

INTASC STANDARD CORES: RAISING STUDENTS' ENGLISH MODALITY COMPETENCE

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ABSTRACT

This research aimed at raising the students' modality competence with the implementation of a teaching model which was called as Interstate New Teachers Assessment and Support Consortium (INTASC) model that covering ten standards. It was expected that this research could give numerous contribution in teaching English, particularly in teaching English Modality where the problem found was that the students got difficulty in using modal verbs regarding both tense and aspect in which consequently would affect the communicative competence of the students. In the form of Research and Development, this research was carried by means of implementing validated instrument and 10 modules in the small and large scale assessments that involving 50 students in the small scale assessment and 80 students in the large-scale assessment. Standard 1-2 dealt with the students' need and diversity of learning while standard 3-7 dealt with various instructions teaching the content knowledge regarding the use of English modality. Furthermore, standard 8-10 dealt with summative assessment, reflection, and professional development. Eventually, it is found that the level of learning of the students raise supported by the data that 94% of the level of learning can be achieved by the students while it was only 6% of the modality expressions cannot be used properly. It can be noted that this teaching model can assist the students in achieving the modality competence by having a very well-sequenced procedures of teaching in which this teaching model starts from considering the prior knowledge, the need, and the students' diversity before creating further instructions regarding the content knowledge where the modality competence is the main goal to achieve.

Keywords: INTASC standards, modality competence, students competence

INTRODUCTION

The emergence of inappropriate usage of certain elements of language in communication will disturb both speaker and hearer. English as an international language shows the importance of having the good communicative competence of the language in which the proper usage of modality is one of the consideration to take into account. Regarding this, it needs to consider how to teach English modality both in linguistic and cultural elements to achieve the appropriateness on its usage. As Martin and Nakayama (2010) have stated that the culture influences communication, and vice versa, in while cultural groups influence the process by which the perception of reality is created and maintained. Next to that, concerning about linguistic accuracy, the sentence must consider syntactical, semantic, and also the pragmatic (cultural) aspect of its form as Spencer-Oatey (2000) has stated that different cultures must have different conventions as to what is appropriate behavior in what context. Palmer has stated in Bonyadi (2007) that as a semantic-grammatical category, modality

concerns with the "status of the proposition that describes the event" expressed. From that, it can be taken into account that modality goes far beyond the syntactical construction as has been stated before, it goes to meaning, the appropriate meaning in which from the meaning or the referent both speaker and hearer.

By that reason, it needs to consider well-sequenced teaching processes to achieve the goal. Next to that, the teaching and learning processes of English, particularly when the linguistic and cultural elements are taken into account, are not limited to the consideration of assessing the level of the acquisition of English particularly English modality (modal verbs in English syntactical constructions of the students such as could, can, will, would, must, ought to, etc) of the students. This research goes further aiming at how to get the proper teaching and learning model as one of the ways to raise the level of learning in English class, particularly in teaching Modality. Eventually, it is expected that by means of implementing proper teaching model, students' modality competence can be raised with joyful learning steps regarding the implementation of INTASC standard cores as the teaching model offered.

INTASC model (Interstate New Teachers Assessment and Support Consortium) covers ten (10) standards that aiming at raising the level of learning in the classroom implemented as the solution in which every standard core considers how to raise the level of learning in which consequently will raise the Modality competence of the students. Furthermore, the ten standards of INTASC are proposed aiming at raising the level of learning in any classroom that adapted from the Council of Chief State School Officer in which the procedures of the research are modified regarding the need of the research. It is also more dealing with what has been written by Henson (2009) where standard 1-2 consider students' need and diversity, standard 3-7 consider various instructions to teach the content knowledge, standard 8 refers to the summative assessment, standard 9 refers to reflection, and standard 10 refers to leadership and collaboration. It can be pointed that this research provides the learners with detail instructions and also provide them media of learning to make them enjoy learning. As Rao's (2014) study has found the following:

It was also noticed that there is a deep sense of joy and fulfillment among the students because they have got an opportunity to enjoy learning English language...All of them enjoyed themselves while learning from these sources and quite happily narrated how they use media in order to learn English. (p. 141)

It can be pointed out that media besides the use of enjoyable instructions in teaching, it must be taken into account. Due to that reason, this research provides students with authentic materials media for the content knowledge implementation (standard 3-7).

