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Table of Contents

1	Euis Yanah Mulyanah and Ishak <i>Teaching Technique: English Instructions for Primary School English Teachers...</i>	5
2	Syafrial, Franscy and Rezki Puteri Syahrani Nurul Fatimah <i>An Analysis of Learning Strategies in Language Acquisition on High-Achieving Students</i>	11
3	Ikhfi Imaniah, Akhmad Zakky, Diah Retno Anggraini <i>Indonesia-Japan Cross Culture Facebook Writing Program: New Challenges in Teaching Writing</i>	23
4	Muhammad <i>The Effect of E-Learning Media to Students' Cognitive Skill and Motivation in English Morphology Class</i>	36
5	Nurul Fitria Kumala Dewi, Ikhfi Imaniah, Ratnawati Mohd Asraf <i>Cognitive Behavioral Therapy (CBT) for Underachiever Student.....</i>	58
6	Tryanti R. Abdulrahman, Noni Basalama <i>Developing University EFL Students' Intercultural Competence Through Cyber Pal Project</i>	70
7	Sisca Wulansari Saputri, Ina Rohiyatussakinah <i>Developing English Teaching Materials based Local Wisdom: Is it Effective to Improve Student's Learning Outcomes at SMKN 1 Cinangka?</i>	91
8	Indah Werdiningsih <i>Foreigner's Role in Helping Jember Young Learners Speak Better English</i>	95
9	Sumiyani, Ina Magdalena, Dayu Retno Puspita <i>The Use of Word Association Activity in Improving Students' Speaking Skill</i>	128
10	Diana Tustiantina, Nani Sunarni, Dadang Suganda <i>Is This an Argument: An Analysis of Argumentative Discourse in Television Talkshow Programs</i>	138
11	Zalzulifa, Nassarudin, Widi Sriyanto <i>The Influence of Publipreneur-Based Language Learning (P BLL) Approach towards Students' English Language Skills on Basic Competency of Prewriting</i>	184

12	Rea Aisha Champa, Dewi Rochsantiningsih, Diah Kristiana <i>ICT-Adaptation in Indonesia EFL Teaching Evaluated Using SAMR Model</i>	201
13	Ina Magdalena, Sa'odah, Yayah Huliatusisa <i>Synectic Learning Model for Free Writing Ability</i>	214
14	John Pahamzah <i>Technophobia in CALL Teacher Education: What Language Teachers Can Do to be Professionals</i>	206
15	Thi Thuy Loan Nguyen <i>Promoting Thai Pre-Service English Teachers' Reflective Ability Through Microteaching Lesson Study</i>	214
16	Ahmad Amarullah, Ikhfi Imaniah <i>Critical Analysis of University Students' Need: The Role of the University on Language Learning in Digital Age</i>	238
17	Yudhie Indra Gunawan, M. Iqbal Firdaus <i>Promoting University of Muhammadiyah Tangerang Students in Holmesglen Multicultural English Plus Class Melbourne: The Use of Communicative in Excursion and E-Learning</i>	252



Teaching Technique: English Instructions for Primary School English Teachers

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Abstract

This research aims to motivate and improve Primary School Teacher especially for English Primary teachers in English skills. Based on Mulyanah's data from University of Muhammadiyah Tangerang, Indonesia 2018, there were 70% of English teachers were found by non-linear based on their previous study and based on TOEFL scores the teacher's lack of competence of English skill and they need interesting teaching media to improve their skill by using English instructions book to maintain the initial motivation, maintain the curiosity and interest of the teachers to develop a desire to learn languages, especially in English easily and quickly. In this research, the descriptive quantitative approach is selected by the researcher with a quasi-experimental design and non-equivalent design control group using pre-test and post-test, experimental and control group to find out the results after treatment given. The sample are 20 English teachers of Primary school in Tangerang, Indonesia. The research is

divided into several of processes, pretest, 6 times for the treatments and the last posttest. The results of the research are 1) Increased teacher motivation in learning English, 2) Increased confidence using English both inside and outside the classroom. 3) 0.6% increased teacher competence in their English skills.

Keywords: *Teaching Media, English Instruction Book, Primary School, English Teachers*

Introduction

This research needs to be done based on reference data from the results of a Mulyanah study of the University of Muhammadiyah Tangerang in the PDP scheme Ristekdikti in Tangerang Regency 2019. From the research data found the problem was 97% in Tangerang Regency There is an English teacher who is not linear with the field of science so that there is difference incompetency in English mastery of elementary school students in the district, of course, this has resulted in a difference in English mastery over elementary school students in the district with the existing in the city of Tangerang (Ishak & Mulyanah, 2019). This difference can be seen from the increase in the average value of elementary school students in the district reached 49.00 while elementary school students in the city reached 66.67. The average value of English test scores between the two schools was 26% (Mulyanah & Ishak, 2018). Based on the results of the value, there was a difference in the level of English mastery of elementary school students in the Tangerang Regency was lower in value when compared to the urban areas. Based on these reasons, it is necessary for this research to improve student learning performance through increased English mastery (Warman et al., 2020) for elementary school teachers in Tangerang district by using the teaching media, and one of the media is English instruction book in improving and motivate English primary school teachers in Tangerang, Indonesia. This research using a descriptive quantitative approach by quasi-experimental nonequivalent control group pretest-posttest to find out the level of comparison score before and after treatment given.

To overcome the problem above, it is necessary to be devoted to the improvement of the English proficiency of elementary school teachers in Tangerang, Indonesia by using teaching media. One of the media is the English instructions book. English instruction one of the techniques on the Total Physical Response (TPR) method (Ishak & Mulyanah, 2019). The goal is to maintain an initial motivation and maintain a sense of curiosity and interest the teachers' thereby developing a desire to learn the language, especially in English easily and quickly because according to (Setyanigtyas, 2018). Learning is an activity designed by teachers

in helping students to learn based on their skills systematically through planning, action, and evaluation "so, not only active students but in the teaching of the students must be in the action, with English instructions technique can stimulate students to do what is instructed by the teacher because elementary school students, in general, have a short concentration especially in remembering the vocabulary. To make them familiar in using vocabulary is by how the teacher introduces the vocabulary with an interesting technique. One of the techniques by using English instructions. The English instructions can also elevate students' interest in learning English because students will be motivated (binti Bachtiar, 2016) but the acquisition of vocabulary will succeed if through what method to use and how quickly students will understand English through that method, not just a method, the next teacher's role is indispensable to motivate the students in teaching the English address because the vocabulary is closely related to the memory or recall of students to make the students motivated then used the techniques (FENG Shan-shan, 2017). English instruction a technique that introduces vocabulary in improving student English mastery (Yulianjani, 2017) and student vocabulary acquisition through teachers in teaching means that students are easier to understand and correct in terms of pronunciation (Liu, 2016). According to (Sariyati, 2011), English instructions are easy to apply to students in the teaching learning process in requiring the students' movements in providing instruction in the class (Mulyanah et al., 2018). From the above four theories can be concluded that the English instructions are a technique in acquiring by the teacher during the learning process.

Based on the background above and theoretical analysis need to be formulated the problem of the research is to improve and motivate English primary teachers in Tangerang, Indonesia. So, it is necessary to have the training of English skill especially for instructions in the classroom by using interesting techniques.

Research Methodology

This research uses a quantitative approach with the nonequivalent control group pretest and posttest in the experiment and control group to find out a comparison score at the level of English skill before or after treatment given. The treatment procedures are using the English instruction book (Cihon et al., 2016). Teachers will be given 6 times the meeting in obtaining English instruction material in the form of learning media from a book in particular, there are various instructions in English and how to read them that have been equipped with the phonetic symbol. The samples are 20 teachers in Tangerang, Indonesia from 10 elementary schools in Tangerang, Indonesia. There are three techniques in collecting data including observations, pretest, and posttest. In observation aims to obtain authentic data. For the pretest and posttest,

the researcher gave a written test of 140 questions in the form of a TOEFL question. The question consists of 50 items to listening comprehension, 50 items for structure and written expression and 40 questions for reading comprehension. The problem in the form of multiple awards with a score of 1 for the correct and a score of 0 for the wrong. In calculating the TOEFL scores of each section will be converted according to the list table of TOEFL conversion values in general, to determine the value of the TOEFL value. After collecting data, researchers analyzed, described and eventually concluded. The Data will be analyzed using statistical analysis by calculating the average value of pre-test and post-test to find out if there are significant differences in both groups after obtaining the training.

Findings and Discussions

Based on the results of observation, there were 70% English teachers at primary school who are not graduated from English majors but the teacher from graduates of the tourism Academy and Islamic Religious Education students, it is mean that there were limited human resources for English teachers. The test score pretest and posttest in the experiment group show that there was a significant increase that was obtained at pretest which reached 45.20 and pretest with a value of 48.60 so that an increase in the percentage of these values was reached 7.10%. Based on the acquisition of English proficiency test results in the form of TOEFL Test obtained 19 teachers at elementary and 1 teacher who reached a low intermediate level, where the elementary level is at 310 value up to 420 and low intermediate level is in value 420 to 480. Obtained the average value of the pretest and posttest in the control class is 0.76% of the increase is seen from the pretest data where 20 teachers as samples in the control class are at the elementary level with scores between 310 repeats with 420. While data posttest was obtained 18 teachers at the elementary level with the score, 1 teacher was at a low intermediate level between the score of 420 to 480 and 1 teacher found at the high intermediate level between the score of 480 to 520. The differences between the groups that were not given the left-hand training to the right side of the training, pretest at the value of the minimal class group score given higher training, but at the largest value of the largest coaching group are experiencing a hike in posttest after obtaining treatment.

Conclusion

From the observation, tests and six-time treatments can be concluded that there are differences in both groups in both the experiment and control groups. It can be seen from the difference of the average score where teachers in the experiment group get the highest value

treatment so that it can be concluded that the training using the English instructions book increases the motivation and ability of elementary school teachers in Tangerang Indonesia. Because data was obtained posttest there are 13 teachers at the elementary level, 4 teachers at the low intermediate level, and 3 teachers are at the highest level of advance. While in the class of control 18 teachers are on the elementary level, 1 teacher in the low intermediate level and 1 teacher are on the advance level. It shows the difference between the two classes and the presentation level of 6.65 or 0.16%. Then it can be seen that the English instructions book as a learning medium can improve the English language skills in elementary school teachers in Tangerang, Indonesia.

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An Analysis of Learning Strategies in Language Acquisition on High-Achieving Students

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Abstract

The aim of this research is to conduct an analysis and study about learning strategies in language acquisition on high-achieving students at Junior High School level, especially regarding the types of strategies which often used in learning so that they can be used as strategies in language learning process to achieve successful learning. Language acquisition is an important thing to be mastered for all students, besides as a communication media, language acquisition can also be used as a media to learn other fields of science. This research used qualitative approach with descriptive analysis method involving 25 high-achieving students in the language field at Junior High School level in Pekanbaru, Indonesia. The sample selection of this research used Stratified Random Sampling Technique with considering students' score and language teacher recommendations. The data collection techniques of this research included interview, questionnaire and documentation. The result of this research showed that learning strategies in language acquisition on high-achieving students was dominated by indirect strategies, which included metacognitive strategy (49.9%) and social strategy (47.3%). It proves that learning strategies in language acquisition on high-achieving students is done by the effective use of time in completing assignments, prioritizing learning activities, utilizing learning and infrastructure properly, joining a course and collaborating with friends and family in learning. Then followed by cognitive strategy (43.4%), memory (42.6%), affective (29.3%) and compensation (25.9%).

Keywords: *learning strategies, language acquisition, high-achieving students.*

Introduction

The current learning process emphasizes the independence of students in learning, so that there is a gradual shift of typical classroom context. Students are required to have the ability to be independent and active in improving their understanding of learning, because the teacher is no longer as the main source of their knowledge but the teacher's role is only as a facilitator in learning. In accordance with the objectives of 2013 curriculum in Indonesia, which emphasizes that the learning process is expected to support students to learn by seeking knowledge and information independently. This requires understanding and choosing appropriate learning strategies to help students achieve their language learning goals, both the first language (Indonesian) and the second language (English or Foreign Language). This is in line with the opinion of Fedderholdt (1997) stated that language learners who are capable of

suing a wide variety of language learning strategies appropriately can better improve their language skills because they are better equipped. The accuracy of the selection of learning strategies is the key for students to successfully improve their language skills in accordance with the goals expected by students and the government.

The low of language skills among students is still a significant problem in the education system in Indonesia. The process of acquiring a language is not a simple process, but there are stages that have to be passed by someone, especially those who want to master second language (Franscy, et al. 2019). Meanwhile, in the teaching and learning process language teachers only teach the language and still emphasizes aspect of knowledge (cognitive). Even if we look at the benchmarks of student success in mastering language lessons are always tested in the form of knowledge test.

The problem above to be a great concern to observers of language education in Indonesia. Observers of education and society demand increased language skills not only as outputs in language subjects at school but also as outputs that can be utilized in the community, because the measurement of language mastery is measured by understanding the extent to which a person is skilled in language and can utilize his skills for life.

The aim of this research is to analyze the language learning strategies of high-achieving students, to find out (1) the types of language learning strategies often used by high-achieving students, and (2) how much the tendency of high-achieving students in these types of language learning strategies. To identify language learning strategies, O'Malley & Chamot (1985, p. 3) claim that this can be known through observation during learning activities or based on student reports and questionnaire results. This means that the selection tendency of students' language learning strategies can be known and proven by carrying out a series of activities and of course supported by the results of relevant research studies.

Literature Review

Learning Strategies

Related to language learning, strategy is a set of techniques that can be used by students in obtaining comprehensive knowledge about language. Therefore, it is suggested that the selection and use of language learning strategies must consider several important factors such as age, talent, intelligence, attitude and motivation (Ellis, 1996). These internal factors have a significant impact on the development of students, especially in the process of selecting a language learning strategy.

The role of these factors can be interrelated with one another so it is hoped that by considering this, it can help students choose learning strategies that fit with needs of each individual in language acquisition. For example, the age factor will indirectly affect the mindset of every individual, including the mindset of students, students who are categorized as adults will have a much better mindset in understanding and seeking new knowledge so that they will more easily solve problems. Does not rule out the possibility of understanding about language learning strategies, in line with this Devlin (1996, p. 51) stated that the more mature students, the more various learning strategies they use. This is certainly inseparable from the age factor that can affect students in understanding and gaining knowledge about the types of learning strategies.

Brown (2000, p. 121) defines strategy as a specific methods of approaching problems or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain informations. In other words the strategy is part of the initial stage in achieving a goal from someone, achieving it requires a good planning design and precise so that the expected goals can be achieved. This is inseparable from how we are able to implement and control the plan.

The language learning process requires the active role of every student both in the classroom and outside the classroom. Active roles can provide stimulus and stimulation for students to want to communicate using the language they are learning and mastering. Indirectly this makes the language learning process of students will be more meaningful, with the hope that students can feel happy and interested in learning languages. This is in line with the opinion of Kumaravadivelu (2006, p. 87) which states that students experience more meaningful and practical learning if they know how to learn.

Oxford (1990, p. 145) stated that learning strategies are steps taken by students to enhance their own learning, and they are important for language learners because they are tools for active, self-directed involvement, which is essential for developing communication competency. This shows that the role of the learning strategy is very important in improving communication competence, determining the right learning strategy and in accordance with the needs of students become the initial determinant of the success of the language learning process.

According to Oxford (1990, p. 153) there are five reasons why learning strategies as a preliminary determinant of the success of students in language acquisition. He argues that learning strategies are specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more efficient and more transferable to a new situation.

Specific actions taken by students are based on each character of each individual to fit the expected goals.

Richards and Platt (1992, p. 209) argue that learning strategies are intentional behavior and thought used by learners during learning so as to better help them understand, learn, or remember new information. The mindset and attitude are very important in the application of learning strategies, especially language learning strategies, it is based that consistent behavior and thought in accordance with the expected goal is needed to achieve success in the language learning process such as in understanding and remembering new information that includes vocabulary, language uses, correct grammatical.

Learning strategies become an inseparable part of language acquisition, although learning strategies can use students to gain knowledge in other fields of study. Based on the opinions of Politzer and McGroarty (1983, p. 167) claimed that learning strategies are positively associated with language acquisition. This shows that there is an influence between students' language mastery with the selection and use of learning strategies, where the learning strategies can help them in the learning process and language acquisition, as well as being able to improve their abilities and help them learn more comfortably.

Classification of Learning Strategies

What learners know about themselves and about their own learning process can affect their use of language learning strategies (Wenden, 1986). The role of individuals in determining the way they learn must be based on the character of each individual, for that we need an understanding of the types of learning strategies, with the goal they can understand and choose the type of learning strategy that suits with their respective characters.

The importance of understanding about the types of learning strategies is a very important initial stage for the development of the language learning process of students. This is based on the findings of Nyikos (1987, p. 35) found that learners used only a narrow range of strategies and were generally unaware of the strategies they used. Limited understanding of learning strategies can make students trapped in a problem, which of course can have an impact on their language mastery. In general this happens because students are not aware of the type and purpose of the learning strategies.

Related to the effort of recognizing students' learning strategies, O'Malley, Chamot, and Walker (1987, p. 155) highlight the there are three types of learning strategies. They are metacognitive, cognitive, and social/affective strategies. The classification of learning

strategies is classified more specifically into three parts, metacognitive focus on the understanding and knowledge of students about their own ways of learning, cognitive focus on the ability to transform and manipulate material learners learn, while social affective focus on learning strategies that involve feelings and behavior learners in learning.

Different opinion about learning strategies expressed by Oxford (1990, p. 157), he classifies the strategies into general that are direct and indirect strategies. Direct strategies are the strategies involving mental process and directly influencing the target language sedangkan indirect strategies are those supporting and managing language but not directly concerning the target language (Oxford, 1990). The direct strategy involves the process of mentally acquiring language supported by three groups of strategies: memory, cognitive, and compensation (Oxford, 1990). The three strategy groups focus on the internal aspects of each individual or student in the language acquisition process.

1. The memory strategy has a role to help students in arousing, understanding, storing and gaining new knowledge. The focus of this learning strategy emphasizes the ability of students' memory related to language learning materials both delivered by the teacher and new knowledge that they find themselves. Memory strategies can help students overcome difficulties when they are required to remember new vocabulary and they are able to use the vocabulary in oral or written communication.
2. Cognitive strategy is a strategy that has a role to assist students in controlling and processing the target language. For this reason, this learning strategy includes three important aspects, namely; a) Repeating, with the aim of helping to retain information in the short term that has been obtained, b) Elaboration, with the aim of adding details of new information so that the information developed is more meaningful, c) Organization, with the aim of increasing the significance of new information through the use of a good organizing structure in the form of communication.
3. Compensation strategy is a strategy that has a role to enable students to use the target language (second and foreign languages) comprehensively and productively, so that students can get through various difficult situations in mastering language skills. This can provide good feedback for language learners because they can make improvements when using the target language.

The second classification of language learning strategies is an indirect strategy that focuses on the external aspects of the language acquisition process. Indirect strategy groups consist of three strategic groups, including: metacognitive strategy, affective strategy and social strategy.

1. Metacognitive strategy has a role in controlling cognitive learners and regulating the learning process by using the functions of planning, monitoring and regulation. This is in line with Rubin's opinion (1990, p. 67), metacognitive strategies are management techniques by which learners control their learning process via planning, monitoring, evaluating, and modifying their learning approaches. Planning includes determining learning objectives, learning resources and reflection on learning outcomes. Monitoring focuses on focusing on the learning activities carried out. The regulation emphasizes students to monitor their learning activities based on established references or criteria.
2. Affective strategy is closely related to the feelings and behavior of students in the language learning process, this is reflected when students are able to regulate emotions, motivation and attitudes.
3. Social strategy also has an important role for students to interact with others in facilitating the process of acquiring new languages. According to Trianto learning that emphasizes aspects of social strategy is learning that emphasizes the process of interaction, providing assistance and giving responsibilities to students to complete learning tasks.

This strategy is generally associated with affective strategy, it is because the role of students in interacting with other individuals is certainly cannot be separated from factors of the feelings and attitudes of students themselves. The collaboration of the two learning strategies covers three aspects; cooperation (interactions that occur between students with others to achieve learning goals), responses (reactions given by students for a particular action, and emotional control (the ability to regulate feelings that arise in the language learning process).

Methodology

This research uses a qualitative approach with a descriptive analysis method that involves 25 high-achieving students in the language field as a sample at the level of Junior High Schools in Pekanbaru, Indonesia in 2019. The selection of research sample is carried out with stratified random sampling technique by considering several aspects namely grades students, report grades, language achievement certificates and teacher recommendations at school. Data collection technique in this research includes interviews, observation, questionnaires, and documentation.

