

# USING ONE MINUTE PAPER TO IMPROVE STUDENTS' ACTIVE PARTICIPATION IN LEARNING ENGLISH

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## **Abstract**

*Many students in 11 APL 2 of SMK-SMTI Pontianak were categorized as passive learners while learning English in the classroom and it affected their classroom participation. This research was done to know how the use of One Minute Paper (OMP) technique improved students' participation in learning English. This is a classroom action research with the subject is 11 APL 2 (eleventh grade) students in SMK-SMTI Pontianak in the academic year 2018/2019. The data were taken by using observation checklists and field notes. After comparing and contrasting the result of the tools of data collection, the researcher found that the students' participation had improved from cycle to cycle during the OMP. During answering the OMP questions, the students became more enthusiastic to find new (91%), actively asked their teacher (82%) and asked their peers (60%) when they faced difficulties. During the OMP presentation, many students gave positive nonverbal respond such as raising hands (70%), challenged others' ideas confidently (65%) and became more enthusiastic to share their ideas (60%) because they had OMP as their guide. In conclusion, the use of One Minute Paper improved the students' participation by helping them to be more enthusiastic and confident to participate in learning English.*

**Keywords:** *One Minute Paper, Students, Active, Participation*

## **INTRODUCTION**

Learning English as a foreign language in school is not easy. Moreover, it would be worst because the time to study and practice the language is very limited. Besides, the students need to learn four basic skills (reading, speaking, listening and writing) at the same time. The students might face difficulty to acquire the target language because of some differences between their first language and the target language. As the result, many researchers had found that many students tended to be passive and their participation was very poor in learning English as a foreign language.

As found by Aprilia (2017) there were at least four conditions of her students' participation such as they did not want to speak up even when they were pointed directly by the teacher; they were afraid of making mistakes; they could not speak in English due to limited vocabularies, and they were not interested in learning English.

This condition was also happened in one of the classes of SMK-SMTI (Sekolah Menengah Kejuruan – Sekolah Menengah Teknik Industri) Pontianak. The class was 11 Analisis Penguujian Laboratorium 2 (11 APL 2) which majoring

at analysis of laboratory testing. There were 23 students with different background knowledge of English and skill.

According to Curriculum 2013, there are some materials for English language learning in the eleventh grade students. They are Transactional Interaction Texts, Specific text (such as letter) and Kinds of texts. Based on the researcher's observation, when the teacher asked them to make the texts and have a small presentation or discussion about the text, they tend to neglect it. Even if there was a student or some students did the presentation, many times the teacher found that they did not have a good discussion time like asking questions and answering questions. Traditionally, English language teaching in SMK-SMTI Pontianak for Year – 11 students of Class APL 2 is still based on teacher-centered where it sometimes neglects the students' participation in the classroom actively. The limitation of English teaching hours based on the implemented curriculum for eleventh grade has also affected the chance for the students to participate shorter than usual and even will not achieve the teaching and learning goals planned.

This condition was a contrary fact with the objectives of curriculum 2013. The objectives of this curriculum are to prepare the students to have the ability as individuals and citizens who believe, productive, creative, innovative, and effective and able to contribute to society, nation, state, and world civilization. Therefore, students are demanded to participate actively in the learning process. Meanwhile, the teacher should implement some interactive teaching techniques too.

In this research, the researcher decided to use One Minute Paper to help the students to be participate more in learning English. Typically, the One Minute Paper asks the students to identify what they find most useful and challenging things in the learning process. Angelo and Cross (1993) claimed that one of the characteristics is encouraging the students to be more active.

Angelo and Cross (1993) mentioned that there are at least seven steps of OMP which can be implemented in the classroom. The steps from one to six are more about the teacher's concerned to prepare the OMP itself. The preparation is about setting the focus and the consequence and the time allocation. Moreover, the teacher also should make the questions related to the teaching materials which are being taught. Angelo and Cross (1993) also suggested the teacher might prepare the sheets as well. The last step is the core step where the students should answer the OMP questions.

Mohti (2014) did a study of One Minute Paper. He revealed that the use of this technique gives opportunity for the students to express their opinions and present their concerns. In addition, OMP was found effective as an excellent way to involve students and make them active learners.

