

Optimizing Five Academic Skills in English Teaching Learning Process Improving The Academic Performance

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Abstract— This study is intended to examine the effect of optimizing the five academic skills, 1) Speed reading: reading speed and accuracy of understanding ; 2) Taking notes: organizational records, identification information, and the write speed; 3) Paraphrasing: choosing synonyms, and using alternate grammar; 4) Summarizing: condense ideas, identify the main points, and identifying main ideas; and 5) Synthesizing: identification themes and relation, select information from sources, and follow a plan, in English teaching learning process are improving students' performance. This is a quantitative experimental study design; it means the five variables are treated optimally, then the effect on students' achievement are observed. The problem in this research are: What percentage will the optimization of five academic skills be able to contribute the improvement of English skills and academic achievement? The hypothesis is that the optimization of five academic skills in teaching and learning English can improve by more than eighty percent (> 80%) students' academic achievement. Analysis of data using multiple linear regression were processed through the program Statistical Package Social Sciences. The findings in this study indicate that the hypothesis is accepted, because there has been increased academic achievement for ninety-two point six percent (92.6%) caused by the optimization of five academic skills in English teaching and learning process. It concludes that optimizing the five academic skills, in teaching and learning English process can improve the students' academic achievements positive and significant, so it is believed that this finding is the key to success in academic performance.

Keywords— *Optimizing the Five Academic Skills, speed reading, note-taking, paraphrasing, summarizing, synthesizing, Teaching Learning Process, Language skills, Academic.*

I. INTRODUCTION

Optimizing the five academic skills, speed reading, note taking, paraphrasing, summarizing, and synthesizing, in English teaching learning process is one of the keys in academic success. It is not only intended to improve the students' English proficiency, but also to increase their academic achievements or performance [1]. Optimizing the five academic skills means using those skills systematically in the teaching learning process to achieve academic successful goals. However, based on some observations, those five academic skills have never been taught and learned seriously and systematically, especially in Indonesian schools. Until now, the students have not been familiar to use those skills.

Therefore, the graduates are less than optimal in achieving academic competition at the global levels. The emerging global era has made all aspects of life is very competitive, unfortunately, based on some observation, most of Indonesian students at university levels, especially the students of non-English majors at some universities are less rapidly and appropriately to absorb information and express their ideas, in academic English. This phenomenon has encouraged the writer to study the problem. There are five factual reasons why the students are supposed to be able to optimize the five academic skills: 1) the ability of students' speed reading is too slow based on international average standard, 2) the students have never been taught systematically to make a good note-taking. They ignore the note taking, as they do not know that this is very important academic skill. 3) the students do not understand how to paraphrase correctly; they usually just copy the statements from the original resources instead of using their own words. 4) Usually the students do not have the idea that summarizing is writing the main ideas only, without stating supporting ideas. 5) Mostly the students have never been taught to synthesizing, therefore, they do more compiling some theories or statements in their academic writing than synthesizing [2]. Therefore, it is important to teach the students how to practice those academic skills, in order to avoid the students from copying from the resources, which is considered a criminal act of academic. It is expected that at the end of their study, the students not only know about these five academic skills but also become their academic habits in any process of teaching and learning. A behavior in which the students are eager to try their best effort in learning process, and confident to express their ideas, thoughts and feelings, based on good academic knowledge, in order to achieve the best performance.

Furthermore, during the process of optimizing the academic skills in English teaching learning, the students were expected got the retained memory of the academic skills, so that they will provide a transferred learning habit from the earlier to the latter [3]. Thus, the academic skills would not be used for studying English only, but also for other subjects that effect to increase the students' academic achievements or GPA. Transfer occurs when a person applies previous experiences and knowledge to learning or problem solving in a new thing [4]. By optimizing the academic skills in English teaching-learning, the students are supposed to apply those

previous experiences and knowledge of the academic skills to learn or problem solving in any other subjects later. Nevertheless, the increasing ability of academic achievement is not only due to the transfer of learning process alone, but more because of the result of a significant improvement of English language skills had improved the academic achievement. This is something that can improve students' performance. It means that the ultimate goal of education has been achieved successfully.