In this research the questionnaire was used as the main instrument of research data collection. The instrument used in this research is questionnaire about language strategy that adapted from Strategy Inventory for Language Learning (SILL). There are 50 statements about the strategies in learning language and the list of statements is divided into 6 categories: *memory, cognitive, compensation, metacognitive, affective, and social*. The subjects responded to the five-scales statements ranging from 1: Never or almost never true of me, 2: Usually not true of me, 3: Somewhat true of me, 4: Usually true of me, 5: Always or almost always true of me. This is done with the aim to find out the tendency of learning strategies used by high achieving students in Pekanbaru, Indonesia.

Statistical analysis to calculate means is employed to identify the most frequently used learning strategies and the least used one. In this research, the researcher used Microsoft Excel to analyzing the data. The descriptive statistics help to present the findings in a form that is easy to understand. In addition, research finding is also supported by interview, observation and documentation conducted by researchers, as well as relevant research findings.

Result and Discussion

There are two sections being highlighted in this part, they are result and discussion. The result focus on the demographic information, the overall descriptive statistics of all items available in the questionnaire and the frequency of each item, which is shown in the following tables 1 and 2.

Table 1. Strategy Frequency

Startegy/ Frequency	Never or almost never true of me (%)	Usually not true of me (%)	Somewhat true of me (%)	Usually true of me (%)	Always or almost always true of me (%)
Memory	14	19.33	24	22.67	20
Cognitive	15.33	22	19.33	20	23.33
Compensation	23.33	26	24.67	14.67	11.33
Metacognitive	10	22	18	23.33	26.67
Affective	22	23.33	25.33	16	13.33
Social	8	18.67	26	22	25.33

Average	15.44	21.89	22.89	19.78	20
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Table 2. Mean and Total Frequency

Strategy	N	Mean	Total Frequency (%)	Ranking
Memory	25	2.56	42.6	4 th
Cognitive	25	2.6	43.3	3 rd
Compensation	25	1.56	25.9	6 th
Metacognitive	25	3.00	49.9	1 st
Affective	25	1.76	29.3	5 th
Social	25	2.84	47.3	2 nd

From those tables above, show that learning strategies in language acquisition of high achieving students are dominated by indirect strategies. It is apparent that metacognitive strategy (mean: 3.00 and total frequency 49.9 %) is the most frequently used by learners. The results suggested that students developed awareness on how they learn best, by developing metacognitive strategies encourages learners to understand their learning process and to know what strategies help them succeed. Research has shown that learners with metacognitive strategies are likely to be successful language learners (Anderson, 2003). Rubin (1987, p. 79) argued that metacognitive knowledge is very important for learners to assist them choose and activate their learning strategies. This strategy helps learners to take control of a variety of choices and applications of learning strategies, as well as how they go with this strategy.

The second strategy most frequently used by learners is social strategy (mean: 2.84 and total frequency 47.3%). Successful language learners sought opportunities to practice language and valued communication with other English speakers. The results also depicted that the high frequent use of the target language outside the classroom settings improve their communication skills. Additionally, the students frequently ask questions and interact with their peers or teachers using the target language. This particular result corresponds to the study conducted by Oxford (1990, p. 133), in which she asserted that asking questions helps learners get closer to the particular meaning of words and aids their understanding in the target language.

The next preferred strategy used by the participants is cognitive strategy (mean: 2.6 and total frequency 43.3%). Cognitive strategies are behaviors, techniques, or actions used by learners to facilitate the acquisition of knowledge or a skill (Rubin, 1987). This strategy is crucial in learning a new language because these strategies work promptly upon the information arrived, because this learning strategy covers three important aspects including; a) Repeating, with the aim of helping to retain information in the short term that has been obtained, b) Elaboration, with the aim of adding details of new information so that the information developed is more meaningful, c) Organization, with the aim of increasing the significance of new information through the use of a good organizing structure in the form of communication. The least strategies chosen by the participants are memory strategy (mean: 2.56 and total frequency 42.6%), affective strategy (mean: 1.76 and total frequency 29.3%) and compensation strategy (mean: 1.56 and total frequency 25.9%).

Conclusion

The result of this research showed that learning strategies in language acquisition on high-achieving students was dominated by indirect strategies, which included metacognitive strategy (49.9%) and social strategy (47.3%). It proves that learning strategies in language acquisition on high-achieving students is done by the effective use of time in completing assignments, prioritizing learning activities, utilizing learning and infrastructure properly, joining a course and collaborating with friends and family in learning. Then followed by cognitive strategy (43.3%), memory strategy (42.6%), affective strategy (29.3%) and compensation strategy (25.9%).

Overall, indirect strategy helps students in the process of learning a new language without involving the target language directly. The result of this research also showed the role of other learning strategies for students, it means that more variations in language learning strategies used the greater chance of success in language learning. Supported by the opinion from Ellis (1996, p. 472) the application of language learning strategies is one of the factors that contribute to the success of students in the acquisition of a second language or a foreign language.

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Indonesia-Japan Cross Culture Facebook Writing Program: New Challenges in Teaching Writing

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Abstract

The purpose of this study is to observe and investigate the use of Facebook among college students in a cross-cultural collaboration project between Indonesia and Japan, and focuses specifically on Indonesia students' improvement in writing and their perceptions on Indonesia-Japan cross culture Facebook writing program. In the project, students from University of Muhammadiyah Tangerang and Japan Students posted images and descriptions of international relations concepts in any topics provided every week. By recognizing that others around the

world attribute different but sometimes similar meanings to these concepts and topics, students broadened their own understandings and gained a greater awareness of the diversity in the study of international relations. This study explores questionnaires to get information related to the using of Facebook writing program, the questions are: (1) how much did you enjoy the Facebook activity? (2) how much do you think your English improved because of Facebook activity? (3) does this experience in return affect students' social life on Facebook? The results indicate that Facebook is a feasible platform for educational purposes, and can improve Indonesia students' writing skill in English. However, it requires individual efforts to maintain the friendship after the project ended.

Keywords: *Social media, Facebook, cross culture, writing skill.*

Introduction

The development of information communication technology (ICT) not only creates all the conveniences in daily activities, but also creates a new media that can break the boundaries of place and time in communication. The media came to be known as social media. The rapid development of social media is also supported by the development of gadgets that increasingly make people interested to get involved in it. The social media users in Indonesia are one of the largest in the world, and is ranked the fourth largest user in the world (Clement, 2020). Social media provides a variety of interaction spaces; users can send statuses, images, videos and links from other media. Kilian, Hennings, and Langner found a typology of media usage among millennials which is summarized four primary motivations: information, integration and social interaction, personal identity, and entertainment (Kilian et al., 2012). Moreover, based on the result study conducted by Rajab and Al-Sadi show that the students are tech savvy and have excellent skills in adopting and utilizing new technologies, it was quite shocking to discover that nearly two thirds of them spent between 3 and 6 hours daily on their mobile phones using social network applications (Rajab & Al-Sadi, 2016). Therefore, the existence of social media and its relations for millennials are significant to be observed.

The integration of social networking sites (SNS) into academia transforms the way people connect and communicate with each other, and creates a new paradigm of learning or new literacy (Cope & Kalantzis, 2000; Kusuma, 2017; Lankshear & Knobel, 2011; The New London Group, 1996). Facebook as one of the popular social media platforms in Indonesia is followed by many people in Indonesia. Like other social media platforms, Facebook can be accessed by anyone and anywhere, whether through gadgets or computers. It makes Facebook

stays and survives in the midst of the increasing number of other social media platforms. Using Facebook affects students' motivation and strengthens students' social networking practices. Facebook assists the teachers to connect with their students outside of the classroom and discuss about the assignments, classroom events and useful links. People can share interests, post, upload a variety of media to social networking services so that their friends could find useful information. Students will take responsibility for their works because they have a larger audience when they use social networks; this may empower them and their work and leads to self-directed learning (Araya Ríos & Espinoza Campos, 2015).

Moreover, a number of studies have examined the relationship between Facebook and second language (L2) in the following areas: using Facebook for reading, writing practices and critical literacy, the opportunities and benefits of Facebook as an online platform for English Language Learning (ELL), the construction of knowledge on Facebook, blended learning experience, the use of microblogging for communicative and cultural competence, and Facebook for community constructions and identity development (Kusuma, 2017). In the context of learning English, Facebook can be seen as one medium to improve student's ability, particularly in writing, because most the interactions on Facebook are expressed in the form of writing. Facebook, as a social media that has the power to overcome geographical differences, can also be used as a medium for cross culture communication.

Cross culture writing program can be done if the various parties involved come from different cultural backgrounds, such as from two different countries. In stimulating students to improve their writing skills, this program is one of the strategies that can be done, because the motivation to write can arise with the encouragement of curiosity through communicating with people or other groups from different cultures. Greenhow, Galvin, and Willet highlight, at least, three important affordances in using social media for student's learning: active learning, collaboration, and community connections (Greenhow et al., 2019). Moreover, in cultural context, King and Bigelow find how the use of class Facebook group in high school English as a Second Language (ESL) class for migrants in the United States in Minnesota becomes a medium to build an authentic community and exchange personal insight (King & Bigelow, 2018). These things show how social media, particularly Facebook, is not only used to improve students' skill in English, but also can be used to create cross culture activities.

In the process of learning English as a second language, the use of social media is very important to see. As we know, most of students are very close to the way social media works on the internet. In addition, using ICT and social media has been becoming prevalent in pedagogical field due to the wide spread of internet. Vikneswaran and Krish investigate the

English writing skill of Malaysian students on Facebook, and the result is the students write better as a second language in Facebook (Vikneswaran & Krish, 2016). Meanwhile, Baker finds positive effect in students' writing skill in Palestine after using social media as the medium (Baker, 2018). In addition, Aghajani and Adloo also find significant progress and score in writing skill after using Telegram (Aghajani & Adloo, 2018). It shows how the development of ICT, particularly social media, in university students' daily life can be used to improve the writing skill in English as foreign language. Using social media as a part of teaching method becomes effective way to improve the students' writing skill.

In this study, the researchers, observed Japan and Indonesia students' ability in English writing; 19 Japanese students and 16 Indonesian students. However, this study focuses specifically on Indonesian students from University of Muhammadiyah Tangerang. They posted images and descriptions in any topics and discussed them. From these activities, the researchers wanted to explore the students' understandings and awareness on cultural differences, particularly in international context. Besides that, to get information related to the using of Facebook in writing program, the researchers also explore the participants' experience when involved in this program by questions: 1. how much did you enjoy the Facebook activity? 2. how much do you think your English improved because of Facebook activity? 3. does this experience in return affect students' social life on Facebook?

By using those questions, this research would see the effectiveness of using Facebook as a digital platform for educational purposes, particularly in improving Indonesian students writing skill in English. In addition, this research tried to find a new way in teaching English skills by using social media platform for students in Indonesia. However, the result of this research will be taken into consideration in teaching English in University of Muhammadiyah Tangerang, so that the lecturer have a new way and strategy in teaching and improving students' skill.

Method

The Design of this research was descriptive research design which involves observing and describing the behavior of a subject without influencing it in any way (Erickson, 2017). This research aimed to make careful descriptions of educational phenomena, therefore the researchers used both quantitative and qualitative approach for this research. Related to the research objectives, the researchers used one-shot survey design at which the research instrument or tools given to the participants.

The participants of this research were all university students from English language education study program from Japan and Indonesia.

The subjects in this research were 37 EFL students consisting of 19 Japanese students and 16 Indonesian students.

Findings and Discussions

In the research that used Facebook as a place to do cross culture Facebook writing program, the researchers looked at several points that were considered important to note. The researchers involving two groups of students from two countries, and obviously, with different cultures focused on writing skills. Therefore, the points that are considered important in the Indonesia-Japan cross culture writing program process are those related to writing skills. From these points, we can see the process and effectiveness of this program in improving writing skills in English for EFL students.

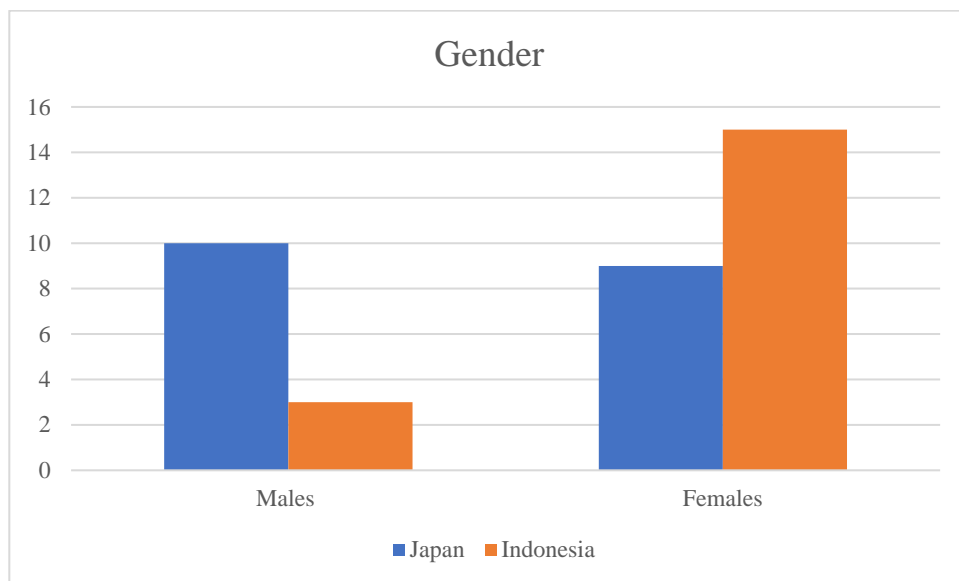


Figure 1. Gender of Students

The subjects in this research were 37 EFL students consisting of 19 Japanese students and 16 Indonesian students. In addition, the composition of gender in subjects consists of 10 males and 9 females' Japanese students, whereas Indonesian students consist of 3 males and 13 females. In Japan they were first-year students majoring in English education, and five students in the class in Japan could not do Facebook or did not have any Facebook accounts before involving in cross culture Facebook writing program. Just like Japanese students, Indonesian students were from first-year students majoring English education, but unlike

Japanese students, they do Facebook or have a Facebook account. It can be concluded that this gender composition also shows the number of male and female who engage with social media, particularly in Facebook during the Indonesia-Japan cross culture Facebook writing program for ten weeks.

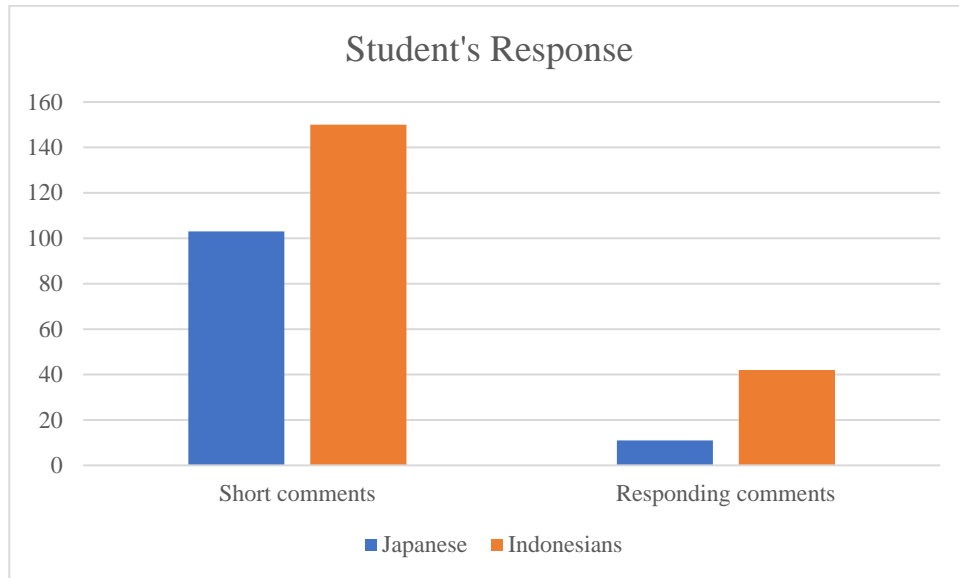


Figure 2. Students' Responses on Facebook Comment

The figure 2 illustrates how many student's response; short comments and responding comments during this research in Facebook. The data show, for the short comments, that Indonesian students did more comments than Japanese students. Likewise, the same trend occurs in responding comments; Indonesian students responded more to Japanese students post than Japanese students responded to Indonesian students post.

Looking first at the data, the number of the short comments was 150 for Indonesian students. In other hand, only 103 short comments were given by Japanese students. The data show that Indonesian students more active in giving short comments than Japanese students. Furthermore, online activity using Facebook are more widely used by Indonesian students than Japanese students. Moreover, Indonesian students seem more interested in being involved in writing this program by giving more short comments.

For the responding comments, the chart depicted same condition with the short comments; Indonesian students make more responding comments than Japanese students. The number of responding comments from Indonesian students are 42 or 28%, while Japanese students only did 11 comments or 11%. In addition, Indonesian students make responding comments nearly four times that of Japanese students.

Overall, the short comments and the responding comments data depicted that Indonesian EFL students spent more time to use Facebook and more engage in online activity than Japanese EFL students. Even though device support and easy access to the internet and social media are both owned by students from both countries. The possibility that arises is that Japanese students do not use Facebook too often, perhaps they more use other social media platforms than Facebook.

Table 1. Long Entries during 10 Weeks

	Ave. # Entries/S	Ave. Words/Entry
Indonesia(N=16)	3.33 (SD=3.06)	134.23 (SD=83.16)
Japan (N=19)	4.32 (SD=2.58)	61.46 (SD = 21.27)

Table2. Short Comments & Photos

	Short Com/S	Photos/Videos per S
Indonesia(N=16)	8.33 (SD=11.49)	6.50 (SD= 5.88)
Japan (N=19)	5.26 (SD=5.43)	7.37 (SD=6.18)

For Japanese students' long entries, they averaged only about 61 words per entry. As for short comments, only two students made a lot of them (21 and 16 short comments); the other students made eight or fewer, and four students did not make any short comments. Amazingly, all 19 students posted at least one photo or video. The Indonesian students were not very active, averaging only 3.3 long entries per student during the ten weeks of program. Most of the Indonesian long entries were by three students, who each made at least eight entries; most of the other students had only one or two long entries per person.

The data shows that Japanese students are more likely to post long entries than Indonesian students where there are only three students who post long entries. Indonesian students tend to post short comments during the program. Moreover, all of these trends show different activeness from the two groups of students. Japanese students who prefer post long entries show different mastery of vocabulary and writing skills; they are more able to arrange long sentences. Whereas Indonesian students who tend to only give short comments show their lack of mastery of vocabulary and the ability to compose long sentences.

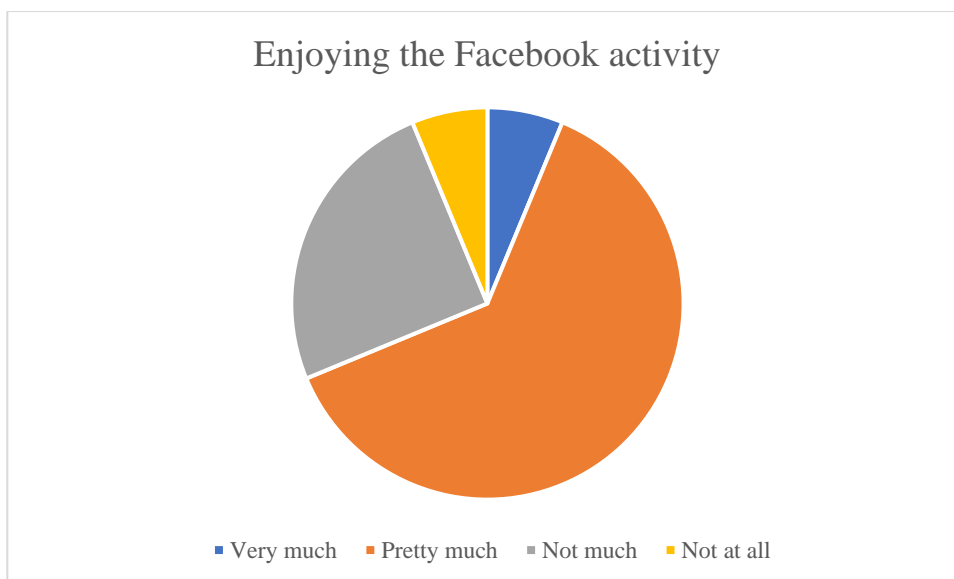


Figure 3. Enjoying the Facebook Activity

This chart shows the percentage of responses to a survey conducted for Indonesian students. The survey was given after the students finish the Facebook writing program. Overall, the answer choices provided in this survey are *very much*, *pretty much*, *not much* and *not at all*. The two most given answers are *pretty much* and *not much*. Meanwhile, the two least answers given are *very much* and *not at all*.