## **LITERATURE REVIEW**

### **English as Foreign Language for SMK-SMTI Pontianak students**

Teaching English for SMK-SMTI Pontianak students might be challenging. It happened because the students face English as foreign language. It is different form its neighbouring countries such as Singapore, Hong Kong and Malaysia, where English is widely spoken as a second language. As a foreign language,

learning and teaching English occurs mostly in classrooms, rather than during daily communication. As stated by Shearin (1994) in Sulistiyo (2016), a foreign language in this context is a language learnt only during formal education. As such, English language teaching and learning in Indonesia presents particular challenges that are not encountered in countries such as Hong Kong, where English is more commonly used on a daily basis. Furthermore, Harmer (2001) stated that whatever the level of the students and however language, there are four things that students need to do with new language; such as exposes to it, understands its meaning, understands its form (how it is constructed) and practice the language itself. On the other hand, the 11 APL 2 students seemed to not really be exposed to a new language (English) during learning it. They also tended to not really use practice the language in the classroom.

Moreover, Lie (2007) reported a sense of 'failure' in TEFL in Indonesia. She stated that, although English is taught and used as a foreign language in Indonesia, and there have been many years of English instruction in formal schooling, the outcomes are unsatisfactory. Therefore, Brown (2001) stated that the profession of language teaching need a method in teaching process, and it is generally successfully to teach the students a foreign language in the classroom. As the result, English teacher should be ready with interactic and inovative technique to teach the students.

### **Teaching Curriculum which is used in SMK-SMTI**

In (Permenperin) Number 3 of 2017 the education curriculum for Vocational High School (under the ministry of industry) is competency based on the Standar Kompetensi Kerja Nasional Indonesia which is abbreviated as SKKNI (Indonesian National Work Competency Standards). This SKKNI requires vocational high schools to implement the learning curriculum based on the formulation of work skills that includes aspects of Knowledge, Skills and Attitudes. These requirements seem to be in line with what is in the 2013 curriculum. According to Ministry of Education and Culture (2012) curriculum 2013 has three aspects of assessment; they are knowledge aspects, skills aspects, and attitudes and behavior aspects. One of the characteristic of curriculum is the use of scientific method.

### **Using Scientific Method to teach English**

Scientific method is a process of how people determining an object to have a conclusion. While the process of experimenting, people use our critical thinking to compare what they are having and the previous experience or experiment and then they will come up with a new conclusion. Scientific method itself has five steps. They are consecutively observing, questioning, experimenting, associating, and networking (Permendikbud 103/2014).

Observing is a process which needs all of the senses. In collecting the data, observing can be done directly and indirectly. The data can be like events, places, things, recordings, and images. Observing is the way of collect the data usually used to measure behavior or a process of an event whether it is real or not. The next stage is questioning, where in observing stage the teachers let the student to

ask questions about what they have observed. Questioning here is not always in a question form, but it can be a statement which is needed to be responded by others, whereas the other students or the teachers.

After asking question, the next step is experimenting, which means collecting data. In collecting data, the students can use many sources and also re-observe deeper about the object or even do some experiments. The experiment is done to have an authentic result of learning. Associating in curriculum 2013 is asking for activeness for the students. Fathurrohman (2015) said associating is a process of think logically and systematically on empirical facts which are observable to have a conclusion in the form of knowledge. The last stage is networking (communicating) teachers are expected to give some time to the students to share what they have learned. The form of sharing can be in the form of written or even oral like doing some presentation.

Therefore, an observation about the procedure in applying Scientific Approach in English teaching based on the Curriculum 2013 had been done by Sofyan (2016). The observation was conducted for four times with four different teachers (T1, T2, T3, and T4) teaching the same level. The result of observation is summarized as follow:

<b>Table 1 Using Scientific Method to Teach English</b>	
Scientific Approach	Teaching Procedures
Observing	The teacher asks the students to write some dialogues/ sentences related to the material on the whiteboard
	The teacher asks students to make conversations related the material
Questioning	The teacher asks the students to make questions related with the material
Experimenting	The teacher divides the students into groups.
	Each group had to make some conversations/texts related the material
	Each group had to find some interesting points of the topic which is being learnt
Associating	The teacher asks the students to analyze the grammar of the materials
	The teacher asks the students to work in group to analyze expressions of the materials which is being learnt
Communicating	Asked students to present their result of discussion

### **Using One Minute Paper to Improve Students' Participation**

#### **The Definition of OMP**

OMP is a teaching technique which is using a papert to collect the students' feedback in written form. The students will be given by some questions regarding the materials which have been learnt by them. Those questions are kinds of reflective questions. This technique is belived can be used as a tool to support an

active learning is One Minute Paper (Angelo and Cross, 1993). They also believed that OMP can provide a One Minute Paper is one of teaching techniques which can be a quick way to collect written feedback on student learning. Another beneficial of implementing OMP is to be one of the teaching assessment techniques.