Concerning the educational goals, Bloom's taxonomy theory is still relevant, because the theory is dealing with the stages of achieving educational goals. In order to achieve the ultimate goal of education successfully, the theory of Bloom's Taxonomy, classifies educational objectives into three domains, which consists of cognitive, affective, and psychomotor [5]. The cognitive domain describes six cognitive objectives as hierarchically arranged from lower level (knowledge and comprehension) to higher level (application, analysis, synthesis, evaluation), in which the higher-level objectives should be built from the lower ones. The affective domain consists of five objectives related to emotional responses, to tasks, receiving, responding, valuing, organizing, value characterizing, which each of them requires the student to show some degree of commitment or emotional intensity. The psychomotor domain mostly link motor activity and movement, such as, physical education, handwriting, word processing, etc. Its objectives include reflex movements, basic fundamental, perceptual abilities, and skilled movements [6].

The five academic skills are relevant and concrete implementation of Bloom's Taxonomy theory, which means a classification of educational objective. It is hierarchically arranged from the lower to the higher levels. Accordingly, it is stated that the highest levels of educational objective should be built on good arrangements from the lowest ones: remembering, understanding, applying, analysing, evaluating, and creating/innovating. Based on this theory, it is believed that optimizing the five academic skills provide the right tracts to increase the students' academic achievements, since these skills should be taught from the easiest to the most complex ones, from speed reading skills to synthesizing. [7] stated that speed reading means effective and efficient reading. It is the ability to read quickly and orderly to search for the accurate identification of the author's statements. [8] stated that note taking is an essential skill; it is probably the most useful tool for students to do sorting, organizing, and remembering what is presented in reading or listening materials. So it is important to train the students to make well organized note taking. Paraphrasing means citing someone's expression and ideas by choosing synonyms words and alternative grammatical structure. Summarizing is related to paraphrasing because it is using one's own words to express an idea that has been heard or read but it is only stating the main ideas. In other words, a summary, unlike paraphrasing, should not focus on details and examples of the source material. Rather, it only focuses on the major points of the source material, the length is just 20% to 50% of the original text, it means the longer the original text is the smaller percentage of it. Synthesizing means to combine or

integrate elements of one or more sources to make a coherent whole; A synthesis is a discussion that draws on one or more sources, the ability to interrelationships among sources, written and non-written. It is the most sophisticated academic skill, since in order to be able to synthesize, the students should be able to read beyond the lines instead of just to read between or within the lines [9]. The materials in optimizing the five academic skills are the four English skills for academic purposes, listening, speaking, reading and writing. In this course, the students' tasks are to comprehend, respond and express their ideas in writing and orally. Reading skills which is selected academic text followed by a set of comprehension questions about the text, which are dealing with vocabulary questions, reference sentence simplification, factual information, etc. Listening skills involve listening for different purposes. For each purpose, a combination of word-recognition and other comprehension skills is required. Listening for basic comprehension involves comprehension of main ideas; listening for pragmatic understanding involves making inferences about a speakers' attitude and degree of certainty, or about the speakers' purposes or motivation. The speaking skill is concerning to the students' ability to speak in an academic environment. They will be asked to answer some questions involves an academic topic. The writing ability is to write in an academic environment. In this skill, the students have to do an integrated task, to read passages or listen to the lectures. They should take notes during both the reading and the listening. Then, the students should write a response to the question. Furthermore, the question of this study is what percentage of optimizing the five academic skills can contribute to the improvement of English competence and academic achievement?

II. RESEARCH METHODS

This study is the implementation of Bloom's Taxonomy theory, which is related to the educational objective achievements. Classifies the educational objectives into three domains, cognitive, affective, and psychomotor. Cognitive domain can be described into six cognitive objectives as hierarchically arranged from lower level (knowledge and comprehension) to higher level (application, analysis, synthesis, evaluation), with higher-level objectives building on the lower ones. It means that learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. Psychomotor domain mostly link motor activity and movement, such as, physical education, handwriting, word processing, etc. Its objectives include reflex movements, basic fundamental, perceptual abilities, and skilled movements. Some years later, a group of educational psychologists then, up dated the Bloom's Taxonomy theory; it is classified into two dimensions, knowledge and cognitive (http://www.edu//bloom_taxonomy). In the knowledge process dimension has four categories, which lies from concrete to abstract: factual, conceptual, procedural, and metacognitive. The cognitive process dimension has six categories lie along a continuum from fewer complexes to more complexes:

remember, understand, apply, analyze, evaluate, and create. The latest theory of Bloom's taxonomy has been creatively used by many teachers, lecturers and educators in their lesson planning to create and achieve the goals and objectives successfully. In this study, the writer tries to develop and implement the theory of Bloom's taxonomy in more concrete and sophisticated ways by optimizing the five academic skills in language teaching learning process to achieve the academic success.