The highest percentage for the answers is *pretty much* enjoy (63%) the Facebook activity, which means 10 students believe that they pretty much enjoy being involved in the cross-culture Facebook writing program activities. The second largest percentage in doing this cross culture writing program is *not much* (25%), which means 4 students feel not much enjoy this program. The rest percentages for the answers are *very much* and *not at all*. They have same portion, which means 6% of the total answers or 1 student for each.

The results of the answers from the questioners given to participants or students from Indonesia, at least, describe their conditions when involved in cross culture Facebook writing programs. This can be understood when looking at the daily activities of those who are already familiar with the digital world. The availability of internet access that has expanded in Indonesia makes it easy for them to join this program. In addition, Facebook is one of the social media platforms that has long been known and followed in Indonesia. In addition, the depiction of the digital world condition in Indonesia can be strengthened by the percentage results that show that the majority of students are able to involve and enjoy this program.

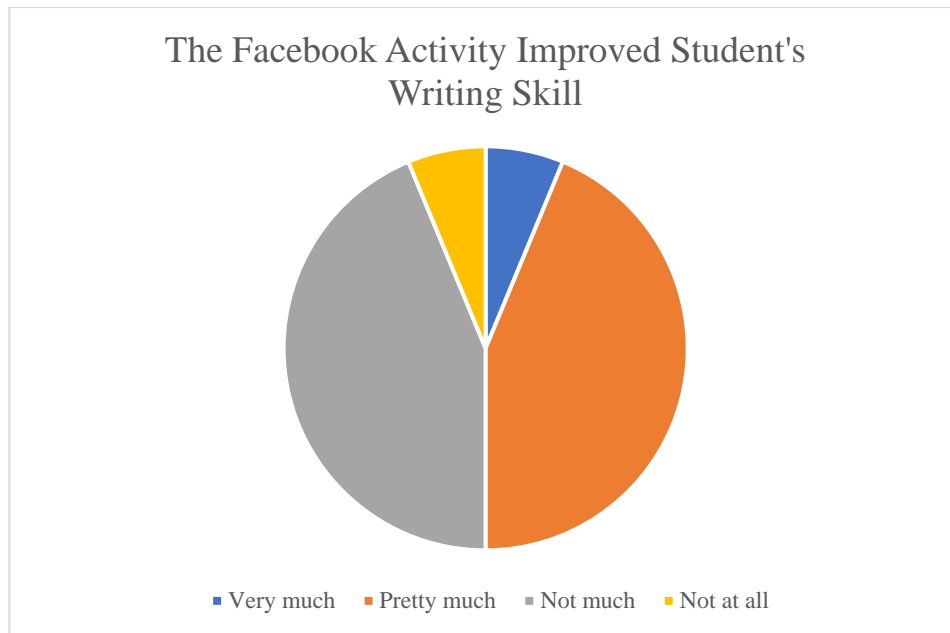


Figure 4. The Facebook Activity Improved Student's Writing Skill

This chart illustrates the effectiveness of this program in improving English skills, particularly in writing, through questions submitted to Indonesian students who become participants in the cross-culture Facebook writing program. Like as the previous chart, this chart also illustrates the percentage of responses to a survey conducted for Indonesian students as a participant in this writing program. Overall, the answer choices provided in this survey are *very much*, *pretty much*, *not much* and *not at all*. For the two highest given answers are *pretty much* and *not much*. Moreover, two least answers given are *very much* and *not at all*.

The result shows that *pretty much* and *not much* are the two highest percentage in this survey. They have same percentage, 44% for each. It means 7 students feel *pretty much* improved their English during and after involving this writing program as well for *not much*. Furthermore, for the rest percentage for the answers are *very much* and *not at all*. Like the other two answers option, they have same portion in percentage. It means 6% or 1 student answered *very much* as well 1 student answered *not at all*.

The Indonesian students' answers in this survey describes how the benefits gained by them from their cross-culture Facebook writing program. The percentage that emerged from the survey showed a tendency that students actually get the benefit, especially in writing skill, from this program. The results obtained from this survey also show that the use of social media, especially Facebook, can stimulate students' writing activities. In addition, writing programs involving other groups of students from other countries or cultures can provide new experiences; the experience of getting to know others. Furthermore, the various themes that

became the subject of discussion in this program can be seen as stimuli for each participant to continue to be involved in it.

Conclusion

The progress of ICT which have been producing social media provides new choices in teaching English as a foreign language. Almost all students have social media accounts, and this makes it easier to use social media as a new medium in teaching English. Social media like Facebook is able to stimulate students to develop their English skills, particularly in writing. Most of the students were active in using Facebook during this program. Therefore, it can be assumed that they can involve in this program; almost half of Indonesian students enjoyed activities with other students from different country. It also showed that the different culture could not be a barrier in their communication. As a result, some students who were active in this program have significant improvement in English, particularly in writing skill.

This research also shows two different trends in the two groups of students involved in the cross culture writing program. Japanese students who tend to post long entries show mastery of vocabulary and the ability to make sentences better than Indonesian students. Meanwhile, Indonesian students who had fewer post long entries showed different abilities. However, over half of all students from Indonesia stated that they did not really like the activity, therefore, as a result, their ability in English did not improve.

From the research involving two groups of students from two different countries, Indonesia and Japan, the results obtained were satisfactory. Both groups of students who involved were able to interact in a forum which was created on Facebook. Because they are students who are from the English department, of course the Facebook writing cross culture program is very useful. At least they can develop writing skills in English in this program; they are stimulated to compose whole sentences in English. An example of the results of this study can be used as a reference for doing the same program for students who study English as a second language.

Recommendation

Nowadays, an integrated teaching process with all ICT products is a must. The necessity of teachers or lecturers to adapt and engage all matters related to ICT products is a form of the need to compensate students, which also means the main actors of the millennial generation, who certainly know more and engage these products. Furthermore, this condition can generate a variety of new innovations, both in strategy and development of teaching material. In

addition, the use of various social media platforms in the teaching process can overcome the problem of time and place, which means students can carry out the learning process anywhere with the help of ICT.

In teaching English as a Second Language (ESL) by using all ICT products, particularly social media platforms, giving students a new experience. Students are no longer bored with conventional learning models that are highly dependent on physical or classroom space needs. The new atmosphere and ways are also able to stimulate students to be more active and creative in following the learning process.

Since many researchers have found clear benefits in using social media platform in teaching English, it is recommended that teacher or lecturer to use Facebook, or another social media platform, to improve students' English writing skill. In addition, the effective use of social media platforms in teaching English as a Second Language can be achieved because almost every student has a social media account and can access it through a mobile phone. Finally, the development of ICT and easy access to social media must have a contribution in the learning process of English.

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The Effect of E-Learning Media to Students' Cognitive Skill and Motivation in English Morphology Class

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Abstract

Education in 21st century demands the insertion of technology as its mode due to as one of prominent skill in work life. Furthermore, the development of technology has brought new approach in English education at tertiary level on the emergence of e-learning such as using Schoology and Google Classroom. Then, the aims of this research are knowing the effectivity of two e-learning media, schoology and google classroom, to students' cognitive skill in form of learning achievement and motivation in learning. Furthermore, it also strives to know the level of students' motivation after the treatments with different e-learning media by using mixed method and quasi-experimental pretest posttest design. The instruments that were used in the research are (1) questionnaires and interview to as tool to dig out the students' motivation, and (2) tests to measure students' cognitive skill. The quantitative data were tested in term of normality, homogeneity, and hypothesis testing using independent t-test. Then, the

qualitative data was analyzed with interactive model. The result showed that (1) there was difference on students' cognitive skill between control (Google classroom) and experimental group (Schoology). The schoology class gained better cognitive skill than Google classroom, (2) there was difference on students' motivation between control (Google classroom) and experimental group (Schoology). The students' motivation in Schoology class was better than in Google classroom, due to, schoology operation practicality, its more complete features, its assessment transparency, and others, (3) Since, there was infrastructure problem, the level of learning motivation was mostly medium or middle.

Keywords: *Schoology, Google Classroom, e-Learning Cognitive Skill, Motivation*

Introduction

Education in 21st century era demands the insertion of technology as its mode due to as one of prominent skill in worklife. Furthermore, the development of technology has brought new approach in English education at tertiary level on the emergence of e-learning since it has many benefits including being accessible across time and spaces, reducing costs, providing billions of sources, presenting the latest information, and many more. Furthermore, the digital technology provides opportunity for students to grab the authentic and factual materials for learning. Due to use of technology in education is famous, then it is called as E-learning.

Lombok as an island that had suffered more than 500 earthquakes in late of 2018 insists universities to equipped the education process with e-learning since there were insufficient and inconducive buildings. This education direction is in line with the idea of Horton (2003) that e-learning that uses the benefit of internet and web technology is able to create deeper learning experiences. The use of e-learning media as mode of teaching has been aimed to bridge the weakness of infrastructures for teaching and learning process to the stability of education quality in University including state Islamic University of Mataram. It is match with the purpose of e-learning according to Michael (2013) that is used as an electronic system or computer also improves the possibility to support the learning process. E-learning platform or media is an application which enable teacher to connect to students in a set online study room or class. E-learning is created to overcome the limitations between teachers and students, especially regarding space and time. Therefore, teachers and students should not be in one dimension of space and time. The education process can run at any time by ignoring the space and time (Kusmana, 2011). Moreover, Hargis (2000) emphasize on the reason of using e-learning media is because there are a lot of and unlimited accessible information in internet,

students are directed to be more active and attentive, the different activity using the gadget influence students' motivation, and students are trained to inquiry the knowledge by themselves prior the class that further promote cooperative learning. In the teacher's side, the e-learning media becomes the teacher's aid to its teaching and learning activities. Wahono (2003) said that teacher may present visual materials which are more interactive with dynamic changes and movement which then triggers students' interest to engage the learning process. Hence, the e-learning workshop had been held by State Islamic University of Mataram to equip the lecturers with the ability to implement blended flipped class teaching and learning model.

The implementation of e-learning especially for teenagers has not become problems since it is viewed on the use of Internet in Indonesia, the internet users have grown rapidly. Based on the data obtained as mentioned by Isparmo (2016) about the users of internet in Indonesia, he mentions that there were 132.7 million people or about 51.8% which included 10.3 million university students or about 7.8%, and other level of students amounted 8.3 million or 6.3%. This data also depicts the situation of embodiment use of internet to the university students. Lately, the university students tend to enjoy browsing to learn rather than picking up books as source of conventional learning.

The conventional learning has been believed as bringing boredom to students since it presents routine learning activities by spoon-feeding students with the only sources from teacher as the expert in class. Hence, as mentioned by Pribadi et. Al. (2010) that the boredom influences the students' cognitive skill performance and motivation. Moreover, the conventional teaching method asks students to bring full packs of books in bag or even bringing extra handbag only to equipped them to be ready to study in university. Referring to the existence of motivation in learning, PISA conducted survey in 2018 that the students' scientific learning motivation index was 0.75 with the average OECD index was 0.03 that means it was very low category (OECD, 2019). Consequently, there was high demand to improve students' learning motivation by creating innovative learning process especially for content course or subject material that is believed as more difficult by students.

One of the learning innovations which has been promoted at State Islamic University of Mataram was e-learning media which popularly called as schoology. Schoology is a kind of Learning Management Systems (LMS) that has some features to be used by students and teacher in order to make virtual interaction and connection as well as exchanging learning resources by online. Some features that are provided are: downloadable materials in resources, slide for presentation, video clips and music, test and quizzes facility, discussion individually or group, and task submission as being instructed by lecturer. Schoology brings a positive

impact on attitudes (Cepik, Gonen, & Sazak, 2016), helped the students to be more independent to learn English in EAP class (Ardi, 2017) and enhance the college students' proficiency in Business Writing (Sicat, 2015). Another researches that showed positive effects on the use of Schoology are: (1) research which was done by Wati (2015) that Schoology as online platform could increase students' motivation and content learning achievement with average score 8.80 of grade XII students in SMAN 8, (2) Sicat et al (2015) describes the research that employed LMS Schoology in experimental group performed better than the controlled group that was taught using traditional method, and (3) a research by Irawan et. al. (2017) states that there was significant difference to the students' learning achievements between those who were taught using problem-based learning method and blended learning method. Schoology as e-learning media also promotes blended learning. One of the features of the implementation of blended learning is there is improvement on students and teacher's interaction, students and students' interaction, and students with existed or even new materials and resources.

Another learning innovations that have been also being implemented at State Islamic University of Mataram is the Google Classroom platform. According to Charoenwet & Christensen (2016) e-learning media improved self-directed learning performance and behavior of students and provides the possibilities to share knowledge, views, and experiences in the process of teaching and learning practice (Ekici, 2017). A research that was conducted by Syarifudin & Afif (2019) mentions three benefits: Firstly, Google classroom was significant as a beneficial tool in learning introduction to English linguistics subject specifically and language learning globally. Secondly, it was as the aid to overcome the non-conducive classroom situation at TBI Department at UIN Mataram. Thirdly, it increased students' engagement in learning through Google classroom discussions before the class to improve students' readiness in class further discussion. Unfortunately, there was insignificance result showed by a research that was conducted by Trisnawati (2014) that students who were taught by the implementation of Camtasia media got higher average score (65.55) as being compared to students who were taught by Google classroom e-learning platform that only achieved 59.55 average score.

The implementation of the e-learning of course is not separable from the existence of students' motivation and its' effectivity to the cognitive achievement. As mentioned previously, that e-learning may motivate more students to learn which further effect the growth of their cognitive skills. Then, this research is aimed to look for the influences of the use of e-learning to student motivation and cognitive skill in English Morphology class that has not existed in previous researches.

Motivation as mentioned by Chua & Don is one of the pivotal driving forces to explain the ability of students to pass the criteria of success in examination. Motivation is an abstract affective variable in language learning (Bernaus & Gardner, 2008). It is mentioned as quality of psychology that brings students to reach goal to master the language (Eagly & Chaiken, 2007). Brown (2008) explained that motivation is a level where students are extrinsically and intrinsically motivated to accomplish certain activity. Hence, many researches showed that motivation has large positive correlation with the students' success in language learning as a consistent strong predictor (Masgoret & Gardner, 2003). Due to many researches regarding motivation, the divisions of it are varied including integrative and instrumental motivation as well as intrinsic versus extrinsic motivation. Gardner (2010) mentioned that someone who owns integrative motivation is characterized as follows: firstly, she or he has strong motivation to finish or do something; secondly, she or he has accepted and open approach to the distinctive or even brand new cultural group with full-power emotional interest to the speakers of the language and, thirdly, she or he has good perception and attitude to the learning situation. While, the Instrumental motivation deals with the potential or pragmatic utilitarian that is gained from achieving L2 proficiency such as being able to read technical material, can translate documents or gaining higher social status (Norris-Holt, 2001). Hence, the motivation is the only variable that showed the direct and significant effect on student achievement. Positive motivation is influenced only by the perception of the students themselves, that students who learn online more confident about his ability to learn and then more motivated to learn.

Another effect on the use of e-learning that was investigated in this research was the student's cognitive skill. Bloom et al believe that cognitive skill is learning outcomes that include mental activity. There are 6 levels of thought processes in the cognitive learning outcomes of knowledge, understanding, application, analysis, synthesis and evaluation (Sudijono, 2008). In this research, the cognitive skill referred to the students' mastery on the given material in morphology class. The cognitive skill was assessed by providing learning materials which is then followed by practice questions in e-learning and examinations. Examinations were given before the use of e-learning and after the use of e-learning. There were multiple choice question consisting of several aspects of the cognitive domain.

Based on the observations which was done in English Department of State Islamic University of Mataram, the students' cognitive skill and motivation in English morphology class was low. The learning process has not applied E-learning optimally and lecturer taught students by lecturing method. In the world of education alternatives e-learning platform can be

used to help to learn, especially to increase the cognitive skill and motivation. This research compared Schoology-based e-learning and e-learning-based Google Classroom. This research investigated the contribution of the use of e-learning to the student's cognitive skill, students' learning motivation, and their motivation level.

Literature Review

E-learning has an impact on learning, there are cognitive performance and motivation. One of the impacts is that e-learning is able to improve students' the cognitive skills (Songkram et al., 2015). Online modules or e-learning in academic reading have the potential to scaffold construction of an integrated development of students' subject knowledge, language skills, critical thinking and overall learning ability (Yumin & Henderson, 2014). Then, Irawan, Sutadji, & Widiyanti (2017) that schoology can increase the learning outcome. While the research by Sulistiani & Sukirno (2016) shows that the model of blended learning with Google Classroom can improve performance in students' cognitive. Though, Aminoto & Pathoni (2014) states that the application of Schoology-based learning can provide an average increase learning. Sudibjo (2013) that use Google Classroom e-learning helps students to improve student learning outcomes in the cognitive aspects. In the motivation aspect, Harandi's research (2015) states that there was significant connection between the use of e-learning and students' motivation. The results explains when lecturers implemented e-learning, students were attracted and gained interest. (Rovai et al., 2007) proves that students who use e-learning are better intrinsically motivated than students in the conventional method classroom. Conducted by Ibrahim & Suardiman (2014) that there is the influence of the use of e-learning on student motivation, student motivation tendency to use e-learning is higher than conventional learning. Joshua, Swastika, & Estiyanti (2015) with the results showed the use of Social Learning Network Schoology has a big role to provide motivation to learn followed by collaborative learning and influence learning achievements of learners. While the research conducted by Sudibjo & Wasis (2013) that the use of Google Classroom for students is strongly motivated to learn. Relevant with Sulistianti & Sukirno (2016) research that Google Classroom can increase student's motivation.

Research Method

The research used mix methods. Mix methods research was conducted to delve deeper into the circumstance of e-learning implementation in an English Morphology class in English

Department of State Islamic University (UIN) Mataram, West Nusa Tenggara (NTB), Indonesia.

The current research applied quasi experiment with pretest-posttest control group design. The subjects were grouped into two, they were: the experimental group and control group. The treatment given to the experimental group that is with the use of e-learning based schoology while the control group used e-learning based Google Classroom.

The present research was conducted at English Morphology class in English Department of State Islamic University, Mataram, Jl. Pendidikan 35, Mataram, West Nusa Tenggara, Indonesia. This research was done since September to November 2019. The population in this research where students of English Morphology class consist of five classes ranging from TBI III-A, TBI III-B, TBI III-C, TBI III-D, and TBI III-E. Determination of the samples was done by cluster random sampling technique (Sugiyono, 2015). The sample used for an experimental class is TBI III-A class with the total 34 students and the control class is TBI III-B amounted to 32 students. TBI III-A were taught using schoology e-learning media while TBI III-B were taught by implementing Google classroom e-learning media. The independent variables were schoology and Google Classroom as e-learning media, while the dependent variables were motivation and student cognitive skill in term of learning achievement.

The research instrument was (1) the questionnaires that were used to find out students' learning motivation; (2) interview to 10 students from each group to dig more the information on the implementation of e-learning as well as their behavior; and (3) test instruments that were used to know students' cognitive skill in term of achievements. The data analysis technique which was used were independent samples t-Test, data normality test (Kolmogorov – Smirnov), and homogeneity test data (Levene's test) for equality variance. Finally, all perceived data were calculated by the operation of SPSS software version 22.

Finding

a. Normality and Homogeneity Test

Balance test result, normality test and homogeneity test are the requirements analysis test result before hypothesis testing. The result of statistical calculations of research data are shown that experimental class (TBI III-A) and control class (TBI III-B) sig value $> \alpha$ (0.05). Because the sig value more than α (0.05), so can be said that the experimental class and control class are balanced, normal distribution and homogeneous. According to the result of normality test on the students' pretest and

posttest result about their motivation in learning, it was known that the both data are considered normal as can be seen in Table 1.

Table 1. Pre-test and Post-test Normality Results of Student learning Motivation

E-Learning Media	Kolmogorov-Smirnov			
	Pretest		Posttest	
	Significance	Information	Significance	Information
Schoology	0.185	Normal	0.210	Normal
Google Classroom	0.167	Normal	0.202	Normal

Then, the test of normality on the students' pretest and posttest about the cognitive skill in terms of learning achievement explained that both of the groups were normal as can be seen in Table 2.