Angelo and Cross (1993) also claimed that this technique has a great advantage that provides manageable amounts of timely and useful feedback for a minimal investment of time and energy. Like Stead (2005) cited “the characteristics of the OMP would seem to make it a useful learning tool for instructors and students across a wide range of disciplines. It encourages the active learning that is recognized as best practice teaching.”

One Minute Paper work well at the end, in the middle and at the beginning of class sessions. Like other simple techniques, OMP can be used frequently in courses that regularly present students with a great deal of new information (Stead, 2005). Because it is quick to administer and easy to analyze, the One Minute Paper is well suited for use in large classes. Angelo and Cross (1993) believe that OMP is not only less of time consuming, but this technique can also be implemented easily.

### **The procedure of One Minute Paper**

One Minute Paper was claimed as a simple technique with some simple procedures too. The tools which is used to implement this technique, the teacher only needs a whiteboard and boardmarker to write the questions. Moreover, the students only need papers and pen to write/answer the OMP questions. Angelo and Cross (1993) explained that there are at least seven steps the OMP. The first step to the six step were done by the teacher. The steps were more some preparation which need to be done by the teacher.

The first step is the teacher can start deciding what to be focused on. In this research, the researcher focused to improve the students’ active participation in learning English. The students’ participation like the students’ involvement in answering OMP as well as presenting the OMP.

The second step is the researcher deciding when to administer the One Minute Paper. In this research, the researcher decided to implement the OMP in the middle of the learning process. It was because in curriculum 2013, the teacher has scientific method as the basic teaching method. In this method, there are five stages of teaching which should be considered by the teacher. They are observing, questioning, associating, experimenting and networking. The researcher asked the students to answer the OMP questions in associating stage, then asked them to present their OMP in networking stage.

The third step is the teacher plans the time of OMP. Based on Angelo and Cross (1993), the students were usually given five to ten minutes of the teaching hour. The fourth step is the teacher decides when to use the OMP in the learning process.

The fifth step is the teacher should explain clearly to the students about the expected answer (number of words, phrases, or short sentences). The students in this research were expected to answer at least one to two sentences for each

question. They were also expected to answer the OMP in the correct form (grammar and the word choices). Moreover, the students' effort and enthusiasm to answer the OMP was being the main focus. The sixth step is, the teacher might hand out the paper which were used to answer the OMP. In this research, the researcher distributed a half of A4 paper to every student.

The last step is the students need to present their OMP in front of the classroom. The chosen students were given 5 to 10 minutes to present their OMP including questions and answer section. Some of the students could volunteer themselves to present their OMP.

By following the steps of OMP which are introduced by Angelo and Cross (1993), the researcher started implement the OMP by write some reflective questions (OMP questions) on the whiteboard. The questions were given after the teacher delivered the learning objectives. The questions were typically same for every meeting. The OMP questions were modified from Angelo's book and some previous researchers what are we learning? What are the most significant things you have learned during the session? What questions remain uppermost in your mind about the concept/ topic?. Do you face any problems in the learning process?

After the teacher delivered the questions, the teacher distributed one blank paper every students. The paper was used by the students to answer the OMP. After that, the teacher explained what kinds of answers which is expected (words, phrases, or short sentences). The teacher also informed the students that the student only have five to ten minutes to answer the OMP. The students were also informed that they can have the teacher's feedback on their OMP.

## **Students' Participation in the Classroom**

### **The Definition of Students' Participation**

Many experts have different meaning of participation. Dancer & Kamvounias in Rocca (2010) defined participation five categories of an active engagement process such as preparation, contribution to discussion, group skills, communication skills, and attendance. They are integrated and measured in different ways.

In line with Fassinger in Mustapha and Rahman (2011) mentioned that student participation as any comments or questions that students offer or raise in class. Mustapha and Rahman (2011) also cited from Further, C. Wambach and T. Brothen, they defined that participation in terms of specific behaviours, such as asking and answering questions, participating in class discussion, and refraining from negative behaviours. From those experts, they agreed that students' participation in the classroom is more about their contribution in the discussion such as asking and answering questions. Another thing of participation is the students' behaviours in the classroom.

