each student only gave one response. In responding to the question about students' views of teacher-in-role, all 29 students expressed positive responses about Umaira's involvement in taking on a role during MoE implementation. Their reasons for enjoyment can be understood in relation to five key categories and are summarised in Table 4.15 below. Of the 29 students, a total of 11 students (38%) perceived that teacher-in-role increased their own enjoyment and engagement as students. One observed: "I'm very enthusiastic, I like it". Ten others (34%) believed that when Umaira was in-role with them, she could direct the role-plays and better control students and facilitate their learning. For example, one explained that, "The teacher can participate in drama so that the drama runs better". Five students (17%) commented on how the teacher-in-role could build closer relationship with them. For example, one said that teacher-in-role is "very good because it can make teacher-student relationship closer". Two students (7%) responded that teacher-in-role provided an opportunity for students to learn spoken English. One of them responded that, "I think it's good because we can learn to speak English well and accurately". Only one student (3%) attributed the benefits of teacher-in-role to the teacher's own fulfilment in teaching. The student wrote, "It's good for teacher because I think teacher must like it".

Table 4.15

Students' perceptions of teacher-in-role

| Perceptions | No of students who provided responses (N=29) |
|--|---|
| Students enjoyed learning through teacher-in-role | 11 (38%) |
| Teacher directed role-plays and control students | 10 (34%) |
| Teacher built closer relationship with students | 5 (17%) |
| Teacher provided students with opportunity to practise English | 2 (7%) |
| Teacher fulfilled the teaching practices | 1 (3%) |

4.5 Case Summary

Despite its short span, the MoE implementation at Udayana SHS ran smoothly. In general, most students participated in its various learning processes and they were able to complete all activities designed by Umaira. Umaira's understanding of MoE as a pedagogical approach was indicated by her ability to establish and sustain an appropriate enterprise for her students. At the same time, her allocation of students to take on the role of 'clients' at various stages indicates a degree of misunderstanding of the principles of MoE. Nevertheless, this did not have any negative effect on the implementation process in its entirety.

MoE implementation at Udayana SHS resulted in a number of positive outcomes on both Umaira's teaching practices and student learning within 11NS5. First, by implementing MoE, Umaira was encouraged to learn to make an MoE-integrated English lesson plan. Despite limited exposure to MoE as a practice, Umaira was able to integrate MoE with English lesson topics in her lesson planning and then, was able to

successfully apply her ideas in her English instruction. Her teaching experience had trained her to teach within the frame of changing curricula, and her professional skills contributed to her ability to devise an English-MoE lesson plan.

Second, both Umaira and her students perceived that small group work was valuable to engage students in learning. In addition, they viewed MoE as a learning mode that encouraged students' participation in general and specifically in relation to practising spoken English. The increase of English speaking practices in small group activities also resulted in students' self-reported improvement in their English speaking confidence and ability.

Finally, drama activities that engaged students and teacher in-role seemed to positively influence student engagement. Both Umaira and students found that being in-role contributed to positive teaching and learning processes.

Chapter 5: Case Two

MoE Implementation in English Language Learning at Atlanta Senior High School

This chapter presents the second case of MoE implementation conducted with a class of Grade 11 students at Atlanta Senior High School (Atlanta SHS). This chapter presents four aspects: 1) an overview of the school, teacher and student participants; 2) MoE implementation from lesson one through to lesson six; 3) teacher's practices and perceptions of her teaching practices and student learning during MoE implementation; and 4) students' perceptions of their learning and their teacher's teaching practices.

5.1 Overview of Atlanta Senior High School

5.1.1 Atlanta Senior High School (Atlanta SHS)³

Like Udayana SHS, Atlanta SHS is also a senior high school but a private rather than public one. The school was originally part of the Atlanta Institute established in 1915 when Indonesia was still ruled under Dutch colonialism. The school itself was established in 1958 by a foundation. Initially, the school was founded to admit students to study Islam at primary level. After only a few years, the number of students increased very rapidly, causing concern to the Dutch who worried that the school's religious focus could endanger the imperial mission in Indonesia. In order to control the school, the Dutch funded it and suggested that the school principal be elected from

³Information obtained from school documents and school's website

amongst the Dutch (Hadjar, Nazaruddin, Paraman, Sudharsono, & Masril, 1990). In 1950, five years after Indonesia gained its independence, the foundation launched an initiative to establish a junior high school, followed by a senior high school in 1958.

Atlanta SHS is located on Jakaranda Street among residential houses and can be easily accessed from the busy Sakura Street. It is located about 3.5 kilometres from the centre of Padang city. There are 27 classrooms located in a two-storey building surrounded by a big yard. Other learning rooms included one laboratory for Natural Science and four for Information and Technology subjects. Besides offices for the principal, the vice principals and the teachers, there are also rooms allocated to the administration office, counselling, library, security, student union and prayers. Based on the 2012/2013 Academic Year, the ratio of teachers (62 teachers) to students (1038 students) was 1: 15 (by way of comparison, this is almost double the ratio at Udayana SHS as reported in Chapter 4 above).

Atlanta SHS also offers both Natural and Social Science streams for Grade 11 and 12 students (but no Languages stream) and the English syllabus for all students is designed around the contents of the School-Based Curriculum (SBC). Whereas Udayana SHS is one of the top five senior high schools in Padang, Atlanta SHS is not considered to be a high achieving school. Further, according to the evaluation of the National Accreditation Institution for Secondary Schools (Institution for National Accreditation for Senior and Vocational High School (BAN-SM), 2015), its 2013 national accreditation was C (on a scale of A-C), compared to Udayana SHS which achieved an A rating.

According to the teacher participant, Rossa, the Atlanta SHS student population is largely composed of junior high school graduates who did not enter high-ranked

public senior high schools because their marks were below the passing grade determined by those senior high schools (Rossa, Post-MoE Implementation Focus Group Discussion, 3rd April 2013). Atlanta SHS follows normal school hours. Unlike Udayana SHS where English is encouraged to be used in some core subjects other than English (e.g. Mathematics, Physics, and Biology), at Atlanta English is only used as the language of instruction during English classes. As regulated by the Ministry of National Education of Republic of Indonesia (2006), Atlanta SHS provides Grade 11 students with two 90-minute English lessons twice a week (compared to Udayana SHS that offers three 90-minute lessons per week).

5.1.2 Rossa – the Atlanta SHS teacher

At the time of the recruitment process, there were six English teachers who taught at Atlanta SHS. When I visited the school to meet the principal, I was introduced to Rossa who was available to participate in the research project, both for the MoE workshop/training and MoE implementation.

Rossa began teaching English at Atlanta SHS a few months after she obtained her Bachelor Degree from English Education Program of English Department from a university that was formerly *IKIP (Institut Keguruan dan Ilmu Pendidikan* or Institute of Teacher Training and Education) in 2010. When she participated in this study, she had only taught English at Atlanta SHS for less than three years.

Since Rossa was accepted as an English teacher at Atlanta SHS, she has been an 'honorary'⁴ teacher. Despite her relatively limited experience as an English teacher,

⁴Honorary teacher is a commonly used term in referring to a non-permanent teacher who has not been appointed as a permanent teacher by the school foundation. Honorary teacher in the private school can be a permanent teacher if there is a need of permanent teacher and/or s/he passes the selection process conducted by the school foundation.

Rossa was valued as a capable and dedicated member of staff. This was evident in the number of classes she was allocated to teach, as well as being assigned additional responsibilities, even though she was still considered a junior teacher. Rossa taught English to both Grade 10 and 11 students. Sometimes she was requested to replace an absent teacher. On top of these duties she was studying for a Master's Degree in English Language Teaching and Education.

To implement MoE for the current research project, Rossa selected her Grade 11 Natural Science 1 (11NS1) students whom she taught twice a week: Thursdays and Saturdays. Rossa acknowledged that she deliberately selected her Natural Sciences students over her Grade 11 Social Science stream students. She made her selection based on what she perceived as her Natural Sciences students' greater motivation to learn. It was important to Rossa to choose the motivated class because she wanted the MoE implementation to run well.

5.1.3 Grade 11 Natural Science 1 (11NS1) – Atlanta SHS student participants

The selected student participants (11NS1) consisted of 12 males and 17 females who ranged between 16-17 years of age. All of them agreed to participate in the research project. The 11NS1 students studied English twice a week.

11 NS1 students studied in the same classroom for all subjects unless their lessons involved laboratory experiments when they learnt Physics or Chemistry. The students sat on chairs in rows, except when they were asked to sit in groups. There were four rows of seats which seated eight students each. Each pair of seats in the row was further separated by an aisle.

According to Rossa, most students of 11NS1 were “born from good-income parents; so many of them took English tutor outside school hours” (Rossa, Post-MoE Implementation Focus Group Discussion, 3rd April, 2013). Students’ responses to the questionnaire distributed to them at the end of the MoE implementation (N=26) confirmed that 11 of them had a private English tutor whom they saw for between two and four hours per a week. These students all reported that they were always encouraged to speak English during their private classes, and eight of them had experienced doing drama or role-play.

Students also self-reported their English marks as part of the questionnaire. Overall, the students’ average English marks for the first three semesters (based on two reports at Grade 10 and one at Grade 11) were very good, averaging 81 (on a scale of 0-100). A total of 23 students reported that they practised English outside class time.

5.1.4 English-MoE lesson plan by Rossa

Unlike Umaira’s English-MoE lesson plan, Rossa did not follow Heathcote’s structured MoE implementation to be integrated in her lesson plan. She followed the *RPP* (Learning Implementation Plan) format and the structure of components – such as, ‘standard of competence and basic competence’ to be achieved, ‘indicator of component achievement’, ‘learning objectives’, ‘teaching materials’ and ‘method of learning’ – outlined by *DEPDiknas*. Rossa used Bahasa Indonesia mainly throughout the lesson plan (see Appendix 9). Different from Umaira’s lesson plan that accounted for lesson by lesson of MoE implementation, Rossa only designed two MoE lesson plans for the entire set of six lessons.

5.2 Outline of MoE Classroom Implementation

This section describes the process of MoE implementation. I focus primarily on describing Rossa's actions and comments, and students' behaviours and participation in activities as I observed them. These descriptions draw on data from my field notes and video recordings. Where relevant, I include critical comments from my role as a participant observer. The descriptive outline of MoE implementation is divided into three stages: establishing an enterprise, making a contract, and sustaining the enterprise.

5.2.1 Establishing an imaginary enterprise

Similar to Umaira at Udayana SHS who used the frame that I modelled during MoE training, Rossa also adopted the same frame to implement MoE in her own class. Thus, she also took the same article "Unemployment Rate in Indonesia Reached 7.24 million" (Rostanti, November 13, 2012) that I and Umaira had used. She displayed the article using a laptop and an LCD projector and asked a male student to read the text aloud. When he was reading it, the others were listening to him attentively and appeared to be reading along silently with him. At the end of the first paragraph, Rossa asked the others whether they understood what they had read. The students muttered softly; some looked unsure. Realizing that the students were struggling to comprehend the article's content, Rossa led the students to focus on the central problem by highlighting a single key sentence from the article: "The attrition is still constrained by not absorbing the labour force due to the poor quality of the labour force and lack of education candidates".

Then, Rossa invited the students to offer potential solutions to the problem of unemployment although she, in fact, had predetermined the solution that covered

several topics of the English syllabus; that is, establishing an ‘institution for education and skills’ (*LPK*). When some students mentioned the solutions, Rossa wrote them on the white board. The solutions included ‘[the] government should provide new job vacancies’, ‘scholarship for the poor people’, ‘be aware that education is very important’. Rossa appeared to ‘force’ her solution to be implemented rather than any of those solutions offered by the students. According to Heathcote, a teacher should prepare a solution in case the students cannot suggest an applicable one (Heathcote & Bolton, 1995). This principle is re-iterated by Aitken (2013) who says that “the commission and client were chosen as suiting the children’s interests and to promote curriculum tasks within the areas the teacher wished to focus on (p. 38)”. While it was not possible for Rossa to follow her students’ interests because of the inflexible curriculum, the enterprise that she actually adopted from MoE training suited the curriculum tasks.

The solution for adopting a *LPK* was accepted. Rossa explained that *LPKs* were very common in Indonesia and that they contributed to the improved quality of graduates who would eventually go on to find jobs more easily. Rossa asked if the students had heard of any these *LPKs*. Upon a student’s example of *LPK* (i.e. LP3I), Rossa completed the session of enterprise establishment.

5.2.2 Making a contract

Having established the MoE enterprise, Rossa went on to make the contract with her class. She explained to the students that they would participate in a range of drama-based activities in which they would play groups of experts, tasked with establishing an *LPK*. Rossa allocated the 29 students into three groups, two groups contained 10 members and one group only had nine. Rossa’s approach in the process

of making the contract was slightly different from Heathcote's suggestion. While Rossa's language expression appeared to be relatively assertive because she mostly used pronoun 'you' that sounded like an 'order' to the students, Heathcote used a more negotiable approach saying that, "this is always about *agreeing* (a) to the particular context and (b) that *we shall run it*" (Heathcote & Bolton, 1995, p. 17). Heathcote preferred to use 'we' that indicated togetherness between the teacher and students.

To further confirm the contract, Rossa explained the tasks that each group would have to complete during the next five lessons. Specifically, they would have to: assign themselves into the roles of the commissioner, the secretary, and the instructors or other experts needed in an *LPK*; decide on a name and site for their institution; estimate the budget for their *LPK*; and draft the curriculum. She further explained that they would be required to present all of these elements as part of a written proposal to establish an *LPK*. Each group would produce one proposal. She also explained that if they had any questions, they should be addressed to her as she would assist them over the course of the MoE implementation.

5.2.3 Sustaining the enterprise

Having established an enterprise and a contract, Rossa and the students continued implementing MoE by sustaining the enterprise from Lesson One to Lesson Six as outlined in the following section:

5.2.3.1 Lesson One

Rossa started the lesson by inviting the students to play the drama warm-up game 'Freeze' that I modelled during MoE training. She appeared to give a signal to the students that they were about to begin a drama-based unit of work. Or, she may have

simply chosen a drama game because it would be an enjoyable way to focus and engage them. After the game, Rossa went on to construct the MoE enterprise and establish the contract with students according to the description provided in section 5.2.1 above. Once the students were assigned to their groups, they began drafting their *LPK* proposals by discussing what they would include and how they would write it up. As there was very little time left but there was still much to be done in their groups, Rossa advised the students to continue with this work in Lesson Two.

5.2.3.2 Lesson Two

During this second lesson, the students continued working in groups on the proposal task which could not be completed in the previous lesson. Rossa visited each group and repeated her explanation of the details of the task, often using Bahasa Indonesia to clarify her explanation. Many students looked uninterested and unenthusiastic; perhaps they were still confused about the activity. I decided to visit each group to check their progress with tasks and to offer assistance and answer any questions related to the requirements. In general, Group 2 had progressed further than the other two. They had already discussed the skills to be offered at their *LPK*, their financial plan and the job descriptions for staff. At one time, Rossa sat with Group 2 and worked with them in-role as one of the commissioners. She looked relaxed as if she had been used to this. But the students looked awkward for the first few minutes. However, as Rossa continued her role, the students were soon aware that they also had to be in-role. Both Rossa and students used mixed language, but with a dominance of English. By the time the class was over, none of the groups had completed drafting their proposals for *LPK* establishment. Rossa asked the students to finish their

proposals at home and to be prepared to present their proposals during the next lesson.

5.2.3.3 Lesson Three

In this lesson students had prepared for the presentation of the *LPK* proposal to *DEPDIKNAS* staff. Before the students started their presentations, Rossa clarified the role that different groups would play at different times. For example, when Group 1 gave their presentation, the representatives from Group 2 or Group 3 would take on the role of the *DEPDIKNAS* staff. But, Rossa also gave the presenting group –which was represented by two members – another option; that is, they could request Rossa or me to be in-role as the *DEPDIKNAS* staff. When the students were in-role as *DEPDIKNAS* staff, they would be expected to ask questions or to give feedback regarding the proposal contents to the presenting group. If this task would be handled by Rossa or me, the non-presenting out-of-role group would be expected to observe the role-play. However, when the presentation time came, none of the groups requested Rossa or me to be in-role as the *DEPDIKNAS* staff. The three groups took turns to do this.

Whereas in the previous two lessons, the students had seemed unenthusiastic, in this lesson they seemed to be more engaged with the activity and paid close attention to Rossa's explanations and instructions. All three groups gave good presentations but Group 2 and Group 3 received more attention from the audience when they delivered their presentations which included interesting slides with detailed information about the proposed *LPK*. However, when one group was in-role as the *DEPDIKNAS* staff, they did not ask many questions and behaved more like the out-of-role students who observed the role-play.

5.2.3.4 Lesson Four

Rossa opened this lesson with another drama game: ‘Sculpture’ in which one group of students creates a sculpture and the other groups guess what it represents. The students, who had appeared bored when Rossa first entered the classroom, became excited during the game.

To continue sustaining the contract, Rossa explained the next activity after the proposal for establishment was approved. Then, each group was assigned to take on a role with their task being to make a brochure and pamphlet. For this activity, Rossa divided each of the three groups in half, forming six groups altogether. The additional imaginary *LPKs* were the branch offices of each central *LPK*. Rossa decided to do this because she realized that the previous groups had been so large that not all group members got involved. In the new group formation, which had fewer members, she expected that all group members could participate in completing the tasks.

Most students were engaged in completing the brochure task although they mostly spoke in a local dialect or Bahasa Indonesia. The only students who did not appear to get involved with the activity were some female students from Group 1. As in previous lessons, they were not in-role if Rossa did not take on a role with them. When Rossa took on a role, she joined Group 1 and then Group 4; sat among the members and played the role of a member of the management board of the *LPK*. By participating as teacher-in-role, Rossa was able to ascertain whether the students had understood the task instructions and could give more explanations as required if the explanations she provided during out-of-role were still unclear to them. It seemed that the students were excited with Rossa’s teacher-in-role because during out-of-role the students often looked hesitant and shy to ask more explanations. Students’ excitement with teacher-

in-role was evident in their questionnaire response that will be discussed in section 5.4.3.2 below.

However, none of the groups had completed the brochure task by the end of the lesson. Rossa instructed the students to finish it at home and to have their completed brochures ready for the next lesson.

5.2.3.5 Lesson Five

Unfortunately, Rossa had to replace the headmaster's Grade 12 class during this lesson so she only stayed in this class for about 10 minutes at the beginning of the lesson and returned five minutes before closing. At the start of the class, Rossa instructed the students to continue working on their unfinished brochures. Then, she left.

Only two out of six groups were seriously engaged with the task. The other groups conducted very little activity. Two student-teachers sitting at the back of the classroom did not do anything with the students. In the end, I decided to supervise the groups' work until Rossa returned five minutes before the lesson ended to remind the students that the task had to be finalized for the next lesson of MoE implementation.

5.2.3.6 Lesson Six

This was the last English lesson that integrated MoE in Rossa's 11NS1 class. Each *LPK* had completed making their brochure and used it to promote their *LPK*. Rossa only assigned one member from each *LPK* to come to the front of the class to do the promotion. So, there were six representatives doing the advertising. Before giving an explanation of their group's *LPK*, each presenter distributed some copies of the brochure to the rest of the students who were participating in-role as senior high school graduates who might decide to register at an *LPK* before they tried to seek a job.

However, only few of in-role students asked questions related to the information provided in the brochure. After each presenter finished their promotion, Rossa gave feedback out-of-role about their communication skills. However, she did not give any comments on the content of the brochure.

The last presenter had to cancel his presentation because a chairman from a registered tutoring company in Padang city entered the class and asked for Rossa's permission to advertise his company. He took up the rest of the time available.

5.3 Experiences of MoE Classroom Implementation by Rossa

This section presents findings related to Rossa's teaching experiences over six lessons of MoE implementation. The findings in relation to Rossa's experiences in Case Two are derived from primary data obtained during three-session semi-structured interviews. Data from pre-MoE workshop/training interview, classroom observation notes, and students' responses through questionnaire are used to triangulate with the primary data. The findings are classified into three sections: 1) experiences that affected Rossa's teaching practices; 2) Rossa's perceptions of student learning; and 3) challenges encountered by Rossa and her students.

5.3.1 Experiences that affected Rossa's teaching practices

5.3.1.1 Rossa's engagement in teacher-in-role

Initially, Rossa believed that it was not easy for her to take on a role. She explained:

I think it's quite difficult because I haven't established an institution. Also, I'm thinking in the classroom how to go to *[DEP/DIKNAS]*, and then, what will they do...and what they are going to do. I don't know because I haven't gone to

[DEP]DIKNAS. I don't know the room, what they are doing in the room. I haven't seen that ... (Rossa, Semi-Structured Interview 1, 2nd March 2013).

The above statement was Rossa's prediction about the difficulty of being in-role as the staff of *DEPDIKNAS* who was in charge of reviewing the *LPK* proposal. Rossa thought that to be in-role in a context where she did not have the knowledge about was a great challenge although finally the presenting group chose other group to be in-role as the *DEPDIKNAS* staff member.

However, after four lessons of using MoE, Rossa found herself feeling 'comfortable' (Rossa, Semi-Structured Interview 3, 30th March 2013) when taking on a role in small group discussion and reflected that it provided benefits to the student learning process and to her own teaching practices. First, she realized that teacher-in-role was important to engage herself with students' activities so as to enhance their engagement:

...I participated in the drama, in-role in their group discussion [about making a brochure]. That's the drama point. That's the point there. And in the previous one [previous instruction prior to MoE], I didn't participate in their discussion. I only asked them to do A, B, C or D. And I only pay attention to them, not join in their group... [now] I sit with them. I join there as the member in that group also. [I] pretend that I am from Pariaman [one branch of *LPK*]. And I think that's a good point there. I [was taking] on a role in the drama, not like the previous one. So, I would like to give them more explanation there. What should we do? We should do what? What is the difference one to make? (Rossa, Semi-Structured Interview 2, 23rd March 2013).

This comment suggests that teacher-in-role was a new teaching experience for Rossa's close involvement in student discussion when completing a task. She had not used this kind of instructional strategy before; she had previously only set instructions and watched students completing their task. According to her comments, Rossa saw how

involvement in the role-play, by playing the role of a staff member of the *LPK*, allowed her to provide students with further explanation about the lesson and activity in a way which both motivated their engagement and encouraged their independent thinking. Rossa explained further how being in-role allowed her to push her students' thinking and engagement: "I would like to give them more motivation there. So, I have to give more stress [emphasis], I have to give more explanation to them. They have to do this" (Rossa, Semi-Structured Interview 2, 23rd March 2013). Rossa's experience with teacher-in-role gave her the opportunity to offer more explanation to the students which she believed made them more motivated, and helped them to understand the lesson better and engage more with the learning process.

Just as important as being involved through teacher-in-role was the nature of Rossa's involvement. She did not directly instruct the students but asked questions which invited them to discuss the activity in more depth. The way Rossa used the pronoun 'we' when asking questions of the students is reflective of Heathcote's approach to leading MoE, both in-role and out of role (see examples of Heathcote's dialogue with the students in Chapter 2, section 2.5.1). Through this kind of discussion and attitude to building interaction with the students, Rossa encouraged them to explore their own ideas and develop their own solutions to problems, rather than simply accepting ideas from her as the teacher.

Being in-role as the teacher allowed Rossa to develop and feel a new kind of connection with her students. She explained:

How can I say ... that's good, having participation in the group. They pretend me not as their teacher at that time, but as their friend...Not like the previous one, I only ask, do this, this, this and present this, this, this... [I was only] the witness (Rossa, Semi-Structured Interview 2, 23rd March 2013).

Rossa liked the fact that the students felt close to her. Later, Rossa confirmed her sense that when teacher and students took on a role together, they became closer to each other, explaining that “...we are getting in role in the discussion, in drama with the students. And so there is no gap between teacher and students. That’s good.” (Rossa, Semi-Structured Interview 3, 30th March 2013). Rossa saw that this new form of relationship, which was made possible by the imaginary context of role-play, had the potential to further enhance student engagement by creating an egalitarian relationship between teacher and student in which there was “no gap,” as opposed to the more hierarchical relationship that is encouraged by traditional forms of instruction.

5.3.1.2 Rossa’s increasing teaching confidence out-of-role

When out-of-role during MoE, Rossa was very supportive and tried to engage students in their learning. However, she lacked of self-confidence so her explanations were often unassertive. In the second lesson, despite Rossa giving a detailed explanation to students about the activities during MoE implementation, they still looked bewildered about what was required, so I visited the different groups in order to clarify their understanding (Classroom Observation Notes, Atlanta SHS, Lesson Two). During her first interview, Rossa reflected on the students’ different reactions to our instructions:

Some of them are still confused. And that’s why when you stress there in the classroom about what we are going to do and they [said], “Oh, that’s [what] we are going to do”. I think when you are talking in front of the class; they pay much attention to you because you are the new one in the classroom. And when I speak in front of the class they say, they only say, “Ah, Miss Rossa only.” I don’t know why is that? And that’s good I think when you are speaking in the classroom. They give

much attention to you. I don't know what happen to me... I think like this. Maybe, when I [am] in front of the class, they think that they will study with me. It means that "Oh, we will study". And with you, "Oh, we will do the drama". (Rossa, Semi-Structured Interview 1, 2nd March 2013).

This quote showed Rossa's feelings during her initial teaching experience through MoE; that is, in Lesson One and Lesson Two. She expressed her disappointment in herself and fears about not being taken seriously by the students. Perhaps, she felt less confident when comparing herself to me. Rossa thought that the students were more interested in listening to my explanation because they knew they would do something new; that is, they would do drama. Rossa's comments also suggest that she lacked confidence about whether she could lead this drama-based teaching. While Rossa's concern about students' interest in listening to me could be partially true, there seemed to be another reason why students were still confused and looked uninterested in Rossa's way of explaining the activity. I noticed that Rossa lacked assertiveness in giving explanations (Classroom Observation Notes, Atlanta SHS, Lesson Two). However, in Lesson Three Rossa improved her ability to manage the class. She appeared more confident and assertively explained the activities to the students. In response, the students paid serious and intensive attention to her (Classroom Observation Notes, Atlanta SHS, Lesson Three). When I shared this observation with her, she indicated that she was not aware of any improvement in her confidence through her tone:

[I did it] naturally. I don't know why... I have to give more explanation to them because they have to do this. I don't want to see them [like] in previous meeting and only [say], "We don't know what to do, Mam". So that's why I'm giving more explanation. Is it good ya? I don't realize that (Rossa, Semi-Structured Interview 2, 23rd March 2013).

Rossa's unconsciousness about the change in her tone in giving explanations may have been caused by the increase of her self-confidence. She may have also felt more comfortable leading MoE activities that she did not really think about it. Therefore, she described the change as coming "naturally". This classroom felt different from the previous two lessons.

5.3.2 Rossa's perceptions of benefits to student learning

According to Rossa, students gradually became more engaged with the implementation of MoE and this had a number of positive influences on their learning.

5.3.2.1 Gradual increase in student engagement

During the first semi-structured interview, Rossa repeatedly complained that some students were not engaged with the lesson. The first reason Rossa identified for this was students' general levels of motivation:

I think the activity is good but that's only because of themselves. That's our difficulty in this school; they have low motivation (Rossa, Semi-Structured Interview 1, 2nd March 2013).