METHODS

This research deals with the implementation of the first to the tenth standard of INTASC model in which the concern is on how this model works in raising the level of learning to improve the students' modality competence in English. Research and development is applied regarding the expert validity of the instruments of the whole 10 standards core before they are implemented. 50 students of the English Department of IKIP Mataram are considered as the subject of the research to whom the 10 standards are implemented.

RESULTS AND DISCUSSIONS

The implementation of INTASC standard 1 considers the students' need in which the analysis is then used as the basis for further instruction in developing teaching English Modality model. To find the students' need, 30 questions in the form of 15 multiple choices and 15 fill in the blanks are provided considering the use of English modals such as must, have to, could, may, can, ought to, should, will, would, shall, and might. Next to that, as the research of the first standard is done, the first analysis then is done to analyze the appropriateness of the English modals that is used by each subject of the research. It is followed by the calculation of the total number of each modal that used by the subject of the research. From the second analysis, as a result is rank, it is found that 'have to' is the highest number as one of the English modal use appropriately by the students with the total number of the use of it is 239, and 'shall' is the lowest appropriate number 18.

Standard 2 of INTASC is implemented aiming at knowing the different learning strengths among learners

to promote the growth of the students' English modality. This standard is then implemented by asking the students to draw any shapes they like (round, oval, triangle, stars, etc.) in which on the shapes they draw; they write their hobby, their way of learning, etc. From the shapes, it is also found that all students have the great effort in learning since their parents motivate and encourage them to learn. Besides, they like to discuss the tasks that given by the lecturers with their classmates. Unfortunately, the students mostly communicate with their friends in their first language and mother tongue. Next to that, they live in villages where only a few of the inhabitants speak English. It means that they have a very limited chance to practice their English especially to use modality. To practice their English, the students usually visit tourism places where they can find native speakers and learn to communicate in the English Language. To learn English, most of the students like to listen to the English song and watch the movie, while some of them like to read the novel, short story, and book. This finding gives a brief description that the researchers have to prepare to teach material based on students' learning habit to make the teaching learning process more effective so that the students reach high standards.

The implementation of standard 3 is aiming at helping learners to work collaboratively and cooperatively in group and design learning experiences regarding the use of English modals based on genders where this standard deals with how the students work in the group to understand learners' diversity. The implementation divides the students into five groups in which each group consists of 10 students. The first and the second group are given lyric of the song, while the third and the fourth group are given the script of the movie. The fifth group which consists of students who learned by reading novel and story is given a short story. Each group has to analyze 10 modal in 90 minutes. It means that each member of each group has to analyze the use of one modal in written form. At this time, each student works individually. They are given 10 minutes in this step. After analyzing the modal individually, each group is given 30 minutes to discuss the explanation of modality found by their members one by one. All students have a chance to deliver their opinion. After discussing the 10 modal found, each group gets 10 minutes to present their answers. This step aims at giving students chance to work in the group, to be active, and get the motivation to learn. In this standard, the three researchers work collaboratively to manage time and make sure that all students are active, able to work both individually and collaboratively, and feeling comfort in learning the process. As Johnson *et al.*, (2013) have said that in cooperative groups, students can engage in discussions in which they construct and extend conceptual understanding of what is being learned. Eventually, it is found that by giving teaching material based on students learning the habit, managing the time effectively, and collaboratively paying attention to all students when working could encourage the students to be active, to interact with others and have a motivation in learning. As it is in line with what Rao (2014) has said about how the students enjoy learning using certain media they like. As the reflection of this standard, it is found that all groups can find the modal verbs in each script although they still find the difficulties in explaining their answers.

The implementation of standard 4 aims at developing students' critical thinking, problem solving and their performances skills by means of swapping the previous worksheet of the students. The worksheet of the certain

group is swapped with another group. They are asked to analyze their friends' work regarding the use of the English Modals that used in the previous standard (standard 3) in which the evaluation of this standard will be used as the basis to develop students' critical thinking, problem solving, and their performance skills. In other words, it can be noted that the implementation of this standard as the continuation of the previous standard that is very critical to enhance the critical thinking of the students by giving them a chance to check their friends work or doing a peer review. As Dingel, *et al.*, (2013) have said that the use of peer evaluations for the purpose of assigning grades to individuals in an equitable way. One thing also to be pointed is that the implementation of this standard does not aim at fully grading, but it is more likely to see the progress of the students' English modality. As they finish discussing the other group's work and write down their answer, they are invited to discuss their answers. From their analyses, it is found that almost 100% of the subject still gives the same answers as their friends do, even they can notice the modal auxiliaries on the text given. But then, as they are invited to discuss the result of their works, then they find the real reasons of the usage of those modal. For instance, on their answers, they answer that 'could' is used for polite expression, but in the context given, it is used for expressing past tense. It means that they are still not able to give the proper answer.