### **Some Factors that Affect Students' Participation**

As stated by Fawzia cited in Aidinlou and Ghobadi (2012), she divides some factors affecting students' oral participation into three broad categories; student factors, social factors, and pedagogical/educational factors. Moreover,

Abidin (2011) claimed that there are at least five factors which can affect the students' participation. They are cognitive factors, pedagogical factors, affective factors, socio-cultural factors and linguistic factors.

Abidin (2011) stated that cognitive factors are those that contribute to the construction of positive perceptions of classroom communication in terms of active oral classroom participation in their content courses. Therefore, students' ability in understanding of the materials is really important. Meanwhile, Pedagogical Factors are responsible for or influence the formation of negative perceptions of classroom communication and oral classroom participation. Factors which deal with assessment, teacher's encouragement, class size, peer support, and also the way the lesson is conducted.

Abidin (2011) also explained that affective factors are the factors that include the students' extroversion, self-confidence and also the belief that mistakes are unavoidable. Students' personality traits, motivation and attitude, anxiety, and risk-taking are all factors that fall under affective category. Moreover, socio-cultural factors refer to the students' beliefs, values, and moral judgments that are heavily influenced by their cultural backgrounds and educational experiences in their home countries (Liu's, 2001).

The last factor which contributes to the students' participation according to Abidin (2011) is factors within the linguistic category. Those which refer to the students' linguistic abilities and communicative competence are categorized as linguistic factors. Many students for example are reluctant to participate in class discussions because of their poor command of the language.

### **Measuring Students' Participation in the Classroom**

There are many ways to measure students' participation in the classroom. Several authors have proposed specific ways to measure participation (Rocca, 2010). One of the possibilities to measure it is to have individuals other than the instructor assess participation, including outside observers, peers (though they may be biased), or tutors in that subject (Armstrong & Boud, in Rocca 2010). The fact that researchers have similar but slightly different definitions of participation and its measurement should be kept in mind while reading this manuscript, but the operational definition used here is "in-class student participation," which consists of asking questions, raising one's hand, and making comments.

Moreover, Mustapha and Rahman (2011) mentioned there are at some objectives that can be used for assessing students' participation. Mustapha and Rahman (2011) highlighted that active students, participating in class activities comes naturally to them. Students who are active participants of class activities also exhibited joy and ease in carrying out activities in class. The students give questions or feedback seems spontaneous and looks happy when they are contributing their ideas and talking to the class. Moreover, the active students show their ability to be critical by challenging ideas given by their classmates in a class discussion. There were occasions where the teacher and other classmates challenge the active students' ideas.

Mustapha and Rahman (2011) mentioned that the active students have ability to defend their ideas by explaining the logic behind their ideas and share

with the class their thought processes. These active students show the ability to elaborate or explain their answers when needed. The confidence exhibited by these students comes from their beliefs that they have the abilities to be active in class. Moreover, the students who exhibited active participation exhibited focus and consistency in their contribution to the class activities throughout the semester. Therefore, in this research the researcher asked another English teacher in SMK-SMTI as the outside observer of the research.

## **RESEARCH METHOD**

Classroom action research modified from Burns (2010) was used as the research design. Since classroom action research aims how to improve the teachers' own practices (cited by Kemmis, McTaggart, & Nixon in Burns 2010) especially in the classroom process, school curriculum, evaluation, and parent participation (Gray, 2004), the researcher in this case improved the students' active participation in learning English. This subject of the study was the Year – 11 students of APL 2 of SMK-SMTI Pontianak in academic year 2018/2019 consisted of 23 Analysis of Laboratory Testing students. The researcher decided to take this class as a sample because the students' participation in learning English was really limited from the previous reflection.

Classroom action research modified from Burns (2010) design consisted of four phases within one cycle; planning, acting, observing, and reflecting. After the first cycle was conducted, there might be a new problem found or the previous unfinished problems unsolved. Therefore, it was necessary for the writer to revise and continue to the second cycle. The tools of data collection used were teacher's observation checklist and field note. All data gathered from observation sheer and field note were compared, contrasted, and cross checked to support the findings of the research. Best and Kahn (2006) said that there are some steps for analyzing qualitative data namely organizing the data, description, and interpretation.