Despite being selected by Rossa as her motivated class (Rossa, Post-MoE Workshop/Training Interview, 25th February 2013), she still described them as having 'low motivation,' which she understood to interfere with the learning process.

In Rossa's opinion it was not the difficulty of the task that made the students unable to finish it but their low enthusiasm:

That's why from the first time I say to you the students have low motivation in learning, not only in English but all subjects. And only some of the students get involved in the classroom and also in this technique, in MoE. And then, because the purpose of MoE is want to get student involved, I think that's why [it is] difficult to

me. The students, you can see in the classroom, it's difficult for them (Rossa, Semi-Structured Interview 1, 2nd March 2013).

Rossa claimed that, in general, Atlanta SHS students were unmotivated not only in English but in all other subjects. And she observed that while it was already difficult for her to engage students in English learning that did not demand students' intensive participation, learning English through MoE was even more difficult because it required students' active and creative engagement with imaginary roles and situations.

At the same time, Rossa acknowledged that some students may not be engaged because of their lack of comprehension of how to engage in MoE based learning:

I see some improvement in the classroom participation, for example the students in the classroom are getting involved in the materials and the teaching and learning process, but not all of them. That's the difficult one. [Compared with previous lessons there is] a little bit improvement only in students' participation because, maybe, they still do not understand about the technique (Rossa, Semi-Structured Interview 1, 2nd March 2013).

However, by her second semi-structured interview (after implementing the first four MoE lessons), Rossa had quite a different sense of the state of student engagement:

They have improvement in participation and motivation after third and fourth meeting. We can see from the class that they are interested in learning English now, for example, in the first and second meeting, half of the students are not interested in the classroom. Or I can say that only two or three students that are motivated in learning, only two or three students in one group. But after the third and fourth meeting, there are more students that are interested in learning. It can be five until six students, so it means that there is good improvement from the classroom...They are interested in learning through drama (Rossa, Semi-Structured Interview 2, 23rd March 2013).

It is evident here that Rossa could see significant changes in student engagement. She was so confident of the changes that she was able to identify precisely the number of

engaged students in each group. Rossa also noted that students were becoming interested in learning English “through drama” specifically. It is worth noting that the activities in lessons three and four involved role-plays and the task of making a brochure. These experiences were quite different from the first two lessons in which they worked in groups to draft their *LPK* proposals. Although they were supposed to take on a role as experts who were associated with an *LPK* establishment, the task itself was similar to their usual small group discussions; whereas in lessons three and four, the task types were new and applied.

According to Rossa, student engagement lifted significantly so that almost all students were actively engaged:

We can see students’ participation now increased. You can see. (Rossa, Semi-Structured Interview 2, 23rd March 2013).

Rossa assessed that from the total of 29 students in 11NS1, there were only three students who she still considered to be inactive during classroom activities. She evaluated this as great progress in student engagement.

Atlanta student engagement in MoE learning might have been caused by the new technique of role-play. Although they had role-play activities in English learning prior to MoE, they did not conduct the role-play based on a context. Rossa simply asked them to create the role-play based on the language expressions they had learned as she explained:

...I did role-play at almost two or one month before passing the second semester. So, in reviewing all the materials, I did role-play, maybe for [language] expressions. I ever ask them: “You have to create a conversation, a role-play”. I said, in the group, “The topic is free but you have to use all the expressions that we have discussed in this semester” (Rossa, Pre-MoE Workshop/Training Interview, 16th February 2013).

When questioned whether the students engaged in the role-play, Rossa was not confident to say so because the role-play she assigned was only memorizing the script that the students created as she commented:

...because role-play that I have given to them is memorizing the script...they have to discuss what they will speak in front of the class and then they have to memorize it (Rossa, Pre-MoE Workshop/Training Interview, 16th February 2013).

From Rossa's explanation, it is understandable why many students were still not engaged in English lessons despite her previous use of role-play. The role-play Rossa had assigned to students was out of the context. This was different from the role-play that emerged from the establishment and for the sustainability of the MoE enterprise. Here, the role-play was based on the purpose of the enterprise establishment in order to give service to clients. As there were a context and a purpose in MoE role-play, the students understood why they did the role-play and in MoE learning, there was no dialogue to be memorized.

Rossa believed that students' increased engagement led to:

1. Increased creativity in task completion

You can see that they are more enthusiastic in [the] fourth meeting. They are interested in the classroom. All of the members in the groups are thinking about what they are going to do: "What we should do if we are from this institution, what makes us different with another institution." So, they think more creatively: "We have to give discount 30%, 70%", they said like that. I think that's good; they are more interested...

I was shocked because they can create their own task very well. We can see from group one, group two and group three. Group one prepared a good proposal. Even though their PowerPoint is little good, but the content of their proposal is really good. And we can see from their proposal: the purpose and the reasons, the budget, the design of the building and the teachers that they are going to employ there. That's good, because they are not in that situation at all; they are still the students.

So, they are not interested. They are not in a good condition to create the proposal actually. They are still students (Rossa, Semi-Structured Interview 2, 23rd March 2013).

Rossa is clearly impressed with the change in student interest in their learning; and particularly, with the increase in students' creativity in problem solving, such in designing brochures (see Appendix 11 for examples of the brochures). Importantly, she draws a connection between students' enthusiasm, interest, creativity and participation. She also refers to an increase in the number of students actively participating in their learning. Whereas earlier Rossa highlighted problem of student disengagement, now she begins to refer to 'all of the members in the groups' being involved in the process of completing the brochure task. Rossa's surprise at the great leap in student engagement and participation is evident in these comments, as is her surprise that the students were able to produce such good quality and detailed proposals.

2. Intensive use of English language skills

Another positive effect of MoE based learning was that students were encouraged to use English language skills more intensively than during traditional forms of instruction. Rossa explained:

They improve their English especially, because they have to pay attention in listen[ing] to the instructions, and then they have to write something about their proposal. And that's good to improve their English. And also they have to speak in their discussions. But, and, but again not all of them are active. (Rossa, Semi-Structured Interview 1, 2nd March 2013).

Even though Rossa acknowledged that some students were not active in speaking English at the beginning of MoE implementation, she observed that through different

MoE activities, students were required to apply all of the four language skills of speaking, listening, reading and writing. For example, in writing a proposal and making a brochure, students' writing skills were highlighted, but in presenting the proposal and promoting the brochure, students' speaking skills were emphasized.

According to Rossa small group discussions were particularly beneficial in developing students' speaking skills. She explained:

They have more time to speak; I mean they have discussion right now. In having discussion, they talk to their friends, mixed in Indonesian and English also. But in promoting, that's their ability to speak in English because they have to promote. (Rossa, Semi-Structured Interview 3, 30th March 2013).

Rossa recognized two different benefits to small group discussion tasks in-role. First, she saw that students had more opportunities to practise spoken English with peers when completing their tasks in small group discussions. At the same time, she recognized that in this situation they sometimes switched to speaking in Bahasa Indonesia. This is where the second benefit became relevant: that eventually, the public presentation of their ideas would force them to speak entirely in English.

5.3.3 Challenges encountered by Rossa

Despite her motivation to implement MoE, Rossa experienced some difficulties with the implementation process. They were: her lack of proficiency in spoken English, managing the effective use of allocated class time and sharing MoE knowledge with colleagues.

5.3.3.1 Her lack of spoken English proficiency

As previously discussed, Rossa believed that MoE offered her students more opportunities to practice spoken English than traditional learning approaches. At the

same time, however, she admitted that she herself found it challenging to use English as the language of instruction throughout the implementation process:

I can't totally use English in the classroom. I still use Indonesia[n] in order to explain. That's the difficulty I meet (Rossa, Semi-Structured Interview 3, 30th March 2013).

To ensure that students were well informed about what was required of them, Rossa understood that she had to give clear and detailed explanations but she recognized that she was unable to do this entirely in English because of her own limited speaking capability. Indeed, she seemed to become less fluent when she had to give detailed information. Thus, she often switched to Bahasa Indonesia in order to ensure that students could fully understand what she meant and what they had to do (Classroom Observation Notes, Atlanta SHS, Lesson Two and Three). In this sense, Rossa struggled to model the expectation that English should be used exclusively during MoE based classes. In using Bahasa Indonesia herself, it was difficult for Rossa to demand that her students speak only in English at all times.

5.3.3.2 Her difficulty matching tasks to allocated time

Establishing and sustaining the MoE enterprise required several lessons. Rossa found that each task/activity took longer to complete than she anticipated:

I think it's quite difficult because I really have 90 minutes and I think we need more than 90 minutes in this meeting actually. And that's why the time not enough for this (Rossa, Semi-Structured Interview 1, 2nd March 2013).

While Rossa began the process feeling frustrated with the time it took to complete tasks, after four lessons of MoE implementation, Rossa had developed a different view about the time demands of MoE. Reflecting on the teaching and learning time she used for MoE based lessons compared with traditional forms of instruction,

Rossa began to see the educative benefits of setting more complex tasks that took longer to complete:

[T]hey have to do so many things, and as the effect they have to do [them] at home. I think that's really good. Not like the previous one. If we compare to the previous meeting without MoE, I still have leisure time...We have two times forty-five [2x45] or it means 90 minutes in one meeting. Before using MoE I only spent about 70 or 75 minutes. So, there were still 15 minutes more [left]. But by using MoE I spent all of 90 minutes and even I needed more minutes in that class (Rossa, Semi-Structured Interview 2, 23rd March 2013).

Initially, Rossa viewed as problematic the lack of teaching and learning time to finalise one task per lesson of MoE implementation. Eventually, however, she saw as beneficial the fact that MoE tasks were engaging students in their learning over the course of an entire lesson and that whatever remained unfinished could be set as homework. In this sense, she came to see positively the increased demands of MoE based learning activities since they kept students active until the class ended and raised the expectations and rigour of her classes. Another positive impact that Rossa viewed was that she was able to use all of allocated time. This was different from her previous practices where she often left the last 15 minutes of the lesson without assigning any activities to students.

5.3.3.3 Difficulty in sharing MoE with colleagues

Rossa was the only Atlanta SHS English teacher who attended the MoE workshop and training. Other English teachers invited were not able to participate. Thus, it was hoped that Rossa might share the MoE approach with her colleagues. When I suggested this during the last semi-structured interview, Rossa discussed the difficulty of implementing MoE with her colleagues:

I have explained [MoE] to another teacher, to Ms Neni, what the activity in this way of learning. I explain to get in-role with them... Because she is the teacher in the third class [Grade 12] ...it is quite difficult to them [Grade 12 teachers], they are only discussing about the questions, the test (Rossa, Semi-Structured Interview 3, 30th March 2013).

As is common in education systems with high stakes testing at the final year of high school, the focus of Grade 12 teaching and learning is to prepare students for their National Examination by studying the details of the syllabus and discussing questions asked in previous NE (Informal Conversation with Rossa, 23rd March 2013). Rossa's remarks suggest that the Grade 12 teacher was worried that implementing MoE would be a distraction from this very particular learning focus.

5.4 Students' Experiences of Learning English through MoE

This section presents the experiences of student participants in learning English through MoE over the six lessons of implementation. A total of 26 out of 29 Grade 11NS1 students of Atlanta SHS responded to the questionnaire. Three students were absent.

5.4.1 Students' feelings and perceptions of learning English through MoE

5.4.1.1 Students' nervousness about role-playing and encouragement to speak English

This section discusses students' feelings about taking on a role. 25 students (one student (4%) did not give any response to this question) returned 37 responses. Table 5.1 shows 14 responses (54%) that indicated students' anxiety to take on a role. 20 responses (38% each) indicated both interest and excitement. Only 2 responses (8%) indicated boredom during role-play.

Table 5.1

Students' feelings when being in-role through MoE

| Feelings | No of students who selected this response (N=26) |
|-----------------------------|---|
| Interested | 10 (38%) |
| Excited | 10 (38%) |
| Nervous | 14 (54%) |
| Bored | 2 (8%) |
| Unknown (no response given) | 1 (4%) |

Table 5.2 shows the activities in which students participated enjoyably. Overall, it can be said that students perceived the range of MoE activities to be enjoyable. 26 students returned 52 responses as they could offer more than one response. 18 responses (69%) showed that 'being in-role in small group discussion' was the most enjoyable activity. A total of 12 responses (46%) each showed that enjoyment came from 'being in-role at public performance' and 'classroom discussion' activity. A total of 10 responses (38%) indicated enjoyment in 'searching for information' related with the tasks given.

Table 5.2

Activities in MoE in which students participated enjoyably

| Activities | No of students who selected this response (N=26) |
|--|---|
| Classroom discussion | 12 (46%) |
| Being in-role in small group discussion | 18 (69%) |
| Being in-role at public performance | 12 (46%) |
| Searching information | 10 (38%) |

Working in groups through role-play to complete tasks as a part of MoE activities was perceived by students as the medium where they used spoken English

intensively as shown in Table 5.3. 26 students provided 33 responses around the areas in which they used English. A total of 16 responses (62%) spoke English mostly when 'being in-role in small group discussion'. Meanwhile, only 9 responses (35%) indicated English use through 'role-play at public performance' and 8 responses (31%) selected classroom discussion as the activities using spoken English.

Table 5.3

Activities in MoE in which students spoke English

| Activities | No of students who selected this response (N=26) |
|--|---|
| Classroom discussion | 8 (31%) |
| Being in-role in small group discussion | 16 (62%) |
| Being in-role at public performance | 9 (35%) |

Table 5.4 describes students' responses to an open-ended question asking the activities that could improve students' English speaking ability. A total of 26 responses were recorded. 11 responses (42%) indicated that being in-role through public performance was the most useful activity to improve English speaking ability. Seven responses (27%) indicated speaking practice as the way to improve English. Four responses (15%) highlighted access to books and internet as the source of materials that could improve their English speaking ability and one response (4%) indicated that no activity was useful to improve students' English speaking ability. Meanwhile, three students (12%) did not provide any response.

Table 5.4

Activities in MoE useful to improve students' English speaking ability

| Activities | No of students who provided responses (N=26) |
|---|---|
| 1. Being in-role at public performance | 11 (42%) |
| 2. Through speaking practices | 7 (27%) |
| 3. Book and internet (source of materials) | 4 (15%) |
| 4. No activity useful to improve speaking ability | 1 (4%) |
| 5. Unknown (no response given) | 3 (12%) |

5.4.1.2 Students' English speaking interaction with teacher and peers

During MoE activities, Rossa and her students were encouraged to speak English both in and out of role. The data in Table 5.5 consist of two parts: the frequency with of students speaking English with their teacher and with their peers. The first part shows that the majority of students (65%) 'sometimes' spoke English with their teacher. Three students (11.5%) 'often' used English with the teacher, two students (8%) 'always' did so; and one student (4%) 'never' spoke in English with the teacher. The second part shows that the vast majority of students (25 students or 96%) reported that they 'sometimes' used English with their peers. Only one student (4%) 'never' used English with his/her peers.

Table 5.5

Frequency in speaking English with teacher

| Frequency | No of students who selected this response (N=26) |
|------------------|---|
| Always | 2 (8%) |
| Frequent | 3 (11.5%) |
| Sometimes | 17 (65%) |
| Rarely | 3 (11.5%) |
| Never | 1 (4%) |

Frequency in speaking English with peers

| | |
|-----------|----------|
| Sometimes | 25 (96%) |
| Never | 1 (4%) |

5.4.1.3 Students' positive and negative perceptions of collaboration

These data, as represented in Table 5.6, were obtained from students' responses to an open-ended question asking for student opinion about collaborative activities. Students could select more than one response and 30 responses were recorded. Their responses were categorised as either positive or negative and were further grouped into sub-categories as required.

The majority of responses (26 or 87%) were positive about collaboration in MoE while only one response (4%) was negative. A total of 14 responses (47%) signalled positive reactions to collaboration but did not give explanations for these views. A total of 12 responses (40%) provided various explanations for their positive perceptions. These explanations were further divided into four categories: a total of 10 responses (42% each) indicated that collaborative activities offered them new knowledge and experiences respectively; 1 response (8%) indicated collaboration as being helpful for

task completion and another response (8%) indicated collaboration was good in developing teaching and learning processes.

A total of 4 responses (16%) contained negative explanations (although three of them appeared mixed or confused). For example, one student explained that “at the beginning it was very enjoyable, but after several meetings I started to get bored. Maybe, it was too monotonous and less entertainment.”

Table 5.6

Students' perceptions of collaboration

| Perceptions | No of students who provided responses (N=26) |
|--|--|
| 1. Good, awesome, interesting, exciting, and enjoyable without explanations | 14 (47%) |
| 2. Exciting, beneficial, enjoyable, and helpful with positive explanations: | 12 (40%) |
| a) Provided students with new knowledge | 5 (42%) |
| b) Provided students with new experiences | 5 (42%) |
| c) Helpful for task completion | 1 (8%) |
| d) Helpful for teaching and learning development | 1 (8%) |
| 3. Good and enjoyable with negative explanations (boring, lack of amusement and rigid) | 3 (12%) |
| 4. Negative perception (boring) | 1 (4%) |

5.4.2 Students' perceptions of the influence of MoE on their English

This section presents findings related to students' perceptions of the influence of MoE implementation on aspects of their English language learning. The data include students' perceptions of their ability and confidence in speaking English, their

understanding of MoE activities and whether they liked or disliked English after learning it through MoE.

5.4.2.1 The influence of MoE on students' English speaking confidence

22 out of 26 students responded to an open-ended question: "Do you feel more confident or less confident to speak English during and after MoE activities? What makes you feel so?" The majority of students (16 or 61%) indicated confidence to speak English during and after MoE implementation. 12 of those students (46%) did not give any explanation. 4 of them (15%) explained their responses which were categorized into two areas: 2 of these students (50%) felt more confident to speak English because they used English intensively during MoE: "we often practised speaking English" and 2 others (50%) became more confident speaking English because they felt supported by their friends. 6 students reported feeling less confident after MoE; 2 of them (8%) did not provide any further explanation but the other 4 students (15%) said that it was because they were nervous to speak English (3 students or 75%) or because it was a new experience (1 student or 25%). Meanwhile, 4 students (15%) did not give any response. All of these responses are shown in Table 5.7 below.

Table 5.7

Students' perceptions of their English speaking confidence

| Perceptions | No of students who provided responses (N=26) |
|---|---|
| 1. Confident or more confident without explanation | 12 (46%) |
| 2. More confident with explanation: | 4 (15%) |
| <i>Intensive use of English and Improved spoken English ability</i> | 2 (50%) |
| <i>Peer support</i> | 2 (50%) |
| 3. Less confident without explanation | 2 (8%) |
| 4. Less confident with explanation: | 4 (15%) |
| <i>Nervous to speak in front of the class</i> | 3 (75%%) |
| <i>New learning experience (not traditional)</i> | 1 (25%) |
| 5. Unknown | 4 (15%) |

5.4.2.2 The influence of MoE on students' interest in learning English

Table 5.8 shows students' reported interest in learning English after learning through MoE. The majority of students (15 students or 58%) indicated that they already liked learning English before they learned it through MoE. One commented that "I like English very much before I met MoE". One student (4%) could not explain whether s/he liked or disliked English after learning through MoE.

Meanwhile, 10 out of 26 students (38%) felt that learning English through MoE made them more interested in learning English than they had been previously. 4 of these 10 students (15%) attributed this to their view that their English proficiency had increased. One student commented: "I think I've got used to speak English". 3 of them (12%) explained that they enjoyed learning English more because of MoE ("I like English now because with MoE I'm so excited with English). The remaining 3 (12%)

indicated that learning English through MoE offered them new knowledge and experiences.

Table 5.8

Students' reported interest in learning English

| Perceptions | No of students who provided responses (N=26) |
|---|---|
| Liked English <i>before</i> learning through MoE | 15 (58%) |
| Liked English <i>after</i> learning through MoE because: | 10 (38%) |
| <i>Increased students' English proficiency</i> | 4 (15%) |
| <i>Enjoyed learning English</i> | 3 (12%) |
| <i>Provided students with new knowledge and experience</i> | 3 (12%) |
| Unable to explain | 1 (4%) |

5.4.2.3 The influence of MoE on students' understanding during English lessons

Table 5.9 shows students' perceptions of their understanding during MoE English lessons. 21 out of 26 students responded to this item (5 students did not give a response), with 18 students (70%) responding positively that they understood what they had learned during MoE lessons. Of those 18, 9 students (35%) did not give any explanations, while 9 others (35%) reported that their understanding had been enhanced because the activities integrated practical real topics. For example, one student explained: "I learn how to create a brochure, how to be a leader in a group and how to get donors to build an institution". One student thought that her/his understanding was enhanced by the capability of teacher in delivering the materials.

He/she commented, “I understand because the teacher was very experienced and I could learn new things in six meetings.” The remaining 2 students who responded to this item (11%) said that they did not fully understand MoE lessons.

Table 5.9

Students’ perceptions of their understanding during English lessons

| Perceptions | No of students who provided responses (N=26) |
|--|---|
| 1. MoE activities improved understanding of English (no explanation provided). | 9 (35%) |
| 2. MoE activities improved understanding of English lessons because: | 9 (35%) |
| <i>They integrated practical real topics</i> | 8 (89%) |
| <i>During the activities the teacher gave good explanation</i> | 1 (11%) |
| 6. MoE activities provided little understanding of English lessons | 3 (11%) |
| 7. Unknown (no response given) | 5 (19%) |

5.4.3 Students’ perceptions of Rossa’s teaching practices during MoE

5.4.3.1 Students’ perceptions of Rossa’s instructional practices

Table 5.10 shows students’ responses to the question: “When did your teacher speak English more?” A total of 21 students (81%) perceived that Rossa spoke English when teaching both before and during MoE implementation. Three students (11%) believed that Rossa used English more intensively during previous instruction; and two students (8%) thought that Rossa only spoke intensively in English during MoE implementation.

Table 5.10

Periods when teacher spoke English intensively

| Period | No of students who selected this response (N=26) |
|---|---|
| Current instruction | 2 (8%) |
| Previous instruction | 3 (11%) |
| Both (current and previous instruction) | 21 (81%) |

Similarly, as seen in Table 5.11, the majority of respondents (81%) reported that Rossa encouraged them to speak English both prior to and during MoE implementation. Five students (19%) believed that Rossa encouraged them to speak English more often during MoE than she had during previous lessons.

Table 5.11

Periods when teacher encouraged students to speak English

| Period | No of students who selected this response (N=26) |
|---|---|
| Current instruction | 5 (19%) |
| Previous instruction | 0 (0%) |
| Both (current and previous instruction) | 21 (81%) |

Table 5.12 and 5.13 reveal similar trends in relation to students' responses to the teacher's practices in altering students' seating arrangements and in directing students to sit in pairs or in groups. The majority (69% for each survey item) perceived that Rossa did so in both types of instruction. 27% thought that Rossa asked them to discuss in pairs or group and to change their seating arrangement more often during MoE implementation. The rest of them (one student or 4%) thought that Rossa was

more likely to assign students to do those two activities during the period of instruction prior to MoE implementation.

Table 5.12

Periods when teacher asked students to discuss in pairs or group

| Period | No of students who selected this response (N=26) |
|---|---|
| Current instruction | 7 (27%) |
| Previous instruction | 1 (4%) |
| Both (current and previous instruction) | 18 (69%) |

Table 5.13

Periods when teacher asked students to change seating arrangement

| Period | No of students who selected this response (N=26) |
|---|---|
| Current instruction | 7 (27%) |
| Previous instruction | 1 (4%) |
| Both (current and previous instruction) | 18 (69%) |

Table 5.14 suggests that the majority of students (88%) perceived that Rossa integrated language skills (listening, speaking, reading and writing) both prior to and during MoE implementation. Only two students (8%) thought that Rossa did so only during MoE implementation; and one student (4%) believed that Rossa better integrated the language skills before MoE implementation.

Table 5.14

Periods when teacher integrated language skills (listening, speaking, reading, and writing)

| Period | No of students who selected this response (N=26) |
|---|---|
| Current instruction | 2 (8%) |
| Previous instruction | 1 (4%) |
| Both (current and previous instruction) | 23 (88%) |

The data described in Tables 5.10-5.14 above are not addressed in the analysis in Chapter 7 as responses indicate confusion. This was likely because question phrasing was not sufficiently clear.

5.4.3.2 Students' perceptions of teacher-in-role

The data from this section were derived of students' questionnaire responses to an open-ended question. All students expressed positive responses about their experience with Rossa as teacher-in-role during MoE implementation as shown in Table 5.15. Their positive responses were further sub-divided into three categories. i) A total of 15 students (58%) perceived that working with the teacher-in-role increased their enjoyment as students so that they became more engaged. ii) A total of 10 students (38%) viewed that having the teacher-in-role was helpful as she could become a source of additional information. iii) One student (4%) believed that through teacher-in-role, Rossa built a closer relationship with students:

Table 5.15

Students' perceptions of teacher-in-role

| Perceptions | No of students who provided responses (N=26) |
|--|---|
| Students enjoyed learning through teacher-in-role | 15 (58%) |
| Teacher-in-role was helpful and information resources | 10 (38%) |
| Teacher built closer relationship with students through teacher-in-role | 1 (4%) |

5.5 Case Summary

There were four key findings resulted from MoE implementation in this second case at Atlanta SHS. First, student engagement at Atlanta occurred gradually; students did not seem particularly engaged in the first two lessons but became much more so in the second half of MoE implementation. Their growing engagement in lessons and activities resulted in the creative completion of tasks and increased English practice during group discussion. Second, most of the students enjoyed working in groups and found being in-role during small group work preferable to publicly performed role-plays. Third, Rossa became more assertive in explaining English lessons and activities, which enabled students to understand the lessons better and felt comfortable to take on a role with students. Fourth, while at the beginning of MoE implementation the lack of time in completing a task in one lesson was a challenge for Rossa, toward the end of implementation Rossa valued MoE activities and anticipated those that often took longer than allocated time by assigning them as homework. Finally, Rossa realized that it was not easy to share the knowledge of MoE with Grade 12 teachers because their

focus of teaching was greatly affected by the necessity to prepare students for Grade 12 national final examination.

Student data indicated that despite the feelings of nervous about being in-role, overall students were positive about MoE learning in English subjects. Although the majority of students perceived that their teacher's practices during MoE were similar to those she used before MoE, most students articulated the benefits of learning English through MoE. They felt more confident to speak English and thought that teacher-in-role and collaborative activities were useful to enhance their learning.

Chapter 6: Case Three

MoE Implementation in English Language Learning at Dharmawangsa Vocational High School

Chapter 6 presents Case Three of MoE implementation at Dharmawangsa Vocational High School (Dharmawangsa VHS). The chapter is divided into four parts: 1) an overview of the participating school, teacher and student participants; 2) a description of MoE implementation from lesson one through lesson six; 3) findings related to the teacher's experiences and perceptions of MoE based teaching and learning; and 4) students' experiences and perceptions of English learning through MoE.

6.1 Overview of Dharmawangsa Vocational High School (VHS)

6.1.1 Dharmawangsa VHS

Dharmawangsa VHS, is a vocational high school. Like senior high schools, vocational high schools in Indonesia are divided into two types: public and private. A public VHS is managed and controlled by *DEPDiknas* while a private VHS is privately managed and owned. Dharmawangsa VHS is a public VHS.