Table 2. Pre-test and Post-test Normality Results of Students' Cognitive Skill

E-Learning Media	Kolmogorov-Smirnov			
	Pretest		Posttest	
	Significance	Information	Significance	Information
Schoology	0.162	Normal	0.208	Normal
Google Classroom	0.172	Normal	0.201	Normal

The result of homogeneity test on students' pretest and posttest in aspect of students' motivation showed that both groups have similar variance (being homogen), as depicted in Table 3.

Table 3. Pre-test and Post-test Homogeneity Results of Students' Motivation

E-Learning Media	Lavene Test for equality variance					
	Pretest			Posttest		
	F	Significance	Information	F	Significance	Information
Schoology	0.465	0.498	Homogen	0.047	0.829	Homogen
Google Classroom	0.465	0.498	Homogen	0.047	0.829	Homogen

The result of homogeneity test on students' pretest and posttest in aspect of students' cognitive skill in terms of achievement showed that both groups have similar variance (being homogen), as depicted in Table 4.

Table 4. Pre-test and Post-test Homogeneity Results of Students' Cognitive Skill

E-Learning Media	Lavene Test for equality variance		
	Pretest		Posttest

	F	Significance	Information	F	Significance	Information
Schoology	0.154	0.696	Homogen	1.882	0.175	Homogen
Google Classroom	0.154	0.696	Homogen	1.882	0.175	Homogen

Ket: F = Levene statistic

b. First Hypothesis Testing

- Ho : there are no differences in the use of schoology and Google Classroom e-learning media on cognitive skill in English Morphology class
- H1 : there are differences in the use of schoology and Google Classroom e-learning media on cognitive skill in English Morphology class

Table 5. The Results of Analysis to the First Hypothesis

Variables	$\alpha = 5\%$	Sig	Criteria	Information
Cognitive Performance	0.05	0.008	0.008 <0.05	H1 accepted

Based on table 5 can be viewed sig value $0.008 < 0.05$, and H0 rejected H1 accepted. There can be concluded a difference cognitive skill between the classes with Schoology e-learning media and Google Classroom e-learning media. The average e-learning classes with Schoology is 85.44 higher than e-learning classes with Google Classroom is 72.53. It is due to some reasons like the practicality to access, students' get better understanding on the lesson, and being considered as triggering the students' activeness in study which then these may have effects on cognitive skill or achievement.

The difference average score on the comparison of student's cognitive skill using schoology e-learning media (85.44) and using Google Classroom e-learning media (72.53) was 12.91% after the post-test as described in Figure 1.

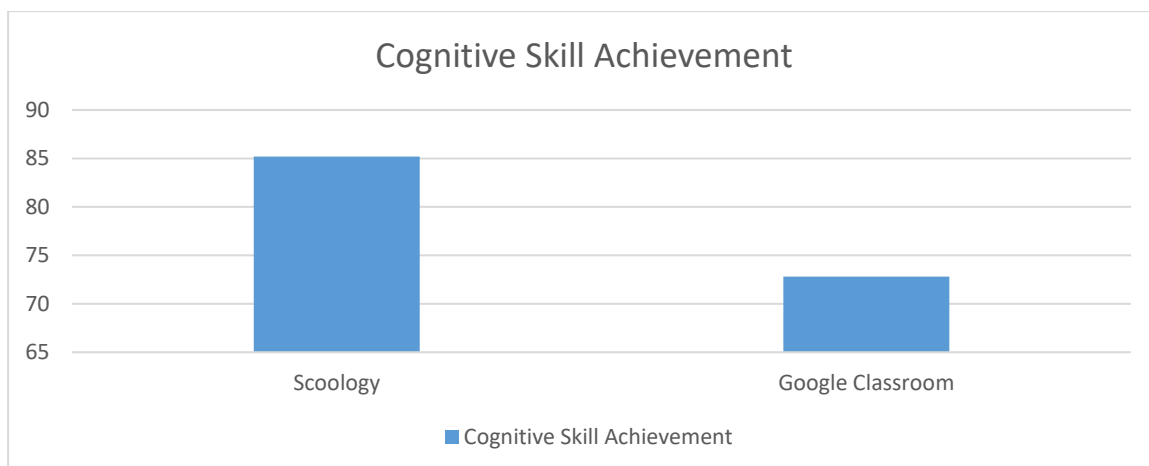


Figure 1. Comparison of Students' Cognitive Skill Achievements Using E-learning Media Based Schoology and Google Classroom Media

It supports research conducted by Aminoto and Pathoni (2014) that demonstrates the application of Schoology-based learning can provide an average increase learning. The result also supports Irawan, Sutadji, & Widiyanti (2017) that schoology can increase the learning outcome. While the research conducted by Sulistiani and Sukirno (2016) shows that the model of blended learning with Google Classroom can improved performance in cognitive. The results also support Sudibjo (2013) that use Google Classroom e-learning media helps students to increase the students' learning outcomes on the cognitive aspects.

c. Second Hypothesis Testing

- Ho : there are no differences in the use of schoology and Google Classroom e-learning media on student's motivation in English Morphology class
- H1 : there are differences in the use of schoology and Google Classroom e-learning media on student's motivation in English Morphology class

Table 6. Results of Analysis Second Hypothesis

Variables	$\alpha = 5\%$	Sig	Criteria	Information
Motivation	0.05	0.007	0.007 <0.05	H1 accepted

According to the table 6 can be viewed sig value $0.007 < 0.05$, and H0 rejected H1 accepted. There can be understood that there is a difference students' motivation with e-learning based Schoology and e-learning based Google Classroom. The Independent Samples t-Test result showed the comparison of students' learning

motivation taught by using schoology e-learning media was 91.28 and using Google Classroom e-learning media was 85.83. Then the difference between them was 5.45% which further describes in Figure 2.

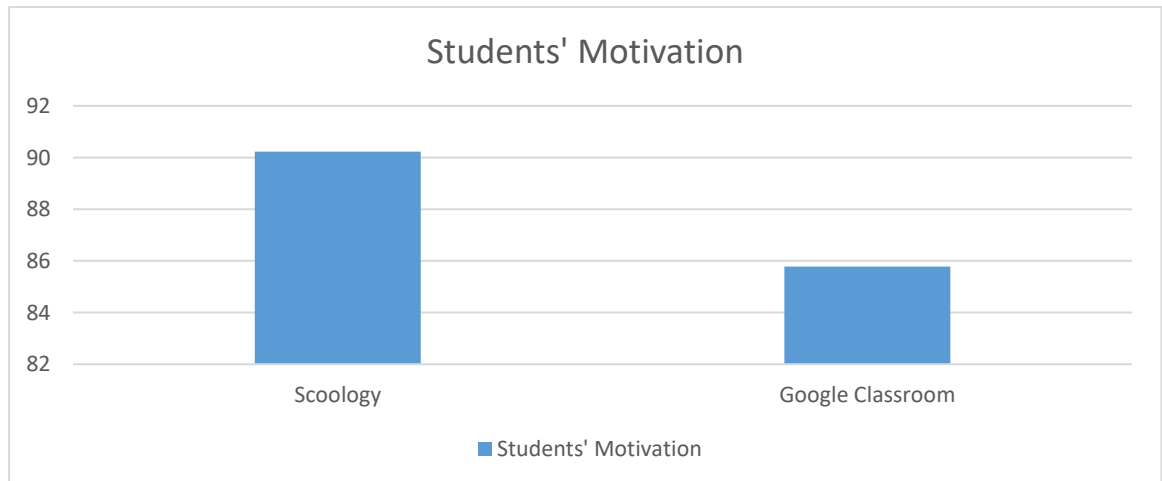


Figure 2. Comparison of Students' Motivation Taught by Using Schoology and Google Classroom e-learning Media

The average e-learning classes with Schoology is 91.28 higher than e-learning classes with Google Classroom is 85.83. Because schoology e-learning media created students' interest to learn, more passion, students' happiness, practicality to learn anywhere, and motivation by providing morphology challenge to learn. Results above support research Joshua, Swastika and Estiyanti (2015) with the results showed the use of Social Learning Network Schoology has a big role to provide motivation to learn followed by collaborative learning and influence learning achievements of learners. While the research conducted by Sudibjo and Wasis (2013) that the use of Google Classroom for students is strongly motivated to learn. Relevant with Sulistianti and Sukirno (2016) research that Google Classroom can increase student's motivation.

In this research, there are indicators of students' learning motivation which were included in the questionnaire. The indicators are: (a) students' desire to learn; (b) students' learning needs; (c) Students' future ambitions and later expectations; (d) rewards and appreciation as result of learning; (e) non-monotonous activities during learning; and (f) a conducive setting and environment. The comparison of indicators level on students' learning motivation are able to be seen in Figure 3.

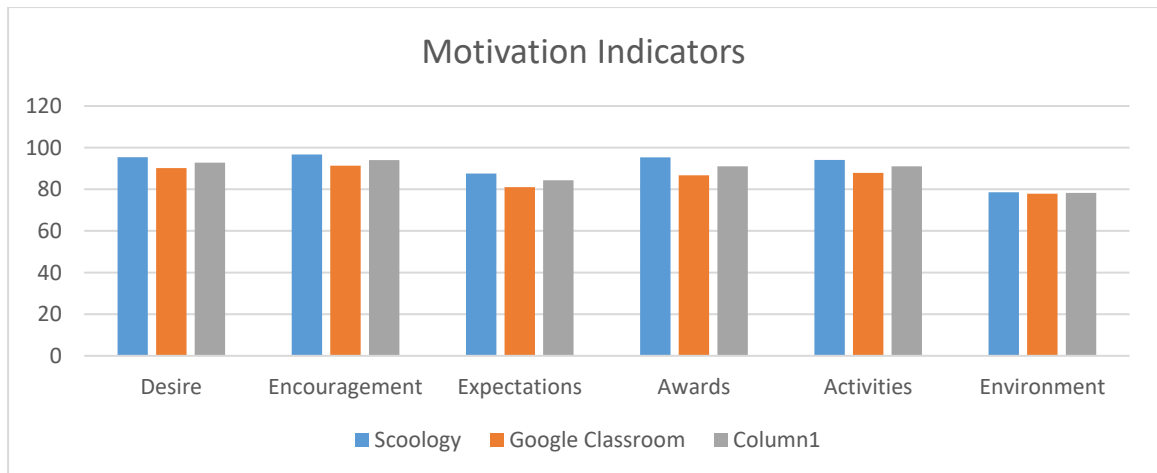


Figure 3. Comparison Gain of Students' Learning Motivation on Each Indicator Using E-learning Media Based Schoology and Google Classroom Media.

Data analysis toward indicators of desire, expectations, interesting activities in learning, encouragement, awards and a conducive environment are significantly different.

d. The level of students' motivation when using the e-learning media

The level of motivation of students based on data obtained from the questionnaire scores are totaled experimental class of 34 students, a total of 8 students (23.5%) had a higher category, 17 students (50.0%) had moderate category and 9 students (26.4%) have low category. While the motivation control class numbering 32 students, 15 students (46.8%) had a lower category, a total of 17 students (53.1%) had moderate category and there are no students in the category of high motivation. So, we can conclude that, the tendency motivation experimental class and control class in middle category. Some evidence that e-learning can increase student motivation. According to Joanna Poon (2013) that the application of e-learning demonstrated the flexibility to accomplish tasks wherever and whenever, giving comfort and make responsible and competent. It also supports research conducted by (Ibrahim et al., 2014) that there is the influence of the implementation of e-learning on student motivation, student motivation tendency to use e-learning is higher than conventional learning.

As the summary, according to the quantitative data in this research, the mean value of the students' motivation in the class that was taught using Schoology was 91.28. While the mean value in of students' motivation in Google classroom class was 85.83. The difference value between them was 5.45% with a fact that the class which was taught using Schoology achieved better motivation than in Google classroom. The

similar situation happened in the quantitative data regarding the student's cognitive skill or achievement. The Schoology e-learning media class reached mean value 85.44 while the Google classroom class was only 72.53. The difference cognitive achievement between them was 12.91%. So, overall data stated that the experimental group which was taught using -Schoology e-learning media showed better performance than the control group which was taught using Google classroom.

e. Analysis on the Students' Motivation as the Use of e-learning from Interviews

Based on the interview results that were conducted after administering the questionnaire about the students' motivation and the cognitive skill achievement, the researcher made interview to ten students from each control group and experimental group. The results of interview with students from the experimental class showed a fact that e-learning based Schoology created more interest in the learning with the following reasons:

- One of the reasons why students were motivated to learn using schoology was because of the easiness of to operate. Students say that "It is easy to use, to access, and also easy to get information for learning." Furthermore, at the beginning of the class the lecturer has taught students on how to operate schoology as well as its features to support morphology course learning. This idea supports the idea of Ardi (2017) that mentions schoology is simple to use and shows user friendliness.
- The second reason as mentioned by three students that schoology gave them more appreciation since the platform has special feature namely "badge". The badge improves the students' competitiveness and motivation to get more appreciation in learning by the lecturer. Moreover, the badge proves the lecturer's care on the students' progress in learning (Ardi, 2017)
- The third reason is that schoology has capability to store as many resources for subject learning as possible. "I am happy since I can find the course plan and the references which were uploaded by my lecturer easily" student in TBI III-A class statement. This quote says that schoology open new approach to aid the students with the possibility to obtain learning references anytime and anywhere.
- The next reason is the facility to provide online task and exercise for students. Then, the students can also do the task and exercise at anytime and anywhere. They say that, this facility in schoology make ease the students to do the task. What they need to do is only opening schoology, doing the task and click submit test or upload

materials. It corresponds with Sicat (2015) that schoology makes students more confident and responsible in the task.

- The other reason is that schoology promotes more students' attention to learn since the lecturer has implemented flipped class blended learning teaching model that made students learn subtopic prior to the meeting in class by giving the students challenges which students need to solve. One of the students said "I am happy with the challenge; it is easier to share in schoology rather than in face-to-face meeting. That is why, I will not miss it". According to the student's interview, they will pay a lot of attention for not missing the challenge since it will provide his/her opportunity to gain more score from the lecturer and remove his/her anxiety compared to speaking in class. Said & Weda (2018) states that anxiety influences the English language production. Corresponding with Ardi (2017) that schoology makes students interested and as well as triggers them to be active.
- Another reason due to the implementation of schoology media is that it makes the learning attractive. "I watch video, observe pictures, and listening to a talk related to morphology course, and I love it" said AM. This quote states that schoology has equipped itself with full possibilities to attach to other media. Maulina, Noni, N., & Basri, M. (2019) mentioned that the use of audio and video improved students' motivation.
- The seventh reason that was mentioned by LC is that the media provide scoring transparency as she says "I know my score directly after doing the test". This quote shows that students' satisfaction with the scoring may influence their belief in their cognitive skill achievement, which matches their actual ability.
- The last reason as perceived from the interview is that schoology, according to two students, is promoting student autonomy in learning. Student CA and BD said "Easier to learn anywhere, more independent in learning, more active in study". According to the quotes, by using schoology learning can be done outside of the school. Corresponding with Irawan, Sutardji, and Widiyanti (2017) that schoology increases student activity beyond school hours, allows for independent material exploration, and enhances interaction in learning.

Google Classroom as also e-learning media that also aims to help the learning across time and space also shows some supportive comments from the students in a controlled group. The results of the interview on the implementation of Google Classroom are as follows:

- Some students say that Google classroom create more interest in learning morphology compared to conventional learning through lecturing method. Student BC said, “it is make lessons more interesting, create more enthusiasm, be made happy because learning is not monotonous”. The quotes state that Google classroom vary the learning method and create new nuance in learning that promote enthusiasm in learning. Similar idea was mentioned by Watson (2007) that e-learning incorporating lessons into the standardized curriculum
- The second reason is making student more attentive in the lesson as it is suggested by student RB “students pay more attention to the lessons, better understand the lesson”. According the quote, Google Classroom can make students’ attention more focused. Corresponding with Watson (2007) that e-learning provides lesson which considers the individual student’s learning progress.
- The third reason is easiness to do the task as it is suggested by student SD, IP and KW “Easy to do task”, there are corresponding with Said (2015) that Google Classroom is able to facilitate, improve learning effectiveness and saved time.
- The fourth reason is “More active in study” suggested by student IP, PP, and KW. Matching with Warawudhi (2017) idea which states Google Classroom facilitates teacher and student interaction.

Regarding the strength of those two e-learning media, Schoology and Google Classroom also have weakness according to some of students’ opinion. Student MS stated that “Schoology make it less responsible because there is a collection time limit”. Then Google Classroom “Not happy, does not affect the spirit because it make lazy to browsing, typing and open the laptop. I do not have internet” (student BC), “Google Classroom does not affect the spirit because must open the internet first and make dizzy” (student VS), “does not happy” (student KM) and “does not make the spirit because having to connect to the internet” (student DA).

Based on the comparison of the results of interview on the effect of e-learning media (Schoology and Google Classroom) between the experimental class and control class, it can be understood that the use of Schoology e-learning media better influences on student motivation. Although both e-learning can improve students’ motivation in morphology class but Schoology e-learning media is able to provide more students’ impression and believes in terms of its strength for making students more motivated to learn.

Discussion

According to the finding of this research, the discussion would further analyze the data on the effect of two e-learning media to the students' learning motivation and cognitive skill in English morphology course. First, the discussion analyzes the data on students' motivation. According to the quantitative data that was obtained from the questionnaire, there was 5.45% difference between the schoology class and the Google classroom class. The Schoology class showed higher students' motivation in learning compared to the Google classroom in English morphology class. The new approach in teaching content course using digital media which was accessible via computer and mobile phone affected the students learning motivation. Based on the observation on the teaching and learning process in State Islamic University of Mataram, the lecturers tended to teach students with conventional way of teaching especially teaching content course without using digital media. Hence, the appearance of Schoology and Google classroom in English morphology course raised students' enthusiasm and activeness. Students' engagement in class improved which was marked by their active participation to ask some questions and answer the lecturer's challenge to gain knowledge. Those student's behavior reflected their high motivation as psychological process in class (Uno, 2006). Scientifically, the student's enthusiastic participation in learning Morphology could be noted from the average desire indicator value in learning that was 92.8%. Also, students found the e-learning media promote their interest by the average encouragement indicator value 94%. Moreover, the various activities that were provided in e-learning media also developed students' enthusiasm by the average value 91%. These data had strengthened the information based on the questionnaires that mentioning the e-learning promoted motivation in learning.

Further investigation does to knowing deeper the reason on student's motivation in using the e-learning for learning morphology, in depth interview showed some results. The result concluded that the use of schoology better affecting the students' motivation compared to Google classroom. Although both e-learning can improve motivation but e-learning Schoology able to provide more interest in case of: transparency of assessment, various type of test provided, more interactive learning process, personal attention from teacher towards students' progress through badge, easy access, avoiding boredom, students are more active learning, being more autonomous in learning, creating more interest to learn, and also increasing knowledge.

There are some investigations mentioning the correlation between the implementation of schoology as well as Google classroom to the learning motivation. First, Syafi'i' (2016) states that there is significant increase on students' cognitive achievements and motivation in

English class as the students are taught using blended learning method. Second, there was 3% gaining on students' motivation as the class used schoology e-learning media in learning English (Wati, 2015). Third, similar sound is echoed by Hanadya (2016) that students are motivated higher when they are taught using schoology compared with the students who are taught using Google classroom since students find fun activities in the media, the media creates comfort by having test without having face-to-face meeting, and it has many interesting features. The various features in schoology e-learning media trigger students' curiosity which make them want to know more and improve their engagement in the learning process.

Considering the level of motivation that appeared in both experimental and controlled groups. Both of groups have shown positive effect on motivation, but the level of motivation of both classes were in the moderate or medium category. The domination of motivation Schoology class was 17 students (50.0%) and 17 students (53.1%) in Google classroom class. This situation happened because of the lack of supporting infrastructure after the earthquake. Many State Islamic University of Mataram buildings were broken and inconducive requiring students to learn in many different places (tent, non-permanent classroom, green grass garden, etc.) with sometimes no WIFI connection. While according to Hendrastomo (2008) that the factor supporting the sustainability of the e-learning implementation is the readiness of the infrastructure including internet access, hardware, system (software) and Internet access fees. Without university internet connection (WIFI), students were hardly fulfilling the handphone pulse for internet. Furthermore, ownership of individual notebook or laptop was still becoming problem that made the student who did not have one waiting for friends' laptop or spend more budgets to internet shop when their mobile phone was not compatible to run either Schoology or Google classroom. Consequently, those affected the students' motivation.