## **RESEARCH FINDINGS AND DISCUSSION**

### **Research Findings**

The research was conducted in two cycles and every cycle consisted of two meetings. In the first cycle, the writer found that the use of OMP to improve students' participation was not really efficient. The students' vocabulary mastery is really limited. Many of them answered the OMP by wrote the words mistakenly. Moreover, the used dictionaries and asked for teacher's help many times. They also used incorrect grammar to construct the sentences of their answer. Moreover, they tried to be more active in the classroom but they did not use the target language. In order to overcome the problem, the writer asked the students to memorize five vocabularies every day (Monday to Friday). Then the teacher checked their list of vocabularies. In order to help the students to have a better grammar in answering the OMP, the teacher gave a guideline of how to start their ideas while answering the OMP.

The finding of the first and second cycle revealed that during answering the OMP questions, the students became more enthusiastic to find new (91%), actively asked their teacher (82%) and asked their peers (60%) when they faced



difficulties. During the OMP presentation, many students gave positive nonverbal respond such as raising hands (70%), challenged others' ideas confidently (65%) and became more enthusiastic to share their ideas (60%) because they had OMP as their guide.

In the second cycle, the writer focused to fix the problems, which happened in the first cycle. It was planned based on the first cycle findings. In the beginning of the learning process, the teacher gave a guideline to the students of how to answer the OMP well. It was done by giving the pattern of answering questions (*Today I had learnt about, ... I found that... I know that....*) to the students.

In the first meeting of the second cycle, the students seemed enthusiastic to respond to the learning materials showed by the teacher. The students tried to use the target language and sometimes they mixed it with their first language. Moreover, when the students were asked to present their OMP, some of them offered themselves to present their OMP. These responds indicated that they were enthusiastic to participate in the OMP presentation. Moreover, the students looked enjoy to participate in the discussion. They also showed positive interaction like listened to others when they talk. They also raised their hands before they shared their opinions, comments and questions. As the result, there were some improvements of the students' participation.

## **Discussion**

From the finding above, the writer revealed that some students showed some improvements in the classroom participation. The students' participation was improved from 30% to 65 % where 13% students out of 23 students were categorized as very active and 52% students were active. The last 30% students were still categorized as low active students and 5% was passive.

The improvement happened because the students feel more confidence to deliver their ideas because they have their own opinion/statement in their OMP paper. If they found theirs friends' statement is different with theirs, they asked for questions or confirmation. This fact leaded the students to have a class discussion and it made them more be active in the classroom. They also used dictionaries a lot to construct their words and sometimes they still ask for help to their teacher and their friends. Therefore, the students' vocabularies are getting better both answering the OMP and presenting the OMP because they were habitually find some new word meaning and use it to answer the OMP and present it.

OMP also claims having several advantages like provides manageable amounts of timely and useful feedback for a minimal investment of time and energy (Angelo and Cross 1993). It is true that the teacher can confirm the students understanding and give feedback to them in short time. This technique is also good for the teacher. It helps the teacher to review the learning process in order to improve it.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the discussion in the previous chapter, it can be concluded that the use of One Minute Paper improved the students' participation to be more active in learning English. It can be seen from the observation checklist, there was more than 50% of the active participation indicators achieved 51-75% (active). The students were more enthusiastic to answer the OMP. OMP triggered the students to be more respect on the teacher's instructions such as answered and presented the OMP. OMP helped the students to be more confident in sharing their. During the OMP presentation, the students were more confidence to defend their ideas because they have OMP as their guide.

Moreover, there are three indicators of active participation which are significantly improved. First, the students were enthusiastic in finding new words. Second, the students actively asked for teacher's help and confirmation in answering the OMP. Last, many of the students showed positive nonverbal interaction in the learning process such as nodding head when they want to show their agreement, raising hands when they want to talk and pay attention to others when they want to talk.

### **Suggestions**

Based on the finding and conclusion above, there are several suggestions regarding this research to the other English teachers and the future researchers. The suggestions for teachers are 1) The teachers should make sure that the students' English knowledge are enough to write in answering the OMP. The OMP is not really appropriate for students in the basic level of English. 2) It would be better for the teacher to provide a guideline format to answer the OMP. By having that format, the students will be more organized in answering the OMP. 3) The teacher should pay more attention to the time management. The students might spend more than the given time, and then the teacher might let them to continue during the next learning activities were running. Therefore, if the teacher and others' students correct them, they need to be wise to accept it.

Moreover, the suggestions for the future researchers are 1) The next researcher can use this technique as an assessment teaching technique. It can assess the students' prior knowledge (diognastic assessment), to check the students' undestanding (formative assessment) and to see their result of learning (summative assement. 2) While in this research is only to see the students' positive participation, this technique is also good to be used improving other students' skills like listening and writing.

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