Students graduating from senior high schools usually continue their study to university while those from vocational high schools usually seek employment immediately upon completion. While senior high schools are considered part of the high school system, vocational high schools are further categorized into specific kinds

of school according to their particular skills and trade focus. So, while senior high schools only offer two or three study streams (Natural Sciences, Social Sciences and Languages), vocational high schools offer a number of Skill Programs and Skill Packages. Based on the decree of the General Director of Secondary Education (2013), across Indonesia there are nine Skill Areas, including *Technology and Engineering*, *Technology and Communication* and *Tourism*. Between them, the nine Skill Areas offer 46 Skill Programs, such as *Architecture*, *Engineering*, *Computer and Information Engineering* and *Culinary Arts*. These Skill Programs include oversight of 128 Skill Packages, such as *Wood Construction Engineering*, *Software Engineering* and *Accommodation Hospitality*.

Just as the overarching purpose of senior high schools and vocational high schools is different, so too are the competences to be achieved. These differences are reflected in the VHS English curriculum (as distinct from the SHS English curriculum that was the focus of Cases One and Two). The VHS English curriculum is focused on the development of professional oral English skills (Institution for National Education Standard (BSNP), 2006b). At the end of Grade 12, students from both senior and vocational high schools have to pass National Examination (NE) in order to graduate. The exams are different for each.

Dharmawangsa VHS was established in 1997 as a public vocational high school that provides education to students from Grades 10 to 12. Being a public school, Dharmawangsa VHS is fully funded by the government. This means that the school is supervised and monitored by *DEPDIKNAS*. Dharmawangsa VHS is located in the center of Padang city, on the corner of two busy streets and is set among public offices such as

banks, hotels, restaurants, churches, mosques and several shops. Located in this area, the school is accessible from several directions.

Dharmawangsa VHS has a three-storey building that was badly damaged during a major earthquake in 2009. When the data collection was conducted, some building renovations were still underway. The school has 13 common classrooms which are supplemented by a number of practice rooms. These rooms are used by the students for training related to the Skill Packages they are studying; for example, a front office, housekeeping area, laundry, restaurant and catering service area.

Dharmawangsa VHS offers two Skill Programs: *Tourism* and *Culinary Arts*; and three Skill Packages: *Accommodation Hospitality*, *Restaurant* and *Patisserie*. Junior high school graduates who want to continue on into Dharmawangsa VHS choose the Skill Package they will study before enrolling; that is, before they start their Grade 10 education. This is different from senior high school regulations which do not require students to select their study stream until the end of Grade 10.

To provide Accommodation Hospitality students with authentic learning opportunities, Dharmawangsa VHS built a small hotel – *Training Hotel* (pseudonym) – adjacent to the school. It has six deluxe and four standard rooms, a restaurant and seminar room. To generate additional income for the school, the hotel was recently commercialized and opened to public customers. Working in the hotel also allows the students to earn some money.

The Restaurant department also conducts similar programs. The students are trained in restaurant services and have opportunities to cater for big events, such as serving officers from central government in Jakarta and visitors from other countries.

At weekends, the students often get practice as waiters and chefs for wedding parties or other events.

The school data obtained during data collection show that there were 63 teaching and non-teaching staff including school leaders. The principal is assisted by five vice principals, each of whom has a different function and set of responsibilities. The vice principal for Quality Management leads the other four vice principals who oversee Students Affairs and Environment, Curriculum and Teaching/Learning Process, Facilities and Human Resources, and Public Relations.

Since its establishment in 1997, the number of students has gradually increased. Based on the data from the 2013/2014 academic year, the total number of students was 902. Diana, the teacher participant at this school, explained that the school – like all other VHSs in Padang – was not allowed to conduct an entry test to assess students' capacities before accepting them into their preferred skill program because *DEPDiknas* did not allow such entrance examination. Dharmawangsa VHS was only allowed to select students based on their marks obtained through National Examination at the end of junior high school or at the end of Grade 9 as the only entry selection. Thus, according to Diana, many students who were accepted into the school were not really motivated to study. Some of them were forced by their parents who wanted them to study a particular Skill Package at Dharmawangsa VHS. Accordingly, Diana believed that some students became 'frustrated' by their studies. Diana claimed that because of the low entry requirements determined by Dharmawangsa VHS, many students who enrolled had extremely low marks and were rejected by higher ranking schools. She believed that most students recently enrolled at Dharmawangsa VHS had low motivation to study and were not competent in many

subjects including English. She explained that “their English ability was very basic; even we have to teach the lessons [which were required to be] taught to junior high school students” (Diana, Pre-MoE Workshop/Training Focus Group Discussion, 14th February, 2013).

6.1.2 Diana – the Dharmawangsa VHS teacher

I was first acquainted with Diana in 2009 when I was a facilitator of an English workshop and she was a workshop participant. I re-encountered Diana when I visited Dharmawangsa VHS in 2013 for teacher participant recruitment. Diana began teaching English in 1988 after she graduated from the Institute of Teacher Training and Education (*IKIP*) where she obtained her Bachelor Degree in English Language Teaching. For three years she worked as an ‘honorary’ teacher⁵ and taught at two schools: a private junior high school and a private senior high school. In 1991, she was appointed as a government employee and was assigned to teach at a senior high school out of Padang city where she worked for seven years. In 1997, Diana was moved to Dharmawangsa VHS where she became a senior teacher and also took on a school management position.

At Dharmawangsa VHS Diana taught English at all levels. For MoE implementation, she chose to work with her Grade 11 Accommodation Hospitality Local 4 (11AH4) students who studied English three times a week: Monday, Wednesday and Thursday. During the implementation period, Diana allocated Mondays and Wednesdays for MoE implementation and used Thursdays to teach English Profession (EP), i.e. English for Accommodation Hospitality.

⁵ Honorary teacher is a commonly used term in referring to a non-permanent teacher who has not been appointed as a permanent teacher either at a public or a private school.

6.1.3 Grade 11 Accommodation Hospitality 4 (11AH4) students

11AH4 students were studying the Accommodation Hospitality Skill Program at Dharmawangsa VHS and were in their second semester of Grade 11 during the period of data collection. Alongside their core subjects of English, Islamic religion and Citizenship, 11ASH4 students studied subjects related to hotel hospitality and services.

There were 20 female and 7 male student participants in the group. Their ages ranged between 16-17 years of age. 11AH4 students studied in the same classroom over the whole school day, except when they went to special practice rooms for practical lessons such as 'hotel reception' and 'housekeeping'. In their regular classroom, students were seated in six rows of five foldable chairs. Each chair had a small writing table attached to it.

According to Diana, most students of 11AH4 came from low-income families. Most of their parents earned a living either by catching and selling fish or by working as a public transport driver. Some students also helped their parents to earn money by working part time after school hours (Diana, Pre-MoE Workshop/Training Focus Group Discussion, 14th February 2013 and Post-MoE Implementation Focus Group Discussion, 31st March 2013). They often experienced difficulties in paying the school fees. Perhaps, because of their disadvantaged family backgrounds, many students could not afford English tutoring after school hours. The questionnaire filled out by 26 of the 27 students (one student was absent) revealed that only one student had a private English tutor. This student said that she had been working with the tutor for only four months and that she studied extra English four hours per week outside school hours. Although the vast majority of students did not have a private English tutor, the majority of them (15 out of 26) had achieved English marks in the interval of 71-80 (on a scale of 0-100)

for the last three semesters (two marks from the semester reports at Grade 10 and one from semester 1 report in Grade 1) which was internally assessed by their English teachers in respective grades.

6.1.4 English-MoE lesson plan

The English-MoE lesson plan designed by Diana used *RPP* format but she only wrote out some components, such as, 'teaching materials', 'learning method', and 'assessment method' (see Appendix 11). Unlike Umaira who used English in her lesson plans and Rossa used Bahasa Indonesia, Diana mixed both languages in her lesson plan. For example, in describing activities in OPENING stage, she used Bahasa Indonesia, but in WHILST she used English. Diana's lesson plan covered the six lessons of MoE implementation.

6.2 Outline of MoE Classroom Implementation

Diana implemented MoE according to the three phases of frame construction, making a contract, and sustaining the enterprise. But the content of Diana's frame around contract and enterprise were significantly different from the previous two cases, as might be expected given the curriculum requirement differences between vocational and senior high schools. Unlike Umaira and Rossa who framed the students as the experts in establishing a new enterprise (*LPK*), Diana framed her students as the experts working in an existing enterprise (as the members of hotel management). The following section offers a detailed description of how Diana implemented MoE over six lessons with her 11AH4 students.

6.2.1 Establishing an imaginary enterprise

Before Diana established the enterprise, she wanted to show the students the problems commonly experienced by a hotel through dialogue between a hotel manager and an employee. The dialogue, which Diana had written herself, was typed on a piece of paper that she distributed to each student. In order that the students could discuss the text easily (because many of them had very limited English proficiency), Diana divided the students into three small groups. Sitting in groups, student seating arrangement changed from being in rows facing the board at front into three small circles where the students faced each other. Later, each group represented each hotel management. The students were in-role as “a responsible team” (Aitken, 2013, p. 37), that is the Hotel Management Team to improve the performance of the hotel management.

The employee in the dialogue complained about his unpaid salary and the hotel manager explained that this was due to the fact that the hotel was experiencing financial difficulty. The students read the conversation text to themselves in the groups. To assist the students with their comprehension of the text, Diana asked several questions. This led to a classroom discussion between Diana and the students in which she focused on inviting the students to identify the key issue raised by the conversation text. Diana had to translate some vocabulary so that the students could understand the whole text. Finally, the students came to understand that the hotel income had been reduced because of a decrease in visitor numbers which was caused by high competition and a lack of quality hotel services and facilities.

6.2.2 Making a contract

Diana informed the students that they would be engaging in drama-based learning activities in order to solve the problems faced by the hotel. She went on to explain that to do the drama, each group represented the management team [experts] from different hotels that was having problems either in the area of services or facilities, or both. Each group was to distribute roles to its members; for instance, as the hotel General Manager (GM), the Head of Food and Beverage Department, Front Office or Marketing Department; and they would work together as a team to find solutions for the emerging issues.

6.2.3 Sustaining the enterprise

Students began working towards sustaining the enterprise directly after the contract was signed and the roles of experts were allocated in each group. The process began in Lesson One and continued until Lesson Six as described below.

6.2.3.1 Lesson One

After establishing the frame and signing a contract of doing drama based-learning, the students began their 'expertise' work in-role as hotel management groups. Within each group, one student was appointed by the group members as the General Manager (GM) and the rest were the Heads of Department (HD) to identify problems at their imagined hotels and trying to find their solutions. Typically, the students listed similar problems to those in Diana's framing text. Out-of-role, Diana actively circulated from one group to another clarifying what the students had to do. Initially, she used a mixture of English and Bahasa Indonesia but later on, she spoke more Bahasa Indonesia and the local language because the students did not understand most of her spoken English. Most students appeared interested and curious about this new

technique for learning English. At the same time, some seemed awkward, perhaps because they were aware of being video-recorded. Generally, they paid attention to all of Diana's explanations and instructions.

After about 30 minutes working in their groups, many students still looked confused, asked their peers in the group, tried to write something in their notebook but appeared inactive. A pre-service teacher who was doing teaching practice in that class was seen to assist the groups. In my role as participant observer, I decided to visit each group in-role as a hotel staff member in order to ensure that they had understood the activity requirements. With further explanation, the students seemed to better comprehend their task but their work was slow as their English proficiency was so poor. Students began to identify problems and wrote them in Bahasa Indonesia and then translated them word for word into English. They used a similar approach to identify solutions. As the students continued discussing their ideas in groups, Diana approached me and commented that she had never found the students to be so motivated. Nevertheless, none of the groups could finish the task by the end of the lesson. Diana told them they would continue the activity in Lesson Two. It seemed that Diana understood that the task was challenging for most students.

6.2.3.2 Lesson Two

During this lesson, students were instructed to continue their uncompleted task from Lesson One. Each group was having a hotel management meeting in which each HD was supposed to report their department's problems to the GM who was leading the meeting. However, most HDs did not really report orally but *read* their problems to the GM. It seemed that they had written scripts of what they would say and simply read their notes during the role-play. However, all group members appeared to be

seriously engaged in their task. The GM listened to each HD presenting their problems; the rest of HDs who were not reporting also listened to the reporting HD. Sometimes, the students were amused and smiled at each other when they found part of a presentation was humorous.

Diana moved from one group to another out-of-role as the students engaged in their role-plays. She listened carefully to each HD's report. Sometimes, she corrected students' pronunciation and grammatical errors and she also gave compliments on good language usage. At the end of the class, Diana reviewed Lesson Two's activities and introduced the task for Lesson Three.

6.2.3.3 Lesson Three

For this third lesson of MoE implementation, Diana explained that some students would take on roles as hotel owners and commissioners. They would have a meeting with the hotel GMs who would report their hotel's issues. Thus, Diana dispersed all of the three groups and re-grouped them into one big group. The GMs from the previous meeting continued to take on the same roles and she reassigned other students to two new roles: hotel owner and commissioner. Diana directed all of students to sit in a big circle and instructed the rest of the students to be in-role as the HDs and listened to GMs' reports, hotel owners' and commissioner's responses. However, the in-role HDs were often not conscious that they were taking on a role. This happened probably because they were not involved in the conversation but only sat and listened.

Most GMs tended to read instead of presenting their issues as a speech. Diana often helped the GMs during their presentations. Sometimes, she dictated English sentences to them. Every time a GM reported their hotel's problems, most of the HDs

looked excited and forgot that they were in-role HDs. They seemed to enjoy watching their friends' presentations, but, some of them teased the presenters and did not really pay attention to the GM. This was particularly true during the question-answer session between the GMs and the hotel owners. Perhaps, this occurred because the HDs could not clearly hear their conversation as they spoke somewhat softly. Two or three times, Diana was seen to go over those disengaged HDs and told them to focus on the learning.

Next, Diana directed the five hotel owners and commissioners to hold another meeting in a small group at one corner of the class in order to discuss possible solutions to the problems that had been identified by the GMs. Meanwhile, the GMs and the rest of the class were only observing them and mostly were disengaged with the small group activity. Their disengagement could be caused by the same reason previously mentioned. The voice of the in-role students in the small group meeting was very soft. Thus, their conversation could not be clearly heard by the out-of-role students.

During this small meeting role-play, it was clear that the in-role students had very limited English vocabulary mastery so Diana continued to offer some assistance out-of-role, particularly by translating words from Bahasa Indonesia into English. In their small meeting role-play, the hotel owners and commissioners wrote their solutions in Bahasa Indonesia and then translated them into English. One of the solutions was to re-shuffle the hotel management.

To do hotel management re-shuffling, Diana instructed all students to sit in a group of nine students again but the members were different from the groups formed in Lesson One because they were in-role as the new hotel management. For example, the GM in Group 1 moved to Group 2 and had a meeting with different HDs. Diana also

changed the seating arrangement by inviting all students to sit on the carpeted floor. At this stage Diana explained that to re-shuffle the hotel management, they could change the hotel's name and recruit new staff. The students worked collaboratively in-role while Diana visited each group and gave assistance out-of-role if the students asked for it. The students were unable to complete their task by the end of the lesson; so, Diana told them they would to continue it in Lesson Four.

6.2.3.4 Lesson Four

Because of the mid-semester examination period, Lesson Four of MoE implementation was not conducted until two weeks after Lesson Three. As Diana assumed that the process of re-shuffling was completed and the new imagined hotel management was formed, she began the lesson by asking students to do different tasks. Diana still divided the students into three groups of nine members but within each group they worked in-role as either members of the new hotel management team (experts) or as job seekers (candidate experts). The students in-role as the new hotel management were required to create an advertisement for new vacancies in their re-formed hotel; and the students in-role as job seekers had to write job application letters. To complete their respective tasks, each group subdivided into two smaller groups: the experts worked together and the candidate experts did the same. In Lesson Three, Diana invited all students to sit on the carpeted floor but in this lesson she asked them to choose. Thus, some groups sat on the carpeted floor but others remained on their chairs. Almost all students engaged seriously in their task although some members of a group who were sitting on the carpeted floor looked more relaxed.

As always, Diana walked around the classroom and supervised every group, sometimes helping individual students because most of them seemed to have difficulty

writing both the advertisement and the job application letter in English. As in previous lessons, she did not take on a role. Students often had problems in finding appropriate vocabulary for their writing. A student-teacher who was doing teaching practice with Diana also helped the students. Some students even asked me for help with the English translation of some words that they had written in Bahasa Indonesia.

Diana instructed the hotel management groups to stick their finished advertisements to the wall. Looking at students' advertisements, she critiqued the contents and designs. She looked disappointed and commented that they could have made their advertisements more visually appealing in order to attract more applicants to apply. She also commented on the low salaries that were offered in the advertisements. The activity ended when the lesson was over.

6.2.3.5 Lesson Five

The job seeking people were a focus again in Lesson Five, during which they were invited by the new hotel management teams to participate in a job interview. For these role-plays, some students took on the role of hotel recruitment staff interviewing the applicants and the job seekers from Lesson Four were the interviewees.

The hotel recruitment staff were busy arranging seats for the interview sessions. The class was very noisy and the students seemed enthusiastic about doing the interview activity. The interview role-plays involved intensive spoken English usage, which should have demanded the students' English fluency. However, most interviewers tended to read from pre-prepared notes and when they did not read from their notes, they spoke haltingly.

Diana monitored all groups, listening to what the students said during interviews and often gave direct feedback and corrections. In one interview role-play,

Diana even dictated some sentences to an interviewee who could not think of what to say. It was apparent that most students found the activity challenging because of their very limited English proficiency. In previous activities this was not as noticeable because they were taking on roles in small groups where they mainly used Bahasa Indonesia or local dialect or else they were doing written tasks, such as making job advertisement and writing a job application letter.

Lesson Five ended with the announcement of the interview results by the hotel GM. All of the students seemed curious to know the results, suggesting that they were engaged with the lesson's task. They were excited and applauded all successful applicants. Diana closed the lesson by explaining the next lesson's task for all groups. The new hotel management teams and their newly recruited staff would promote their hotel facilities and services. So, at home, the students had to prepare a brochure that would be used to promote their hotels in Lesson Six.

6.2.3.6 Lesson Six

During this last lesson of MoE implementation, the hotel teams had to promote their hotels using the brochure they had prepared at home. In Grade 10, the students had learned about making a brochure; therefore, in this lesson Diana did not explain this topic anymore and could assign it as homework. However, in previous lessons prior to MoE implementation, Diana did not ask the students to present the brochure as a part of promotion activity.

Once the lesson started, Diana assigned the students to sit in a half-circle seating arrangement so that every student could get a clearer view when one group was performing their promotion in front of the class. During this activity, members from the same group were sitting close to each other. Although all of the three groups would

get their turn, Diana determined the first turn by taking a raffle for each group. It seemed that Diana did this to avoid students' reluctance if they were called randomly.

Before each group presented and promoted their hotel: facilities and services, and distributed their new brochures, Diana did not give any instructions of how to conduct the activity. She seemed to expect that the students would be more creative in designing their advertisements, for example through a role-play. Thus, when only one or two members in each group talked and the rest stood behind the presenters, Diana looked disappointed as she watched the students' presentations. After all groups finished this activity, Diana asked them to sit in groups again to prepare a role-play showing that guests (clients) started to reserve the hotel rooms as the result of their successful advertisement.

After giving some time to rehearse, Diana invited each group to perform their role-play hotel reservation. The first role-play was quite good in terms of students' spoken English fluency. Unlike in the role-plays of doing job interview in Lesson Five where most students read their dialogue when speaking, in this role-play both receptionist and guest were able to show clear and fluent conversation. The second role-play was even better. Not only was their conversation clear and smooth as these students did not read their dialogue like the first role-play, their acting was more natural. The interviews improved with time. This activity closed Lesson Six as well as ended MoE implementation at 11AH4 class of Dharmawangsa VHS.

6.3 Experiences of MoE Implementation by Diana

This section presents Diana's experiences of implementing MoE, drawing primarily on data collected during three semi-structured interviews with Diana during

implementation, and supplemented with data from Diana's pre-MoE workshop/training interview, my classroom observation notes, and students' responses through questionnaire. The analyses are classified into three sections: 1) experiences that affected Diana's teaching practices; 2) Diana's perceptions of her teaching practices and student learning; 3) challenges encountered by Diana and 11AH4 students.

6.3.1 Experimenting with new classroom practices

Before she implemented MoE in her English instruction, Diana used materials prescribed in the syllabus which was designed based on the School-Based Curriculum (SBC) guidelines for Vocational High School. When she asked the students to read a dialogue about 'bargaining', in the discussion she did not invite the students to focus on the content but on the grammar, for example, modal auxiliary (Diana, Semi-Structure Interview 1, 5th March, 2013). In the next semi-structured interview, she reflected again on her pre-existing teaching techniques and explained the ways in which some MoE activities, such as role-plays and presentations, were new to the students:

Before, in my teaching activity I just ask them to make a dialogue and then, they read it. I just correct the pronunciation and the others. Sometimes, I give them the sample of the dialogue. "It is the sample of the dialogue, so you should make your own dialogue. You can compare with mine..."
(Diana, Semi-Structured Interview 2, 26th March, 2013).

In the above quote Diana explained how she used dialogue in her teaching practices prior to MoE implementation. The dialogue that she gave to the students was read aloud by the students and then, when she heard mispronunciation, she corrected them directly. Diana also asked the students to make their own dialogue based on the sample she gave. It seems that through these activities – pronunciation drill, reading

and writing dialogue – Diana intended to improve students’ English proficiency which was considered insufficient as described in section 6.2.3 above. Diana’s remark also suggests that her previous teaching practices related to the use of dialogue were different from her teaching experience through MoE as she stated, “I just ask them to make a dialogue and then, they read it. I just correct the pronunciation and the others”. Diana seemed to understand that although the students were not requested to create a dialogue in learning English through MoE, their learning involved more than just reading and creating dialogue. Through MoE, Diana’s students were encouraged to speak English spontaneously in the role-plays (e.g. a meeting between a hotel General Manager (GM) and the Heads of Department (HD) or doing job interview), within an established frame, which was a challenge for them who had very limited English proficiency.

Teaching English using an imaginary context (as she did during the implementation of MoE) was another new teaching experience for Diana. One of its consequences was that it encouraged her to learn more about 11AH4 students’ main subjects offered within the Accommodation Hospitality Skill Package. Diana explained:

Because it is new; honestly, I also have to learn about hotel. Before, I don’t know anything about hotel...I asked their receptionist teachers, their hotel teachers; they only gave me about the management of FO [Front Office]. I said, “No. I want the whole elements” (Diana, Semi-Structure Interview 1, 5th March, 2013).

While Diana gained new techniques in her practices and had an opportunity to broaden her knowledge (on this occasion about hotel management), the students were able to make connections between different subject areas. The quote also suggests that when Diana implemented MoE, that is, after 16 years teaching English at Dharmawangsa VHS,

she started to thoughtfully engage in understanding the core content that the students learned. Her willingness to search for more information from the 'hotel teachers' shows her eagerness in making a thorough lesson plan and in giving helpful explanations about the lessons to her students. At the same time, it also shows her commitment to MoE as a teaching and learning approach.

During MoE implementation, Diana changed the students' seating arrangement several times (Classroom Observation Notes, Dharmawangsa VHS, Lesson One-Six) according to what best suited the students' tasks. For example, in Lesson Two when hotel management teams met, she grouped them into three small groups; in Lesson Three, Diana instructed all students to sit in a circle in order to see and hear each GM's report. Changing the seating arrangement was something else that Diana had never done as part of her instruction prior to MoE implementation. She evaluated this new practice:

It's very influential I think. If I did not arrange [students' seating] well, the students became unserious again (Diana, Translated from Semi-Structure Interview 1, 5th March, 2013).

This reflective insight once again suggests Diana's thoughtful engagement with the pedagogical approaches of MoE. She understood – for the first time – the ways in which seating arrangements can affect student engagement with the learning process. When allocating students to groups, Diana demonstrated a similarly thoughtful approach, including students of mixed abilities and at least two more confident students who could lead each group's activities when completing set tasks (Classroom Observation Notes, Dharmawangsa VHS, Lesson One).

6.3.2 Experimenting with new methods for motivating students to engage in their English language learning

Diana was very concerned about Dharmawangsa VHS students' overall disengagement and low level of English proficiency which she repeatedly raised in our interviews. From the beginning, Diana observed that, "[It's] hard for me to invite them to speak. Maybe, as I told you, [only] three in the class wanna speak with me" (Diana, Pre-MoE Workshop/Training Focus Group Discussion, 14th February, 2013). Later, when I had seen the students for myself, she reflected further "...you can see that and you have noticed that my students are very low in vocabulary. In learning I should translate them and then ask them to open the dictionary. And you know, my students [are] lazy to bring their dictionary. They like [to] ask us, "Miss, what does it mean?" (Diana, Semi-Structured Interview 2, 26th March, 2013).

In response to her concerns, Diana had developed a number of strategies to try to motivate her students. She often gave her students extra work to do outside of class time and offered them extra tuition. For example, when Diana found out that another subject teacher was absent and the students were idle, she would come to the class and use the time for additional English lessons:

I give the extra; actually I make a module for them, and then in their leisure time, I ask them "Hi, bring your module and then sit [down] here". If I see there is no teacher here and I'm free, I enter the class. I've done it. (Diana, Semi-Structure Interview 1, 5th March, 2013).

Diana also acknowledged that in her previous teaching practices she sometimes tried to push the students with threats: "For the first time [the main thing] I force my students 'Must, must, must'. If you don't speak, no mark for you!" (Diana, Semi-Structured Interview 1, 5th March, 2013).

During my classroom observations, however, I never saw Diana threaten the students. On the contrary, she was very encouraging and supportive. As described throughout section 6.2.3, she regularly visited groups and listened attentively to each student discussion and presentation. Whenever the students spoke softly, she would encourage them to speak up. When she listened to students' oral English, she would correct their grammatical and vocabulary mistakes directly. In this sense, it seems that teaching English through MoE that Diana was positively affected by her students' increased motivation and participation which, in turn, changed Diana's technique for further motivating students from negative to positive forms of reinforcement. She was obviously affected by the students' increased motivation to participate, as evident in her enthusiastic comments to me during Lesson One and again, in her comment at an interview that she was less concerned about what language they were speaking and more focused on the fact that they were participating: "They want to speak. That's the point for me" (Diana, Semi-Structured Interview 1, 5th March, 2013).

6.3.3 Diana's perceptions of student learning

Diana perceived that during the MoE implementation, the students of 11AH4 improved in two areas: engagement in the learning process and English speaking confidence.

6.3.3.1 Perceptions of students' increasing engagement

By the final semi-structured interview, Diana perceived that her students were more actively engaging in MoE learning than they had during the earlier lessons. She observed:

If we compare with the four[th] meeting, five [fifth] and six[th] meeting, it seems to me that my students [are] more active than before. You can see that at the time they can do

although actually it's hard for me to prepare them before doing the activity (Diana, Semi-Structured Interview 3, 26th March, 2013).

By the end of MoE implementation Diana observed that, finally, the students were engaged with their learning to the extent that they participated in activities despite little preparation from Diana. My classroom observation confirmed Diana's perceptions. In Lesson Five and Six, while Diana was busy moving from one group to another, the students were actively engaged in-role in their job interview role-plays and, when out-of-role as an audience, the students paid serious attention to other students' interview scenes.