The theories of five academic skills are stated by [10]. Speed Reading means effective and efficient reading. It is the ability to read quickly and orderly to search for the accurate identification of the author's statements. In this study, speed and comprehension should be considered together. The percentage increase in speed will be the significant index, because the aim of the practicing is to read as fast as possible while maintaining a satisfactory level of comprehension. Note Taking is an essential skill; it is probably the most useful tool students have for sorting, organizing, and remembering what is presented in lectures [11]. While good note taking skill will help students succeed academically, ironically, this skill has never been taught systematically, so the students were not able to use it that they did not accustom to using it. Therefore, it is important to train the students to do practice on it. Note taking is writing information while the students are listening or reading. There are three problems that they will confront when they are taking notes [12]: a) Organizing notes taking; b) Identify important information; c) Take notes quickly. Paraphrasing means using different words to express the same meaning. To paraphrase is to restatement of what someone else ideas in different words or phrases. The paraphrase is usually about the same length as the original, because it is included all of the information. This skill is used very frequently in academic settings. There are three problems that will be confronted in paraphrasing: a) choose synonyms for words and phrases, b) use alternative grammatical structures, c) cite expressions and ideas. Summarizing is related to paraphrasing because it is using the reader's/ listener's own words to express an idea that has been got from other resources. In paraphrasing, it is including all of the information, but in summarizing, it is including only the main ideas. In other words, a summary, unlike paraphrasing, should not focus on details and examples or present a point-by-point account of the source material. Rather, it only focuses on the major points of the source material. In order to help the students to improve their summarizing skills, they have to learn: 1) Condense the idea; 2) Identify the main points; 3) Report the information. Synthesizing means to combine or integrate elements of one or more sources to make a coherent whole. This is the most complex academic skills; it includes all of the four academic skills mentioned above. The ability to synthesize is also required for success making presentations and writing research papers or other academic assignments at higher educational levels. Accordingly, there are three problems that students have to solve in synthesizing: a) identify the themes and connections; b) select information from both sources; c) follow a plan. By practicing to

synthesize information from readings and listening, the students should be able to comprehend beyond the line instead of just comprehend between or even in the line. This is important, in order to develop the ways of thinking to produce the qualified academic performance.

III. RESULTS AND DISCUSSION

In order to achieve the objectives of this study, there are as follows, first is collecting data requires one semester, which consists of 18 weeks intensively, 3 sessions per week @ 120 minutes/ 2 hours/ session or 6 hours/ week, and the total are 54 sessions. It allows the students to study for 108 hours. It is divided into two parts; The 50 sessions (100 hours) is a training process for these two groups (EG and CG) to improve the students English skills, (the EG is using optimizing the five academic skills, while CG is using conventional ways), the rest 4 sessions (8 hours) are for the administration tasks, introduction, pre-test, post-test, and interview. The first session is conducting the pre-tests of English skills for both groups, EG and CG in order to measure their initial achievements. The second session is introducing the program to both groups, in addition, the EG lead to make the learners contract for the students. The following two sessions are for post-test for both groups to measure their final achievements, interview for EG, and other administration for both groups [13].