Standard 5 is then implemented dealing with how the students work in the group to perform English modal in social interaction by grouping the students and providing some situation to lead the students to use modality in their writing based on the situation given. As the instrument implemented, it is found that from five groups of the student, most of the group implement modal verbs appropriately in their writing based on the situation given. From 10 situations given, the appropriateness of the use of the modal verbs has increased. It can also be noted that the implementation of this standard keeps on grouping the students in which the students work collaboratively in the group (Johnson *et al.*, 2013). The collaborative learning on the implementation of this standard is also in line to what Kuo, Chu & Huang have found (2015) that collaborative learning adopted require the students to solve the same question with only one answer which they should arrive at through discussion and negotiation in order to reach a consistent answer.

The implementation of standard 6 aims at engaging learners in their own growth, monitoring learners progress, leading the learners to be responsible while working in the group to guide teachers' and learners' decision-making up to the certain topic. To get the data for standard 6, song lyric is provided for the first and the second group, the movie script is for the third and the fourth group, and the short story is for the fifth group. Each group has to answer five questions in 25 minutes by considering the use of modal verbs and ignoring other grammatical error in answering the questions. After answering the whole questions, the answers then are represented in written form, and then discussed together. It is found that from 5 questions given; almost all groups can answer the questions correctly with appropriate use of modal verbs.

The first group answers five questions correctly with appropriate use of modal verbs. For example (1) *He/ She will guide the little lady all the way*. In this answer, the modal verb used is grammatically correct; that "will+v1" is the form of simple future that is used when talking about future. (2) *I would have helped the little lady so she can talk*. There are two modal verbs in this answer; they are "I

would have helped" and "She can talk". Both of the use of modal verbs in this answer are grammatically correct where the form of the first modal verb is "would+have+V3" that is used to make conditional sentence type 3 and "Can+V1" that is used to talk about ability in the present.

The second group answers all questions correctly with three appropriate and two inappropriate uses of modal verbs. Here is the appropriate use of modal verbs; *Because she will not need them anymore*. The modal verb used is in this sentence is grammatically correct that the form of "will+v1" is used when talking about future. Here is the inappropriate use of modal verbs *I will guide her all the way too, and I will make her smile and comfortable*. There are two modal verbs in this answer; they are "I will guide her" and "I will make her smile". Both of the uses of modal verbs in this answer are grammatically incorrect. The modal verbs used, should be "would+have+V3" because the question is something that should be done in the past.

The third group answers all the questions correctly with four appropriate and one inappropriate uses of modal verbs. For example (1) *The man should stand up straighter to make people respect him*. Modal verb "Should" is used appropriately in the answer (should+V1) that is used for necessity. (2) *That happened after his death is can't connect with people*. The modal verb is used should be "could" since the story talks about past time.

The fourth group answers three questions correctly and two answers incorrectly with two appropriate uses of modal verbs. For example (1) *He wishes he could introduce himself*. The story happens in the past. It means that past form is used to show ability. The past form of "can" is "could". (2) *Like a bird broken wings, can't fly to see the word*. The answer is incorrect, but the use of modal verbs is appropriate where "can" is used to show ability in the present with the form of "can+V1".

The fifth group answers all of the questions correctly with appropriate use of modal verbs. For example (1) *Based on the doctor suggestion that Helen Keller should address or study in the Parkins Institution for the Blind in Boston*. Modal verb "should" is used appropriately in the answer (should=V1) for recommendation or advice. (2) *If I were Helen Keller, I would have done something to be able to communicate well*. The answer is in the form of conditional sentence type 3 (would+have+V3); would have done.