6.3.3.2 Perceptions of students' improved English speaking motivation

Diana perceived that through their participation in MoE learning activities, the students became more motivated to speak English:

Before, it is hard for me to encourage my students to speak, but in MoE it seems to me that whether they can speak [English] or not but they want to try to speak (Diana, Semi-Structured Interview 1, 5th March, 2013).

Diana seemed to be delighted to find that the students were encouraged to interact during the English instruction. She valued their motivation to speak English more than their ability as prior to MoE implementation she had difficulty to encourage them to speak.

When asked about learning conditions after two sessions of MoE implementation, Diana emphasized again students' improved speaking motivation.

The condition of the students speaking! They want to speak. That is the point for me. In a usual class, [it's] hard for me to encourage my students to speak. (Diana, Semi-Structured Interview 1, 5th March, 2013).

Diana recognized the importance of her students' new motivation to speak English for both for her and for her students. She considered it a new achievement for the students and it was also a significant breakthrough for her as a teacher. Until she implemented MoE, she was unable to encourage her students to speak during English classes. But through MoE implementation, she discovered the improvement of students' enthusiasm to practice speaking English and she was herself impressed and enthusiastic about this change.

In the next interview session Diana shared her impression of students' enthusiasm in speaking English, a condition that she had never encountered in her students before MoE implementation:

If I compare with what I did before [prior to MoE implementation], it seems to me that – although I give them the way; I help them to translate – they want to speak up. That is my point. It is [a] point for me. Whether it is [correct] or not; I don't care about it. Although I should work hard, give them the meaning. (Diana, Semi-Structured Interview 2, 26th March, 2013).

Diana was clearly deeply affected by her students' newfound willingness to try to participate. As a consequence, she became less concerned with their language proficiency and more concerned with encouraging their effort, committing to assist the students as long as they continued to try.

6.3.4 Challenges encountered by Diana and her students

Despite her enthusiasm about the positive influences of MoE on student engagement, Diana found it challenging to implement MoE with her 11AH4 students. She identified four challenges, caused by her difficulty in integrating MoE with English lessons, some uncertainty around aspects of teacher-in-role, students' lack of English proficiency and their completion of home work tasks.

First, the challenge encountered by Diana related to integrating MoE with the VHS English curriculum was explained as one of competing priorities. She explained:

And also the other difficulty is to relate MoE to our curriculum... [during the MoE implementation] I have two lesson plans: for MoE and for English Profession [EP]. For EP I use usual *RPP* [lesson plan] (Diana, Semi-Structured Interview 1, 5th March, 2013).

At 11AH4 class Diana was required to teach English Profession, into which she incorporated the topics outlined in the School-Based Curriculum (SBC) for vocational high schools. Such topics included 'reservation' and 'bargaining' from which she generated grammars such as, 'question tag', 'gerund', and 'modal auxiliary'. To implement MoE with 11AH4 students, Diana had to design a special lesson plan that integrated all of those materials (Diana, Lesson Plan (MoE), 2013). Diana found this was difficult for her and the students, and she suggested possibility for implementing MoE at Dharmawangsa VHS:

For later [implementation] I think we can use MoE, but maybe in the end of the semester, after my students got all materials. So, maybe for exhibition I use MoE. At that time, I just make [a] scenario so I don't prepare for the *RPP* anymore, lesson plan anymore. I just make the scenario because I've given the materials to my students; so, it is not a problem (Diana, Semi-Structured Interview 3, 26th March, 2013).

Diana thought that it would be better to conduct MoE after the students had learnt all of the materials because they would already understand them. Thus, it would be easy for the students to do drama related to previously-taught materials. In this case, Diana would create an 'exhibition' opportunity at the end of semester when the students could perform MoE role-plays alongside other arts performances. This means that the MoE implementation would be separated from the more formal learning processes in

class; and accordingly, Diana would not need to design special lesson plans for MoE classroom implementation. But if Diana conducted MoE in this mode, she would effectively transform MoE from a 'process' fundamentally used to activate students' inquiry in the learning process, into a 'product' to be performed as entertainment. In addition, this kind of public performance of MoE learning suggests the development of a script to be memorized as opposed to the improvised dialogue encouraged by MoE as process drama.

The second challenge encountered by Diana as identified during the interview session was her misunderstanding about the concept of teacher-in-role. She did not understand her need to assume a role:

I think that I have given them preparation before, so this [is] ok, [if] just my students do that. I just see that, I just look at them. I think [what I did] it's not suitable for the MoE. Is it, is it OK for the MoE? (Diana, Semi-Structured Interview 3, 26th March 2013).

The quote suggests that Diana was uncertain about the importance of teacher-in-role in implementing MoE and therefore she stayed out of the role-play.

Third, Diana was concerned about the limited amount of vocabulary mastered by 11AH4 students and she believed that this weakness made the MoE learning process run very slowly:

...too slow I think because I see now that the input from my school were very lack of vocabulary, so the lesson[s] run too slow, very slow...I don't know how to say; it means, I cannot achieve the target determined by the syllabus. So, for the first time we just help our students translate [translated from Bahasa Indonesia into English] (Diana, Semi-Structured Interview 1, 5th March, 2013).

The teaching and learning processes ran very slowly because Diana had to translate her spoken English into Bahasa Indonesia whenever the students did not understand her.

Diana perceived that if this occurred frequently – because of students’ lack of vocabulary mastery – the students would run out of time to learn all materials prescribed by the syllabus. Accordingly, she could not achieve the targeted competencies or materials that had to be taught.

Diana was also concerned that while the students had very low spoken English proficiency, the process of English learning through MoE demanded intensive oral communication. Given the poor state of students’ spoken English ability, she was not convinced of the value of implementing MoE as a teaching strategy for future English instruction (Diana, Post-MoE Implementation Focus Group Discussion, 3rd April, 2013). Thus, Diana reflected that she would have to take a different strategy if she were to use MoE for future instruction. She explained:

After I see the situation in my school, maybe for the next [instruction] – if I want to use that MoE method – it seems to me that especially for my school I should prepare them, I should give them some materials, giving them some vocabulary ... before they do the activity... It is the key I think (Diana, Semi-Structured Interview 3, 26th March, 2013).

Diana’s perception of how future MoE implementation would be conducted was based on her experience with 11AH4 students. It was important for her that she had to explain all materials to students and give the vocabulary related to the materials before she assigned the activities designed within MoE framework. That way, Diana thought that the MoE implementation could be conducted more smoothly.

Fourth, Diana reflected that many students failed to follow her instructions to finish incomplete tasks as homework:

As you see each of them give their opinion about problems in the group. They just do it in the class. They don’t do at home. I ask them [to finish it at home] because the time is up. “Hi, don’t forget for next week you should report your department;

what is the problem in your department”. But they don’t do anything at home. (Diana, Semi-Structured Interview 1, 5th March, 2013).

In Lesson One, Diana allocated insufficient time for students to complete their work; therefore, she instructed students to complete their unfinished work at home.

However, the next lesson, only a few students from each group had completed the homework task. Consequently, Diana had to use some of Lesson Two to allow the others to finish. Similarly, at the end of Lesson Three, because of insufficient time, Diana had to ask the students to complete the task at home. In Lesson Four she found the same thing occurred again:

As we see, in meeting three I give the students [a] task. But I’m very sorry to tell you; whenever I give them [a] task to do at home, rarely they done it. I’m very sorry to tell you. I don’t know why. Maybe, because there is no one to help them at home. (Diana, Semi-Structured Interview 2, 26th March, 2013).

Diana was disappointed to know that most students did not complete their task before they began Lesson Four. She thought that this happened because at home the students did not get any help and support in doing their task; a condition which was different from their learning situation at school where they were always assisted and supported by Diana or helped by their peers.

Diana’s remark suggests that most students were not able to do the task at home because of their limited English knowledge. Thus, students’ unwillingness to continue finishing the classroom tasks at home seemed to be related to students’ poor English proficiency that Diana often complained about. Another possible reason could be from Diana herself. It seems that in her previous teaching practices prior to MoE implementation, Diana did not regularly assign homework to the students; therefore, the students were not used to do a task as homework, particularly the one that was set

as a group work, like MoE tasks. A group task demanded collaboration among group members; and to do it outside school time, all group members had to have commitment to meet. It was particularly a challenge for 11AH4 students. As Diana mentioned in section 6.1.4, many of the students had to help their parents to earn money for living after school hours.

6.4 Students' Experiences of Learning English through MoE

As in Case One and Two, data related to the student experience of learning English through MoE over the six lessons of implementation were collected via questionnaire. A total of 26 of the 27 Grade 11AH4 students (one student was absent when the questionnaire was distributed) from Dharmawangsa VHS responded. Details of the questionnaire has been discussed in Chapter 3. (The only area in the questionnaire to which no student responded was about teacher-in-role as Diana did not take on a role during implementation.)

6.4.1 Students' feelings and perceptions about learning English through MoE

This section presents data related to students' feelings about their participation in MoE, their interactions with their teacher and peers, and about collaboration when learning English through MoE.

6.4.1.1 Students' excitement in role-playing and encouragement in English speaking

Table 6.1 shows students' excitement to participate in drama-based MoE activities. As the students were allowed to select more than one response, 44 responses were returned. Of the 44 responses, 22 of them (85%) expressed excitement

about taking on a role. However, 17 responses (65%) also indicated feelings of nervousness. Only 1 response (4%) indicated interest, while 4 responses (15%) indicated boredom.

Table 6.1

Students' feelings when doing drama through MoE

| Feelings | No of students who selected this response (N=26) |
|-----------------|---|
| Interested | 1 (4%) |
| Excited | 22 (85%) |
| Nervous | 17 (65%) |
| Bored | 4 (15%) |

Table 6.2 shows the activities where students participated enjoyably. Similar to the previous question, this item also allowed the students to select more than one response. 26 students provided 50 responses. A total of 20 responses each (76%) indicated students' enjoyment when being in-role in small group discussion and at public performance. 8 responses (16%) indicated enjoyment when searching for information and only 2 responses (4%) indicated enjoyment from classroom discussion.

Table 6.2

Activities in MoE in which students participated enjoyably

| Activities | No of students who selected this response (N=26) |
|--|--|
| Classroom discussion | 2 (4%) |
| Being in-role in small group discussion | 20 (76%) |
| Being in-role at public performance | 20 (76%) |
| Searching for information | 8 (15%) |

Table 6.3 below shows students' responses about MoE activities where students spoke English intensively. This question also allowed the students to select more than one activity from the four available activities and 41 responses were recorded. While many of the students selected more than one activity, 'searching for information' was not selected by the students. 19 responses (73%) indicated that English was spoken during public performance role-play. 14 responses (54%) indicated that English was spoken at public performance role-play. 8 responses (31%) indicated that English was spoken during classroom discussions.

Table 6.3

Activities in MoE in which students spoke English

| Activities | No of students who selected this response (N=26) |
|--|---|
| Classroom discussion | 8 (31%) |
| Being in-role in small group discussion | 14 (54%) |
| Being in-role at public performance | 19 (73%) |

Table 6.4 shows students' responses to an open-ended question asking about the activities useful to improve students' speaking ability. 26 students returned 30 responses that were categorized into four areas. The majority of responses (17 or 65%) indicated that their English speaking ability improved because of more speaking practices. A total of 12 responses each (23%each) indicated that both the activities of taking on a role in small group discussion and at public performance were useful in improving students' speaking ability. Only 1 response (4%) show that none of the activities was able to improve student's English speaking ability.

Table 6.4

Activities in MoE useful to improve students' English speaking ability

| Activities | No of students who gave responses (N=26) |
|---|---|
| Being in-role in small group discussion | 6 (23%) |
| Being in-role at public performance | 6 (23%) |
| Through more speaking practices | 17 (65%) |
| None of the activities | 1 (4%) |

6.4.1.2 Students' English speaking interaction with teacher and peers

Half of the students reported that they 'sometimes' spoke English with both their teacher and with their peers. Smaller numbers (10 students or 38%) said that they rarely spoke in English with the teacher; and similarly, 11 students (42%) 'rarely' used English when having oral interaction with peers. The smallest numbers (a total of 4 students or 8% each) said that they 'always' spoke in English with their teacher and 'often' did so with their peers. These data are shown in Table 6.5.

Table 6.5

Frequency in speaking English with teacher

| Frequency | No of students who selected this response (N=26) |
|--|---|
| Always | 2 (8%) |
| Sometimes | 13 (50%) |
| Rarely | 10 (38%) |
| Unknown | 1 (4%) |
| <i>Frequency in speaking English with peers</i> | |
| Frequent | 2 (8%) |
| Sometimes | 13 (50%) |
| Rarely | 11 (42%) |

6.4.1.3 Students' positive and negative perceptions of collaboration

The data presented in this section are derived from students' responses to an open-ended question asking their opinions about collaborative activities. Students were able to provide more than one response and 30 responses were recorded. As seen in Table 6.6 below, students' responses are divided into three categories: positive (without explanations provided 17%), positive (with explanations provided 77%) and

positive (with negative explanation provided 6%). From students' positive responses with explanations provided, seven categories emerged. 7 responses (23%) showed that collaboration in a small group was useful to improve students' lesson understanding (e.g. "I think it is very good because it makes me understand English more"). A total of 8 responses (4 responses or 13% each) show that collaborative activities were able to increase their English vocabulary and improve peer interaction. One student identified that, "It is exciting and useful to understand English vocabulary more", and another one said, "Very effective, with these activities in MoE approach we can get close to each other". 3 responses (10%) revealed that the students improved their speaking ability. Meanwhile, a total of 4 responses (2 or 6% each) indicate that collaborative activities improve students' speaking confidence and encouraged them to share ideas with peers. 1 response (3%) referred to the increase of English practices.

Other 2 positive responses (6%) contained negative explanation arguing that collaboration was not really interesting for the students. One student said that "Enjoyable enough, but sometimes it makes me sleepy; so I felt slightly bored in learning".

Table 6.6

Students' perceptions of collaboration

| Perceptions | No of students who gave responses (N=26) |
|---|---|
| 1. Fun and exciting without explanations | 5 (17%) |
| 2. Exciting, beneficial, very good, very effective, and helpful with <i>positive</i> explanations provided: | 23 (77%) |
| a) <i>Improved understanding of English (lessons)</i> | 7 (23%) |
| b) <i>Improved English vocabulary</i> | 4 (13%) |
| c) <i>Promoted peer interaction</i> | 4 (13%) |
| d) <i>Improved English speaking ability</i> | 3 (10%) |
| e) <i>Improved English speaking confidence</i> | 2 (6%) |
| f) <i>Expressing/sharing ideas</i> | 2 (6%) |
| g) <i>Increased spoken English practices</i> | 1 (3%) |
| 3. Good and exciting with <i>negative</i> explanations (boring) | 2 (6%) |

6.4.2 Students' perceptions of the influence of MoE on their English speaking

The following three sections present findings in relation to students' perceptions of the influence of MoE implementation on aspects of their English language learning. The data include students' perceptions of their ability and confidence in speaking English, their understanding of MoE activities and whether they liked or disliked English after learning it through MoE.

6.4.2.1 The influence of MoE on students' English speaking confidence

Table 6.7 shows students' responses to an open-ended question. Although they were allowed to provide more than one response, all students (N=26) only gave one

response. More than half of the students (16 or 62%) reported feeling as confident or more confident in speaking English after learning through MoE. More than half of those 16 students (9 students or 35%) explained their answers further, but the rest of them (7 students or 27%) did not. The reasons given by those who felt as confident or more confident were classified into three categories. First, 5 students (56%) believed that their confidence to speak English was because they used English intensively during MoE. For example, one of them explained: "I was confident because I get used to speak English". Second, 3 students (33%) connected their confidence to their improved ability. Finally, 1 student (11%) was confident to speak English after learning through MoE because s/he liked English.

On the other hand, a total of 10 students (or 38%) said that they felt unconfident or less confident to speak English following MoE implementation. 6 of these (23%) did not give any reason for their answers. The other 4 of them (15%) reported feeling unconfident because their English proficiency was insufficient, as one explained: "[I] felt less confident because I haven't spoken English fluently".

Table 6.7

Students' perceptions of their English speaking confidence

| Perceptions | No of students who provided responses (N=26) |
|---|---|
| 1. Confident or more confident (without reasons provided) | 7 (27%) |
| 2. Confident or more confident (with reasons provided): | 9 (35%) |
| <i>Intensive use of English</i> | 5 (56%) |
| <i>Improved spoken English ability</i> | 3 (33%) |
| <i>Engaged in English lesson</i> | 1 (11%) |
| 3. Less confident or not confident (without reasons provided) | 6 (23%) |
| 4. Less confident because of lack of English proficiency | 4 (15%) |

6.4.2.2 Students' perceptions of the influence of MoE on their understanding during English lessons

Table 6.8 below shows students' responses to an open-ended question ("Do you understand what you have learned through MoE activities? Please explain"). Of 26 students who filled in the questionnaire, only 18 gave responses. 10 of these (38%) reported that they really understood the lessons. 7 students (70%) mentioned that they understood the lessons because they were interesting and comprehensible. 3 others (30%) believed that their comprehension of the lessons was caused by the teacher's clear explanations and instructions ("Because our teacher teaches and explains clearly what we are going to do"). 8 students (31%) said that they lacked of understanding of the lessons because of their low English proficiency. One of them said

that “[I] understand [the lessons] little because [the teacher] often used English and it’s hard to translate [her English language]”. Meanwhile, the other 8 students (31%) did not respond to this item.

Table 6.8

Students’ perceptions of their understanding during English lessons

| Perceptions | No of students who provided responses (N=26) |
|---|---|
| 1) Understood the lessons | 10 (38%) |
| • <i>Because they were interesting and comprehensible</i> | 7 (70%) |
| • <i>Because of teacher’s clear explanation</i> | 3 (30%) |
| 2) Lack of understanding because of their low English proficiency | 8 (31%) |
| 3) Unknown (no response given) | 8 (31%) |

6.4.2.3 The influence of MoE on students’ interest in English

Learning English through MoE had an influence on the majority of students. 28 responses (85%) describe students’ increased interest in English after learning through MoE activities as seen in Table 6.9 below. These positive responses were categorized into six. Thirteen of these responses (39%) show students’ feeling; the students felt interested and found English learning through MoE easy. Six responses (18%) informing their increased interest are due to students’ increased understanding of English lesson as revealed by one student: “I like it because it is not boring and I understand English more”. Three responses (9%) were given by the students because their English fluency improved after learning English through MoE. For example, one student said: “I like English now because I can improve my spoken English fluency for

my future life". The rest of six responses (6% each) consisting of three categories liked English after learning through MoE because it was their new experience, improved their speaking confidence and increased peer interaction. Some of them said: "[I] like [it], because there is a teacher from outside the school and the way she taught was very good", or "After learning English through MoE I feel more confidence and do not feel awkward to speak English" and "Yes [I] like [it], because it's not boring and [I] can interact with friends".

Meanwhile, the minority of responses (5 or 15%) show students' disinterest in English that led to their hopelessness even though after they learned it through MoE. One of the students said: "I really don't like learning English because it's very boring and every time I learn I'm always capable".

Table 6.9

Students' perceptions of their interest in English

| Perceptions | No of students who provided responses (N=26) |
|--|---|
| Liked English after learning through MoE because: | 28 (85%) |
| • <i>Interesting and not difficult</i> | 13 (39%) |
| • <i>Increased understanding of English lesson</i> | 6 (18%) |
| • <i>Increased students' spoken English fluency</i> | 3 (9%) |
| • <i>New experience</i> | 2 (6%) |
| • <i>Increased students' spoken English confidence</i> | 2 (6%) |
| • <i>Increased peer interaction</i> | 2 (6%) |
| Disliked English | 5 (15%) |

6.4.3 Students' perceptions of Diana's teaching practices prior to and during MoE

This section presents data about students' perceptions of their teacher's teaching practices prior to and during MoE implementation which are shown in Table 6.10 to Table 6.14 below. However, these data are not addressed in analysis in Chapter 7 as responses indicate confusion. This was likely because question phrasing was not sufficiently clear.

Table 6.10 shows students' perceptions of Diana's spoken English usage and Table 6.11 shows their perceptions of her English skill integration prior to and during MoE implementation. Both tables display similar trends. All students believed that Diana used spoken English and integrated English skills both before and during MoE implementation.

Table 6.10

Periods when teacher spoke English

| Period | No of students who selected this response (N=26) |
|--|--|
| Current instruction (during MoE implementation) | 0 (0%) |
| Previous instruction (before MoE implementation) | 0 (0%) |
| Both (current and previous instruction) | 26 (100%) |

Table 6.11

Periods when teacher integrated language skills (listening, speaking, reading, and writing)

| Period | No of students who selected this response (N=26) |
|--|---|
| Current instruction (during MoE implementation) | 0 (0%) |
| Previous instruction (before MoE implementation) | 0 (0%) |
| Both (current and previous instruction) | 26 (100%) |

Table 6.12 indicates students' perceptions of Diana's practices in terms of managing classroom activities. The majority of them (62%) perceived that Diana used pair or group work more often during MoE implementation than during previous forms of instruction. 10 students (38%) believed that she did so in both periods.

Table 6.12

Periods when teacher asked students to discuss in pairs or groups

| Period | No of students who selected this response (N=26) |
|--|---|
| Current instruction (during MoE implementation) | 16 (62%) |
| Previous instruction (before MoE implementation) | 0 (0%) |
| Both (current and previous instruction) | 10 (38%) |

Table 6.13 suggests that more than half students (54%) believed that Diana altered their seating arrangement during both periods of instruction, while 12 of them (46%) believed that she did it more frequently during MoE implementation.

Table 6.13

Periods when teacher asked students to change seating arrangement

| Period | No of students who selected this response (N=26) |
|--|---|
| Current instruction (during MoE implementation) | 12 (46%) |
| Previous instruction (before MoE implementation) | 0 (0%) |
| Both (current and previous instruction) | 14 (54%) |

Table 6.14 shows that the majority of students (73%) believed that Diana encouraged students to speak English both before and during MoE implementation. 7 other respondents (27%) thought that Diana encouraged them to speak English more often during the implementation of MoE.

Table 6.14

Periods when teacher encouraged students to speak English

| Period | No of students who selected this response (N=26) |
|--|---|
| Current instruction (during MoE implementation) | 7 (27%) |
| Previous instruction (before MoE implementation) | 0 (0%) |
| Both (current and previous instruction) | 19 (73%) |

6.5 Case Summary

Despite Diana's concerns about her students' low motivation and low English proficiency during our early interviews, she remained enthusiastic to trial MoE with her 11AH4 students. Diana and her students both appeared to benefit from the new approach, even with a short implementation timeframe. Diana learned how to teach

English in context. It was her first teaching experience of integrating other subject topics into English lessons. There was also significant improvement in students' willingness and confidence to speak English and to participate during the teaching and learning process.

At the same time, Diana and 11AH4 students experienced some difficulties during MoE implementation and challenges emerged both for Diana and for her students around English proficiency and, for students, around their ability to undertake homework tasks. Student data show that the students in general provided positive responses about learning English through MoE. More than half became confident to speak English and the majority of them enjoyed learning English.

Chapter 7

The Enactment of MoE Elements and Implications

This chapter discusses the significance of the findings across three cases presented in Chapters 4 to 6 as they relate to the English teaching and learning experiences of three teachers' (Umaira, Rossa and Diana) and their students in implementing MoE at Udayana SHS, Atlanta SHS, and Dharmawangsa VHS respectively.

The discussion is divided into two parts. In Part 1, I discuss the extent to which teachers and students enacted the key elements of MoE. In each case, the enactment of MoE elements occurred in two stages of implementation; and thus, Part 1 of the chapter is further divided into two sections: 1) establishing an MoE enterprise and framing students' roles and 2) sustaining the enterprise by enacting MoE elements in an imaginary community. Within these sections, the discussion of teachers' and students' enactment of MoE elements is connected more broadly to teaching and learning processes in Indonesian classroom contexts and the significance of the enactment is related to existing literature and previous studies.

In Part 2, I take up the contention that the enactment of the MoE elements points to the significance of Process Drama as pedagogy in Indonesian classroom settings. I discuss three elements of Process Drama which emerged as significant findings in the data: 1) cross-curricular approaches to teaching (curriculum integration), 2) real-world contexts for learning, and 3) collaboration (group and pair work). I make the case for the significance of Process Drama as pedagogy through a

discussion of the effects of the implementation of these Process Drama dimensions on student learning in terms of their engagement and their English speaking confidence.

7.1 Elements of MoE

As discussed in the literature review Chapter 2, eight key elements can be extracted from Heathcote’s explanation of MoE as a unique form of Process Drama – they are: i) enterprise, ii) experts, iii) commission, iv) clients, v) students-in-role/student out-of-role, vi) teacher-in-role/teacher out-of-role, vii) productive tension, and viii) reflection. All of these elements are said to play a part in MoE implementation across classroom and imaginary communities. The organization of these elements is depicted in figure 7.1 below:

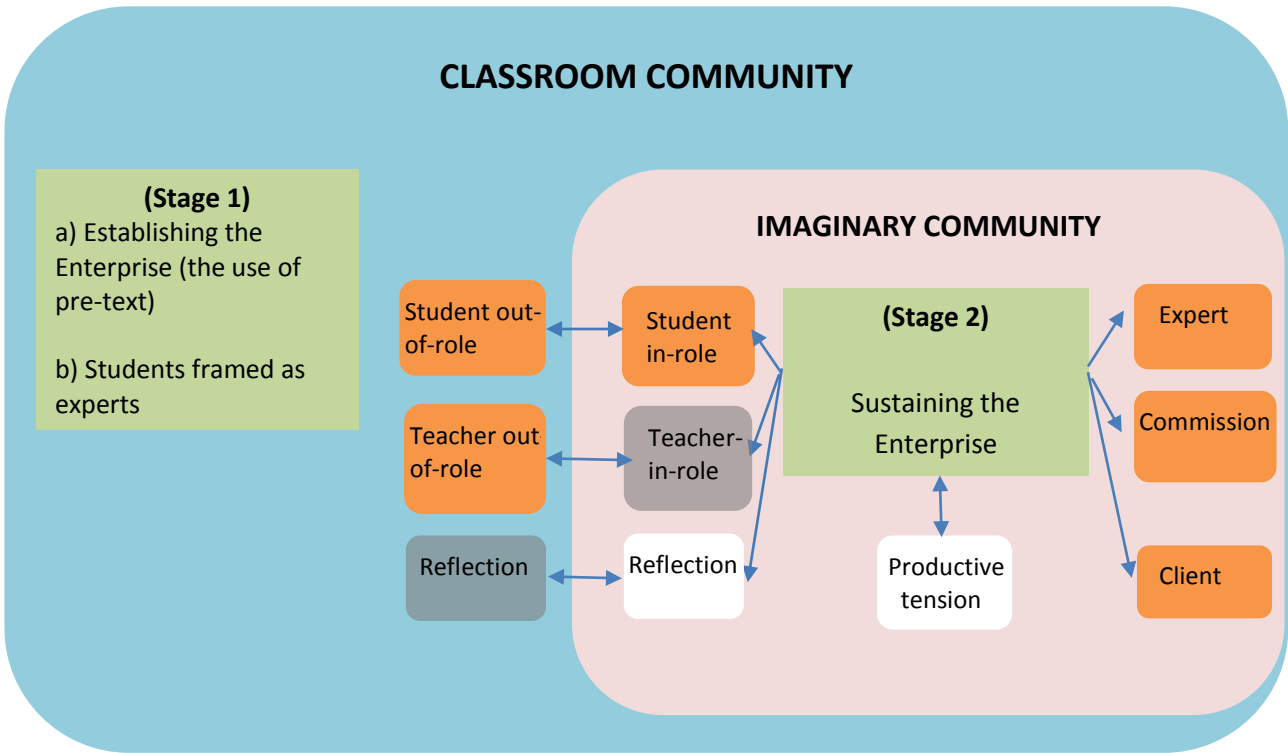


Figure 7.1 Enacting MoE in classroom settings

Legend: a. Orange boxes indicate elements of MoE enacted in this study
 b. Grey boxes indicate limited enactment in this study
 c. White boxes indicate non-enacted MoE elements in this study

As seen in the diagram above (Figure 7.1), MoE is enacted through two stages – establishing and sustaining the enterprise. Stage 1 involves the teacher and students in classroom discussion. Upon enterprise establishment, students are framed as experts. The specific expert roles assigned to them depends on the nature of the established enterprise. Stage 2 requires teacher and students to sustain the enterprise in both imaginary and classroom community as the teacher and students go back and forth, in and out of role, from the imaginary to the classroom community. When they are out of role – for example when the teacher wants to explain a lesson – they enter the classroom community; and when in-role, they re-enter the imaginary community. There are seven elements involved in Stage 2 of the imaginary community and three in Stage 2 of classroom community. However, student-in-role in the imaginary community is connected to student out of role in classroom community; the same thing occurs to teacher-in-role. The data highlight the ways in which these were enacted by teachers and students in these two stages.