The changes of the scores in independent variables (SR, NT, Par, Sum, Syn) have changed the scores in dependent variable (English proficiency). A positive sign (+) indicates that there is a change immediately, from the numerical score in independent variables to the the dependent variable, and vice versa. The regression coefficient for each variable is SR= 0.014, NT= 0.007, Par= 0.021, Sum= 0.022, Syn= 0.018. Multiple Coefficient of Determination and Multiple Correlation Coefficient $R = 0.962$, means that the changes in the dependent variable 1 (English Proficiency) is caused by the changes in the independent variables (SR, NT, Par, Sum, Syn). Multiple Correlation Coefficient $R_{\text{square}} (R^2) = 0.926$ indicates that there are affects of the independent variables, (SR, NT, Par, Sum, Syn) together, on the increasing in the dependent variable 1, English proficiency. The remaining 7.4% is caused by other variables not included in the model. The F test proves the acceptance or rejection of the hypothesis. The calculation is based on the comparison between two parameters; When the F_{counted} is greater than F_{table} , means that the hypothesis 0 (H_0) is rejected and hipotesis1 (H_1) is accepted. Significance prove the significance of the influence of the independent variable on the dependent variable; When the level of significance is $(\alpha) < 0.05$, it means that the influence of the independent variable on the dependent variable is significant; Therefore, when the significance showed 0,000, $(\alpha) < 0.05$, it means that independent variable (RC, NT, Par, Sum, Syn) affect the dependent variable (English proficiency) significantly. N indicates the total of respondents or populations are 22 students as samples [14].

Table 1. The schedule of Study Program

Sessions	Programs	
	EG	CG
1	Pretest in English Proficiency	
2	Introduction the program & Making 'learner contract'	Introduction the program
3- 52	The treatments for English skills in EG (optimizing the five English skills) The treatment for English skills in CG (without using the five English skills)	
3 - 12 3 - 22 23 - 32 33 - 42 43 - 52	Optimizing of: Speed reading Note-taking Paraphrasing Summarizing Synthesizing	Using the conventional ways (there is no treatments of optimizing academic skills)
53	Post-test in in English skills	
54	Interview the students & Administered their academic Achievements/ GPA	Administered the students' academic achievements/ GPA

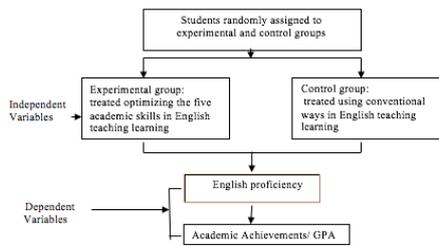


Diagram 2: Strategy of the study

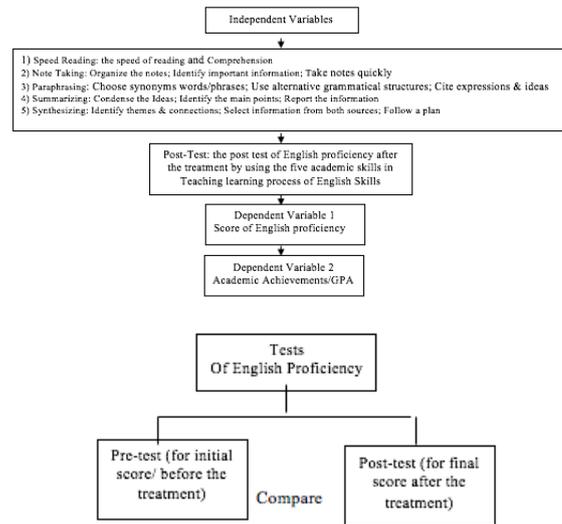
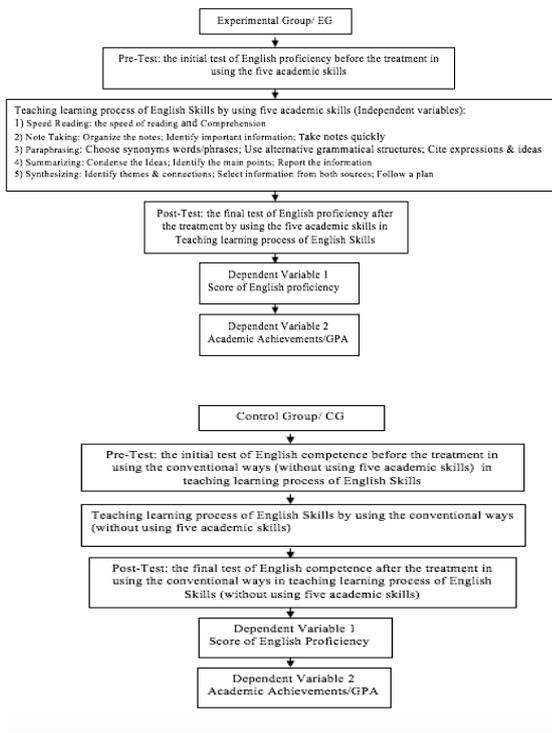