To get the data on the implementation of the standard 7 core, the students were divided into five groups. The first and the second group are given song lyric, the third and the fourth group are given movie script, and the fifth group is given a short story. Each group has to put themselves in the situation of the story, song lyric, or movie they read, and then wrote a paragraph. Here is the example of students' writing in group; *If I were the little lady in this story, I would have tried hard to talk about what is in my mind because it could make me happy and people might understand what I want. But if I were the girl/the man, I might doing more to help the little lady because maybe she needs people to guide her. The little lady maybe had many things to say, but she couldn't find the words to understand her. The girl/man should do more actually*.

There are six modal verbs has been found in this writing. Five of them are used appropriately while the other one is inappropriately used. Here are the modal verbs that are found in students' writing; (1) *If I were the little lady in this story, I would have tried hard to talk about what is in my mind*. Modal verb "would" is used appropriately in this sentence. "Would" in this sentence is used to make

conditional type 3. (2) *Because it could make me happy.* “Could” is past form of “can” that is used to talk about ability in the past. In this sentence, the students talk about something happened in the past. It means that the use of modal verb “could” is appropriate. (3) *And people might understand what I want.* “Might” is past form of “may” that is used to talk about prediction in the past. (4) *If I were the girl/man, I might doing more to help the little lady.* The use of “might” in this sentence is inappropriate since it is followed by the progressive/continuous verb (-ing). (5) *The little lady maybe had many things to say, but she couldn’t find the words.* “Could” is past form of “can” that is used to talk about ability in the past. In this sentence, the students talk about something happened in the past. It means that the use of modal verb “could” is appropriate. (6) *The girl/man should do more actually.* “Should” is used for necessity, recommendation, and advice. In this sentence, “should” is used for necessity with the correct form where “should + V1”.

In short, it can be stated that on the implementation of this standard, the students construct 33 modal verbs, which 31 (94%) are appropriately used in the sentences, while 2 (6%) are inappropriately used in the sentences. This finding means that the students’ understanding is getting better or in another word, the students have a good progress in using modal verbs. They are not only able to recognize modal verbs but also to use it in their writing in context and once the context is dealt with culture. It is taken into consideration as Spencer-Oatey (2000) has stated that different culture may have the different convention as to what is appropriate in what contexts. The finding shows that the students have been able to put themselves in the situation given regarding the use of modality verbs culturally as shown in Figure 1.

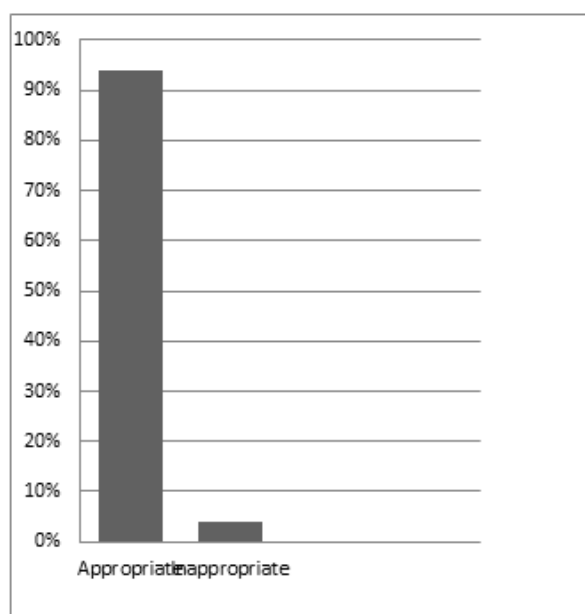


Figure 1 The Percentage of the Appropriateness of the Modalities
(Source: Dingel *et al.*, 2013)

The implementation of standard 8 deals with the implementation of instructional strategies to elicit the students in developing the deep understanding of English

modality, the students are assigned to make Modal verbs bulletin board. There are 4 steps done in this instruction, they are (1) grouped the students into ten groups (each group consists of five students), (2) provided colorful paper, scissors, glue, and colorful board markers, (3) each group had to make modal verbs bulletin board and decorate it as they like, and (4) researchers collaborated with peers to observe the students to ensure that all members of all groups take a part. The implementation of this standard is aimed at doing the summative assessment informally in which the students feel freely during the test and these activities in their classrooms find them to be successful and enjoyable (Henson, 2009).