7.2 Stage 1: Establishing an MoE Imaginary Enterprise and Framing Students as Experts in the Classroom

Evidence of establishing an enterprise can be found in each of the three cases. According to Aitken (2013), the MoE enterprise can be either “a full-blown company” or “simply a responsible team” (p. 37). The teachers and students in all cases established enterprises that were examples of Aitken’s full-blown companies (in each case, an institution for learning and skills or an existing hotel).

Although this approach to teaching and learning was a new experience for all participants, establishing the enterprise did not appear to pose a problem for either teachers or students. Perhaps this was because the establishment of the enterprise

was conducted in the same way as usual classroom discussions where the teacher was the centre of learning and students mostly listened and followed their teacher's guidance. The teachers seemed to move into establishing the enterprise with ease, having been assisted in planning for this during the MoE workshop and training that I ran to support their learning. Accordingly, they were able to guide students and the students appeared to understand what they would be required to do.

The use of a pre-text before inviting students to establish the enterprise also seemed to assist the teachers in raising an issue to be solved through the enterprise. Samat (2010) reminds us that "[p]re-text is the starting point for all Process Drama [for example,] ... a letter, an article, a photo or any objects can be used as pre-text" (p. 65). Umaira (Case One) and Rossa (Case Two) each used a newspaper article as pretext; meanwhile, Diana (Case Three) used a self-created dialogue (see respective findings chapters). According to O'Neill, as explained by Phillip Taylor and Warner (2006), one of the characteristics of pre-text is that it "suggests clear purposes and tasks" (p. 6). The purpose of using the newspaper article as pre-text by Umaira and Rossa was to raise the problem of unemployment and to find a solution in collaboration with students. Likewise, Diana created dialogue around a crucial problem encountered by a hotel management team. She encouraged students to help find the solution by placing them in-role as the board of hotel management.

The establishment of an imaginary enterprise by the teacher and students is significant because it provides more positive interaction between both teacher and students and among peers, as argued by Heathcote (2008) and other studies; for example, To et al. (2011) and Cox and Luhr (1996). According to Heathcote (2008), in MoE, teacher and students work as partners – a very different situation from

traditional classroom interactions – and “all decisions are taken between them” (p. 4). Sayers (2011) showed that the implementation of MoE provides an opportunity for teachers to work alongside students, adopting roles other than ‘teacher’. Similarly, studies on using Process Drama with EFL students conducted by To et al. (2011) and Cox and Luhr (1996) revealed the decrease of teachers’ power which empowered students and improved peer to peer relationships. The studies show that teachers were willing to share their authority with students in an imaginary situation.

In the three cases in this study, teachers shared their authority with students in order to empower them during the establishment of the imaginary enterprise. All three teachers also allowed their students to plan and organize their responses to the small-group role play tasks and activities undertaken when sustaining the enterprise. Umaira allowed her students to determine how they would design their public performance role-plays, including the casting of roles. She was aware that she should not interfere with students’ ideas in this activity (see Chapter 4, section 4.3.1.2). This is one way that Umaira tried to place her students at the centre of their MoE learning.

Doing so created opportunities for increased interaction and use of spoken English in small group discussion compared with standard classroom discussions. This was noticed by both Umaira (see her comments in Chapter 4, section 4.3.2.2) and Rossa (see her comments in Chapter 5, section 5.3.2.1.1). Diana also allowed her students to choose the way to promote their newly managed hotel although she was not satisfied with students’ final creation (Classroom Observation Notes, Dharmawangsa VHS, Lesson Six).

The establishment of an enterprise also provides students with the experience of working in teams, encouraging them to take responsibility for the learning of their

team or group. Matusiak-Varley (2011) evaluates the significance of this learning for the way it develops students' interpersonal skills, observing that "they participate in teams, learn from and teach one another, [and] exercise leadership by taking initiative and problem solving" (p. 36).

Aitken (2013) offers yet another view of the significance of establishing the enterprise; that is to enrich the curriculum. She says that "the setting up of the company offices through things like defining the space, designing logos and organising communication systems is an opportunity for rich curriculum learning in itself, much of it kinaesthetic and tangible" (p. 43). There is some evidence of curriculum enrichment through MoE across the three cases. Each teacher used the establishment of the enterprise as an opportunity to sharpen their teaching and deepen student learning by 'wrapping' or 'arranging' learning within a context. For example, Umaira was very deliberate about making content connections from lesson to lesson (see her comments in Chapter 4, section 4.3.1.1). Diana experimented for the first time with making content connections between her English lessons and Dharmawangsa students' other core subjects (e.g. Bookkeeping and Front Office) as she explained in Chapter 6, section 6.3.11. Meanwhile, Rossa observed that designing learning activities within the enterprise helped her to maximize students' curriculum engagement, making more efficient use of class time (see Chapter 5, section 5.3.3.2).

After successfully establishing the enterprise, all three teachers went on to frame their students as experts of the selected enterprise who would undertake a commission to service their clients. Heathcote and Bolton (1995) explain that framing is "a selected view that makes the entry into the dramatic fiction meaningful and disciplined" (p. 19). According to Aitken (2013), framing the students or "...asking

them to adopt a point of view, or “frame of reference” (p. 43) is an important concept of MoE.

Framing students as experts was also a new teaching experience for both the teachers and their students. This element also provided benefits for both teachers and students across the cases. Unlike completing unintegrated tasks in their previous learning, being framed as experts assigned tasks to students within the frame. Taking on the mantle of ‘experts’, the students were required to actively search for information and knowledge that would develop their expertise. For example, in order for their *LPK* proposals to be approved, each group of experts in Case One and Case Two had to independently research information regarding the content of the proposal and they had to consider how to design their proposals as professionals. Similarly, identifying hotel problems and finding solutions were not experienced by Dharmawangsa students in their learning prior to MoE. Being framed as the hotel management staff members, Dharmawangsa students were active in finding information regarding the hotel issues. These data suggest that when students were framed as experts, their learning became more active and student-centred.

7.3 Stage 2: Sustaining the Imaginary Enterprise

7.3.1 Students *in-role* as *experts* to undertake the *commission*

As identified in the findings chapters, the MoE feature of student-in-role was applied, with students being assigned roles as experts and sometimes, as clients. These role plays were conducted in one of two formats. The first required students to engage in small group discussions in-role as experts; the second required them to rehearse and perform role-plays for each other in public classroom performances. In some of these

role plays, students were assigned roles as experts and as clients. Throughout MoE implementation students may not necessarily stay in-role but can come out of their imaginary roles and resume their student status in their classroom community (see Figure 7.1 above). They can return again to their roles whenever their teacher assigned them.

In all three cases, students found it difficult to stay in-role during small group role-play discussions. Instead, they tended to engage in the discussion tasks out-of-role from their perspectives as students. This was understandable because the students were usually in charge, with the activities requiring them to complete writing tasks, such as the *LPK* proposal and brochures (in Case One and Case Two), and writing a report of problems encountered by the hotel management and suggested solutions (in Case Three).

Despite the challenges encountered by the students in-role as experts during small group discussion, the process of undertaking the commission continued and they were engaged in it, as I observed during my classroom observations. In Case One and Case Two, the students in-role as the *LPK* founders were able to complete proposal establishment of the *LPK* and then, when shifted to the *LPK* staff members, they were able to make brochures to advertise the *LPK* as parts of their expert tasks. In Case Three, the students in-role as hotel management staff were engaged in identifying problems and finding solutions.

While students were not always committed to remaining in-role in small group role-play tasks, during their public performance role-plays, the students in Case One and Case Three were much more successful in adopting and maintaining their assigned roles. For example, I observed that during the individual job interview role-play

performances, the Udayana students in Case One engaged with such seriousness, professionalism and confidence that Umaira was not required to give them much direction. They tried to remain focused and composed even when they made mistakes in using English. They were successful in adopting their assigned roles as ‘experts’ and ‘clients’. The focus and professionalism of the in-role Udayana students seemed to influence the out-of-role students who were attentive and focused audiences (see Chapter 4, section 4.2.3.6). Dharmawangsa students in Case Three were not as proficient as Udayana students in terms of using spoken English and they required more teacher assistance and direction. Nevertheless, these students were also enthusiastic in taking on their assigned roles during their job interview role-play performances. Atlanta students in Case Two were able to show good public performance role-play through presenting their proposals (see Chapter 5, section 5.2.3.3).

The majority of students in all three cases indicated positive feelings about their experiences of being in-role (see Chapter 4, Table 4.1, Chapter 5, Table 5.1 and Chapter 6, Table 6.1). There was also a majority identified being in-role as the activity they most enjoyed about MoE implementation (see Table 4.2, Table 5.2, and Table 6.2). Perhaps, the students’ and teachers’ positive responses to ‘students-in-role’ were related to the novelty of this new style of learning. It was the first role-play experience for Dharmawangsa students and was very different from the kinds of role-plays that Udayana and Atlanta students had engaged in previously (see each teacher’s comments in Chapter 4, section 4.3.2.1 and Chapter 5, section 5.3.2.1). These findings show that the students were engaged in taking on a role.

According to Newman, student engagement is “the student’s psychological investment in and effort directed toward learning, understanding, or mastering the knowledge, skills, or crafts that academic work is intended to promote” (as cited in Finn & Zimmer, 2012, p. 99). Finn and Zimmer classify student engagement into four areas: academic, social, cognitive and affective engagement. Student academic engagement is “participation in the requirements of success in school” (Dunleavy & Milton, 2009, p. 7). More particularly, it “refers to behaviors related directly to the learning process, for example, attentiveness and completing assignments in class and at home or augmenting learning through academic extracurricular activities” (Finn & Zimmer, 2012, p. 102). Student academic engagement in the three cases can be seen through students’ completion of written and oral presentation tasks as discussed above.

In all three cases, students being in-role as experts was important for both students and teachers and for the whole process of teaching and learning. It was able to engage the students in learning activities. The cases indicated that in designing the enterprise, the commission, students’ roles and tasks as experts, all three teachers incorporated other content areas outside of English language learning which broadened student learning experiences and for teachers, was a new approach to teaching English in their classrooms.

7.3.2 Students as *clients*

Heathcote (2008) does not recommend that the role of clients be enacted in either establishing or sustaining the MoE enterprise. She argues that it is enough for the students to know and remember who their clients are. At the same time, Heathcote observed that the teacher may act in-role as the client if required because the teacher

can take on any role that helps to sustain the enterprise. One advantage of the teacher being in-role as the client is that they can create productive tension, for example by placing “demands on task execution from the perspective of the client” (Matusiak-Varley, 2011, p. 35).

In Case One and Case Three of this study, the teachers assigned students roles as clients. This was because of the pressure to strictly follow the curriculum and ensure they covered its prescribed topics. The teachers were able to design a range of plots and episodes to sustain the enterprise while also ensuring that they addressed the topics prescribed by the curriculum; but to do so, in some instances they had to allow students to adopt the role of clients. For example, when engaged in *making a brochure* – which is a part of the curriculum topic of ‘advertising’ – the teachers were able to assign the students roles as experts who were responsible for promoting the newly established *LPK* (Case One) or a newly re-managed hotel (Case Three). Conversely, in order to cover parts of the ‘job vacancy’ curriculum topic, such as *applying for jobs*, students in Case One engaged in *writing a job application letter* in-role as clients (*LPK* graduates seeking jobs) and students in Case Three were assigned client roles as the hotel guests during hotel reservation role-play (see Chapter 6, section 6.2.3.6) to cover the curriculum about ‘making reservation’. The teachers’ coverage of all curriculum topics would have implications for students’ performance in the National Examination at the end of Grade 12. Additionally, taking on a role as clients provided students with the opportunity to research and practice spoken English with teacher and peers. This was possible because being in-role as clients, offered students more opportunities to take up active roles.

It might be argued that the decision to alternate students' roles from experts to clients within the enterprise offers a novel solution to the problem identified by Aitken (2013) who asserts that when MoE is "used at secondary schools within particular curriculum areas, the teacher has to narrow the commission and limit the scope for student-led inquiry" (p. 37). Assigning students to client roles did create more scope for student inquiry but it also moved away from faithfully enacting one of MoE's most significant elements – students as experts. This meant that MoE was not strictly applied in two of the three cases in this study; nevertheless, this adaptation did provide benefits to student learning as discussed above.

7.3.3 Enacting *teacher-in-role*

Like student-in-role, teacher-in-role is another crucial element of MoE. Similar to student-in-role, in sustaining the enterprise the teacher may go out of the imaginary community and enter the classroom situation. S/he can go in again whenever it is needed (see Figure 7.1 above). Interviewing Heathcote and observing her implement MoE with students, Boschi (2011) understands the process of teacher-in-role saying that:

If teachers realise during the session that there is an area of the curriculum that needs to be covered, they can use ways of teaching that they are more familiar with, if necessary, and go back to MoE when it is appropriate (p. 33).

This movement back and forth between imaginary and actual roles is what Heathcote referred to as 'metaxis,' as discussed in Chapter 2, section 2.51.

Comparing the implementation of teacher-in-role across the cases, Rossa (Case Two) appeared to find the adoption of teacher-in-role to be easier than Umaira (Case One) and Diana (Case Three). This is evident in the fact that she chose to enact teacher-

in-role more often than the others, and she identified fewer associated challenges. But, even for Rossa, the public performance aspect of adopting teacher-in-role was initially challenging due to what she acknowledged as her lack of knowledge about the role she adopted within the enterprise she had established. She realized that she did not know very much about the duties and responsibilities of staff who work at *DEPDIKNAS*; thus, in her role as a *DEPDIKNAS* staff member reviewing proposals, she was uncertain about what to say in order to play the part (see her remarks in Chapter 5, section 5.3.1.1).

Significantly, in Lesson Four, Rossa adopted what Heathcote described as a 'middle-rank role' (Wagner, 1976, p. 128) and what Ewing and Simons (2004) call 'a second-in-charge role', as a member of the *LPK* staff. Heathcote and others emphasise the importance of teachers taking on middle-rank roles so that they do not control the role-play. It is a technique designed to ensure that teachers share power and control of the direction of the role-play with their students. From Wagner's observation, Heathcote recommends that a teacher should take the middle-rank position because s/he is in the position to "communicate freely to those of both higher and lower rank. S/he can impose the limits that create tension and even work to raise a group to a feverish pitch of anger against her/him" (as cited in Wagner, 1976, p. 129). Ewing and Simmons (2004) have a similar view, affirming the adoption of the middle-status role for a teacher because s/he can adjust herself/himself with the students. This was evident in that the high-status role that Rossa adopted as a *DEPDIKNAS* staff member had required her to take primary responsibility for driving the role play, while in her middle-rank role as an *LPK* staff member, she did not. But what is more significant in Rossa's case is that her adoption of a middle-rank role had the additional benefit of alleviating some of her nervousness and anxiety about being in role. For teachers

working with MoE for the first time, this side-benefit of adopting a middle-rank role is significant and might make it easier for them to experiment with teacher-in-role despite their uncertainty about adopting this unfamiliar pedagogical approach. In line with this, T. Taylor (2002) also experienced uncertainty in his first trial with teacher-in-role but gradually became confident along with the practice of teacher-in-role. Rossa's middle-status role was also beneficial to her teaching practices and it impacted positively on student learning in three key ways. First, Rossa could become more engaged in students' activities and in small group work. In this way, she was able to identify any difficulties encountered by the students and she could assist them immediately. Ten out of Rossa's 26 students confirmed this benefit, observing that when Rossa was in-role it allowed them to understand the tasks and activities better because they could ask for more information and explanations related to the tasks they were completing (see students' detailed perceptions in Chapter 5, Table 5.15). This notion is also confirmed by Howell and Heap (2010) who saw that from within the drama, the teacher can still organize student learning. Similarly, Ewing and Simons (2004) noted that when the teacher "took on a role and entered the drama world, s/he could unobtrusively ensure students' centrality in the work, particularly if the adopted role was low in status" (p. 32).

The second benefit of being in-role for teachers relates to the particular case of language learning. Sayers (2011) found that being in-role through MoE teaching and learning allowed teachers to observe and develop students' language. In line with Sayer's argument and the concept of Communicative Language Teaching (CLT), Richards (2006) also argues that the favourable roles for teachers during language instruction are as 'facilitator' and 'monitor'. In these roles, a teacher "has to develop a

different view of learners' errors and of her/his own role in facilitating language learning" (p. 5). Richards believes that in adopting these roles, the teacher is prevented from being "a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences" (p. 5). This was certainly the case for Rossa who took on a role in small group discussion. As she always used English during the role-play, she encouraged students to speak English. By doing this, she provided a model for students to use grammar and pronunciation accurately but she did it indirectly. This prevented her from doing direct corrections to students mistakes. Rossa's use of spoken English had the potential to increase students' speaking confidence if she continued exercising teacher-in-role as experienced by Piazzoli (2010). Piazzoli observed that teacher-in-role she conducted increased her student's confidence to use spoken Italian language:

"...Tina [Piazzoli's student] had adopted a new role, in an authentic context for communication, injected with dramatic tension. In that context, it was the power of the '**teacher in role**' strategy that motivated her to engage in a meaningful, spontaneous interaction" (pp. 40-41).

Third, Rossa thought that being in-role had a positive influence on her relationships with students (see her comments in Chapter 5, section 5.3.1.1). Wagner (1976) noted that being in role "... takes away the built-in-hierarchy of the usual teacher-class relationship" (p. 132). Similarly, A. Taylor (2006) argues that the egalitarian concept of teacher-in-role may improve teacher-student relationships, and change students' views so that they can understand the idea of constructing knowledge together with the teacher. MoE research conducted by Stinson (2007) also found that teacher-in-role was positively received by students who thought that it "was an interesting and

memorable experience because it was unexpected and the students saw their teacher in a different light” (p. 24). Similarly, in their study of the integration of drama-based instruction by non-arts teachers, Cawthon, Dawson, and Ihorn (2011) saw the shift in how teachers experienced their instruction when taking on a role as part of their work - there was “evidence of a more egalitarian approach to knowledge seeking...from student-to-teacher verbal interaction toward a student-to-student dialog” (p. 15). The findings from these studies align well with Rossa’s perception of the value of teacher-in-role in fostering positive teacher-student relationships.

In addition to the number of benefits of teacher-in-role discussed above, Kao and O'Neill (1998) explain some more significance of teacher-in-role for both teachers and students in the language classroom:

Teacher-in-role helps teachers to establish the imaginary situation briefly and economically, without lengthy explanations and assigning of parts, model appropriate behaviour and language, maintain the dramatic tension and challenge and support the students form within the fictional situation...Through the use of ‘teacher-in-role’, it is possible to bind the participants together as a group, engage them immediately in the dramatic action, and manipulate language....whether in the first or second language classroom, this complex approach operates to focus the attention of the participants, harness their feelings of ambivalence and vulnerability, unite them in contemplation and engage them in action (p. 27).

The significance of teacher-in-role in terms of ‘focusing the attention of the participants and harnessing their feelings of ambivalence and vulnerability’ was evident in Rossa’s students’ experiences of being in-role in small group discussions with Rossa. They reported that they felt secure and guided by Rossa’s presence.

While Rossa was reluctant about taking on a high-status role during public role-play performances, Umaira willingly agreed to her MoE participating students’ request

to take on the public performance role of the Minister and to determine which of their proposals should be approved or rejected. Like Rossa, Umaira also expressed difficulties around performing a public performance role-play. She, too, admitted that she lacked knowledge about the job and responsibilities of the Minister. She did not really know what she would say and had to ask for suggestions from a student who was in-role with her (see her comments in Chapter 4, section 4.3.3.1).

Heathcote (2008) emphasised that when the teacher takes on a role in an enterprise, it is essential that s/he should have good knowledge of the enterprise. Both Rossa and Umaira experienced difficulties in taking on roles precisely because they had little knowledge about them. This indicated that they had not considered their own role-playing as part of their MoE lesson planning. This is evident when examining their lesson planning documents (or what *DEPDIKNAS* refer to as *RPP*) (see Appendix 8 and 9) in which they did not include any information about how they planned to participate in role-plays. Sayers (2014) points out that “MoE is simple to set up in the classroom but complex to prepare” (p. 13) and this was evident in Rossa and Umaira’s failure to plan for the complex task of taking on a role with students.

Similar to Rossa’s students’ perception of their teacher-in-role, all of Umaira’s students had positive views about their teacher-in-role (see Chapter 4, Table 4.15). Some of them benefited from teacher-in-role in terms of directing them to conduct the role-play. These perceptions parallel Harmer’s (2007) findings about the value of the teacher’s role as ‘participant’ in the context of English language learning. He claims that when teachers play a ‘participant’ role in English learning, they can “liven things up from the inside instead of always having to prompt or organise from outside the

group. When it goes well, students enjoy having the teacher with them, and for the teacher, participating is often more enjoyable than acting as a resource” (p. 109).

Although Umaira took a chance to take on a high-status role in her first teacher-in-role trial, she did not enjoy it due to her lack of knowledge about the role she was taking, as previously discussed. However, she was excited by the low-status role she played with her other English class who were not participating in the study (see her comments in Chapter 4, section 4.3.1.2). These students assigned Umaira a low-status role as one of the job applicants taking an interview session.

Umaira decided to stay out-of-role at the beginning of her MoE implementation, but her positive experience with these students drove her to seek out another opportunity to take on roles with her Case One students. But this time, the students rejected her offer because they were already fully engaged in their role-plays without her involvement. They seemed to grow more confident to organize and cast their role-plays and recognised that their sufficient English proficiency could support them (see this evidence in Chapter 4, section 4.3.1.2). Their rejection of her offer helped Umaira to realize just how engaged the students actually were. She privileged the students’ sense of ownership of their learning over any responsibility to be an active participant through teacher-in-role. Umaira’s decision links well with Heathcote’s observation that “...the teacher, operating within the fiction, will be dependent on the students’ advice and guidance, enhancing their ownership and power to function within the enterprise...” (Sayers, 2011, p. 23). In her MoE study, Swick (1999) also experienced that her willingness to empower her students to organize drama in the classroom resulted in a sense of ownership that encouraged their creativity.

Whereas Rossa and Umaira were open to evolving possibilities about being in-role during MoE implementation, Diana withdrew herself altogether from the idea of being in-role from the initiation of MoE. As she stated at interview, she was uncertain as to whether it was really important to take on a role with students. She thought that it was not important for her to be in-role because her role as the teacher was to help and prepare students *before* they performed the role-play (see Chapter 6, section 6.3.4). These comments reveal Diana's misconceptions of the principles behind teacher-in-role. This could suggest that something was missing or unclear in how I introduced the concept during the MoE workshop/training sessions. Indeed, this was one aspect that I did not model for the teachers so they did not have the opportunity to experience first-hand the unusual pedagogy of teacher-in-role.

Evidence from all of the three teachers suggests that the enactment of the principle of teacher-in-role particularly in 'public role-play performance' was limited. As discussed above, Rossa enacted teacher-in-role in small group discussion but Umaira only trialed once her first teacher-in-role at public performance. Meanwhile, Diana did not enact it at all. Several factors may have contributed to their limited engagement.

First, as previously noted, the teachers sometimes felt deficient in their knowledge about the enterprises they set up and this contributed to their reluctance to assume roles. Second, their limited English proficiency acted as a barrier to being in-role. The teachers' lack of English proficiency and the situations in which they were required to use spoken English at the centre of public attention (watched by their students) proved to inhibit their confidence. It is important to note that this phenomenon is not limited to MoE role-play performance but, according to

Dardjowidjojo (2000), is a common problem among Indonesian teachers of English. Similarly, Marcellino (2008) revealed that “Indonesian teachers of English, who are mostly the products of *IKIP* [Institute of Teacher Training and Education] and *FKIP* [Faculty of Teacher Training and Education], many have not yet even reached the level of maturity [required of their students] in the use of English” (p. 36). In the case of the teacher participants in this study, their self-consciousness may have been exacerbated by the fact that they were not only being watched by their students but also by pre-service teachers who were doing their teaching practice during MoE implementation and by me as the researcher.

Third, the teachers’ reluctance or rejection of the teacher-in-role position could also have been influenced by traditional views of teaching, including those of Indonesian teachers, where teaching is understood to be a process in which the “teacher transmits knowledge to students” (Kirkpatrick, as cited in Marcellino, 2005, p. 62) rather than a process of sharing knowledge with students. According to Heathcote and Herbert (1985), this conventional view of teaching “ignores the dialectic processing of information and views the student as a passive receiver of knowledge” (p. 173) and must therefore be reconsidered by teachers who are interested in authentically implementing MoE.

In addition to sharing knowledge, sharing power between teacher and students is also significant in MoE. The absence of a teacher’s readiness to share power will also contribute to their inability to learn to implement MoE. Heathcote argued “... I don’t think some teachers can. Some teachers won’t share the power” (Boschi, 2011, p. 36). In the same tone, A. Taylor (2006) highlighted that “one of the greatest challenges to the teacher contemplating using MoE as an approach is the relinquishing of power

within the classroom” (p.10). Conventional views of teaching that position students as passive learners often rely on hierarchical relationships between students and teachers. Such views are common in Indonesia where “secondary teachers enjoy high status and respect from students and other members of society. Teachers mostly maintain a distance, physically and psychologically, with their students, implicitly showing that they are in charge of the learning process” (Maulana et al., 2011, p. 45). This mindset has been noted through the research literature as a constraint to implementing MoE and all of the teachers in the current study, particularly Diana, seemed to struggle with shifting the power dynamics in their classrooms.