Second, the discussion would analyze the effect of e-learning to the students' cognitive skill. Based on previous data analysis, the result of this study showed that e-learning based on schoology is better in terms of improving cognitive skill. The result of cognitive skill achievement in experimental class, the average score in pretest is 74.53 and in students' posttest is 85.44. While, the average score of cognitive skill achievement in control class for pretest is 65.47 and 72.53 for posttest. It can be concluded that schoology produced a higher cognitive skill achievement than Google Classroom. This fact is supported by some ideas: (1) Low (2017) mentioned that the average score of students' cognitive performance was 94.64 after being taught using schoology e-learning media, (2) the average score of students in English class by utilizing schoology media increased 9.37 (Burgstorm, 2017), and (3) Kusumantara et. al (2017)

stated that students who were taught using Schoology e-learning media gained 19.33 average score which is higher than students who were taught using google classroom (16.78).

Conclusions

As the result of the discussion above, it can be concluded into some points as follows:

1. There was different effect on the use of e-learning media namely schoology and Google Classroom to the students' cognitive skill in learning English Morphology. The cognitive skill achievement in Schoology class showed higher average score than the class that was taught using Google Classroom e-learning media.
2. There was different effect on the use of e-learning media namely schoology and Google Classroom to the students' learning motivation in English Morphology course. The motivation score in the class that was taught using e-learning-based Schoology depicted higher than the class that used e-learning-based Google Classroom.
3. The level of students' motivation as the implementation of Schoology and Google Classroom e-learning media was classified as medium or moderate category due to insufficient infrastructure.

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Cognitive Behavioral Therapy (CBT) for Underachiever Student

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Abstract

The aim of the research is to give intervention or appropriate treatment in overcoming the subject problem. The problem that complained by teachers is caused by the decress of subejct academic scores. The research is started by doing assessment using data integration domain oriented models with cognitive, emosional, social, and behavioral aspect. Based on the result

of assessment known that the research subject experiences is as underachievement student. So, the intervention that is done by researchers using cognitive behavioral therapy (CBT) technique for the directive counseling to the parents and family. The conclusion of the research after the result of the intervention is that there has been a change of subject behavior that supported from understanding of subject himself, understanding from parents and family along with the support of the family who understand, guides and motivates the subject to be better.

Keywords: *underachiever students, cognitive behavioral therapy, case study, psychology.*

1. Introduction

Teachers complain to the changes of student's behaviour (SF) who seldom pay attention when she is studying, she is lazy to do homework, she often late to hand in the assignment, seldom get together playing with their friends, rarely share with teachers as well as their friends and get inferiority complex if she is being together with other friends. The academic achievement in second semester is lower than the first semester. Based on the result of skinning that has been done also there has been negative attitude of subject towards school, education, and family particularly to her father.

The subject is youngest daughter among three children. The brother is twin brothers and the subject is the only grand daughter in the big family from her mother. Subject lives together with mother, father, and two brothers. At subject environment there have been many relatives, so subject often sleep or play in her relatives' house.

Recently, her father is seldom at home, it is because father and mother is being process of divorce, so that the subject is being more often with her mother and brothers at home. Her mother does not work formally but she sometimes helps her neighbours if they need some help, such as cooks or accompany and pick up children's neighbours, while two brothers have got jobs.

Subject's demand are very high, namely she has to get good score in order to continue her study to SMF (High School of Pharmacy). It is contradictory with her want; she does not want to continue at SMF, because she just wants to continue to state senior high school (SMA) and goes to university.

Mother and her brothers are overprotective and subject does not like the rules and bans towards her. She feels that mother is too strict and always bans whatever she is doing, especially if the subject is getting closer to her friends. According to her mother, it is a protective form, because

the mother wants the subject to be the best and she does not want to be like her when her mother was still young, moreover subject is the only daughter in the family. It often makes subject fight and lie to her mother although subject often finally realizes her fault and asks forgiveness even though her mother is still angry with her. In this matter, subject really loves her mother and she does not want to make her mother is sad and dissapointed.

In school, subject does not have many friends, but she has four friends whom get together with subject feels that other friends sometimes do not like her if she is being close with her friends, so subject often underestimates to the other friends.

Academically, subject's scores are getting down and worse in second semester, in her opinion it is because her teachers are not good in teaching, moreover she has problem in the family. But her mother said that the factor is subject begins to play outside with her friends and lies to her mother. Her teachers argues, it is because subject seldom focuses or concentrates when she hands in assignments. The family have been done many efforts to give private lesson at home together with her two friends for the subject of natural science (IPA) and take an English course.

2. Theoretical Background

2.1 Case of Assessment

The conclusion of the result of the asesment is using domain data intergration model of oriented models. Where the function of domain is used as follows :

a. Cognitive Aspect

Subject has capacity of intellegence above average, but this thing has not developed yet optimally. Subject has good ability in studying, solving new and complex things, she is able to get new information verbally, has mindset, understanding attention, concentration, identification and she can get perception all good.

b. Emotional Aspect

Subject has unstable emotional tendency, impulsive and sensitive. This condition tends to make subject opposes domination or rebelled, she considers herself in capability and she is not self confident on her capability because of her exsistence that is often considered as a child who mut be protected and caught by the eye all the times, but it is also the characteristict of adolescent in general. Subject also shows the need of love and protection from her father because she is thinking about the harmony in the family because of her father.

c. Social Aspect

Subject has only some close friends at school, and she is hoping other friends can understand and know her as well as she wants other friends not interfere someone's problems. Her relationship with boys much better than to girls of her friends, it is maybe her environment is much more boys so in her perception towards the opposite sex is much better.

d. Behavior Aspect

Subject shows a behavior as her teachers' complain, such as she seldom pays attention on subject, chats in the class and feels inferiority complex when she is being together with her friends there are many factor that influence subject's behavior, for examples her dislike towards subject and teachers in school, school friends in group, there are demands and forces from her parent and had condition of economic. Some factors make subject not to be diligent and she is lazy to take lesson in class as well as get inferiority or complex when being together with her other friends.

Based on the result of assessment it can be taken a conclusion in term of strength and weakness of subject, namely :

a. Strength

The child has capacity of intelligence above average compare with other's children age, she has an emphatic and attentive to others and has strong will to give the best for the family and herself either.

b. Weakness

There has been unstable emotional tendency, sensitive, if there is something that makes her sick as well as to other people arounds her, she is very susceptible to her environment, and too careless to take action without thinking the further impact.

2.2 *Analysis of Case*

The result of the assessment shows that subject has achievement below average in second semester, yet subject has intelligence above average. According to Davis and Rimm (1985), underachievement means that if there is an unsuitability between school achievement and observation data were school achievement is much lower than ability. McCoach (2001) defines underachievement as a student who has a capability to reach success in school, but she does not show their effort to study.

The decline of subject's study achievement nowadays can be caused by internal and external factors. Gustian in Tarmizi (2008) said that the factors which can cause a child experience underachievement as follows :

a. External factors, including :

1) Family factor

House environment can cause a child becoming underachiever. How closed relatives treating a child will influence the achievement of child in advancing performance. Family is the most important that can cause a child become underachiever, for examples: less attention, support, and parent's readiness to help their children studying at home and a noisy, rowdy, boisterous atmosphere of the house, and messy condition can influence in study processing and it has impacts on performing the child's study.

2) School environment

Besides the house environment, the fact that school can also become one of factors causing underachiever. The student spend their part time in school. It has a role in creating the performance of student. But it is true that school has major potential causing their students who are not able to develop the potentials they have. There are some factors that school has which become a cause of underachiever, such as :

- a) School environment does not support or it has not given appreciation towards academic performance.
- b) The curriculum is not suitable for their students.
- c) Rigid and authoritative class environment.
- d) It gives less appreciation to their students individually.
- e) Student's attitude in studying is not suitable with how the way teachers teach them.
- f) Social environment in school does not support to fulfill the need for the talented student's.
- g) Class environment that always shows competitions and has critic for their student's.

3) Factor of contemporary

Contemporary can cause a child become underachiever. Runikasari said that wrong choosing friends can also cause an adolescence get underachiever. When making friend with children who do not care achievement, so they will make a student lazy to study.

b. Internal factors, including :

1) Physical factors

Causing factors of underachiever that come from physical side such as an ill child. There are hard of hearing, hard of seeing, or physical defect.

2) Psychological factors

Besides physical condition, psychological condition can also become causing factor of showing underachiever such as: low motivation, being perfectionist, super sensitivity and less social component.

Having seen from the factors above, internal factor can cause subject is less serious in studying so that it is impact to his performance because she has had negative perception towards academic achievement and their study performance. They have had less motivation and supporting to learn in themselves with less attentive tendency and less concentration, towards subjects in school, besides there has also been an inferiority complex to other friends. The external factor such as the family has weak support, for examples there is a problem in the family, less attention, there is a pressure from parents, condition where they study at home is less conducive. There has been a tendency of subject who choose lazy friends same as her and moreover they do not like to be competitive.

If we see from the factors that have been in subject herself based on assessment result, namely there have been negative tendency of thought and perception such as she does not like teachers who teach her and the lessons that have been performed, joining lazy friends while doing assignments. She is not active while studying, does not like to be competitive in class, seldom does homework and seldom finishes the assignment and she is happy playing with friends, spending time useless and nothing. If we compare with the characteristic of child who has got underachiever as Knapp & Jongsma (2005) explanation that there have been so many compatibilities showing, namely :

- a. Showing a contradictory performance against hope and potential she has.
- b. Feeling ill towards school or her teachers and has tendency to join friends who have negative attitudes towards school.
- c. Having less motivation to study, she does not do assignments, often feels sleepy while studying and she never finishes doing assignments.
- d. Being in capability doing intellectual adaptation.
- e. Having less spirit, she is not strict and often makes noise in the class.
- f. Having low discipline, coming late to school, lazy to do assignments, often make noise, and she is susceptible.
- g. Having not hobbies and interests of activities to spend spare time
- h. Being afraid of test and having low performance.

So, based on assessment results that have been done. It can be taken a conclusion that subject goes into underachiever group. It means that academic performance is in below achievement that should be reached in accordance with potential or capability she has, moreover subject's achievement has had decline because of some factors from within or outside herself whereas it is truly that subject has had potential intelligence much better than what she shown. Intervention focus on subject herself and within her family, because both of them have important roles on the problems that subject has.

3. Research Method

The researchers used case study in this research to describe detail case of certain subject from its phenomena. This phenomenon cannot be separated from the context, but becomes interesting when the aim understands behavior that is influenced by certain content (Hartley, 2004). The steps of the assessment use data integration domain oriented models. The researchers used intervention to know the changes of subject behavior.

The purposes of intervention as follows :

- a. To straighten a negative thinking within subject herself that there has been a thought to do generalization based on one event, namely subject's mindset does not want to get achievement because there has been a pressure to go to SMF from her family, so that it is hoped subject can afford a good behavior and show achievement in accordance with her ability.
- b. To grow a motivation of study from within subject herself by reinforcing positive thinking within herself.
- c. To build an understanding on parent about how important to give support and appreciation for their children to reach out study performance of children.

Technical intervention used in the research as follows :

- a. Using CBT approaching to subject. The using of the therapy is because there has been a mistake in the processing of study within herself, it has been a confusion of thought and a confusion processing, so that it is needed an evaluation how to think and done in accordance within her behavior. Therapy by using CBT technic focuses on processing of correction of wrong behavior and concentrates on the problems that she has been facing.
- b. Direction counseling for parents and family.

Achievement target that should be reached out in this research, as follows :

- a. To Subject
 - 1) Subject is able to reconstruct wrong thought about her academic capability.

- 2) Subject has positive thinking towards academic activity and study performance.
- 3) Subject is able to implement a seriousness and discipline in studying and achieving ideals in accordance with the target that she has determined.

b. To Parents

- 1) Parent is able to have a role actively within process of study of their children at home.
- 2) Parent is able to control discipline of time for their children.
- 3) Parent is able to implement the right care of their children.

c. To Family

- 1) There is an effective communication among family member
- 2) Each of family members can understand each other and understand thought, willing, and feeling among others in the family.

4. Research Findings and Discussion

4.1 Intervention of Implementation

a. Concerning with subject

For counseling process by using overall CBT approach procedures which have planned in intervention design can be implemented smoothly. Preliminary time targeting has been planned to counseling process can be implemented well on three times meeting and it is only two times meeting process to strengthen negative thinking of generalization towards academic performance can be reached out from learning core problem to reach out insight. The subject shows a good responsible and she can easily realize her mistakes on process of thinking about academic performance as well as academic potential.

To intervention planning of self management method that connected to subject's schedule management which given by counselor, subject refused to do it, subject has a reason that she does not feel comfortable using running schedule management and there have not been force or pressure that compel the subject obey it all. So to this intervention planning should be changed using permanent seriousness and commitment of subject throughout her positive thought that connected to academic activities and her ideals and dreams.

b. Concerning with parents (mother)

To overall counseling process which planned for this step can be implemented smoothly. Parents are quite enthusiastic during the process of counseling. Parents often

ask about what the best thing to do to help subject because parent wants anything the best for their child. Parent is suggested to play a role to control of subject's behavior in relating to study and shaping the behavior.

c. Concerning with family (mother, grandpa, subject)

To the family of process of counseling generally run well. During the process mother listens carefully opinions and wants of the subject and when mother is giving her opinions and feelings, subject should also listen carefully. In the middle of process, subject's grandpa involved from maternal line, so that the process of counseling is much more interesting because grandpa really supports what really subject wants and he is available to help anything she and family need.

4.2 Intervention of Evaluation

a) Concerning with subject

Before having given intervention, subject has had negative perceptions towards academic performances, where the subject does not want to have a good achievement just because there has been a pressure from her mother in relating to continue her study at SMF. Subject has also a trouble in managing study time schedule and got trouble within priority at beneficial activities. Subject said that studying is boring and prefer playing with her friends, and to do these things subject has to lie to her family. Subject also has positive will to please and give the best for the family especially, mother and it can come subject's dreams.

After having given process of intervention, subject should be able to clarify her negative perception before. Where the subject does not want to reach a good achievement subject can also understand the reason why her parent asked subject to continue her education to SMF, and there has been a good will in subject herself to give the best and please her parent, and in the near future these positive perceptions and wants will be implemented in a dela from to know subject's consistancy and seriousness to make her positive perception and wants come true finally.

The obstacles that has been faced in the process of intervention is to manage meeting schedule between subject and counselor, where subject has had a lot of activities but it is still unclear what activities she has done. It is beneficial or not for her. So that meeting schedule sometimes has to be canceled or postponed.

b) Concerning with parents (mother)

Before having process of intervention, mother has had tendency to force or demand her daughter to be the best child. On academic matter better than from her brothers. Mother does not know also what subject wants and she does not know the potentials and capabilities that subject has, so that there has been a tendency on parents that she always blames and ban her daughter to play without showing the reason to her, moreover subject tends to show behavior to refuse study at night.

After giving intervention, parent begins to realize the capability and potential of subject. She had known the reason why subject has to lie and play out. She has known what subject has wanted and understood what subject hopes and will towards family. So that parent has given study facilities to subject to support her in achieving maximum study performance, such as by giving additional private lesson once a week before and it becomes twice a week and parent has given opportunity for subject to play out with her friends on weekend by giving time limit that has been dealt and by playing out with familiar friends known by family members the obstacles that have been faced in the process of intervention is that there has been additional activity which cannot be predicted from parents side. So that meeting schedule has been dealt sometimes has to be canceled.

c) Concerning with family

Before having intervention for each family member, especially mother and subject that they have never sat together to talk each other to know what they want, they feel, and what they are thinking about lately.

After getting process of intervention, family (subject, mother, and grandpa) has understood and known more about subject's want and feeling. Moreover, the evaluation can be implemented to each family members so that process of intervention of the family. It can also make a communication among family members more effective, then her grandpa can get involve in the process of intervention and supports the subject's academic performance. It makes subject get good spirit in achieving her ideals, dream and willing to please her mother and family.

5. Conclusion and Suggestion

Finally, it can be taken a conclusion that subject has got underachiever, where subject has shown in appropriate performance towards true condition, it is fact that subject has an ability to show better achievement better than current achievement. This thing is caused that there has been a pressure from parent and family so subject just follows parent's order with the result there has been a thought as well as will in subject herself not to have a good achievement.

Besides that there has been environment factor from her freinds who do not support to be competitive each other to get a good performance. It makes subject also has low tendency of motivation of achievement.

Subject's characteristic has grown to adolescence that shown a strong will to stay away from family and goes into a contemporary environment which has also had contribution in this matter so that control and supervision from family are very important.

Suggestions

a. To Subject

Subject has been adviced to keep on learning spirit, because motivation is one of factors within someone's heart which can arouse, manage, endure, and express behavior to the right purpose. In this case to reach out a maximum academic achievement.

b. To Parent (Mother)

Parent should be able to be a role model for the family so that it can be hoped that parent is able to solve the problem in the family, especially father and mother could give an impact to subject. Besides parent is able to be hoped in helping subject to pass her playmates, so subject can not be susceptible of bad environment.

c. To School

School should be able to increase communication towards the students, especially for a moody child like subject. Because it has been often that a moody child has many problem. School can also be hoped to do evaluation of teaching, learning process in the classroom. In that case to know the effectivity of materials that teacher has transfered to the students, teacher's satisfaction towards student's achievement.

d. To the next Therapy

It has been suggested for the therapist who has handled the student that same characteristic of subject to do deeper exploration to know the basic problem by using intensive approaching and focus on intervention not only for subject but also for the family but it is also approaching towards subject's playmates as well as subject's closest family. It has been able to get optimal results in order to solve the problems from any side or factor.

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Developing University EFL Students' Intercultural Competence through Cyber Pal Project

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Abstract

In today's world, EFL Students are demanded to have both advanced language skill and intercultural communication skill. In other words, students must be able to communicate effectively with native and non-native speakers of English as well as to encounter different types of culture. However, they often have limited opportunity and exposure to interact with

people from the target culture and develop their intercultural Competence (IC) through interaction either inside or outside of the classroom. In this digital era, the use of online media becomes popular for any communication settings including intercultural communication. This study utilized Cyber Pal Project (CPP) to develop students' intercultural competence through online interaction with foreign partners. Applying qualitative method, 25 EFL students in Cross Cultural Understanding Course at Universitas Islam As-Syafi'iyah, Jakarta- Indonesia participated in this study. Students are assigned to find and establish communication with cyber pals within 6 months study period through social media platforms. This virtual conversation focuses on cultural and social values. Data analysis includes the social media discussion of the participants, questionnaire, in depth interview and reflection essay. This study reveals that CPP can be an effective program for cross cultural understanding as well as develop students' intercultural competence. Finding also indicates the importance of building a sense of learning community and opportunity for students to exchange their views with speakers of the target language. Despite challenges encountered during the project, students are reported enjoy their new intercultural experience and have fun with their virtual English learning environment.

Key words: cyber pal project, EFL students, intercultural competence,

Introduction

The increasing number of people to interact and mobilize across country and culture boundaries demand individuals to have intercultural competence. In English Language Teaching (ELT) areas particularly in EFL teaching, developing students' intercultural competence has become a crucial issue to be acquainted with learners in order to communicate in the target language in real life situations (Aida Niendorf and Takamiya 2015; Byram, 1997; Garrett-Rucks 2012; Schulz 2007). The main purpose of ELT nowadays is no longer to achieve linguistic competence but goes beyond to develop students' intercultural communicative competence in order to make them be intercultural speakers (Özdemir 2017; Atay et al., 2009; Byram, 1997). It had become a consensus among scholars that to succeed in the global communication as the goal of 21st century skill, an EFL student must have intercultural competence (Schleicher 2018). This intercultural competence is needed as an additional value of their factual knowledge about language, so they are able to use the language in appropriate way both socially and culturally. It is believed that cultural knowledge, diversity, and cultural understanding must be laid within an intercultural perspective. Cultural concepts and aspects such as identity, values, behavior, stereotypes, ethnocentrism, prejudice, verbal and non-verbal differences are included in this intercultural perspective (Dypedahl and Eschenbach 2011).