Reflection is the main concern of the implementation of standard 9 that is very important to evaluate the effects of choices and action in teaching-learning process and to be able to learn more and be a professional teacher. In this reflection, some colleges are invited including the students and peers. The reflection is started from the formative assessment belonging to standard 1 then it is found that some other instructions can be used for formative assessment to find out the students’ prior knowledge, such as things you can and cannot do, bingo card activity, etc. The thing to point out as the reflection of this standard is that adapting various activities is very helpful to be able to decide the matter taught.

Next to that, the reflection of standard 2 aims to find out students’ learning diversity. It is found that various activities can also be implemented to know the students’ diversity to be able to create and adapt teaching strategy based on students’ need. Reviewing the strategy used in this standard during the implementation is also done on this reflection session that we ask the students to draw any shapes they like (round, oval, triangle, stars, etc.) to describe their past experiences. The students are asked to write their past experience based on the shapes they draw and then review the student’s writing. By means of reflection, then it is found that a lot of new ideas from the audiences about attractive and beneficial activities to be implemented in standard 2. The examples of these activities are “my flower activity” that helps teachers to create teaching instruction based on students’ hobbies, “my tree activity” which helps teachers to create teaching instruction based on what students like, etc.

Reflection of standard 3 to 7 deals with the teaching instructions such as: providing song lyrics, movie script, and the short story based on students’ learning habit. The students read them and analyze the modal verbs they found are presented as the things to review that they are involved in this activity. It aims to encourage them to learn and assess without feeling stressful. In this reflection session, another various classroom activities are also found to apply. Besides, to be more creative and be better, teachers are also suggested to do this activity.

The reflection of standard 8 deals with summative assessment in which the students are asked to make modal verbs bulletin board to improve students’ creativity and make the students feel that they are not assessed. In this discussion, another various interesting implemented activities to assess students are also found, such as “My cutest map” to give a chance for students to write anything they know well as many as possible, “My diary” which helps students to tell about themselves easily without feeling stress, etc. It can be noted that summative assessment can be done in two ways formal and informal assessment, but as the informal assessment is recommended to meet the enjoyable teaching and learning (Henson, 2009).

INTASC standard 10 deals with looking for appropriate leadership roles and opportunities to be responsible for students' learning to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession. It needs to be taken into account that learners, families, colleagues, other school professionals and community members are very important for students' learning. When students are given chances to be more active, to be involved in teaching learning process, they will be more interested in learning. When students are interested in learning, they will be able to comprehend the lesson easier. In the end, the students will be successful in their learning.

In this research, the students are asked to make teaching media then demonstrated it in teaching English modal verbs. By doing this activity, the students are more active, creative, and have a good comprehension. In this research, researchers provide pieces of colorful paper, glue, ruler, and scissors. After preparing all materials, the students are then divided into groups. Students in the group make teaching media then demonstrate it in another class. It is found that students are very happy making teaching media with their group members. Besides, they demonstrate teaching media, and they are doing well (Johnson *et al.* 2013). They can teach English modal verbs to their friends and create the fun atmosphere in class. This activity really helps students in learning and developing their knowledge.

From the implementation of the whole INTASC standard cores and the whole elaboration, it can be pointed out that the implementation of the whole standards are aiming at raising the level of learning through enjoyable learning as it is in line with what Henson (2009) has done. Next to that, various instructions are provided on the implementation of standard 3-7 in which the students are working collaboratively. It is also in line with what Johnson *et al.* (2013); Kuo, Chu & Huang (2015) have found. Authentic materials as the media provided also support the students' modality competence as also in line to Rao's finding (2014). Next to that, every step of the implementation, the whole standards show that it regards the need, the diversity, and the enjoyment of the learners. It is in line with what Henson (2009) has found and based on the core from the CCSSO team (2011).

CONCLUSIONS

INTASC with 10 standard cores has been adapted in this research as the solution in developing teaching model to raise the level of learning in which Modality competence is considered as the goal to achieve. It can be concluded that the implementation of the whole standard cores is significantly assisted both teachers and students in raising the level of learning regarding various instructions containing the usage of modal considering both tense and aspect of English. The main point to conclude is that the implementation of the cores does not necessarily relate to teaching assessment. However, the thing to point is that the score/level of modality competence of the students rise because it is supported by the various joyful instructions which are very well-considered. Lastly, it is recommended for teachers and curriculum decision makers to use this teaching model in enhancing the quality of teaching and learning of English to assist the learners getting the approximation to English as the target language.

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