A fourth factor that may have contributed to the teacher participants’ reluctance to perform in-role in public class performances was my presence as an observer. Given my position in Indonesia as a lecturer in teacher education, the teachers may have felt a heightened sense of intimidation when considering performing in front of me. The cultural context in Indonesia, through the Regulation No. 14/2005 regarding Lecturer and Teacher, as issued by the President of Republic of Indonesia (2005), identifies the function of a lecturer as more complex than a teacher. While a “teacher serves to enhance her/his dignity and role as a learning agent in order to improve the quality of national education” (Article 4), a “lecturer serves to enhance her/his dignity and role as a learning agent, a developer of science, technology, and arts, as well as to dedicate themselves to society in order to improve the quality of national education” (Article 5). The teachers may have therefore been nervous, thinking that they were being ‘evaluated’ by a superordinate professional.

Fifth, in the case of all three participants, this was their first experience of learning about MoE (through a workshop and training sessions) and it was their first

experience of implementing MoE in their English classes. They were only exposed to MoE over a relatively short period of professional learning. The professional learning focused mainly on how to establish an enterprise and how to sustain it based on the relevant topics in the syllabus. They also explored and experimented with various dramatic techniques and strategies, such as, *mime*, *frame freeze* and *snap*. But crucially, their MoE training did not model the experience of the teacher being in-role within a frame. Instead, to understand more about teacher-in-role, the teachers were encouraged to watch video recordings of Heathcote's MoE implementation after the workshop and training were completed. This lack of focused discussion about, and embodied exploration of teacher-in-role may have downplayed in the participants' minds the importance of this principle as a feature of MoE teaching and learning.

Finally, the time available for participants to prepare MoE lesson plans and teaching materials was very short. The teachers had less than a week between their MoE training session and the start of their MoE implementation with their own classes. This could account for the lack of preparation in relation to the roles they might adopt. In summary, although teacher-in-role was only occasionally enacted by Umaira and Rossa, their occasional enactment did reveal some benefits around teachers-in-role.

7.3.4 Teachers not enacting *productive tension*

Heathcote (2010) emphasizes that productive tension in MoE - which is different from the conflict usually found in theatrical performance - is a strategy used by the teacher to "nurture and challenge students at the point of interactions in the work" (p. 10). Aitken (2013) simplifies this definition, explaining that productive tension refers to the teacher's deliberate plan to create obstacles or difficulties over the course

of the enterprise. Kao and O'Neill (1998) also define productive tension as the teacher's action to provoke students' thinking in finding solutions to the raised problem.

Aitken (2013) identifies three purposes of building tension during drama activities: 1) to provide an authentic context for learning, 2) to keep students interested in the drama, and 3) to create challenges for students who "are not simply given expert status in an empty way, but are encouraged to earn and justify that position" (p. 52).

From the various definitions of productive tension and its purposes in Process Drama, it is clear that productive tension is significant not only because it provides real-world contexts for learning and maintains students' interest throughout the drama, but also because it facilitates students' deeper thinking and learning through the obstacles and challenges created by the teacher. This pushes the students to shift the direction of their thinking and solve new problems in response to the teacher's offers.

During MoE implementation in this study, however, none of the teacher participants enacted productive tension. There was not a significant focus on productive tension in the MoE workshop and training with the teachers prior to implementation, and the very limited time for their MoE planning would have contributed to the absence of productive tension as an aspect of teachers' MoE implementation. That aside, even if the use of productive tension was emphasized more during the MoE workshop/training, creating obstacles to task completion through productive tension would have prolonged the period required to sustain the enterprise and the teachers simply did not have any more time to allocate to MoE implementation. For example, Umaira (in-role as the Minister), could have rejected an *LPK* proposal in order to encourage a group to refine or deepen their thinking about it

but this would have required her to allocate more class time for MoE implementation overall. Finally, productive tension can only be created from within the world of the enterprise. Thus, to apply productive tension, the teacher must be in-role (Heathcote, 2010). As discussed above, teacher-in-role was not fully enacted by the teacher participants, therefore opportunities to effectively apply productive tension were limited.

7.3.5 Teachers enacting *reflection*

The last element that plays an important role in sustaining the MoE imaginary enterprise within the classroom community is *reflection*. Teachers engage their students in reflection through the feedback they give about students' performance activities over the course of MoE (Matusiak-Varley, 2011). From her experiences of implementing MoE, Aitken (2013) understands the importance of teachers reflecting with students, both in-role and out of role, in order to review "not only on *what* is being learned but *how* it is being learned" (p. 53). She further claims that reflection is enhanced by the dual realities played by both teachers and students through being in-role and out-of-role. As discussed in Chapter 2, section 2.2.3, Kao and O'Neill argue the importance of 'reflecting' for a number of reasons in order for the teacher to review students' achievements in dramatic elements and language skills. Edmiston (2003) also points out the importance of reflection in Process Drama where the teacher, with his/her doubled roles, is able to step out of the imagined world and enter the classroom community to evaluate what is being learned in the imagined one.

In this study, the process of reflection by the teachers across the cases concentrated mainly on giving students feedback on the tasks they completed. Rossa invited students to reflect on their own performances after presenting their *LPK*

brochures and gave some feedback after each performance so that the next presenters could do it more effectively (see Chapter 5, section 5.2.3.6). Diana gave feedback on students' advertisement tasks and their performances in role promoting the newly-managed hotel (see Chapter 6, section 6.2.3.6). Meanwhile, Umaira did not reflect with students on any of their performances in role-play or other tasks or activities. The other form of reflection that the teachers in this study conducted was to review what had been learned in the previous lesson in order to make a connection to the next lesson or activity (see all findings chapters in the section 'sustaining the enterprise'). While reflection is a key component of MoE, it was not a primary focus of the teachers' MoE workshop or training, nor is it a familiar practice among teachers in Indonesian contexts. These reasons may help to explain its relative absence.

7.3.6 Summary

MoE was feasibly enacted in the three Indonesian classrooms at the centre of this study. MoE implementation benefited teachers' teaching practices, enriching their experience and repertoire. It also contributed to students' improved engagement, confidence, and knowledge development. However, constraints around English language proficiency for teachers and students mediated the depth at which the elements were enacted. Traditional transmissive pedagogical approaches and strictly prescribed curriculum demands entrenched teacher-student hierarchies which further constrained full enactment. Despite this, the restricted enactment of MoE elements positively influenced English teaching and learning processes as viewed from the perspectives of the teachers' practices and student learning. While teachers gained new insights into initiating and sustaining teaching and learning, students experienced exciting and purposeful learning within both real and imaginary contexts. The

successful enactment of MoE elements within an imagined context point to the viability and promising possibilities of incorporating Process Drama as an effective pedagogy in Indonesian classrooms. It is to this point that the chapter now turns.

7.4 The Implementation of Process Drama

The application of MoE elements, as described above, suggests that Process Drama and its potential can be seen in all three cases in ways that were both new and significant for teacher and student participants in Indonesian contexts. The discussion in the following sections focuses on three principles of Process Drama that were evident throughout MoE implementation across all three cases; namely, *cross-curricular teaching*, the use of *real-world contexts*, and *collaboration*. Enacting these principles resulted in positive impacts around student engagement, and significantly, also supported effective Communicative Language Teaching (CLT).

7.4.1 The value of implementing *cross-curricular approaches in real-world contexts*

When a teacher establishes an enterprise, s/he necessarily integrates other learning areas or other subjects that “occur within real-life contexts” (Aitken, 2013, p. 38). As discussed in Chapter 2, section 2.2.3, one of the six characteristics of Process Drama proposed by Kao and O’Neill (1998) is the use of a pre-text from which the Process Drama proceeds. As the pre-text can be taken from materials of various learning areas, ‘curricular integration’ is enabled through Process Drama, as is the use of real-world contexts (depending on the selected pre-text). As Kao and O’Neill (1998) explain, “[p]rocess Drama was originally developed to help children in first language

settings to understand themselves, people around them and the world they are living in” (p. 23).

Likewise, in CLT, curricular integration is understood to be beneficial in language teaching since classroom activities should relate to students’ real-life contexts (Richards, 2006). From the view of CLT, the significance of curricular integration is that “English is not seen as a stand-alone subject but is linked to other subjects in the curriculum which is reflected in text-based learning” (Richards, 2006, p. 25). The importance of curricular integration in English language teaching suggests that students do not learn English as a separate subject but it is integrated with others. The implication for learning is that the students learn how to use the language based on the context, or what Celce-Murcia (2008) explains as having ‘sociocultural competence’; that is the pragmatic knowledge possessed by speakers to deliver their ideas or messages appropriately within social and cultural contexts. In this sense, applying a language in different contexts enables students to improve their vocabulary both quantitatively and qualitatively.

Curriculum integration through authentic contexts does not relate to Process Drama and language teaching alone. Relating lesson content to students’ real-world contexts is, in fact, one of the principles of curriculum development stated in the book of Standard of Content, School-Based Curriculum (SBC) for senior and vocational high schools in Indonesia. It states that curriculum must: “ensure that education relates and fulfils life’s needs, that is by involving stakeholder interests to ensure the relatedness of education to all necessities of life, including social life, the business world and the world of work” (Institution for National Education Standard (BSNP), 2006b, p. 9). It is

clear, then, that teachers should be able to relate lessons to real-world contexts and integrate curriculum across a number of learning areas.

In addition to the principle of the curriculum development above, the Standard of Content of the English curriculum for senior high schools (SHS) also states that there should be a relationship between topics taught in English and students' real lives (Institution for National Education Standard (BSNP), 2006b). For example, an English teacher has to teach and explain the following *Basic Competencies for speaking* skill to Grade 11 students of Natural Science stream:

- 1) Expressing the meanings of formal and informal *short functional texts* using varieties of accurate, fluent and acceptable oral language *within daily contexts*, and
- 2) Expressing the meanings in *essays, 'narrative, 'spoof', and 'hortatory exposition'*, using varieties of accurate, fluent and acceptable oral language *within daily contexts* (p. 134).

Similarly, for vocational high schools (VHS), the *Basic Competencies* for Intermediate Level (Grade 11 VHS students) as quoted from Institution for National Education Standard (BSNP) (2006c) are:

- 1) Understanding simple *everyday* conversations both in professional and personal context with non-native speakers, 2) Recording simple messages either through direct interaction or using tools, 3) Describing job description and educational background both in verbal or written form, 4) Describing previous jobs and the plan for future jobs, 5) Revealing various intentions, 6) Understanding simple instructions, and 7) Writing short messages, instructions and lists using acceptable choice of words, spelling and grammar (p. 112).

According to this directive, vocational high school teachers are supposed to teach topics that incorporate practical knowledge and relate to real-world situations in order to equip their students with knowledge related to their prospective work.

The *Basic Competencies* for both SHS and VHS as described above suggest that content taught in English should be related to students' daily lives. However, it seems that the teachers across the cases were not used to a cross-curricular approach in their teaching practices prior to MoE implementation. The difficulty of curricular integration was particularly evident by the challenges expressed by Umaira and Diana (see Chapter 4, section 4.3.1.1 and Chapter 6, section 6.3.1). This problem of decontextualized English language learning is noted by Musthafa (2001) who claims that "the most serious challenge facing our [Indonesian] English teachers is the absence of – or insufficient amount of – exposure to real-life English use..." (p. 191).

In this regard, MoE offers an important intervention since the establishment of the enterprise necessitates the teaching of English in a real-world context. All three teachers successfully introduced cross-curricular aspects in their MoE implementation; so, too, did they to situate their MoE enterprises in real-world contexts.

Cross-curricular teaching is "an approach that is characterized by sensitivity towards, and a synthesis of, knowledge, skills and understandings from various subject areas. These [characterizations] inform an enriched pedagogy promoting an approach to learning which embraces and explores this wider sensitivity through various methods" (Savage, 2011, pp. 8-9). Savage's definition suggests that when a subject teacher uses a cross-curricular approach, s/he will necessarily incorporate more knowledge and skills in the content knowledge taught through several teaching methods. One such teaching method is the use of imaginary context as practiced in Process Drama.

In order to implement cross-curricular teaching that relates to a real-world context, it is important that the teacher identifies in their lesson plans the other

subjects which are integrated and to which of students' life situations the activities refer. Using these principles in their teaching practices was a new experience for Umaira, Rossa and Diana, none of whom explicitly explained the cross-curricular points of connection in their lesson plans (see Appendix 8-10). However, both curriculum integration and the use of real-world contexts were evident in the teaching and learning activities conducted by all three teachers during MoE implementation. This was, arguably, an inevitable consequence of establishing an MoE enterprise with its cross-curricular connections to real-life situations, an approach that is broadly contained under the approach of Process Drama.

As described in the outline of MoE implementation in Chapter 4 and Chapter 5, before establishing an *LPK*, Umaira and Rossa both introduced a real-world social context when asking the students to discuss the issue of unemployment rates in Indonesia, drawing from an online newspaper article (see Chapter 4 section 4.2.1 and Chapter 5, section 5.2.1). By taking this issue, Umaira and Rossa integrated the activity with one of the *Standard Competencies* that has to be taught by *Economics* teachers to Grade 11 senior high school students who take the Social Sciences stream: "Understanding the condition of employment and its impact on economic development" (Institution for National Education Standard (BSNP), 2006b, p. 209). Other activities they introduced also engaged students in learning about Economics-related content; for example, writing an *LPK* proposal that included a financial plan, and making advertising brochures. Through these activities, Rossa and Umaira also engaged their students in real-life learning contexts.

Because they were teaching curriculum-prescribed content, many of the topics covered by Rossa and Umaira during MoE implementation (such as *advertisements*, *job*

application letters, and *job interviews*) were the same as they had always taught. But, distinctive from their past practice, the established enterprise of MoE allowed these topics to be integrated into other learning areas and situated within students' real-life contexts. Based on Umaira's observation, this invited students' deeper comprehension of content (see Umaira's comments in Chapter 4, section 4.3.2.1). Fraser and Deane (2013) found through their MoE research that curriculum integration means "... an issue or problem is often the catalyst for a unit, and this is followed by children identifying their prior knowledge and then investigating what they need to know" (p. 167).

Diana also bridged curriculum priorities in the development of her MoE enterprise, which focused on the issue of 'Hotel Management,' and therefore made connections between English and *Accommodation and Hospitality Skill Program* content. More so than Rossa and Umaira, Diana seemed very conscious of the challenges of integrating English topics with other curriculum areas. Thus, she gathered information related to accommodation hospitality such as *front office* and *housekeeping services* from the respective subject teachers. By integrating English lessons with the students' core subjects, Diana was also making a connection with students' real-world future work. Until MoE integration, Diana acknowledged that she had never practiced a cross-curricular approach or used a real-world context to teach English (see her comments in Chapter 6, section 6.3.1). Diana and other English teachers at VHS traditionally thought of the English curriculum of VHS "as a set of separated subjects or learning areas" (Aitken, 2013, p. 37) that had nothing to do with other subjects that students were studying. It was a Process Drama approach that shifted Diana's practice.

According to Byrne and Brodie (2012), “the aim of cross-curricular teaching is to enhance more than subject knowledge” (p. 2). In Case Three, as Diana integrated English topics with the knowledge of hotel management, the students learned English in integration with other content knowledge that they had not done previously. They understood why a hotel has problems and learned how to identify those problems. They also learned how to solve the problems and who would be involved in overcoming the problems. The students were then invited to apply a step-by-step solution until they felt confident that the hotel had transcended its difficulties. Thus, through their MoE experience, their knowledge of hotel management was well and truly enhanced.

When learning about *front office* in their hospitality subject, the students in Case Three learned about the job roles and responsibilities associated with particular jobs such as hotel receptionists or telephone operators, but they did not learn about facing and solving problems in those jobs (Poostaka Media, 2015). Through MoE, in addition to learning content knowledge about hotel management, the students had an opportunity to experience real-life issues that they may find in their future workplaces. In this way, the students gained ‘more than subject knowledge’ in line with Byrne’s and Brodie’s description of the aim of cross-curricular teaching.

As well as enhancing their critical and creative thinking skills, students benefited from learning English in a real-world context by “learning in a sympathetic way in conjunction with their wider life experiences” (Savage, 2011, p. 42). This was experienced by students in Case One and Case Two through reading an article about the unemployment rate in Indonesia. Reading this article, the students learned not only English, but also important information about socio-economic issues facing their

country. And since high unemployment rates were shown to be related to the lack of skills possessed by students graduating from high schools and universities, those socio-economic problems were made directly relevant to the immediate realities and prospects of their own lives.

While teachers across the cases seemed to not use the real-world context in their instruction prior to their involvement in MoE implementation, their experience during the MoE trial enhanced their teaching strategies with regard to this principle, with positive effects on student learning perceived by teachers and affirmed by students. For example, doing a role-play in a job interview situated the students in an imaginary context that was relevant to the real-world problem of youth unemployment and may have provided the students with additional motivation to participate. By playing the role of interviewers, students could gain insight into how to impress a potential employer, while those who played the interviewees experienced what it is like to convince a prospective employer to hire them. The students also developed interpersonal communication skills and improvised in English, thereby having opportunities to improve their real-world English language usage, including pronunciation, grammar and vocabulary. None of this was experienced by the students in their previous English language learning through role-plays in which they simply practiced prescribed dialogues from their textbook or created them based the language expressions they had learned (see Chapter 4, section 4.3.2.1, Chapter 5, section 5.3.2.1).

7.4.2 Collaborative learning and student engagement

According to Kao and O'Neill (1998), while Process Drama usually begins with a large group or whole class activity, to sustain Process Drama, teachers usually assign

students to work in small groups or pairs. This was certainly the case across all three cases, as described in findings Chapters 4 to 6. After establishing their MoE enterprise, each teacher divided the class into three groups consisting of 9-10 students in each. Throughout the MoE implementation, combinations of students completed tasks and conducted role-plays within these same groupings.

Across the three cases, the majority of students (see Chapter 4, Table 4.6, Chapter 5, Table 5.6 and Chapter 6, Table 6.6) were positive to the question about their perception of collaborative work. Most students enjoyed doing activities in groups and outlined various benefits of collaborative work to their learning.

Dharmawangsa students valued collaborative work in small group discussion because, in their view, it improved their English speaking ability, and increased their English speaking confidence, their understanding of the lessons and their mastery of vocabulary (see Chapter 6, Table 6.6). Dharmawangsa students' perceptions of these benefits of small group discussion activities were verified by Diana. As discussed in Chapter 6, section 6.3.3.2, Diana noted significant changes in students' willingness to speak English after two lessons of learning through MoE.

While Atlanta students also responded positively to questions about the value of group work, their reasons were different from those given by Dharmawangsa students. Atlanta students thought that collaboration through small group discussion provided them with new knowledge and learning experiences, and helped them to complete group tasks (see Chapter 5, Table 5.6). None of them associated group work with improved spoken English ability or confidence to speak English.

Meanwhile, most of the Udayana students who perceived the benefit of collaborative work valued it as a technique that increased their interest in English

learning. Some others reported that group work increased their participation in learning and improved their understanding of the lessons and their English speaking ability (see Chapter 4, Table 4.6). The students' views about their increased participation and improved understanding were in line with Umaira's observations about the benefits of small group activities (both in-role and out of role) as she explained in Chapter 4, section 4.3.2.2. Umaira identified three benefits of students doing activities in small group. First, each student was enabled to participate in discussion to share and exchange ideas. Second, the students were enabled to prepare their roles for public performance role-play. Third, through discussion with peers, the students had opportunities to deepen their understanding about tasks and lesson content.

Although Atlanta students' major reasons for their enjoyment of group work were different from the previous two, in responding to a question about the activity that most encouraged them to speak English, almost half of them chose the activity of being in-role in group work (see Chapter 5, Table 5.3). By implication, Atlanta students enjoyed group work because it gave them new learning experiences and new knowledge as discussed above, but they also believed that it gave them the opportunity speak English. Atlanta students' explanations suggest that although they had done role-play activities in previous English language learning (see Chapter 5, section 5.3.2.1), these were different from the role-plays they performed during MoE. In their previous role-plays they were required to memorize scripted dialogues and practice them. During the group work activities of MoE, they had no script to memorize as the dialogue was spontaneous and their teacher, Rossa, took on a role together with them (see Chapter 5, section 5.2.3.4).

The importance of group work has been discussed in the research literature and investigated through several studies, both as a dimension of Process Drama and as a technique in teaching and learning processes within ESL/EFL instruction. As discussed in Chapter 2, section 2.4.2, Liu (2002) presents three functions of drama in a language classroom. One of them is the cognitive function that provides opportunities for students to work collaboratively and creatively in order to develop their language skills. Liu's collaborative and creative learning outcomes of Process Drama were seen in most activities of MoE in all cases. As discussed in previous sections, the students in this study conducted many small group activities, either to complete writing tasks or to prepare for public performance role-plays. While improvements to students' English language skills were not assessed as a dimension of this study, creative engagement with tasks was, indeed, an observable outcome of MoE implementation (for Case Two see Rossa's comments in Chapter 5, section 5.3.2.1.1 and for Case One see in Chapter 4, section 4.2.3.3).

A study conducted by Sæbø (2011), investigating the relationship between individual and collective aspects of learning, found that 'collective learning' in small groups during Process Drama contributed significantly to promoting individual student learning. She concluded that "individual and collective aspects of the learning process are reciprocally dependent on each other, but it is the quality of the collective learning process that decides the quality of the individual learning process in drama" (p. 26). This finding suggests that collaborative learning has the potential to improve individual learning. Although the current study did not specifically investigate the influence of collaboration on the quality of student learning, high levels of student engagement

during group tasks across all three cases indicate the positive contribution of group work to student learning.

A number of other studies focusing on the implementation of small group work and collaborative learning showed different results. In their experimental study, van Blankenstein, Dolmans, van der Vleuten, and Schmidt (2011) investigated the effects of giving explanations and listening during small group discussion on students' long term memories. The findings showed that the activities affected positively their recall of related subject-matter after discussions in small groups. On the other hand, a case study by Osman, Duffy, Chang, and Lee (2011) did not offer any particular positive impacts of small group discussion on student learning.

The impact of group work on ESL (English as a Second Language) or EFL (English as a Foreign Language) learning has been investigated through a number of studies conducted in the last three decades and these confirm the findings in this study. For example, Pica and Doughty (1985) found that "group work: 1) provided students with more opportunities to practice using the target language, and 2) to engage in direct interaction" (p. 247). The first effect of group work found in Pica and Doughty's study aligned with Atlanta students' perceptions of the benefits of being in-role during group work, as previously discussed. Umaira similarly perceived the advantage of group work to encourage Udayana students to speak English.

In addition to Pica and Doughty's findings about the advantages of group work in ESL or EFL learning, Long and Porter (1985) identified four more benefits of group work to students' language acquisition. These are that it: 1) improves the quality of student talk, 2) helps individualize instruction, 3) promotes a positive affective climate, and 4) motivates learners (pp. 208-212). While the first benefit of group work

identified by Long and Porter was not investigated through this study, the second finding can be seen in this study among students' MoE activities through small group work. Each group of students in Udayana SHS and Atlanta SHS came up with different *LPK* proposals although the task set was similar for all. This was because they responded differently to the task. It allowed the options for "small groups of students [to] work on different sets of materials suited to their needs... group work, then, is a first step toward individualization of instruction" (Long & Porter, 1985, pp. 210-211). Long and Porter's third point that group work positively affects the learning climate is evident in this study, particularly in Case Two where Atlanta students were encouraged to speak English in small group role-plays without inhibition. The effect on motivation was evident across the cases.

Richards (2006) suggested that in group work the students "produce a greater amount of language than they would use in teacher-fronted activities [classroom activities or discussion]" (p. 20). Meanwhile, Long and Porter conclude that "group work motivates learners" (p. 212). Their argument is in accordance with Richards' (2006) who also believes that through group work activities students' motivation tends to increase. In line with the above benefits of group work, Harmer (2007) also identifies some advantages of grouping students within English language teaching and learning. According to him, group work significantly increases speaking opportunities for students, and creates greater possibility for students to voice different opinions. Thus, various contributions of ideas are enabled, and cooperation and negotiation skills are enhanced. Findings from these studies are apparently in line with student learning experiences in this study. As discussed previously, group work increased

Dharmawangsa students' willingness to speak English and provided a number of benefits to Udayana students.

A study by Sutiah (2011) about implementing CLT during group work with Indonesian primary students likewise reported positive effects of group work on students' speaking confidence. She highlighted that the students became more confident to give oral presentations within group presentations, and in contrast, became anxious in individual presentations due to concerns about their lack of proper pronunciation. This finding suggests that group activity can increase students' speaking confidence and, at the same time, reduce their language anxiety.

To conclude, collaborative learning undertaken within the frame of a real or an imaginary context as a part of Process Drama was experienced by the students across the cases and was a significant factor in their positive engagement with the English language learning process. Their heightened engagement created the possibility for students improved learning experiences that may lead to improvements in their language learning outcomes.

7.4.3 Collaborative learning as a mediator of language anxiety

Despite heightened student engagement while in-role during the enactment of MoE, the findings did indicate that some students felt anxious about taking on a role. The number of students who felt anxious in being in-role was especially significant in Case Two, with 56% of Atlanta students choosing 'nervous' (see Chapter 5, Table 5.1) as one of the descriptors of their feelings about taking on a role. This nervousness may be understood as a form of 'communication apprehension,' which Horwitz, Horwitz, and Cope (1986) explain is a "a type of shyness characterized by the fear of or anxiety of communicating with people" (p. 127) during foreign language instruction.

Horwitz et al. (1986) suggest that to reduce students' anxiety the teacher should "make the learning context less stressful" (p. 131). One way of achieving this during MoE implementation is by engaging students in small-group role-plays, including the teacher-in-role, as opposed to public performance role-plays. The Case Two findings showed that despite their nervousness, all Atlanta students enjoyed having their teacher-in-role during small group role plays (see Chapter 5, Table 5. 15 and section 7.3.3 above); 62% of response indicated willingness to speak English during small group role-plays (see Chapter 5, Table 5.3); and 69% of responses described enjoyment in small group role-plays (see Chapter 5, Table 5.2). Taken together, these findings suggest the benefits of using small group role-plays to combat student apprehension. This supports the findings revealed by Effiong (2015) stating that peer collaboration and working in small groups reduces feelings of anxiety amongst EFL learners.

The kind of anxiety felt by Atlanta students is, according to existing studies, commonly experienced by students learning a foreign language, and must be minimized in order to achieve their maximum learning outcomes. The collaborative and small group speaking activities of MoE seemed to be a good approach for reducing student anxiety about learning and speaking English and may be seen as a stepping-stone to more public presentation and performance tasks.

7.5 Summary

As evident throughout this chapter, the implementation of MoE across the three cases of the current study was, for various reasons outlined above, only partially enacted. Despite the nature of the enactment in each case, the adoption of Process Drama as a pedagogical strategy was a significant innovation which resulted in

important shifts in both teachers' and students' experiences and attitudes. In this sense, the current project points to the exciting potential of Process Drama as pedagogy in English instruction in Indonesian high school settings. This is, discussed further in the concluding chapter.

Chapter 8: Conclusion

This chapter returns to the research questions that guided the study in this thesis. The study investigated the implementation of MoE, a drama-based learning approach, by three English teachers in three Indonesian classrooms within Indonesian high schools. MoE is a Process Drama approach which is used as a learning medium. The key question aimed to examine: *“What are the teaching and learning experiences around MoE implementation in EFL instruction within Indonesian senior and vocational high schools?”* The following sub questions were formulated:

1. What are the ways in which MoE influenced student learning?
2. What are the ways in which MoE influenced teachers’ practices?