To acquire intercultural competence, a number of efforts have been made by educational institutions to provide opportunities for their students in a form of immersion, such as study abroad, exchanges and internship. Some studies show that engagement program like study abroad which allow for intensive intercultural exposure and real-time interactions, can help develop foreign language learners' intercultural competence (IC) effectively. Besides, some argue that real time face to face interaction within particular foreign culture setting is necessary to develop intercultural competence (Tyberg, 2009; Rico-Troncoso 2018). The aims for real time communication for intercultural learning offered by Byram, Gribkova, and Starkey (2002) are criticized as striving and unachievable in the foreign language context due to unavailability of extensive contact with native speakers. (Aida Niendorf and Takamiya 2015a; DD.AA. 2011; Schulz 2007; Tanasale 2014). Although immersion program are popular in improving ESL/EFL students' intercultural competence, not all students can travel to foreign country to learn culture.

In Indonesia, where English is taught as a foreign language, the government demands university to take the lead in building a culture of internationalization with concrete actions on students' body and curriculum (OECD and ADB 2015). In reality, geographical boundaries become a crucial issues to conduct face to face interaction with foreign people in Indonesia followed by finance and facility issue. EFL students have limited access to conduct face to face communication with foreigners, so this situation creates difficulties in cross cultural understanding. This limitation leads to the conditions that many Indonesian students have lack exposure to learning both culture and English language from the original resources such as native English speakers.

In today's growth of technology and the move from the 4.0 education era to the 5.0, digital devices, along with educational applications, including social media, have contributed to the ELT areas. Many teachers, as well as students, utilized social media platforms to support teaching and learning activities. In learning culture, several researchers believe that online learning or exchanges have the potential to promote cross cultural understanding and intercultural development (Liu 2012; Sercu * 2004; Sercu 2006; Sinicrope, Norris, and Watanabe 2007). These recent developments in technology-aided designed clearly have considerable potential. It yet remains to be determined to what extent online mediated communication with native speakers contributes to such learning and which tools are best suited for it (Aida Niendorf and Takamiya 2015b; Becker and Nguyen 1094; Shadiev, Hwang, and Huang 2015; Sinicrope, Norris, and Watanabe 2007; Uzun 2014b, 2014a; Wang 2011).

Relates to intercultural communication competence, many available research have tended to focus on the development of intercultural competence in business area, immersion, bilingual education, and exchanges. Besides, only few investigations conducted on the issue of intercultural learning in ELT in Indonesia (Edi, Wello, and Dollah 2017; Nasution 2015; Wahyudin and Suwirta 2017; Yang 2013). A study conducted by Tanasale (2014) has tended to focus on facilitating the virtual international interaction of EFL students using facebook. The findings present students' new experience as well as consideration to conduct such program. This worth study focuses on intercultural learning rather than the development of intercultural competence. Another previous research in Indonesia regarding the intercultural competence issue have not addressed whether or not students who involved in online projects develop their intercultural competence. It would seem, therefore, that further investigations are needed in order to develop evidence-based intercultural communication competence in online learning, particularly in the area that has limited access to have exposure to original foreign culture resources and institution that have low or no budget for conducting immersion program. For this reason, this present study has purposes to address the following research questions:

1. To what extent does intercultural learning occur in Cyber Pal Project (CPP)?
2. What are students' perception of CPP in learning cross cultural understanding and gain intercultural competence?
3. Which intercultural components of Byram's (2000) model can be demonstrated in CPP intercultural interaction?

Literature Review

Culture and Cross-Cultural Understanding

Culture is shared and learned by people in the same group and can be transferred and adapted by another group of people. In relation to EFL, it can be implied that when learning English, a student participates to some extent in the culture of the native speakers of the language being learned. In regards to culture position, cross cultural understanding is another important aspect that permit ones to obtain new knowledge, acquire new skills as well as accept different attitudes and values as the result of their intercultural experience. (Gómez Rodríguez and Luis Fernando 2013; Kim et al. 2013; Peñafort 2015; Virkus and Uukkivi 2015; Wang 2011)

Conventionally, cross-cultural learning in a school or university is rely much on textbooks and teachers' knowledge and experiences. Research has proven that both sources are less authentic and often biased. Therefore, it is important to conduct intercultural programs as authentic

resources, collaborative actions, united, and as events, and as a knowledge-building continuum (Bloom and Johnston 2010; Garrett-Rucks 2012; Godwin-Jones 2013; Paige et al. 2003). In the Indonesian University EFL curriculum, Cross Cultural Understanding (CCU) is one of the required courses in English Education Department. In Universitas Islam As-syafi'iyah, this two-credit course is available for students in the fourth semester. CCU course has objectives to train students to foster understanding of target culture from an insider's perspective, understand a different culture, respect diversity, adapt with cross cultural society, appreciate their own culture and able to cope with native speaker cultures.

Intercultural Competence

Interaction between two people or more has purposes to exchange information as well as to engage in social interaction. As proposed by Byram et al. (2002) intercultural competence require both language proficiency and ability to understand culture in order to succeed the communication. It interpreted as the important skill that used during intercultural interaction. (Byram et al. 2002; Garrett-Rucks 2012; Tennekoon 2015). Intercultural competence involves cognitive, affective and behavioural skills of people who interact in intercultural situation (Deardrof, 2005). To be successful one needs to have insight into oneself and one's cultural identity and appreciate and value the interlocutor's perspective and individual character (Barrett et al. 2014; Byram et al. 2002; Clouet 2013; Jin 2015)

Byram's Five Factors Model of Intercultural Competence

In foreign language teaching, Byrams's (1997) five model of intercultural competence has been extensively used as effective instruction outline for developing students' intercultural competence. He emphasizes on five different skills namely (1) knowledge of the culture, (2) skills of interpreting/relating, (3) skills of discovery/interaction, (4) attitudes of curiosity/openness, and (5) critical cultural awareness. This present study is adopted Byram's five assessment criteria to measure students' intercultural competence during cyber pal project.

Cyber Pal Project

The utilization of technology in educational setting has become increasingly important. One of the technological forms that used in teaching and learning is social media. Social media may help both students and teachers to establish, maintain and improve language skills and intercultural competence (Bloom and Johnston 2010; Izmaylova 2017; Jin 2015; Mas 2017; Özdemir 2017; Sawyer 2011; Tanasale 2014). Cyber Pal mostly define as a friend with whom

one communicates only through the internet or cyberspace. Cyber Pal Project is communication and collaborative project that conducted online by students with their online friends from foreign countries who speak English. Students will use various safe online platforms such as *Facebook, WhatsApp, tandem, twitter, Hello Pal, Instagram* and convenience and accessible for them to find foreign partners. Cyber pal can be used as a media to conduct virtual online intercultural communication because students enable to interact with people from different country and has different culture (Tanasale 2014). This interaction provide them opportunity to broaden their cross cultural understanding and develop their intercultural communication competence.

Methodology

A qualitative study approach in the form of action research was applied in this research. Various data research was obtained from questionnaire, interview, message board or chat script, and reflection essay. First, questionnaires and interviews were conducted with the students to explore their experiences and perceptions with respect to project-based intercultural learning. Second, students' message board on social media including chats, pictures and video were analyzed to explore their intercultural learning process, types of communication and development of intercultural competence.

Participant and Research site

Twenty-seven EFL students in the second year (fourth semester) at English Education Study Program, Faculty of Teaching and Educational Sciences, Universitas Islam As-Syafi'iyah participated in this study. The duration of this study is 6 months, with 4 months of online interaction, 1 month preparation, and 1 month assessment period.

Instruments

To obtain the data, this study uses the following instruments; transcripts of students' conversation/chats scripts, students' reflective journals, questionnaires, and interviews. There are three components to be regarded; (1) assessment of content, (2) language used during the interaction, (3) the completeness of documents (reflective essay, transcript of chat messages, pictures and videos)

Procedure

The procedure follows CPP procedure by Tanasale (2014) and modified based on present study characteristics and settings. The procedure in this study is explained below;

1. Class Introduction: Explanation from teacher about CPP, the objective and target.
2. Guide students to sign up to their social media platform preferences or simply sign in to the one they already have
3. Students seek international friend other than Indonesian friends who can speak English. (Students may establish communication with someone who uses English as their mother tongue or foreign language).
4. The virtual interaction could be done with one or more CPs as long as students can maintain their chats.
5. The topics include, but are not limited to the issue of cultural values, Family, Relationships, Emotions, Religion, Lifestyle (work/pleasure), Education, Gender, Money, and Language.
6. Clear instruction regarding to the scope and structure of the project shared by teacher as follows;
 - CPP duration is 4 months.
 - Weekly consultation including knowledge sharing and communication tips will be provided by teacher to anticipate misunderstanding that students may found during interaction.
 - Classroom Whats app group is set up for discussion forum for discussing the challenge students may encounter during the project.
 - Students' virtual conversation including chats, video call and pictures must be kept/copied and recorded.
 - Having 4-month project, students are assigned to write reflection paper based on the guideline and submit it to teacher.

Data analysis

For data analysis, questionnaires, interview, all chats messages, any videos, audios, pictures copy of chat messages or screen captures from the social media page were closely examined. In order to measure students' intercultural competence, the data were analyzed by applying Byrams' assessment framework. Thus, all data were coded based on the assessment structure and content analyzed in order to answer research questions.

Findings

Students' opinions and intercultural learning experiences through cyber pal project were collected via questionnaire, interview, reflective essay, and discussion board/chat script. To answer the research questions, the results of data analysis will be summarized below. Students' responses were analyzed and divided into three themes: 1) perception regarding intercultural learning and communication, as well as English language skills, 2) emerged topics during intercultural learning through cyber pal project, and 3) Assessment of intercultural competence.

Perception regarding intercultural learning and communication as well as English skills through Cyber Pal Project

The result of ten items questionnaire are summarized as follows:

Table 1 Summary of students' perception of intercultural learning and English language skills

No	Statement	Agree	Neutral	Disagree
1	Cyber Pal Project (CPP) is a good program for intercultural communication with foreign friends.	82 %	12 %	6 %
2	I was motivated to interact with my online partners via the CPP	90 %	10 %	0
3	My cyber pal is cooperative	40 %	12 %	48 %
4	I learned a lot about foreign culture/my partner's culture through this project	85 %	15 %	0
5	The program developed my communication skills as a result of my participation	92 %	8%	0
6	CPP improve my cross cultural understanding	100 %	0	0
7	CPP can reduce my stereotyping	100 %	0	0
8	The program motivates me to learn English	82 %	10%	8 %
9	I was able to practice my English skills through CPP	80 %	2 %	18 %
10	The CPP worked well without any difficulties	12 %	10 %	78 %

Based on the questionnaire above, that the majority of participants perceived that CPP is a good program for intercultural communication with foreign friends. Most participants felt that they are motivated to interact with their online friends, and only few participants were not sure about their feeling. The indication from this finding shows a high percentage of participants' interest and eagerness to learn through the cyber pal project. On the other hand, some students disfavor that their cyber pal is cooperative. This statement represents difficulties that participants faced during CPP. In terms of cultural learning, the majority of participants admitted that they learned a lot about their cyber pal's culture through this project.

In an attempt to determine participants' perceptions regarding intercultural communication skills, most participants stated that CPP developed their communication skills as a result of their participation. Concerning intercultural learning, all participants took positive attitude toward it, confirmed by the improvement of their cross cultural understanding and the decrease of stereotyping. This implied that CPP could be a beneficial learning tool for culture. Furthermore, participants expressed that CPP motivated them to learn English, and they had the opportunity to practice their English skills. Despite all positive perceptions, participants experience difficulties during the CPP.

When the participants share their experience and perspective through the interview session, it is clearly seen that they enjoyed communicating with their cyber pal and sharing information that relates to culture. The majority of interviewees approved the effectiveness of utilizing CPP in cross cultural understanding course, which led to the positive development of their intercultural experiences. For example, some participants stated that;

"I know the culture of my cyber pal such as his habit, hobby, and family culture. I also promote my Javanese culture to him"

"I like to communicate with foreigner. This project allowed me to learn about by some unfamiliar culture taught in classroom like Egypt and Turkey".

"Practice to chat with someone out there is something precious for me and I am happy my Turkish friend can earn about many culture and also performance to show many culture from another country"

"I enjoy the interaction with my new friend from foreign country".

Participants' motivation also is obviously shown by the high percentage of their interest to interact with their foreign friends and reduce their anxiety as stated by some students;

I like the project because it made me have a foreign friend. This is the first time for me talk with foreigner online, using English. I felt nervous at the first time but not after that"

"Fun, coz I enjoy to speak English freely without being afraid of making mistakes"

In determining the part of Cyber Pal Project (CPP) that influences participants' English language skills as well as motivation to learn English, most participants acknowledged the communication with foreigner helped them a lot in practicing their English as shown in some comments below;

"I like the part of chatting with my online partner because he speaks English very well and sometimes correct my English"

“I found new friends from other countries without going to that country and I feel like my speaking skill is improved when I talk with my friend through Video Call and I enjoy the conversation with her. I hope one day I can visit her country”.

“I like reading her chats/messages because I learned a lot about expressions and slang language”

“The writing assignment in form of reflective essay must be submitted every week which encourage me to always do writing. This improved my writing skills”

Almost all of the participants expressed the improvement of their English, particularly speaking, writing, vocabulary, and reading respectively.

Concerning the participations' perception toward their cyber pal, some negative evaluations perceived by them due to misunderstanding, stereotyping, internet connection, and time zone differences. Some participants mentioned:

“My cyber pal sometimes doesn't reply my message quickly”

“At the beginning of this program, I found some people out there who are rude and make me uncomfortable, until I found my Indian friend who is very kind and friendly”.

“The different time between me and my friend sometimes made me upset”

“The first time when I was chatting with my foreign friends, I felt scared. Because I don't have friends from another country before and negative stigma of friendship through social media/application”

“Sometimes when I was in my mood to call my friends, I was running out of internet data/quota, so I postponed and I ended up calling him in his study time”

Despite the undesirable experience above, participants still believed that the CPP is effective, as shown by 100 % of the participants who regarded the CPP can reduce participants' stereotypes.

Moreover, all of the students revealed that they agreed CPP facilitated cross cultural learning as some transcripts of interview supported the result of the questionnaire;

“I become more interest to learn about another culture especially native English culture”.

“I like this project because I have chance to learn different culture that I have never known before”

“I am so excited when my cyber pal showed me the ritual videos in her country along with some pictures of her family wearing traditional clothes”.

“What I like from this program because I am able to understand another culture after some misunderstandings happen and learn about US culture directly from my American friend”

Emerged topics during intercultural learning through Cyber Pal Project

As participants in this study are assigned to find international friends other than Indonesian friends who can speak English, they must initiate the communication and maintain their chats. It is believed that to succeed in initiating a conversation, one must know what to talk about. Beside clear instruction of the scope and sequence of the project, each week topics and evaluations are distributed to guide participants during the project assignment. Various topics relates to culture include but are not limited to cultural aspects, language, family, values, custom and traditions, emotions, lifestyle, education, environment, and gender. As part of the evaluation, all students filled out the questionnaire, submitted the reflection essays, and transcript of chat messages. To conceptualize participants' responses, these documents are analyzed, and below are varying topics emerged during interaction in cyber pal project:

- Personality (hobby and leisure time)
- Weather and seasons
- Punctuality
- Daily activities
- Social life,
- Traditional food
- Beauty,
- Language
- Country festivals
- Education system
- Entertainment including K pop, fashion, film and movie, music fan
- Tips for interacting with foreigner (punctuality
- Nonverbal communication/sign
- Job, politics, poverty,
- Stereotyping
- Relationship
- Religion

Assessment of students' intercultural competence in cyber pal project.

To explore participants' intercultural competence gained through CPP, Byram's (2000) assessment criteria is used to analyze questionnaires, interview, participants' reflective essay, and chat messages.

Table 2 Intercultural Communication Competence

Assessment Criteria	Description	Example of Students' Statement
1. Interest in other people's way of life	<ul style="list-style-type: none"> Interest in other people's experience of daily life, particularly unpublished things through media 	<p>When my American friend and I discussed about health, he really concerns on doing exercise every morning. He told me he does jogging everyday before going to work and I hope I could do the same thing.</p> <p>My cyber pal is a hardworker, he is a part time student, he sells blankets and clothes, he makes money to support his study without burden his family. I wish I could follow his hardworking habit.</p>
	<ul style="list-style-type: none"> Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own. 	<p>Learning about cross-cultural understanding is very important especially for me who have a dream to study abroad. So, having friends from another country is a way to understand different cultures from different countries to avoid misunderstandings. I Learn from my online partner about Indian culture and I am very excited. This is a precious experience in my life and makes me want to learn more and more again about the culture in this world</p>
2. Knowledge about another country and culture	<ul style="list-style-type: none"> Facts about living in other country, culture and dealing with different people 	<p>My friend from US told me that his country's economy is the biggest and most productive in the world. I believe in him and I agree with his opinion after long discussion with him about economy and searched information from internet about the country resources</p>
	<ul style="list-style-type: none"> How to initiate, engage and maintain conversation with people of other culture. 	<p>I was really excited to communicate with my Australian friend because since I was a kid I like Australia a lot. I started the conversation by asking about things I like from Australia like animals, the accent, even the shape of Australia continent</p> <p>I have to talk carefully to avoid misunderstanding situations that might hurt her feeling. I follow the rules of Do and Don't when I communicate with my international friends.</p> <p>Firstly, I introduce myself and tell her my purpose to have conversation to learn English and culture in order to make her</p>

	comfortable. I give her a chance to talk about herself and I read the facts about her custom and traditions on internet before talking to her
<p>3. Knowledge about the intercultural communication process</p> <ul style="list-style-type: none"> Resolving misunderstanding that comes from people's lack of awareness about the perspective of another culture 	<p>We have similarities and differences because we are from different countries. Like issues about hijab and moslem in our country, I asked how her opinion about woman who wears a hijab is. She said that it's part of the culture, as long as it doesn't hurt anyone, so she will respect the culture. I'm so surprised that she respects everyone's choice and culture even though I have different view about hijab. To me hijab is not a culture but an obligation for moslem to wear. I prefer not to argue with her about it and choose to explain the reason why moslem must wear hijab which is acceptable for her.</p>
	<p>Before I know more about my friend, I've thought that all western people are rude to Asians and can't tolerate especially with Muslims. Now, I realized that I was wrong. Not all western people are like that. My friend really respects me as a Muslim, even though she is an Atheist. She shared to me her family story which influence her thought and I understand the reason why she did not believe in God.</p>
<p>4. Ability to cope with living in a different culture</p> <ul style="list-style-type: none"> How to discover new information and use it in interactions 	<p>One of nonverbal expressions in Australia I learned from my friend is eye contact. We must maintain eye contact with the speakers because it is signed of trustworthiness sincerity and trustworthiness which totally different with my Javanese culture.</p>
	<p>At the beginning of our conversation, my stereotyping for any Indians are aggressive and reactive. By the time I realize that not all Indians are aggressive. My Indian friend is very peaceful and friendly to me. She always add some funny emoticons after her sentence.</p>
<p>5. Ability to change one's perspective</p> <ul style="list-style-type: none"> Realize that other cultures can be understood by seeing things from a different perspective and 	<p>Learning cross cultural understanding led me to new things and fun. Here we can know the ins and outs of foreign cultures and make us aware of the importance of language in establishing friendship with foreigners.</p>

by seeing at
one's own
culture from their
perspective

I never thought that I would have friends from a foreign country, and this project allow me to realize that the difference beliefs, norms, habit and cultures we have are somehow not a big deal if we put our self in their shoes.

I realized that if I only know one country by its surface culture and will not learn more, I am not be able to develop. From the first time I started this assignment I already thought that I have enough cultural knowledge to deal with foreign people. But I was wrong. I get addicted to learn more and more about my Turkish friend's culture. Loving culture is like loving someone we love. We will not know how beautiful, how rich, how great culture we have if we do not explore more from the original resource. Knowing other's cultures is also important. We can learn how to respect each other's cultures. And this can be used as our preparation to set up a life in another country.

Discussion

Indicated by the result above, Cyber Pal Project (CPP) has a positive impact on participants' intercultural learning, intercultural communication competence as well as motivation to learn English. Based on questionnaire and interviews, the participants' positive attitudes of most commonly mentioned gains were (1) having new friends, (2) better perception of culture shock and stereotyping (3) development of intercultural competence (4) opportunity to practice English contextually, (5) motivation to learn other cultures as well as the English language.

Most participants claimed that CPP provides them an opportunity to communicate with foreigners so they can make friends internationally for the first time in their life. Others mentioned that they are able to re-contact their old international friends that have not been in touch with them for a long time. Participants admit the value of establishing international friendship and the opportunity to explore foreign culture as well as their own culture. This kind of experience enables students to have exposure toward foreign culture as the best way to develop curiosity and openness, attitudes of respect, and to gain cultural knowledge from authentic resources. These findings support the view that providing opportunities to language

learners through experience both traditional media and social media can activate students learning and develop their cultural knowledge and understanding (Barrett et al. 2014; Gómez Rodríguez and Luis Fernando 2013; Izmaylova 2017).