Fig. 1 Diagram of Study Design Concept

In order to achieve the aim of this study, to attempt in optimizing the five academic skills in English teaching learning process to increase the English competence and academic achievements, the variables are manipulated and their effects upon other variables are observed. This study will be conducted as an experimental research, which is designed by performing of a quantitative research. [15] states that an experimental research is the only truly reliable method of establishing cause and effect. Cause is the event that is being manipulated effect is the behavior that changes because of the manipulation. This study involves five independent variables and two dependent ones. The five independent ones are, SR (Speed Reading), NT (Note Taking), Par (Paraphrasing), Sum (Summarizing), and Syn (Synthesizing) in English teaching learning process and the two dependent ones are the scores of English competence and academic achievements of the students' subjects. The population of this study is the students of Universitas Pembangunan National 'Veteran' Jawa Timur-Indonesia, which represents non-English department, from natural sciences and social sciences study programs. The sample were sixty-four selected students based on their advanced English competence and academic achievement. They are in sixth semester, as in that semester they are preparing their final academic writing. Those students are divided into two groups randomly, the experimental group (EG), which was treated to optimize the five academic skills: SR; NT; Par; Sum; and Syn, in order to achieve the highest scores of their English competence; and the control group (CG), is a comparison group of students that was treated without using the practices of the five academic skills, instead, they were treated in a common or conventional ways of English teaching learning process in order to achieve the same objective as targeted in experimental group. This group serves as a basis for controlling and comparing with the treated group.

The instruments for the data-collection in this study are the tests, which contain of pre-test and post-test in optimizing the

five academic skills in both EG and CG in English teaching learning process, while interview is the supporting instrument to collect the minor data in EG. Therefore, before starting to treat the students, they should do the pre-test, and at the end of the treatments they should do the post-test. Pre-test and post-test were used to measure students' English competence before and after the treatment of optimizing the five academic skills. Interviews were used to support the main data, on how the students' transfer of learning process from the optimizing the five academic skills in English learning process to the learning process of their major subjects. There are five materials that will be tested: speed reading, note-taking, paraphrasing, summarizing, and synthesizing. In order to observe the increase or decrease of the students' academic achievements in semesters before and after the treatments, the writer should collect the students' reports of academic achievements that is performed as the Grade Point Average (GPA) of the students. Then, the differences of GPA between the EG and CG are analyzed by using the t-test.

IV. CONCLUSIONS

There is a positive and significant correlation between optimizing the five academic skills (Speed Reading, Note-taking, Paraphrasing, Summarizing, and Synthesis) in teaching and learning English and academic achievement. This means that optimizing the five academic skills in English teaching process can improve students' academic achievement, which increases the students' performance. It can be ascertained that in order to achieve success in academic, students must be skilled at using the academic skills to improve their knowledge, especially using English language skills as a medium of communication. Therefore the conclusion is that the academic skills is the key for students to achieve the the academic success. Accordingly, these academic skills are not only useful for university students but also for all levels of students, from Elementary, Junior High, and Senior High schools students. ; and it is not only dealing with English teaching learning process, but it should be applied in all language teaching learning process, especially, Indonesian. Therefore, ideally, it is hoped that these five academic skills will be applied in language teaching learning process to all levels of the students, based on each level competence.

Based on the research analysis and findings, the subsequent suggestions are recommended to the Governments (Department of Education) to reconsider the prominence of using academic skills as the basic skills in achieving the objective of the teaching learning process. The government should provide the training of the five academic skills for the teachers and lecturers. To the Lecturers and Teachers, they must be willing to take the hardships to train themselves to study and practice these academic skills, later they are expected to be able to teach the five academic skills to their

students more efficiently. To Academic course-book writers, this study is relatively new, therefore, the writers are supposed to be more creative and challenging in writing the materials for the students by involving the five academic skills in their work. Finally to the Future Researchers, replication of such studies in other regions all over Indonesia are still needed so that the government will have a holistic view on the implementation of the five academic skills in teaching and learning either English, Indonesian or other language. This may be called a preliminary study. It is, therefore, suggested that further verifying studies on similar problems please be endeavored. Such studies will be useful to ascertain the level of confidence of the earlier findings.

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