Based on the findings and discussion, this chapter identifies a number of emerging findings and their contribution to knowledge. It highlights limitations of the study and outlines directions for future research.

8.1 Overview of this Study

This study sought to investigate teachers’ and students’ experiences during MoE implementation in English language teaching and learning in Indonesian senior and vocational high schools. The study examined the nature of MoE implementation through its eight elements and the ways in which these influenced teachers’ practices and student learning. The context for this study was Indonesian high school students’ low of oral English proficiency and speaking capacity. This context has been highlighted as areas needing development in Indonesia. For example, Mukminatien (1999) and Widiati and Cahyono (2006) highlighted the low level of oral proficiency in

Indonesian classrooms. Musthafa (2001) and Marcellino (2008) highlighted the lack of spoken English use in classroom communication and the lack of teachers' English proficiency which influenced this.

In addressing the research questions, a qualitative approach was adopted and a multiple case study design was applied to investigate the implementation of MoE by three English teachers with their students from three schools in Padang, Indonesia. A data collection approach sought to obtain robust data across different schools: two senior high schools (one public and the other one was private) and one vocational high school. The main data were collected through interviews with the teachers before, during, and after the MoE implementation. These data were triangulated with those obtained through classroom observations that I conducted during MoE implementation and students' responses to a questionnaire distributed to them after MoE implementation was complete. The study of MoE implementation within EFL settings in Indonesian high schools showed the value of the application of Process Drama which resulted in a number of positive outcomes for both teachers and students. These are further discussed in section 8.3 below.

8.2 Scope and Limitations

The scope of this study focused on exploring how MoE was implemented by English teachers with Grade 11 students of Indonesian senior and vocational high schools. As discussed in Chapter 1, the choice of student education levels was based on consideration of their English proficiency, such that it would be at a level that would allow them to engage in learning activities. As MoE activities demand intensive oral interaction both between teacher and students and among students, Grade 11 students

were considered to have achieved sufficient levels of English ability. While Grade 12 students could have been better in their English achievement, they were not selected because they had to be prepared for National Examinations at the end of the year. The study was limited to the exploration of MoE implementation process among teachers and these students. It did not focus on the outcomes of the MoE implementation process, that is, what was learnt, but was limited to their experiences of the learning and teaching process itself.

In order to prepare teachers to undertake this process, I provided three workshops to prepare the teachers beforehand. As this was my first time to conduct such workshop and due to my previous limited experience of implementing MoE with pre-service English teachers, there were things in hindsight that I recognized that I did not cover during the teacher development process. This meant that the workshops were not as comprehensive as needed and this would have influenced the teachers' implementation of the processes. For example, the teachers had partial understanding of 'teacher-in-role' and they were not sufficiently introduced to two key MoE elements, namely, 'reflection' and 'productive tension'.

Another limitation to this study was the short time frame between the completion of MoE workshops that I delivered to support the teachers and the start of the implementation in their classrooms. Consequently, the teachers had very little time to prepare for the implementation. According to Heathcote (2008), planning MoE implementation is not similar with that in usual lesson planning:

Planning for mantle enterprises requires a totally different approach than the normal system. First, a careful decision must be reached regarding which curriculum areas can naturally be inaugurated from within the context selected. In fact, it will be easier to decide on the context when the curriculum areas (which

also concern teachers who want to support their class in learning as much and as well as possible) have been selected. It clears the ground for choosing the enterprise, partly by eliminating those which would be seen at a glance to be unsuitable (p. 6).

With the limited time, it was not possible for the three teachers in this study to reach the level of preparation recommended by Heathcote and this condition would have limited their enactment somewhat.

The lack of time in implementing MoE in the classrooms was also a limitation of this study. The three teachers in this study established and sustained a MoE enterprise for only six English lessons. The effect of limited time was observed in Case Two in particular, where the students took longer to complete one task compared with the other two cases. As a result, the students completed fewer tasks than other groups of student participants. This implementation in this case was further disadvantaged by inconsistent teacher presence in the classroom during the course of six lessons. The teacher had only used four out of six lessons optimally.

The other limitation of MoE implementation was students' and teachers' lack of English proficiency, particularly in spoken English. As MoE was implemented in English lessons, the use of spoken English was emphasised. Accordingly, teacher-student interaction in English was limited. This seemed to constrain students' ideas when intensive discussion was needed.

The elicitation of students' experiences of MoE implementation was restricted to the questionnaire distributed to student participants. Although translations of certain questions that had potential to cause confusion was provided, some of the other questions were not well refined and might have caused misinterpretation by students in providing their responses. This relates in particular to Questions 1-5 of Part 4 of the

questionnaire. Thus, students' responses to these questions were not taken as robust findings but they have nevertheless been included and presented in each findings Chapter 4-6. The absence of focus group discussion with student participants in order to withdraw their perceptions of English learning through MoE reduced the opportunity to obtain deeper evidence. Nevertheless, these limitations did not significantly influence the study or findings. Below I highlight the areas of significance that have emerged.

8.3 Key Findings

This section highlights key findings in response to the two research questions around the influence of MoE implementation on student learning and teachers' practices. While teaching and learning are interrelated, the discussion of the findings of each area is separated as each relates to a research question.

8.3.1 Student learning

A major finding in this study showed that imaginary contexts created during MoE implementation fostered meaningful and purposeful learning for students:

1. The imaginary context in MoE improved student engagement and positively influenced their participation

Learning through MoE shows strong evidence of improved student engagement. In all the cases, student engagement in learning through MoE gradually improved students' participation in, and enthusiasm to, complete tasks. While at the beginning of MoE implementation, students were confused about learning through MoE, toward the end of the implementation the number of students who participated in the learning increased and they were able to complete tasks as assigned to them.

MoE implementation provided students with positive feelings toward being in-role both as 'experts' and 'clients' in small group discussion and public performance. Student engagement in MoE learning activities also developed their willingness and confidence to speak English. This was enabled through oral presentations and problem-solving activities. While through classroom and small group discussion the use of English speaking was limited, being in-role in small group activities encouraged students to speak English as the teacher who took on a role used spoken English during the role-play.

2. Collaboration through MoE was a powerful learning platform and reduced students' English speaking anxiety

In addition to being engaged in the imaginary context, it was the collaboration between learners that occurred in small groups which benefited the students because it: 1) improved English speaking ability and confidence, 2) increased student interest and participation in learning, 3) increased understanding of their lessons, 4) provided students with new knowledge and learning experiences, 5) provided students with more opportunities to practice the target language being learned, and 6) engaged students in interaction.

The findings related to student engagement in small group role-play and students' increased confidence to speak English suggest that spoken interaction in small group had reduced students' anxiety to speak English. This occurred because the students found that learning environment was less stressful.

3. Student engagement in MoE encouraged student agency

Another positive outcome of student engagement in MoE activities was student agency. While the students drew on the teacher when required, they were able to

organize and manage their tasks autonomously in many instances. This was found in almost all of the tasks including oral presentation role-play and written assignment, such as, *LPK* proposals, brochures and job application letters. Student agency in undertaking role-plays, especially as part of public performance, was shown by their independence in managing the role-play, dialogue creation and role allocation.

4. Student learning was active and inquiry-based

Another result of the application of student-centered approach during MoE implementation was that the students were encouraged to be active in learning. Inquiry-based learning or problem-solving, which is “central to all Heathcote’s work” (Sayers, 2014, p. 4) was also evident in students’ activities in English learning through MoE. Through their roles as experts who were required to solve problems, the students in this study were encouraged to search for information and knowledge related to finding solutions. In this case, the students were active and did not only rely on their teacher to provide them with the knowledge.

8.3.2 Teachers’ practices

This section responds to the second research question about the ways how MoE implementation influenced teacher’s practices across the cases of this study. There are three ideas that emerged as significant.

1. MoE provided teachers with a new framework for practice

MoE provided the teachers with a new framework of instruction that guided their practice around English language teaching. Through MoE, the teachers had an opportunity to engage students more with speaking activities. This was guided through

the introduction of authentic contexts which were related to students' real-world lives and which provided more purpose to inspire student engagement.

This framework encouraged teachers to reposition their roles from teacher to facilitator and co-learner. This was achieved through teacher involvement in role-play or being in-role. In these roles, they appeared to work alongside their students and relinquished some of the dominant and directive teaching approaches they had traditionally adopted.

Teaching English through MoE had enriched teachers' teaching strategies through cross-curricular learning. In establishing and sustaining a MoE enterprise, teachers inevitably integrated learning areas which drew on curricula other than English. Curriculum integration embedded in MoE also compelled teachers to be more active in searching for other teaching materials and this had not only enriched their teaching repertoire but had also developed their professional knowledge.

2. MoE enabled teachers to integrate language skills

The real world enterprises set up by teachers and the tasks, such as, making a *LPK* proposal, a brochure and a job application letter exercised students' writing and reading abilities. The oral presentation of the *LPK* proposal and brochure as well as attending a job interview were English spoken and listening-focused tasks. Through the integration of English language skills by relating lessons and activities with students' real-world lives, teachers were following the endorsed English curriculum as outlined in School-Based Curriculum (SBC). Through MoE implementation, teachers were integrating the learning of language skills and following the curriculum principles in ways that they were previously unable to do. In addition to enhancing students' English language skills and achieving learning outcomes, the integration of English

language learning into the wider curriculum also had potential to strengthen the teachers' English proficiency which, according to two of the three teachers, was still lacking.

8.4 Implications

The findings have shown that MoE implementation provided teachers with a new pedagogical framework which resulted in significant change in English teaching and learning processes, particularly in teachers' and students' experiences and attitudes. On this basis, Process Drama as a pedagogical strategy holds some promise for implementation in Indonesian contexts. The use of an imaginary learning context appears to engage students in ways that promotes their increased English speaking confidence and ability, and improved understanding of their learning. It facilitates the integration of curriculum and fosters their active learning. While an inquiry-based approach is not explicitly discussed in the English curriculum of senior and vocational high schools, the implementation of the approach through MoE would be able to strengthen curriculum integration in general which is stated in the wider SBC.

The approach taken to learning and teaching in Process Drama invited student problem solving and critical thinking. This repositioned teaching and learning as an active endeavour for students and shifted English language learning away from grammar accuracy, pronunciation drills and un-contextual master of vocabulary through memorization. On this basis, the implementation of MoE as a form of Process Drama aligned well with the principles of Communicative Language Teaching (CLT). The enactment of CLT principles through MoE would, in turn, hold potential to achieve the English language learning competencies outlined in the SBC.

The enactment of MoE elements as a form of Process Drama permitted teachers to focus more on spoken English activities that were absent in their previous teaching. While it safely allowed them to follow the prescribed curriculum and avoid the pressure felt through curriculum regulation, it invited an approach to teaching and learning that held promise to go beyond compliance and encourage active and inquiry-based teaching and learning.

To see the benefit of these implications, further research into MoE and Process Drama would be fruitful. This could include developing teachers' content knowledge and pedagogy. To develop these, further study on MoE or Process Drama could be conducted to investigate the contribution of these approaches to teacher's pedagogical content knowledge. Further, an exploration of the impact on student learning, and on English language development in particular, would be useful.

8.5 Recommendations

For Process Drama to achieve the promises suggested through this study, a few areas for action are outlined. First, for teachers to adopt this approach in Indonesian classrooms more broadly, adequate preparation would be required. This should include practical modelling to the teacher participants so as to provide teachers with strong concept of MoE before they start MoE implementation in their classrooms. It is also recommended that during MoE training, teachers are given opportunities to practice using MoE. This would allow them to rehearse the constraints and anticipate the challenges they may encounter before implementation with their students. Teachers may also practice being-in-role as this positioning a new one in Indonesian contexts. This would more adequately prepare teachers to share learning with students

and rehearse the use of English as the target language. Finally, adequate training should focus on lesson plan development. This is important in the context of a prescriptive curriculum context in Indonesia and to encourage curriculum integration.

Learning through reflection is central to Process Drama and reflective work would need encouragement among teachers. Teachers could be encouraged to keep a journal to record their feelings, experiences and ideas during their involvement in MoE study, as a way to consider their teaching but at the same time to model the work of reflection with their students.

8.6 Concluding Remarks

The implementation of a Process Drama approach through MoE implementation highlights both the obstacles to implementing a new pedagogical approach but also suggest strong possibilities for a new and productive approach to English instruction in Indonesian high schools. It signals strong alignment with principles of CLT and supports the targeted goals of EFL teaching and learning in high schools.

Heathcote's (2002) references to 'mantle' as "...fulfilling a community call and making use of one's potentiality;" and her connection to the concept of 'expert' as being "...the opportunity to work at knowledge and master the skills" (p. 2) are both borne out in this study. As three teachers demonstrated their commitment to master their teaching practice in new ways, they opened up the potential for learners to situate themselves in authentic contexts, to act in and as community and, importantly, to enhance their English language engagement and mastery.

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Appendices

Appendix 1: Human Ethics Certificate of Approval



Monash University Human Research Ethics Committee (MUHREC)
Research Office

Human Ethics Certificate of Approval

Date: 18 December 2012

Project Number: CF12/3123- 2012001579

Project Title: The praxis of Mantle of the expert in English instruction at Indonesian high schools

Chief Investigator: Dr Rachel Forgasz

Approved: From:18 December 2012 To:18 December 2017

Terms of approval

1. The Chief investigator is responsible for ensuring that permission letters are obtained, if relevant, and a copy forwarded to MUHREC before any data collection can occur at the specified organisation. **Failure to provide permission letters to MUHREC before data collection commences is in breach of the National Statement on Ethical Conduct in Human Research and the Australian Code for the Responsible Conduct of Research.**
2. Approval is only valid whilst you hold a position at Monash University.
3. It is the responsibility of the Chief Investigator to ensure that all investigators are aware of the terms of approval and to ensure the project is conducted as approved by MUHREC.
4. You should notify MUHREC immediately of any serious or unexpected adverse effects on participants or unforeseen events affecting the ethical acceptability of the project.
5. The Explanatory Statement must be on Monash University letterhead and the Monash University complaints clause must contain your project number.
6. **Amendments to the approved project (including changes in personnel):** Requires the submission of a Request for Amendment form to MUHREC and must not begin without written approval from MUHREC. Substantial variations may require a new application.
7. **Future correspondence:** Please quote the project number and project title above in any further correspondence.
8. **Annual reports:** Continued approval of this project is dependent on the submission of an Annual Report. This is determined by the date of your letter of approval.
9. **Final report:** A Final Report should be provided at the conclusion of the project. MUHREC should be notified if the project is discontinued before the expected date of completion.
10. **Monitoring:** Projects may be subject to an auditor any other form of monitoring by MUHREC at any time.
11. **Retention and storage of data:** The Chief Investigator is responsible for the storage and retention of original data pertaining to a project for a minimum period of five years.

A handwritten signature in black ink, appearing to read "Ben Barry".

Professor Ben Canny

Chair, MUHREC

cc: Mrs Sitti Fatimah

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2CRICOSProvider#00008C



Explanatory Statement for Teacher Participants

The Praxis of “Mantle of the Expert” in English Instruction at Indonesian High Schools

This information sheet is for you to keep.

My name is Sitti Fatimah and I am conducting a research project under the supervision of Dr Rachel Forgasz, a lecturer in the Faculty of Education, towards a Doctor of Philosophy in Education. This means that I will be writing a thesis which is the equivalent of a 300-page book.

The aim/purpose of the research

This research project aims to discover the effect of implementation of a drama technique called “Mantle of the Expert” (MoE) on the process of English instruction and on student engagement and spoken English proficiency. MoE is a drama based approach to teaching across the whole curriculum which invites students to take on the ‘mantle of the expert’ in order to encourage deep, critical and independent learning about it. The findings of the study may result in adoption and/or adaptation of the method in teaching English by yourselves and others.

Possible benefits

Participation in this project will introduce you to MoE principles which may add to your existing teaching repertoires. Implementing MoE you may see some changes in student engagement and involvement in your lessons and/or possible improvement in students’ spoken English proficiency.

What does the research involve?

Participation in this study will involve a sequence of research activities: focus group discussion, workshop, training sessions, classroom implementation and semi-structured interview.

Focus group discussions will be conducted before and after the training workshop to explore your perceptions of student engagement, confidence and language skills in your own classroom and of the potential impact of implementing MoE.

In workshop and training sessions you will explore and practice of MoE principles and you will have an opportunity to practice MoE principles with your peer teacher participants. These activities will be audio and video recorded.

During classroom implementation you will implement MoE principles with your own students. During this process, you will be observed by the researcher who will also audio and video record your classes. Within this process, there will be weekly semi-structured interviews that will be audio recorded.

Finally, the post-implementation focus group discussion will invite your responses regarding MoE and its immediate perceived impact on student learning, engagement and participation. This session will be audio recorded.

How much time will the research take?

Focus group discussions (pre-implementation): 60 min each x 2 (2 hours total)

Training workshop: 2 x 6 hours (12 hours total, during school holidays).

Classroom instruction: 6 x 90 minutes (9 hours total, completed during school hours).

Weekly interview: 3 x 30 minutes (1.5 hours total)

Focus group discussion (post-implementation): 90 minutes

Inconvenience/discomfort

The workshop, training session and implementation of “Mantle of the Expert” principles and semi-structured interview are unlikely to cause discomfort. However, in the unlikely event that you feel discomfort we strongly encourage you to discontinue and contact us. Training and planning for implementation of MoE will cause inconvenience in terms of time; however, it is hoped that the training workshops will contribute to your professional learning and be worth the inconvenience of time in this sense.

Payment

There is no payment or reward for your participation.

You can withdraw from the research

Participation in this study is voluntary and you are under no obligation to consent to participate. If you do agree to participate, you may withdraw from further participation at any stage without being penalised or disadvantaged in any way. Should you withdraw from participating, you will not be able to withdraw data collected up to that point.

Confidentiality

Any information that I will obtain from you will be confidentially kept and stored. Your personal data will be deidentified and I will use a pseudonym to conceal your real identity in any publications arising from this research. Your images from video recordings and photographs will also be securely stored. They will only be published within the research findings if you give your explicit consent.

Storage of data

Data collected will be stored in accordance with Monash University regulations, kept on University premises, in a locked filing cabinet and on a password protected computer for a period of 5 years. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

Use of data for other purposes

Data may be used for other purposes but only in its completely unidentifiable form.

Results

If you would like to be informed of the aggregate research finding, please contact Sitti Fatimah via email at sitti.fatimah@monash.edu. The final submission of this research project is anticipated to be in the middle of 2015.

| | |
|--|--|
| If you would like to contact the researchers about any aspect of this study, please contact the Chief Investigator: | If you have a complaint concerning the manner in which this research (CF12/3123 – 2012001579) is being conducted, please contact: |
| <p>Dr Rachel Forgasz Lecturer Faculty of Education Monash University 29 Ancora Imparo Way Victoria 3800 Room: 351 Phone: +61 3 9905 9006 Fax : +61 3 9905 rachel.forgasz@monash.edu</p> | <p>Dra. An Fauzia Rozani Syafei, M. A The Secretary of English Department The State University of Padang Jl. Belibis, Air Tawar Padang</p> <p>Tel: +62751447347 Fax: +62751447347 Email: an.fauzia@yahoo.com</p> |

Thank you.

Sitti Fatimah

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ABN 12 377 614 012 CRICOS provider number 00008C



Consent Form for Teacher Participants

The Praxis of “Mantle of the Expert” in English Instruction at Indonesian High Schools

NOTE: This consent form will remain with the Monash University researcher for their records

I agree to take part in the Monash University research project specified above. I have had the project explained to me, and I have read the Explanatory Statement, which I keep for my records. I understand that agreeing to take part means that:

- | | | |
|--|------------------------------|-----------------------------|
| I agree to participate in a MoE principles workshop | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| I agree to participate in MoE training | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| I agree to participate in a series of focus group discussions | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| I agree to be observed during the implementation process | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| I agree to have classroom observations photographed, audio and video-taped | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| I agree to be interviewed by the researcher | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| I agree to allow the interview to be audio-taped | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| I agree to make myself available for a further interview if required | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| I agree to having photographs and video images of myself to be used in publications arising from this research | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

If yes, I understand that I will be visually identifiable in such images

and

I understand that my participation is voluntary, that I can choose not to participate in part or all of the project, and that I can withdraw at any stage of the project without being penalised or disadvantaged in any way.

and

I understand that any data that the researcher extracts from focus group discussions, classroom observations and interviews, for use in reports or published findings will not, under any circumstances, contain names or identifying characteristics.

and

I understand that I will be given a transcript of data concerning me for my approval before it is included in the write up of the research.

and

I understand that any information I provide is confidential, and that no information that could lead to the identification of any individual will be disclosed in any reports on the project, or to any other party.

and

I understand that data from the audio-tape will be kept in a secure storage and accessible to the research team. I also understand that the data will be destroyed after a 5-year period.

Participant's name:

Signature:

Date:



Explanatory Statement for Student Participants and Parents

The Praxis of “Mantle of the Expert” in English Instruction at Indonesian High Schools

This information sheet is for you to keep.

My name is Sitti Fatimah and I am conducting a research project under the supervision of Dr Rachel Forgasz, a lecturer in the Faculty of Education, towards a Doctor of Philosophy in Education. This means that I will be writing a thesis which is the equivalent of a 300-page book.

You have been selected to participate in this project because your teacher has volunteered as a teacher-participant.

The aim/purpose of the research

This research project aims to discover the effect of implementation of a drama technique called “Mantle of the Expert” (MoE) on the process of English instruction and on student engagement and spoken English proficiency. MoE is a drama based approach to teaching across the whole curriculum which invites students to take on the ‘mantle of the expert’ in order to encourage deep, critical and independent learning about it. The findings of the study may result in adoption and/or adaptation of the method by other teachers in Indonesian schools.

Possible benefits

By participating in MoE classes, you learn English in a different way. You may also have opportunities to interact more with your teacher and classmates in a more comfortable situation. This might encourage you to speak English more spontaneously.

What does the research involve?

You will participate in MoE classes as part of your regular English lessons. During your participation in MoE, you may be photographed or audio or video recorded. At the end of the MoE implementation you will complete a survey about your experiences.

How much time will the research take?

Classroom instruction: 6 x 90 minutes (9 hours total, during regular school hours)

Questionnaire: 15 minutes.

Inconvenience/discomfort

Neither MoE classes nor focus group interview and surveys are likely to cause inconvenience or discomfort, especially since the MoE classes will happen during normal school time. However, if you do feel uncomfortable about being the research participant you can withdraw at any time. In the unlikely event that you require medical or psychological assistance, the school first aid and counselling services will be available to you at all times.

Payment

There is no payment or reward for your participation.

You can withdraw from the research

Being in this study is voluntary and nobody can force you to participate. Therefore, you may withdraw from further participation without being penalised or disadvantaged in any way.

Confidentiality

Any information that I will obtain from you will be confidentially stored. Your personal data will be deidentified and I will use a pseudonym to conceal your real identity in any publications arising from this research. Your images from video recordings and photograph will also be securely stored. They will only be published within the research findings if you give your explicit consent.

Storage of data

Data collected will be stored in accordance with Monash University regulations, kept on University premises, in a locked filing cabinet and a password protected computer for a period of 5 years. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

Use of data for other purposes

Data may be used for other purposes but only in its completely deidentified form.

Results

If you would like to be informed of the aggregate research finding, please contact Sitti Fatimah via email address at sitti.fatimah@monash.edu. The final submission of this research project is expected to be by the middle of 2015.

| | |
|---|--|
| If you would like to contact the researchers about any aspect of this study, please contact the Chief Investigator: | If you have a complaint concerning the manner in which this research (CF12/3123 – 2012001579) is being conducted, please contact: |
| Dr Rachel Forgasz Lecturer Faculty of Education Monash University Wellington Road Victoria 3800 Room: 351 Phone: +61 3 9905 9006 Fax : +61 3 9905 | Dra. An Fauzia Rozani Syafei, M. A The Secretary of English Department The State University of Padang Jl. Belibis, Air Tawar Padang Tel: +62751447347 Fax: +62751447347 Email: an.fauzia@yahoo.com |

| | |
|--|--|
| rachel.forgasz@monash.edu | |
|--|--|

Thank you.

Sitti Fatimah



Consent Form for Student Participants and Parents

The Praxis of “Mantle of the Expert” in English Instruction at Indonesian High Schools

I agree to take part in the Monash University research project specified above. I have had the project explained to me, and I have read the Explanatory Statement, which I keep for my records. I understand that agreeing to take part means that:

1. I agree to be observed during MoE learning process within regular English lessons.
2. I agree to allow the observations to be photographed, audio and video-taped.
3. I agree to have photographs and video images of myself to be used in publications arising from this research.
4. I understand that I will be visually identifiable in such images
5. I agree to complete a survey

I understand that my participation is voluntary, that I can choose not to participate in part or all of the project, and that I can withdraw at any stage of the project without being penalised or disadvantaged in any way.

I understand that any data that the researcher extracts from the survey for use in reports or published findings will not, under any circumstances, contain names or identifying characteristics.

Under the consent of student participant's parent

Participant's name:

Parent's name:

Signature:

Signature:

Date:

Date:

Appendix 6: Example of Permission Letter from School Principal

DEPARTEMEN PENDIDIKAN NASIONAL



Permission Letter

Permission Letter for "The Implementation of 'Mantle of the Expert' in English Instruction at Indonesian Senior and Vocational High Schools"

17 September 2012

Sitti Fatimah
Building 6, Room G12
Faculty of Education
MONASHUNIVERSITYVICTORIA 3800

Dear Mrs. Sitti Fatimah,

Thank you for your request to recruit participants from [REDACTED] Padang
for the above-named research.

I have read and understood the Explanatory Statement regarding the research
project and hereby give permission for this research to be conducted together with
Grade 11 English teacher and Grade 11 students.



Appendix 7: Instruments for Data Collection

1. Focus Group Discussion and Individual Interview Guide

A. Topics for Focus Group Discussion and Individual Interview *before* MoE Workshop/Training (pre-MoE implementation)

Topic 1: Student engagement in previous English instructions

Much of our discussion today will focus on your experiences in teaching English to senior or vocational high school students.

- a. Could you explain your student engagement during your instructions? Student engagement can be seen from their behaviour, they are effort, persistence and attention; and also from their emotion, such as enthusiasm, optimism, curiosity and interest.
- b. What activities usually engaged your students with?
- c. If some of your students were not engaged with the lesson or activities, what did you do?

Topic 2: Students' self-esteem to speak English in classroom interaction during previous English instructions

- a. This question refers to your students' speaking confidence. Did you ever notice their confidence in speaking English? Could you talk about it?
- b. Are there any activities that cause your students to speak confidently?
- c. Did you employ certain strategies to encourage your students to speak? Could you explain?

Topic 3: Students' vocabulary attainment

- a. I'd like you to talk about your students' vocabulary attainment. What is the level of their vocabulary?
- b. Can they use the vocabulary contextually?
- c. Do you think that they need to enrich their vocabulary? How did you enrich your students' vocabulary?

Topic 4: Teachers' techniques (methods) during previous English instructions

- a. Now, let's talk about your own teaching experience. What teaching technique (s) did you mostly use? Why did you use it (them)?
- b. Did you usually vary the teaching techniques in one instruction?
- c. Is there any impact of varying the teaching techniques on student engagement? Could you talk about this?