Through CPP, participants also perceived a better perception of cultural differences. Some participants experience culture shock at the beginning of this project when their partners refuse to continue communication through social media. The first greeting and impression determine the successfulness of communication. Certain sensitive topics might become offensive, such as the questions about religion and ages until participants try to adjust the views of their partners. For example, videos, pictures, and story shared by cyber pal relate to customs and rituals in their countries somehow make participants scratch their heads and even shrinking in disgust. For example, one participant was showed the video of the Phuket vegetarian festival in Thailand where people in this festival harm their body and cause blood everywhere as part of the festival. Another culture shock came from food when participants' partners mentioned about pig, fork, and bacon in their meal. As Moslem people who insist on halal meat, this regards to taboos and cautious about consuming food. On the other hand, some foreigners felt pretty strange and little squeamish when participants showed a picture of chicken's feet on soup. This experience is one of the cultural food adventures that makes participants identifying their own culture with their foreign friends' cultures. With the experience of culture shock and stereotypes at the beginning and later found experience through CPP is very eye-opening, students benefit from their intercultural interaction. These findings provide evidence that stereotypes do not always have a harmful effect if they are changeable after receiving new and informative information about that certain culture (Barany 2016; Liu 2016; Stepanovienė 2011). In addition to stereotyping, some participants experience having odd conversations with their friends and start developing stereotypes about American culture and the country when their cyber pal refuses to have a conversation on a certain time without realizing different time zone. Later, when they start to adjust their views, they realized they have a better perception of cultural differences and overcome cultural stereotypes. Likewise, participants can understand a thing can be both true and untrue at the same time. Through this process, participants certainly develop their knowledge of particular foreign culture, customs and traditions, food, and other cultural and social systems.

The data revealed that the development of intercultural competence has generated from intercultural interaction during CPP. As experts determined that reflection on experience is one of the main approaches to facilitate intercultural learning, students' reflection through essay, result of questionnaire and interview demonstrate this notion (Nardon and Nardon 2019). The

questionnaire and interview results have shown that CPP facilitates participants to learn new cultures and adapt to new cultural environments. Participants view the importance of such experience to help them prepare for their later plans to study abroad and their future careers. Furthermore, the motivation of participants to actively engage in cyber pal project conveyed their open-minded enthusiasm, preparedness in experiencing foreign cultures also lead to the development of intercultural learning and communication. This is in line with the view of learning motivation that the positive influence of communication and people from similar and diverse background plays an essential role of intrinsic motivation to generate learning and personal appreciation toward foreign culture (Iguisi 2009; Paley 2008; Shadiev et al. 2015)

Unlike most of the participants, few thought that CPP does not guarantee the gain of intercultural competence, they admit that their cyber pal is a good resource for learning foreign culture, which is one of the aspects that could help students develop their knowledge and raise awareness toward foreign culture. The findings of this study confirm research by Edi, Wello, and Dollah (2017) that one of the strategies used in developing students' intercultural communication competence was through the attitude and awareness dimensions.

The result showed that participants realized the difference between the use of English in the classroom and the real world. Most of the participants acknowledged that the more they practice English, the more fluency in pronunciation and English skills they gained. Participants felt free to speak English with their cyber pal without being nervous and afraid to make mistakes. This situation is different from the classroom situation where a participant is being watched by teacher and other participants. In terms of learning motivation, participants showed their enthusiasm to learn and practice their English skills. Based on interview results, participants mentioned that they practice some unfamiliar expressions, slang, and new vocabulary. The activity of reading chats/messages, replying to it, listening, and speaking through video call can be interpreted that the process of integrated English skills occurs through CPP. These findings are consistent with earlier findings suggesting that intercultural learning relates to the English language skills and can be learned at the same time (Grimshaw and Cardoso 2018; Liu 2016; Sun 2015; Zhou 2017).

Regardless of those successful, positive learning outcomes perceived by participants, some identified challenges were (1) different time zone, (2) negative response due to misunderstanding and language barrier. Some participants mentioned that their cyber pals speak English very well but have unfamiliar accents, which lead to misunderstanding. Others shared their experience in uneven communication due to the lack of vocabulary. Facing those challenges, participants are aware of the importance of punctuality and tolerance in foreign

friendship. An additional finding in this study relates to the usage of social media platforms, in which participants perceived that *WhatsApp, Instagram, twitters, tandem, hello pal, twitter, and Facebook* benefit them in many ways. They have no challenge to operate and surf the application for communication purposes.

Analyzing the topics that emerged during a conversation, participants followed the topics suggested for intercultural conversation such as hobbies, holidays, the weather, jobs, films, and books well as local and national events. Apparently, participants apply strategies to start with strangers and able to maintain communications. Seeing the topics above and analyzing participants' reflection essays, it is found that those personal similarities became a priority and a determining factor of the continuity of the communication. Music and films dominated among other topics that can live up the conversation and reduce anxiety as well as uncertainty in intercultural communication. Additionally, some participants enjoyed the conversation with their partners who are from Islamic countries such as Egypt, Turkey, and Saudi Arabia because they do not only learn about culture but also exchange information and views about the activity of Moslem people in their own countries. This study is in line with the theory of (Gudykunst, Kim, and Ridge 1997) that intercultural communication can occur between people who have varying degrees of familiarity with each other. Another interesting topic relates to politeness and non-verbal communication. Two participants who interact with the Chinese mentioned that they are being taught by their friends about some signs and politeness. Being polite is one of the important strategies in intercultural communication, particularly with strangers. Unlike other topics, the issue of relationships was valued as taboo topics for some participants.

Regarding to the assessment of intercultural competence, the findings are discussed based on criteria. In the first criterion, participants demonstrated great interest in the culture of cyber pal, both daily activities and working habits, which prove the attitude component of intercultural competence. Furthermore, the second criterion was about knowledge of another country and culture represented by participants' ability to know the facts about one country and culture directly from their cyber pal, as well as their ability to start and maintain the interaction. This relies much on online interaction and information from the internet. The process of clarification, as seen in the example, signed that participants search and find information from the internet and ask the questions to their cyber pal. The present study showed that participants are able to discover new knowledge through online intercultural interaction. The idea of discovering new knowledge through online intercultural interaction can mirror the actual exchange and immersion context which confirms the previous study by Jin (2015) and against

a study by Byram et al. (2002) that achieving new information directly from original resources (native speaker or people who live in particular location) can only be occurred in study abroad situations/immersion context. To avoid misunderstanding and miscommunication caused by different information from the internet, this finding also suggests the teachers' availability and role assist students in providing feedbacks about cultural knowledge. From participants' example statements in the third criterion, it is clearly shown that they are able to resolve misunderstanding that comes from a lack of awareness about the perspective of another culture. Interpreting participants' example in the fourth criterion about the ability to cope with living in a different culture takes place in stereotyping and non-verbal expression experience. As participants experience stereotypes at the beginning of the interaction, this study suggests teachers' role teach analytical skills that help equip students with the ability to interact with a foreigner. This is supported by Dypedahl and Eschenbach (2011) that when stereotypes occur in the discussion, teacher can seize the opportunities to discuss it and support students doing reflection about it. Lastly, this study revealed the evidence of intercultural learning represented by participants' statements in the fifth criterion. Participants changed their perspective at another culture after realizing that cultural differences can be understood by seeing things from a different perspective.

Besides the benefits of the cyber pal project in intercultural learning as presented in this study, there are also limitations of this study and challenges in applying it. Some considerations that teachers and other researchers take into account are; (1) Conducting CPP in college level depend on students' English proficiency, (2) Informing students at the very first place about particular cyber-crime before they started to find friends online (fake identity, sexual harassment, scam, etc.), (3) Scaffolding is needed when students find difficulties to build communication with their CP, (4) Dictionary or any translation tools is needed when online communication occurs, (5) Teacher must invest time to listen to students' story about their CP during classroom meeting, (6) Time adjustment between students and their CP as well as maintaining convenience, (7) Only Selected CP platforms can be used in the project to develop Cross Cultural Understanding and communication

Conclusion

This present study explores the use of cyber pal project as a medium for intercultural learning, and the result revealed that CPP could facilitate university students' learning about culture, develop their intercultural communication competence as well as motivation to learn English. It can be concluded that as one of the attractive resources, the cyber pal can be both extensive

and supplementary tool for learning culture that creates a center of attention to students. It also can be a great device to contribute directly to students' understanding of new diverse cultures and real-time interaction so they can learn about culture authentically. Social media platforms used in the CPP project play its role as media communication that can assist intercultural learning since it offers students to network with the international community. However, some potential issues need to be considered, such as technical issue and technical support, teachers' awareness of students' achievement and teacher understanding as well as familiarity with project-based learning pedagogical approach. For further study, participants' cyber pal or international partner could be interviewed in order to obtain a broader perspective of intercultural learning experience and understanding from both sides. Also, further research should focus on other and specific online tools.

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Developing English Teaching Materials based Local Wisdom: Is it Effective to Improve Student's Learning Outcomes at SMKN 1 Cinangka?

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Abstract

Local wisdom is a potential that can be integrated in developing learning models in schools. Today there are still many schools that use teaching materials that are not in accordance with their geographical circumstances. So it does not describe about the surroundings. This research is focused on developing English additional book. This study aims to determine the effect of the English additional book in improving student learning outcomes. The method used is quasi experiment with quantitative descriptive design. Research Subject was Grade XI at SMKN 1 Cinangka. The results showed an increase in learning outcomes. Based on the results of this study can be concluded that the English additional book based local wisdom is can improve the student's learning outcomes.

Keywords: *English, Students, Local Wisdom*

Introduction

Indonesia has different local wisdom in each region, it makes characteristic of the region. In many schools, there are still many learning books or companion books that do not incorporate

local wisdom into the material. Thus, the current generation has little knowledge of its surroundings.

Local wisdom can be developed in the form of learning models, teaching materials, developing curriculum, and even assessment [1-3]. The model of learning based on local wisdom through adaptation of environmental conservation values contained in the social life of the community, is expected to develop problem solving skills, scientific communication, and caring attitude of maintaining environmental balance [4]. In addition, the potential of local wisdom can build teacher pedagogical skills so that it will bring the effect of balance on the condition of students [5].

Character education synergized with local wisdom aims to achieve the vision of integration and social harmony of a nation. Expected the character education based this local wisdom will increase the knowledge or understanding around us at least gradually crises experienced by students today.

Local wisdom can be collaborated with technological advances so as to produce an innovative learning model, can be developed to create a valid teaching material, so that it can be integrated into all lessons [6-9]. Local wisdom can also be integrated in learning tools developed to improve the science process skills and students' scientific attitudes, effective in improving the science process skills and students' scientific attitudes, increasing students' scientific literacy on the environment both theoretically and empirically [10-12]. Integration of local wisdom can improve the learning process, student learning outcomes and soft skills have an important role to foster student behavior [13, 14]. The learning model based on local wisdom literature is very important to be prepared, as this model can enrich the knowledge and develop the students' character [15]. Local wisdom is an important element that is incorporated into an innovative and creative learning process in developing knowledge, science process skills, and good student character [16, 17]. Interactive learning materials with local wisdom content have many advantages and advantages so that students prefer learning materials that contain interactive content, directing the process of growth and development of the personality of learners through teaching materials based on local wisdom, this will impact on the process of thinking better students so as to improve student learning outcomes [18, 19]. This study aims to implement several models of local wisdom-based learning at various levels of education to determine the improvement of learning outcomes.

Method

This research used the learning model implemented in each school aims to improve student learning outcomes. Data collection through pre-test and post-test on various materials according to the level of education. In addition, the data collection was done through interviews. Interviews were conducted on several students at all levels of education. This research was conducted in August- September 2019.

Result and Discussion

Teacher and Student Interview Results on Teaching Materials

The results of the teacher and student interviews on this teaching material are the students we made as samples for research said that the accompanying textbooks are very easy to understand; besides the books are more interesting than the books they have used so far. It's just that they ask to be more colorful again, because English is still a boring and difficult subject. Likewise, with the teacher there, they asked that this book be more colorful, while the contents of the book were very good.

Analysis of Student Responses to Teaching Materials

The results of the questionnaire test distributed to students produced that they found it easier to understand this companion book, a more attractive appearance, so they could easily answer the questions contained therein.

Students feel challenged to answer the questions contained in this companion book, this is because they rarely find books like this. During this time, the books they use only convey material and rarely exemplify the circumstances around them.

In addition, the illustrations of colors and images contained in this companion book make students feel enthusiastic about learning more about English. Thus, it can be concluded that the accompanying textbooks have received positive and good responses.

STUDENT PERCEPTION

TOWARDS DEVELOPMENT OF ENGLISH TEACHING MATERIALS BASED ON LOCAL WISDOM IN COASTAL REGION OF SERANG REGENCY

No	Question List	CATEGORY
1	I love learning English using this teaching material because the presentation is easy to understand.	HIGH
2	I became more critical after studying this English teaching material.	LOW
3	This teaching material is more stimulating to my curiosity about the material presented	HIGH
4	This teaching material trains me to logical thinking	LOW
5	The illustrations and pictures used in this teaching material are interesting	HIGH
6	The practice questions given are more challenging.	HIGH
7	I enjoy learning this teaching material because it has an interesting and dynamic appearance	HIGH
8	This teaching material can make me more interested in learning English	HIGH
9	I have more capacity and confidence to interpret every principle of English in my daily life.	LOW
10	Learning English is more fun and interesting by using this teaching material.	HIGH

Test results

The score of Pretest for this broader trial is 54 while the post test results are 81.5 so it can be concluded that the gain obtained is included in the high category.

Conclusion

Based on the results and discussion above, it can conclude that local wisdom especially in learning model can improve the students learning outcomes or their score in learning English.

This research needs to be continued by using different context.

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Foreigner's Role in Helping Jember Young Learners Speak Better English

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Abstract

Teaching English for Young Learners is the main road to introduce English as a foreign language to lower class group (grade 1, 2, and 3) of elementary school students. In Indonesia where English is positioned as the first foreign language taught at school, children do not yet have an adequate understanding of the importance of learning English as an international language. One alternative to overcome this issue is by creating a fun and positive learning environment and providing new experiences for them to interact directly with foreign speakers. This research aims to investigate the extent of students' speaking skill in class 2C SDN Jember Lor 3 and will also explore thoroughly the factor associated with students' speaking such as how foreigners can help young learners speak better English. As it turns out, the students tend to have sufficient skill in speaking and are capable of conducting simple conversation with native teacher. Concerning to this matter, the adequate mastery of students' speaking may be influenced by several factors, especially those related to the help of the native teacher who models pronunciation, intonation, sentence stress, grammar, and vocabulary using valid and veritable accent.

Keywords: *TEYL, young learners, native teacher, speaking ability*

Introduction

There were several assumptions about the use of the term *young learners* which are associated with the limitations of children's age. For some certain case in Indonesia, we can divide *young learners* into two groups; (1) Elementary school student in grade 1, 2, and 3 identified as lower classes, and (2) Elementary school student in grade 4, 5, and 6 known as upper classes. In the development of psychological theory, there is a connection between age and the process of learning foreign languages. Growth and development are processes that occur not only in the physical, but also behavioral matter. In relation to language learning, including foreign languages, there are some fundamental reasons why English is important to learn from an early age.

In the light of a research done by Lightbown & Spada (1999: 60) on some children whose families immigrated and settled in the United States of America, it was found that those children who had not yet reached puberty could pronounce English words like native speakers. Other finding of the study is that their parents cannot as well pronounce those words as their children. Indeed, they are able to speak English fluently but are still facing problems in pronunciation, word selection, and grammar.

Lightbown & Spada (2013:13) later developed a theory that children acquire the ability to use language to understand others in their pre-school years, and this ability expands and improved in their school years. Another significant development that could evolve in the early years of school is the acquisition of different language register. Children learn how to differ written and spoken language as well as formal and informal use of language. At this particular time, children will need to figure out that the standard variety is required for successful academic work. The work of language learning in the early school years provides additional opportunities and challenges for the students in their later academic years.

MacIntyre (in Aubrey, 2011) urges that “the major motivation to learn another language is to develop a communicative relationship with people from another cultural group” (p. 241). Students who are more internationally oriented have more willingness to speak up and engage in classroom activity using English. In this matter, it seems like teachers of English as a Foreign Language obviously needs to implant international posture in their students. Previous studies done by Boonkit (2010) and Lockley (2015) supported that out-of-class factors enhancing EFL students’ speaking development includes international posture such as listening to music and watching western movies, also through history as content and language integrated learning.

In Indonesia, English is the first foreign language taught officially in school. English is very rarely used in the community in spite of the fact that it is very much needed to be acquired for

learning experience outside the classroom. During the learning process, children especially the lower class groups (grades 1, 2, 3) tend to be influenced by their feelings about their teachers, their classroom situation, their activities outdoor, the teaching methods, and their parents' opinions.

The condition of EFL learners and teachers in Indonesia nowadays is actually similar with those in Thailand. Adamson (2005) elaborates that majority of students are reluctant to express their ideas and do not really respond to classroom activities. They hesitate to ask and answer question from their teacher, and create passiveness in discussion. These problems are summarized by Santosa (2017) and Exley (2005) in their research on learning approaches and learner characteristics of Asian EFL students. Cultural awareness could be the barrier of communication between countries, especially Asian and western countries where English is the mother tongue as they have different cultures and frames of reference (Nguyen, 2020). Ruso (in Mahmud, 2018) argues that “students tend to feel less motivated when the teachers did not provide sufficient speaking opportunities in the classroom”. It means that students need more time to practice their speaking with the help of a qualified teacher.

In the light of these problems, Rahmawati (2016) suggested social strategy and memory strategy. In social strategy, students (in this particular case, young learners) could practice with friends and teachers – native teachers to be precise. Memory strategy includes practicing grammar; which would be best taught by a native, and attending an English course.

This research aims to clearly describe the speaking ability of the students, elaborate the issues related to the teaching and learning process of speaking, and reveal the foreigner’s role in improving students’ speaking ability. In addition to that, another goal is to provide new experiences for the second grade students of elementary school and give them the opportunity to interact with native speakers of English from various countries in the world. Through these activities, students are expected to improve their ability to speak English and practice it in both school environment and daily activities.

Review of the Literature

A Theoretical Study of Foreign Language Acquisition for Young Learners

Learning activities carried out at an early age and adulthood produce different outcomes. Learning at an early age is like "writing on a rock", while studying at adulthood is more like "writing on water". This also applies in learning English. Flege (in Munoz, 2007) argues about the age-related differences in children and adult:

‘The younger L2 learning starts, the easier it is to perceive phonetic differences that trigger the creation of new phonetic categories, while with increasing age, learners tend to assimilate the new sounds to their L1 categories, observing a paradox that at an age when children’s sensorimotor abilities are generally improving, they seem to lose the ability to learn the vowels and consonants of an L2”

In line with this, Oliver (2009) stated that the way adults and children acquire a second language is totally different, and the way they interact during the learning process is also different. In terms of their physical development, emotional, social, and psychological, children aged five to seven differs from those above middle childhood years. Visconde (2006) in her research found that Filipinos who can speak English well were the one learned the language since they were in a very young age.

Fenson et.al., (in Hurtado, Marchman, & Fernald, 2008) explain further on the case: “Infants begin to understand and produce words and sentences through interaction with experienced speakers of the language they are learning. While most children become increasingly proficient over the first few years, they also vary considerably at every age in the numbers of words they can produce”.

Why do we need to learn English early? It is usually linked to the Critical Period Hypothesis: earlier is better. Myles (2017) points out that young children keen on learning new languages and they seem very enthusiastic. They believe that foreign language is fun; they enjoy finding new ways to say things and discover a whole new different world.

When children develop their fluency in foreign language, their comprehension also increases and they would be able to apply more complex construction (Clarke, 2009). Clarke further argues:

“Early childhood professionals have a major role in supporting both the learners’ acquisition of comprehension and their production of English through the use of modifications to speech, use of key words, repetition and paraphrase, and expansions of the learners’ utterances.”

Children have a brilliant learning period called the golden age, ages 6-12 years, which allows them to learn languages quickly. Their brains can absorb the subject matter easily, especially if the material is related to the language used as a means of communication. Hawkins (1999) proposes in his study that in their early stages of learning, most children performed quite well when asked to repeat and mimic undifferentiated chunks of language.