Topic 5: Teachers' classroom management during previous English instructions

- a. Finally, I would like to discuss how you manage your classroom in terms of seating arrangement, grouping, board using, board drawing, space management and time management.
- b. Did all or each of the components contribute to effective teaching and learning process?

B. Topics for Individual Interview *after* MoE Workshop/Training (pre-MoE implementation)

Topic 1: Teachers' opinions about MoE principles/system

I would like to start from a very general question.

- a. From the workshop and training sessions of MoE that you have attended, what is your opinion about MoE?
- b. What is your opinion of teacher taking a role?
- c. What is your opinion of teacher-student relationship?

Topic 2: Teachers' feelings when doing MoE activities

Now, let's share your feelings about the MoE activities that you have conducted.

- a. From the workshop and training sessions that you have attended, what are your feelings about being in role in MoE activities?
- b. What are your feelings about being out of the role in MoE activities?

Topic 3: Predicted impacts of MoE on students during English instructions

- a. After attending the workshop and training where you experienced doing drama and taking a role, now can you perceive the predicted impacts of MoE on student engagement?
- b. On students' self-confidence in speaking English?
- c. On students' vocabulary usage?

Topic 4: Perceived obstacles and challenges of implementing MoE

After attending the workshop and training where you experienced doing drama and taking a role, now can you perceive any obstacles and challenges of implementing MoE in your own classroom?

Topic 5: Ideas to cope with obstacles and challenges of implementing MoE

Reviewing those obstacles and challenges of implementing MoE, do you have any ideas to cope with them?

C. Topics for Focus Group Discussion after MoE implementation

Topic 1: The influence of implementing MoE on the teaching of English

Has working with MoE affected your approach to teaching English in any ways?

- a. Oral communication: (Will you speak less or more English in future English instructions? Why?)
- b. Classroom management?
- c. Attitude and motivation?
- d. Creativity?

Topic 2: The influence of implementing MoE on student learning

Have you seen any impacts of implementing MoE on student learning?

- a. Engagement
- b. Self-esteem to speak English

- c. Vocabulary usage

Topic 3: Recommending MoE approach to other English teachers

Finally, we come to the last question of the last session of focus group discussion. You need to answer it honestly.

Will you recommend or not recommend MoE approach to other English teachers?

2. Classroom Observation Guide for Teacher Participants

Date :
Lesson :
School :
Teacher :

| Oral communication | First 30 minutes | Second 30 minutes | Last 30 minutes | Notes |
|---|------------------|-------------------|-----------------|-------|
| 1. L1 use | | | | |
| 2. L2 use | | | | |
| a. Grammatical sentences | | | | |
| b. Vocabulary | | | | |
| c. Pronunciation | | | | |
| d. Fluency | | | | |
| Teaching Materials/Techniques | | | | |
| Authentic materials | | | | |
| Materials appropriate to lesson topic, students' level and interest | | | | |

| | | | | |
|-----------------------------|-------------------------|--------------------------|------------------------|--------------|
| Integrating language skills | | | | |
| Facilitate communication | | | | |
| Classroom management | First 30 minutes | Second 30 minutes | Last 30 minutes | Notes |
| 1. Seating arrangement | | | | |
| 2. Grouping/pair-working | | | | |
| 3. Board using | | | | |
| 4. Board drawing | | | | |
| 5. Space management | | | | |
| 6. Time management | | | | |

3. Classroom Observation Guide for Student Participants during MoE Implementation

Date :
Lesson :
School :

| Learning activities | Notes |
|---|-------|
| Student engagement 1. Paying attention 2. Completing assignment 3. Participating in classroom activities (i.e. group/class discussion, role play) 4. Discussing class material with the teacher after school hours 5. Using cognitive tool (i.e. dictionary, encyclopaedia or other references) | |

| | |
|------------------------------|--|
| 6. Attending class | |
| 7. Behaviours | |
| Use of spoken English | |
| Students' interaction | |
| 1. With teacher | |
| 2. With peers | |

4. Semi-Structured Interview Guide for Teacher Participants during MoE Implementation

1. After implementing MoE, did you see any changes in classroom atmosphere in general? What are they?
2. I'd like to know your opinion about students' participation during MoE activities. Can you explain?
3. In which activity (ies) did the students participate more?
4. Based on the theory of student engagement, there are three types of engagement: academic, social, and cognitive.
 - a. Are there any changes in these student engagements?
 - b. Does one type have more changes than the other?
5. I'd like to know whether there are any changes in students' self-esteem in speaking English during the whole classroom instructions.
6. Now, this question is about you. During my classroom observations, I noticed that you used oral English communication (rarely/frequently/mostly). Why did you do that?
7. Did you find any difficulties to speak English with MoE?
8. Did you integrate four language skills when using MoE? How did you do that?
9. Let's talk about your classroom management. During these instructions, are there any impacts of MoE on your classroom management?
 - Eliciting

- Seating arrangement
 - Grouping
 - Time management
 - Space management
10. Did you find any difficulties/obstacles in carrying out MoE? What are they?
 11. Could you solve them directly? What did you do?
 12. Did you gain any other benefits from implementing MoE?

5. Questionnaire for Student Participants

Questionnaire for Student Participants

Participation in this study is voluntary. There is no remuneration for participating and there is no penalisation for non-participating in this study. Once you have accepted to participate, you may withdraw at any time if you like. Your name will not be used in any form of our reports.

The purpose of this questionnaire is to find out your views about a number of statements related to your English background and involvement in MoE approach during English lessons. There are no right or wrong answers. For questions in Part 1, you will be asked to write a word or a number to give an answer. For questions in Part 2 and 4, you will be asked to tick the relevant box (es). For questions in Part 3, you need to explain your answers. You may use **English** or **Bahasa Indonesian** to answer these questions. If you need more spaces for your answers, you can use the page overleaf.

Part 1: Students' English background

1. What is your average mark for English subject for the last three semesters?
2. Do you take English course (tutor) outside school hours?

If your answer is "No", please proceed to **Part 2**.

3. How long (in months or years) have you taken English course (tutor)?
4. How many hours a week do you learn English in that English course (tutor)?
5. Are you encouraged to speak English during the course (tutor)?

6. Do you do drama (role-play) activities in that English course (tutor)?
7. Do you usually practice speaking English outside English lesson or English course (tutor)?

Part 2: Students' experiences in MoE activities

1. Please tick the following boxes as many as possible to explain your feelings when doing drama with MoE approach.
- ☐ Bored ☐ Nervous ☐ Interested ☐ Excited
2. Of these activities, which ones did you speak English while completing?
- ☐ Classroom discussion ☐ small group role-play ☐ public performance role-play
3. Of these activities, which ones did you participate enjoyably?
- ☐ classroom discussion ☐ small group role-play ☐ public performance role-play ☐ information finding
4. During MoE activities I spoke English with my friends.
- ☐ never ☐ rarely ☐ sometimes ☐ frequent ☐ always
5. During MoE activities I spoke English with my teachers.
- ☐ never ☐ rarely ☐ sometimes ☐ frequent ☐ always

Part 3: Students' experiences in MoE activities

1. What do you think about collaborative work in MoE activities?
-
-
-
2. In what ways were MoE activities useful to improve your speaking ability?
-
-
-
3. What difficulties did you find when doing MoE activities?

.....
.....
.....

4. Do you feel *more confident* or *less confident* to speak English during and after MoE activities? What makes you feel so? Please elaborate.

.....
.....
.....
.....

5. What kind of materials did your teacher use when using MoE? And what do you think about the materials?

.....
.....
.....
.....
.....

6. What do you think about teacher-in-role (play drama) together with you?

.....
.....
.....
.....
.....

7. Do you understand what you have learned with MoE activities?

.....
.....
.....
.....

8. Does your vocabulary improve during English learning with MoE activities?

.....
.....
.....
.....
.....

9. After learning English with MoE, do you/do you not like English now? Please explain.

.....
.....
.....

Part 4: Students' Perspectives about Teacher's instruction

The following questions ask you to compare any activities or behaviours your teacher does during English instructions with previous techniques and with MoE.

1. When does your teacher speak English more?

☐ Previous instructions ☐ Current instructions with MoE ☐ Both

2. When does your teacher encourage you to speak English more?

☐ Previous instructions ☐ Current instructions with MoE ☐ Both

3. When does your teacher ask you to discuss in pairs or group more?

☐ Previous instructions ☐ Current instructions with MoE ☐ Both

4. When does your teacher ask you change seating arrangements more?

☐ Previous instructions ☐ Current instructions with MoE ☐ Both

5. When does your teacher integrate language skills (speaking, listening, reading and writing more?

☐ Previous instructions ☐ Current instructions with MoE ☐ Both

Appendix 8: Teacher's Lesson Plan from Case One

A Scenario for M o E Training with SMA English Teacher

DAY 1 . FEBRUARY 27TH 2013

DAY 1. EPISODE 1 (± 10 MINUTES)

EXTERNAL ACTIVITY

The students need discuss the content / issue of the article shown. Some students write down difficult words and consult a dictionary

INTERNAL COHERENCE

| | |
|-----------------|--|
| Materials | : A website article |
| Language skills | : Listen, talk and read |
| Frame (Student) | : A group of students , examining the article.(T O R), |
| Frame (Teacher) | : A nonjudgmental teacher, assisting.(T O R) |
| Preparation | : Show the article (can be supplemented with a picture jobless person with the expression) |

Strategies :

A. OPENING

- The teacher greet students (friendly)
- The teacher check students' attendance (discipline)
- The teacher motivates students to start studying (hard working)

Well, students , I would like to introduce Mrs. Fatimah to you all. She is conducting a research project under the supervision of Dr. Rachel Forgasz, a lecturer in the faculty of Education, towards a Doctor of Philosophy in Education

- Teacher allow Mrs. Fatimah to introduce and explain about her research

B. Whilst

1. Free- Teaching Activity

Preparation

- Teacher shows the picture that related to the article
- Teacher ask some question based on the picture

EXPLORATION

- What do you think about the picture?
- What are they doing?
- Where did it (the situation) happened
- Do you think it 's easy to get a job

2. Whilst- Teaching Activity

Day 1. Episode 1(+ 30 minutes)

EXTERNAL ACTIVITY

- Teacher distributes the article
- Ask students to read the article in silence (in 5 minutes)(Elaboration)
- Ask one student to read aloud and the others listen carefully
- Some students write down difficult words and consult a dictionary
- The students discuss the content/issue of the article
 - ❖ What does the article talk about?
 - ❖ How many people were unemployed in Indonesia ?
 - ❖ Who said that the unemployment rate in Indonesia decrease?
 - ❖ What problems can you perceive from the article?
 - ❖ Shall we do something to solve this problem ?
 - ❖ Do you have any ideas ?
- Students write down relevant ideas.
- If they come up with infeasible ideas , teacher propose her idea (What do you think if we establish an institution of training and skills, so that it can train many jobless people to be skillful and can find a proper job ?)
- If you agree we can establish some types of institutions . Do you have any ideas?
- Teacher (Now , you will be the experts who know a lot about founding an institution for improving job seekers' knowledge and skills. And I will be the adviser for each institution

Day 1 Episode 2 (30- 40 minutes)

EXTERNAL ACTIVITY

ELABORATION

- Each group of the students discusses one type of the institution and its supplementary elements (structural and functional positions such steering committee, manager/head of the school or institution, instructors and facilities). They also need to prepare things including.
 - Any skills that will be offered to school graduates or job seekers
 - Syllabus/ The material/ subjects that will be studied In an institution (Computer, English, How to apply for a job/skills to write an application letter, to sit in an interview)
 - Practical activities (Promotion)
 - Location
 - Budget
 - The name

CONFIRMATION

- The secretary reads the notulent
- The leader close the discussion

3. Post – Teaching Activity (± 10 minutes)

- Teacher and students together conclude the material.
- Teacher appreciate the groups discussion .
- Teacher appreciate the active students
- Teacher motivates the students who do not involved well.

C. Closure (± 10 minutes)

- Teacher inform the students the next material will be discuss .
The manager from each school needs to present their school in front of the officer of manpower and transmigration officer to get approval.
- Leave taking

Padang, February 27th 2013
English Teacher

Appendix 9: Teacher's Lesson Plan from Case Two

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA [REDACTED] Padang
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / 2
Alokasi Waktu : 3 x 45 menit (3x pertemuan)
Topik Pembelajaran : Tesk fungsional pendek "Job Vacancy"
Pertemuan Ke :

A. Standar Kompetensi

Mendengarkan

8. Memahami makna dalam teks functional pendek dan monolog berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari

Berbicara

10. Mengungkapkan makna dalam teks functional pendek dan essay berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

B. Kompetensi Dasar

- 8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek (misalnya *job vacancy*, *advertisement of job vacancy*) resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari.
- 10.1 mengungkapkan makna dalam teks functional pendek (misalnya *job vacancy*, *advertisement of job vacancy*) resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari.

C. Indikator Pencapaian Kompetensi

| Indikator Pencapaian Kompetensi | Nilai Budaya Dan Karakter Bangsa |
|---|---|
| <ul style="list-style-type: none">Menentukan topik sebuah teks fungsional pendek (artikel)Mengidentifikasi masalah berdasarkan artikel (permasalahan dalam <i>job vacancy</i>)Menentukan solusi dari permasalahan berdasarkan artikel terkait | Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, |

cinta damai, gemar membaca,
peduli lingkungan, peduli sosial

Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan)

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Menemukan topik
- Mampu mengidentifikasi masalah berdasarkan artikel (permasalahan dalam job vacancy)
- Menemukan solusi permasalahan

E. Materi Pokok

- Tesk fungsional pendek "Iklan "
- Kosakata terkait tema/ jenis teks

F. Metode Pembelajaran/Teknik:

- Drama-based Learning
- Diskusi
 - ❖ 3-phase technique

G. Strategi Pembelajaran

| Tatap Muka | Terstruktur | Mandiri |
|---|---|---|
| <ul style="list-style-type: none"> • Bertanya jawab menemukan topic • Bertanya jawab menemukan masalah • Bertanya jawab menemukan solusi • Drama rencana pendirian LPK (<i>imaginary</i>) | <ul style="list-style-type: none"> • Bertanya jawab menemukan topic • Bertanya jawab menemukan masalah • Bertanya jawab menemukan solusi • Drama rencana pendirian LPK (<i>imaginary</i>) | <ul style="list-style-type: none"> • Siswa menyusun power point untuk presentasi pendirian LPK • Siswa mengumpulkan setiap hasil kerja dalam Power point, dan melaporkan hal-hal yang sudah diperoleh serta kesulitan yang dihadapi secara rutin kepada guru. |

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus dengan memberikan sebuah artikel dari surat kabar mengenai pengangguran yang semakin meningkat di Indonesia
- Mendiskusikan isi artikel dengan cara memberikan pendapat tentang solusi dalam menyikapi pengangguran yang terjadi berdasarkan artikel
- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai solusi yang mereka temukan
- Siswa dan guru menyetujui sebuah solusi yang akan dijalankan

Elaborasi

Dalam kegiatan elaborasi guru:

- Mengajak siswa untuk mendirikan 3 buah Lembaga Pendidikan dan Keterampilan, LPK, (*Imaginary*) dalam 3 kelompok dengan anggota 10 orang
- Mengajak siswa untuk berperan (dalam kelompok diskusi) sebagai personil yang dibutuhkan di suatu lembaga seperti commissioner, secretary, dll yang bertugas untuk merancang
 - ✓ Location, budget, the name, etc
 - ✓ Any skills that will be offered to school graduates or job seekers.
 - ✓ Materials (subjects) : computer, b.inggris (how to apply for a job), dll
 - ✓ Practical activities (promotion)

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan kesempatan kepada siswa untuk melaporkan hasil diskusi kelompok
- Umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.

- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa(hasil diskusi kelompok)
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam diskusi

Kegiatan Akhir (10')

- Siswa diminta membuat rangkuman dari materi yang telah disampaikan
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber/Bahan/Alat

- Buku teks yang relevan : English Texts in Use jilid XI, English For Better Life XI
- Gambar yang relevan
- Artikel surat kabar

I. Penilaian

I. Indikator, Teknik, Bentuk, dan Contoh.

| No. | Indikator | Teknik | Bentuk | Contoh |
|-----|--|-----------|---------------------|---|
| 1. | Memahami isi Tesk fungsional pendek "Iklan " | Tes Lisan | Pertanyaan Lisan | Discuss in the group in creating new institution training and skills!! |

II. Instrumen Penilaian

Hasil diskusi siswa

III. Pedoman Penilaian

| No | Uraian | Skor |
|----|---------------|------|
| 1 | Vocabulary | 10 |
| 2 | Grammar | 10 |
| 3 | Fluency | 10 |
| 4 | Pronunciation | 10 |

Jumlah skor maksimal = 100

Penilaian : Jumlah skor perolehan : skor maksimal x 100

Padang, Februari 2013

Mengetahui,
Kepala SMA [REDACTED] Padang

Guru Bahasa Inggris SMA [REDACTED]

NIK: [REDACTED]

NIK: [REDACTED]

| Table Tools | |
|--|--|
| Insert Page Layout References Mailings Review View Design Layout | |
| <div style="border: 1px solid black; padding: 5px; margin: 5px auto; width: 80%;"> <p style="text-align: center;">PERSONAL: New Ut</p> <p style="text-align: center;">LESSON PLAN (Model)</p> <p>SCHOOL: Dharma Wangsa VHS</p> <p>SUBJECT: ENGLISH</p> <p>CLASS/ SEMESTER: XI IPA 4 IV</p> <p>ACADEMIC YEAR: 2012 / 2013</p> <p>TIME: 3 WEEKS</p> </div> | |
| <p style="text-align: center;">Standard Competence</p> <p>English communication at elementary level</p> | <p style="text-align: center;">Basic Competence</p> <p>2.1 Identify one's job and his educational background in written or oral</p> |
| <p style="text-align: center;">Indicators</p> <ul style="list-style-type: none"> • To express passive forms <i>correctly</i> • To write CV <i>correctly/ correctly</i> • To write application letter <i>correctly</i> • To express Yes/ No Question <i>correctly</i> • To express Wh Question <i>correctly</i> • To perform question tag <i>correctly</i> • To perform gerund <i>correctly</i> • To perform too and enough <i>correctly</i> • To perform Used to <i>correctly</i> • Opinion expression | <p style="text-align: center;">Objectives</p> <ul style="list-style-type: none"> • Students are able to passive forms <i>correctly</i> • Students are able to write CV <i>correctly</i> • Students are able to write application letter <i>correctly</i> • Students are able to Yes/ No Question <i>correctly</i> • Students are able to Wh Question <i>correctly</i> • Students are able to question tag <i>correctly</i> • Students are able to gerund <i>correctly</i> • Students are able to too and enough <i>correctly</i> • Students are able to Used to <i>correctly</i> |
| <p>MATERIAL</p> <ul style="list-style-type: none"> • passive forms • CV <i>correctly</i> • To write application letter • To express Yes/ No Question • To express Wh Question • To perform question tag • To perform gerund • To perform too and enough • To perform Used to | |
| <p>Langkah-langkah Kegiatan Pembelajaran</p> <p>Kegiatan Awal (10')</p> <ul style="list-style-type: none"> • Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang dititikankan: santun, peduli) • Menpesek kehadiran siswa (nilai yang dititikankan: disiplin, rajin) • Menanyakan materi kompetensi yang akan dipelajari dengan karakter | |
| <p>Kegiatan Inti (70')</p> <p>Explorasi</p> <p>Dalam kegiatan eksplorasi guru:</p> <ul style="list-style-type: none"> • Guide the students to understand the dialogue • Invite students' opinion about the content of the dialogue • Make a contract (agreement) with the students that are imagining themselves as the characters/positions in the dialogue. The teacher can be in role in relevant to the topic • Divide the students into three groups, ask them to pick up one problem from the problems discussed (services problems are recommended) —meeting 1 • Ask the students in each group to discuss each hotel service problems. In the discussion the students are in role as hotel management, such as GM, HR, marketing, etc. (more time needed) • Each group reports (in writing and in speaking) the result of their discussion (in role) to the famous hotel owner (teacher in role) that they invite. —meeting 2 • Suggestions from the hotel owner (teacher in role) are responded by the students or might be accepted • Students (in role) take action to realize the suggestions from the hotel owner. (more time needed) —meeting 3 • For example re-organize the hotel management, improve facilities (inviting building contractor to propose their project to the hotel manager) re-promote the hotel. —meeting 4 • Students (in role) discuss the design plan the promotion procedures (more time needed) —meeting 5 and 6 | |
| <p>METHODS</p> <p>Drama-based learning (for example, inquiring, collaboration, role-play), class/group discussion.</p> | |
| <p>SCORING</p> <ol style="list-style-type: none"> a. Scoring <ol style="list-style-type: none"> 1. Individual 2. Grouping work 3. Evaluation <p>Speaking: content, vocabulary, grammar, pronunciation and fluency</p> | |

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Appendix 11: Example of Students' Task

A. REQUIREMENTS




- Attach a photo copy of diploma 2 pieces Identity card
- Have skill in art, sewing & computer
- Fluent in English
- Colour photo 3 X 4 as many as 5 pieces
- Registration fee Rp75.000, -

B. TIME AND PLACE OF REGISTRATION

- Registration is open during business hours on June 20 to June 31 in Koto Baru 50, at 8 am to 5 pm

C. ADVANTAGES AND FACILITIES

- We have a two-story building, which is also convenient classrooms, ample parking space occupied.
- Have enough manpower and experienced professionals in the field in international class)
- Have computer labs and practice space to create a design.
- Here also provided a place for worship mosques.
- Also provided scholarships for students who excel and aid for needy students.
- We also provide free wifi to school in order to find something useful and can find the latest information in the world.
- We also held an exhibition on design have been made, and will also be auctioned in the world.

REGULAR CLASS
 Grade 1: Monday and Wednesday
 Grade 2: Tuesday and Thursday
 Grade 3: Friday and Saturday
 Grade 4: Monday and Saturday

INTERNATIONAL CLASS
 grade 1: Monday to Wednesday
 grade 2: Wednesday to Friday
 grade 3: Tuesday to Thursday
 grade 4: Thursday to Saturday


Cost/month : Rp 500.000,- (regular)
 Rp 700.000,- (international)

Group 3

Epsten Florida Group

**RECEIVE
NEW STUDENT REGISTRATION
YEAR 2012/2013**

- DESIGN DEPARTMENT
- COMPUTER DEPARTMENT






Jl. 50 Koto Baru Payakumbuh
Phone 0853-1134-4563


D. DIFFERENCE BETWEEN REGULAR CLASSES WITH AN INTERNATIONAL CLASS

- On the international class we bring in teachers from abroad so that students understand the outside world.
- International class facilities also exist, such as computers, air conditioners, metal lockers, drinking, using infocus, using powerpoint and no longer use the book but laptop.
- We also provide a shuttle bus to avoid troublesome students.
- Here we also provide television and radio, as well as the Internet for all students not just the international class.
- Uniforms used in international classes are different than regular classes.
- international classes for students whose value is above the average.

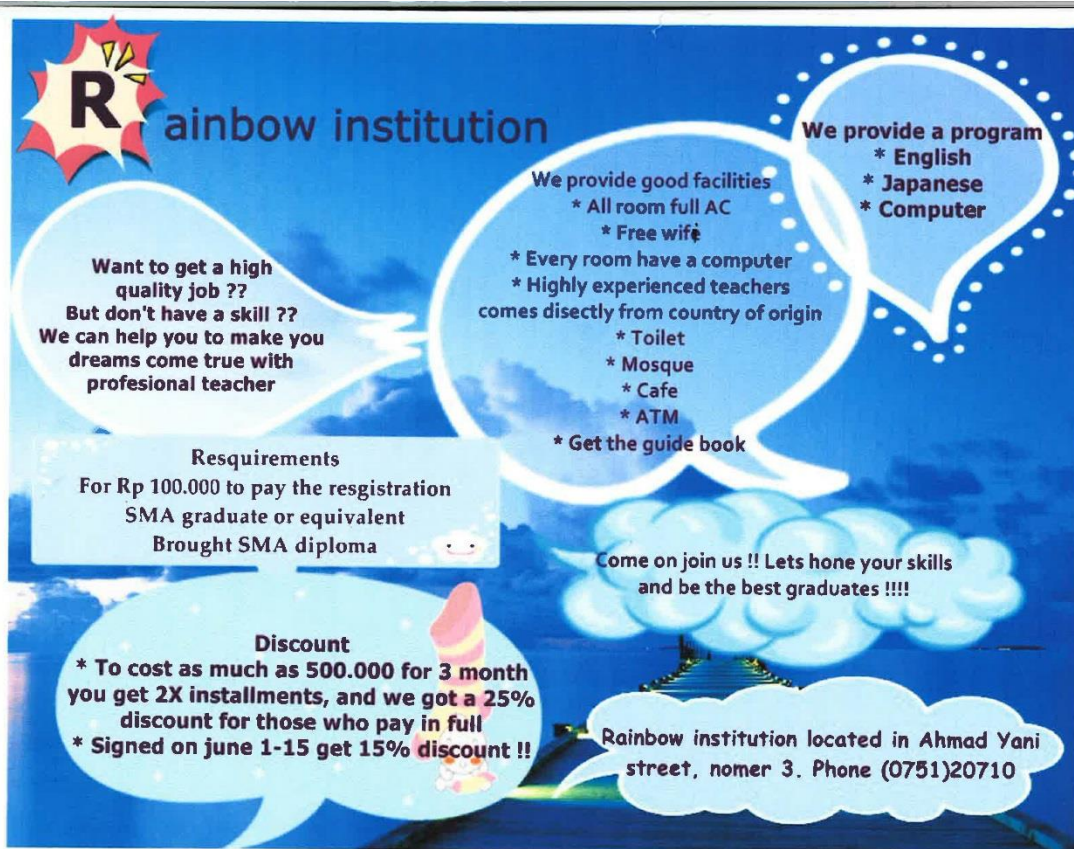
NEW ADMISSIONS COMMITTEE IN 2012-2013.

LOCATION



E-mail : epstenfloridagr@gmail.com
 If you have problem any question please contact me . Thank you.



Rainbow institution

We provide good facilities

- * All room full AC
- * Free wifi
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- * Highly experienced teachers comes directly from country of origin
- * Toilet
- * Mosque
- * Cafe
- * ATM
- * Get the guide book

We provide a program

- * English
- * Japanese
- * Computer

Want to get a high quality job ??
But don't have a skill ??
We can help you to make your dreams come true with professional teacher

Resquirements
For Rp 100.000 to pay the registration
SMA graduate or equivalent
Brought SMA diploma

Discount

- * To cost as much as 500.000 for 3 month you get 2X installments, and we got a 25% discount for those who pay in full
- * Signed on june 1-15 get 15% discount !!

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JOIN US NOW!!!

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ONLY PAY Rp. 2000.000/3month
(free register)

Full Facilities

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- 2. WIFI**
- 3. IN FOCUS + WINDOWS 9**
- 4. If you have creditcard you can get discount in ramayana mall**
- 5. If you like beauty garden you can study outside in the class**
- 6. 5x meeting we hold a fun class**
- 7. If you get good score you get free ticket to paris for training job**