The memory of children's brains is extraordinary. Children have a great sense of curiosity. They like to ask questions, explore things, and look for and find new ways to accomplish things.

Brotherson (2005) believes that the main function of the brain in an infant is for learning, as it is quoted below:

“An infant’s mind is primed for learning, but it needs early experiences to wire the neural circuits of the brain that facilitate learning.”

Elementary school children aged 7-12 years are in the middle-childhood period. According to Hurlock et al. (1990), this age becomes the golden age for learning languages besides mother tongue because the ability of children at this age is more developed by means of concrete operational concepts. Elementary school children are able to understand foreign languages as well as understanding their mother tongue which includes four abilities; speaking, listening, writing and reading. This means that they are in the golden period to learn English.

What are the benefits of learning English early? First, children will not feel strange with English. As they have learned it since their childhood, English is no longer a frightening specter. In fact, English will be more familiar because they can listen to it every time, they watch children's cartoon films from foreign channels. In the midst of a crisis of quality television viewing for children today, it feels like watching foreign cartoon films or events such as *Discovery Channels* becomes a healthy and enjoyable alternative to watch.

Second, children who master English are considered to have more skills that make it easier for them to have an enjoyable school period (Marsh & Langé, 2000). This is because English skills are also taken into account even at elementary level. English-language contests are also widely held and the child who wins it usually has more value in the eyes of the teacher and his friends. Third, the gates of knowledge are increasingly wide open. As is known, English is the language of knowledge, the language of instruction in the latest knowledge, both online and offline. Armed with mastery of English, a child can access more information and knowledge from abroad which makes it easier to update on the latest scientific developments. The impact is higher scores and greater analytical power compared to friends who don't know the information.

Fourth, learning English from an early age will prepare it to be more mature in facing the future. Abramova, Ananyina, & Shishmolina (2013) believe that English is a global language used by most of the world's population; almost all professions, and almost some situations. English is the language of communication, the language of knowledge and the language of business. If the child wants to continue his education abroad, mastering English from an early age will certainly be very beneficial. If you want a career, English also becomes a consideration. In short, English makes it easy for a child to compete in all fields with a strong mental provision.

Issues Related to the Teaching and Learning Process of Speaking in Young Learners

English language skills seem to be mandatory for children today. In fact, many elementary schools begin to teach advanced English (not basic English) to their students. However, English as a foreign language is considered difficult for Indonesian students and young learners, specifically the speaking skill. This is supported by Zhang (2009) who argues that for the majority of foreign language learners, it is the most difficult skill to be acquired and most learners are still incompetent to communicate orally.

The areas of factors causing the speaking difficulties among EFL learners are quite vary (Rababah, 2005). They include the curriculum, the teaching strategies, boredom, laziness, and the environment. Ur (2012) added some other factors covering difficulties to express ideas, inhibition, mother-tongue use, and low or uneven participation.

1. Curriculum and the teaching strategies

The goal in learning English in SDN Jember Lor 3 is so that students can master the language skills of reading, listening, speaking, and writing a number of vocabulary and functional skills in English sentences and utterances related to the environment of students, schools, and surrounding areas. Kersten & Rohde (2013) argue that TEYL requires a specific teaching approach as the communicative context is considered a major issue for young children. For this reason, approaches needed for TEYL should be based in principle of “using English to learn it”. The problems that arise during the process are; first, teacher who doesn't speak English well. For this, teachers who are certified as graduates from the university department of English are required. Second is tools and infrastructure: the unavailability of textbooks in schools can hinder or reduce the motivation of students and teachers. One example to overcome these problems is to provide subject matter related to the daily lives of students such as the names of days, dates, numbers, fruits, animals, and objects that are in the environment of homes and schools.

2. Boredom and Laziness

Children who are required to learn a thing from an early age, one day will experience boredom. This can be seen from children who are getting lazy to do their homework or to find an excuse so they do not need to study because their mind have been divided into other things such as watching television or even playing with peers (Harvard Graduate School of Education, 2017). In the early period of growth, children are easily distracted by things around them.

3. Environment

Influences of environment on children's learning language are elaborated in the studies by Asgari & Mustapha (2011) and Hoff (2003). Asgari & Mustapha (2011) discover that environment and parent's education have a strong influence on children's four English skill: speaking, listening, reading and writing. Parents with proper education urged their children to learn English, supported and encouraged them at the early stage which resulted in their achievement at school. In addition to this, Hoff (2003) on the research about *The Specificity of Environmental Influence* underlines that "children whose families differ in socioeconomic status (SES) differ in their rates of productive vocabulary development because they have different language-learning experiences". This means that children who come from higher economy rate tend to be easier to understand lessons taught at school.

4. Difficulties to express ideas

Young children in Jember, as in most elementary school students, do not get proper English education. Due to the lack of education, they have very limited vocabulary. Most of them actually have the ideas and *know what to say* but *do not know how to say it* because they cannot translate sentences into English and afraid of making mistakes, as is it mentioned by Al Hosni (2014). They fear for critics, or simply shy. For some other students, speaking anxiety is one obstacle which prevents them from delivering ideas freely as it is mentioned by several investigators (e.g. Ganschow et al., 1994; Saito and Samimy, 1996). Ganschow et al. (1994) reveals that students experienced a significant difference in their Speaking and Writing achievements in relation to the amount of foreign language anxiety they suffer from. In line with this, Saito and Samimy (1996) examined the connection between the study of Japanese and anxiety, and concluded that motivation and anxiety, along with attitude, were crucial factors which affect learners' performance in productive skills.

5. Mother-tongue use

Teachers in elementary school across Jember are not experts in their fields of education since they have to teach a lot of subjects and topics for the same grade. One who graduated from mathematic faculty, for example, has to teach English, science, and art at the same time. It will be difficult for them to teach English using English language because they do not really understand the structure; as a foreign language, English is not commonly used in daily life. This is the main reason teachers use mother-tongue in teaching English and for class management, which can lead to young learners' difficulties in speaking as it is argued by Littlewood (1981).

6. Low or uneven participation

An ideal class for Speaking is a small one. This can hardly be found in public schools in Indonesia; one class usually consists of 28 up to 40 students. As a result, not all students can participate in the discussion or talk at the same period of time. In addition to this, Ur (2012) argues that there is also a tendency of some students to dominate during speaking class while their peers reluctantly say a word and causes an uneven participation.

Another study by Derakhshan, Tahery, & Mirarab (2015) investigated how to help adults and young children communicate confidently in speaking class. They found that most of the students do not have adequate motivation in learning and the teachers fail to encourage them. From a sociocultural perspective, Robbins (2007) points out that children sometimes feel shy and anxious, sometime forgetting words or tongue tied especially when speaking in front of native person due to culture differences and context in language. Richard & Renandya (2002) in their study state that in order to stimulate students' motivation, teacher must provide interaction among them, conduct more speaking practices and create the needs and willingness to speak.

Foreigner's Role in Improving Students' Speaking Ability

Árva & Medgyes, (2000) argue that native speaker of English offers many special advantages that you can rarely find with local teachers. Another study by Medgyes (1992) believes local teachers can never achieve a competence of native teachers, whether it be education, experience, perseverance, motivation, or aptitude. Issues about native versus non-native has long been discussed in several researches (e.g. Long, 1983; Medgyes, 1992, 1994; García Merino, 1997; Árva & Medgyes, 2000; Lasagabaster & Sierra, 2002; Bence & Medgyes, 2005). Native speakers have perfect spelling or pronunciation, of course this is because they have lived in places where English is used daily. Some non-native teachers might have better grammar skills than the native; however, their ability to speak English naturally is the most important thing in the process of learning English (McNeill, 1994).

Many people learn foreign languages in an English course or in foreign language schools where there are several foreign instructors. This is very good considering the role of native speakers in teaching foreign languages is very important either as a conversation practice partner or as a source that can explain a little more in detail about language and the culture (Kachi & Choonhwa, 2001). Foreign language learners may be able to understand grammar well and combine several words and phrases to then create their own sentences in the foreign language. Some may even be able to speak fluently after making these combinations and creating their own

sentences. However, often the sentences they composed sounded awkward to the native speakers. Why is that? The answer is that most foreign language learners create their own sentences by thinking and modeling the sentence patterns they normally use in their native language (Long, 1983).

So it can be said that Indonesian who learn English will tend to speak English with Indonesian patterns that might sounds awkward to native speakers of English because the sentence used never appears in the daily conversation of the native speakers of English. This is actually not a bad thing in learning a foreign language, but using clumsy sentences for native speakers can sometimes create a shift in meaning or misunderstanding between foreign language learners and native speakers.

To overcome this problem, a foreign language student should ideally practice often with native speakers, listen to many foreign language broadcasts, and read foreign language articles. If it is possible to be able to meet with foreign speakers of the language being studied it is actually very good because only native speakers are able to judge whether or not the sentences made by the learner sounds natural.

From the above explanation it can be concluded that learning a foreign language from a native speaker is very important (Medgyes, 1992; Shin, 2008). Through conversational exercises with native speakers, a foreign language learner will absorb their language style, and clumsy sentences will be corrected during the conversation. Thus, foreign language learners will gradually be able to speak foreign languages more naturally. If a foreign language learner cannot communicate directly with native speakers, he can use the internet and social media to get the "resources" of the foreign language he is learning. He can get examples of conversations between native speakers and copying the sentences they use. In addition, he can also see films that are equipped with English subtitles, so he can understand what is spoken by the speakers and 'copy' their sentences to then be used in their own conversation exercises.

According to Rhedding-Jones, a six-year experienced teacher for children aged 3-8 in Australian preschool, children tend to maintain their mother-tongue and home values during the day care. He further argues:

“As ethnicity links closely to language, to cultural values and to identity, it is crucial to how people learn, play and communicate. This applies not only to the very young but also to the people working with and for them.”

From here, we can assume that it is very crucial for young children learning language to be assisted with professional, qualified teachers. It will be better if they learn, play and

communicate with a foreign teacher while learning foreign language so that they can adapt with foreign culture as well.

Research Aims

This research aims to explore how foreign teachers in Elementary school can help young learners in order to improve their speaking ability. Specifically, the research seeks to generate data, analyzed both quantitatively and qualitatively, concerning the teaching-learning activities of foreign teacher and young learners taking place in elementary school in Jember. As such, the study will address the following research questions:

1. What are the problems faced by the students during teaching and learning process?
2. How can foreigner help young learners speak better English?
3. How is the speaking ability of the students?

The first research question focuses on finding the factors influencing students' difficulties in oral communication during classroom-hour. Problems faced by young learners in speaking (as mentioned previously in review of the literature) usually covers the curriculum, the teaching strategies, boredom, laziness, the environment (Rababah, 2005), also difficulties to express ideas, inhibition, mother-tongue use, and low or uneven participation (Ur, 2012)

Second research question aims to know how foreigner would be able to help young learners speak better English. The researcher defines "young learners" as the research subject, is the elementary school student in grade 1, 2, and 3 and aged between 7-8 years old. Meanwhile, "foreigners" in this study is described as people from English speaking country. According to Davies (2003) "The native speaker is for a start one who can lay claim to being a speaker of a language by virtue of place or country of birth... We need to add the notion of adoption as an alternative; the definition then becomes: by place or country of birth or adoption...". In addition, Rampton (1990) argues that native speakers inherit a language which means that they are able to speak that language well.

The third research question is concerned with investigating the speaking ability of the students after they interact with foreign teacher. What is meant by "speaking ability" in the context of this research is the ability to carry out simple conversations in accordance with the required conditions which covers introduction, greeting, parting, and talking about family members. I would like to know how well these second graders speak English after they communicate and interact directly with foreign teacher.

Rationale behind the research. There are some motivations underlying this research. In general, the results of this study are expected to be useful in the scientific field related to the teaching and learning process of English as a foreign language. It is hopefully able to provide a theoretical framework regarding to the processes and results of teaching and learning speaking in class 2 C SD Negeri Jember Lor 3. In addition, the researcher expectantly wants to provide an overview to the instructors and curriculum designers of teaching English as a Foreign Language and teaching English for Young Learners related to factors that can help to improve the speaking ability of the students by the help of foreigners to pronounce words and to have some simple conversation practice.

Method

This research is included in a type of case study research that aims to uncover a phenomenon that exists in a particular unit or group (Ary, Jacobs, Sorensen, Razavieh, 2010:454). The phenomenon associated with this research are (1) The problems faced by the students during teaching and learning process, (2) How foreigner can help young learners speak better English, and (3) The speaking ability of the students

To get answers to the phenomena above, the research method applied is a combination of quantitative and qualitative research methods. Quantitative research methods related to the use of numbers in analyzing a phenomenon, while qualitative methods are more related to the description through words to explain the nature of a phenomenon (Tashakkori and Teddlie, 1998, 2003).

Quantitative research methods are used to find answers to the research question, “*How is the speaking ability of the students?*”. The research instrument used at this stage was a test. To find answers to the other two research questions, “*What are the problems faced by the students during teaching and learning process?*”, and “*How can foreigner help young learners speak better English?*”, the instrument used is questionnaire. The steps taken in this study are as follows:

1. Determine the research subject
2. Distribute questionnaires to the research subjects
3. Analyze the results of the questionnaire
4. Conduct a Speaking Test
5. Give an assessment and analyze the results of tests
6. Make conclusions from the results of the study

Settings and Subjects

The focus of the present study is on exploring the teaching-learning activities between foreign teacher and second grade students of elementary school. This research involves lower classes student (grade 2 C) of SD Negeri Jember Lor 3. There are 28 students in total and most of them are in the age of 7-8 years old. They have only been studying English since they were in the first class of elementary school. For that reason, these students do not yet fully comprehend the significance of learning English and should have practiced more conversation in their surroundings environment whether it is at school with teachers and classmates or at home with family and friends. In addition to that, they also do not have much experiences engaging with people from other countries. From here, this research provides an overview related to their speaking ability and bring forth connection with the international world by providing them a chance to connect and interact with foreigners that can expectantly help the students to communicate and to speak better English.

These settings were chosen based on some particular reasons. This research is intended to study the lower class group (class 1, 2, 3) of elementary school students. SD Negeri Jember Lor 3 was chosen because in this school, English is taught since the first grade, while in other schools it could start at the fourth or sixth grade. It also equipped with more complete facilities compared to other schools, like language laboratory and library.

Data Collection

One of the stages of this research is the data collection stage. The first data of this study are related to how well is the speaking skills of the students, and the second data is related to the problems faced by the students during teaching and learning speaking. Other data required is about the foreigner's role in improving students' speaking ability.

There are two methods of data collection related to the types of data obtained in this study. The first method of data collection is obtained using speaking test, in this case a simple conversation covering introduction, greeting, parting, and talking about family member, and the second one is by using Questionnaire.

SPEAKING TEST

During the test, the research subjects are asked to make a conversation with the foreigner based on the situation given by the researcher. The time given for the research subjects in carrying

out the test was five to 10 minutes. This test serves as a research instrument to measure the mastery of simple conversations by the research subjects.

QUESTIONNAIRE

Other instrument related to this study was questionnaire. The use of questionnaire aims to find an overview of the research subjects about the the problems faced by the students during teaching and learning process and their perceptions of the role of foreigner in helping them speak better English. From here, this study not only reports on the students' speaking skill, but also is expected to be able to explain the factors that underline foreigner's role in improving EYL in Jember.

Data Analysis

After the data was obtained from the implementation of the test and questionnaire distribution on the subject of the study, it was then processed and analyzed to answer the research questions. Related to the first type of data obtained from the implementation of the test, the scores of the tests produced were compared with the assessment scale. The rating scale is as follows:

Table 1: The Speaking Category Scores

Score Category	Interpretation	Frequency	Note
80-100	Excellent		Passed
70-79	Good		Passed
60-69	Fair		Failed
40-59	Poor		Failed
0-39	Failed		Failed

For the second type of data obtained from the distribution of questionnaires, difficulties commonly faced in analyzing this type of qualitative data are related to how to understand the large amount of diverse data so that a common thread can be found to compile a framework of what is at the core of the data obtained (Ary, Jacobs, Sorensen, Razavieh, 2010: 480). For this reason, the strategy that has been carried out in analyzing this type of qualitative data is to compose categories from the interpretative framework that represent the opinions of the research subjects that exist in the questionnaire that has been distributed based on the alignment of the meanings / intentions conveyed.

Results

Speaking Problems in the Classroom

Based on the results obtained from the questionnaire that has been distributed to the students, one item on the questionnaire asked the following question: "Do you have any problem learning English (especially speaking)?" and "Please mention the problems below!"

From these questions, we can see the problems mentioned by the students mentioned in Table 2

Table 2: Speaking Problems in the Classroom

Problems	Number of Students
Pronunciation	9
Vocabulary	6
Lack of practice	6
Grammar	3
Fluency	2
Content	1
Teaching method	1

From the above table we can see some of the problems faced by the students during teaching and learning process of speaking. Most of them likes to practice conversation, especially if it is based on the real life situation, but having difficulties pronouncing the words and experiencing lack of vocabularies. They also complain about the lack of speaking practice in the classroom as the teacher usually asks them to answer some question on the textbook instead of doing oral activities. On the other hand, some students admit that they have adequate vocabulary and can pronounce words well despite the confusion in arranging sentences. Some others are not feeling confident which results in their not being able to speak fluently. One student says that she actually *know what to say but do not know how to say it*. One of them complains about the teaching method which, until recently, is teacher-centered and text-based approach.

In order to solve the problems, the researcher provided this question: "How would you like your teacher or your parents to help you overcome those problems?" and the answers are quite varied. Most of the students (16 out of 28) stated that pronouncing English words are difficult

due to the distinction of written and spoken context. Referring to this, they would really appreciate if the teacher can learn to pronounce words correctly or provide records of native speaker accent. Students also said that being in the classroom all the time is boring so they asked for more games and outdoor activities. The other 12 students required more oral activities in order to speak more fluently and said that it would be better if the teacher could administer list of vocabularies before the speaking practice. Some of them stated that visiting public places to study is really interesting to be done for their next classes, such as a visit to the traditional market to learn vocabulary on vegetable and food and to practice conversation in shopping. Overall, the students and their parents thought it is a remarkable experience if the school could continue collaborating with native-speaking teachers to help them with the speaking practice.

Students' Experiences in Communicating with Foreigner

Based on the results obtained from the questionnaire that has been distributed to the students, one item on the questionnaire asked the following question: "*Did the foreigner help you to speak English?*" and "*How?*" All participants responded *yes* to both research questions. Most of the students provided the answer of the question "*how*" as stated below:

“Learning English with foreigner helps me a lot with the pronunciation. She also helps by giving clues during the conversation practice. I am able to tell my friends about myself and my family member because she gave a clear example before asking us to practice the conversation.”

Some others believed that foreigner can help with ideas for the content of the conversation, as well as accommodate and guide them to speak with proper grammatical structure.

Compared with the students' responses on problems related to the teaching and learning process of speaking which tends to be varied, their responses to experience in the learning speaking with foreigner is quite homogenous. Students' responses to the questionnaire on how foreign teacher can help them improving their speaking skill are summarized below:

1. Foreigners can model how to pronounce word perfectly as English is the language they use in the daily life.
2. Not only pronunciation but they can as well demonstrate the intonation, sentence stress, and accent.
3. Foreign teacher uses proper grammatical structure in during the teaching-learning process.
4. Students can hear how words pronounced correctly in formal and informal ways.
5. One of the ways to learn languages is by *social learning* approach.

Speaking Skill

Data obtained from the implementation of speaking test related to a simple conversation with the foreigner shows that the majority of 2 C students do have adequate mastery of speaking.

Table 3: The Speaking Category Scores

Score Category	Interpretation	Frequency	Note
80-100	Excellent	7	Passed
70-79	Good	18	Passed
60-69	Fair	3	Failed
40-59	Poor		Failed
0-39	Failed		Failed

It is shown that 18 out of the 28 students (64.3%) who took the test got scores between 70-79 (good), and seven students (25%) got 80-100 (excellent). Only three (10.7%) got score below 70 and categorized as failed. Based on the score criteria used in this study, the mastery of the conversation in English for the students was included in the *good* category because — for the simplest reason — they really love and interested in English lesson. Most of them were able to pass the speaking test (64.3% of the total number of students) but only 25% can be categorized as excellent. From these criteria, it is also known that this *passed* category also varies. This variation is related to the top category, which approaches adequate value (good), up to the highest category (excellent)

Discussion

Research Question 1

The research aimed to find out answers to the following question:

1. What are the problems faced by the students during teaching and learning process?

The present study reveals that the research subjects face several problems in learning English as a foreign language: pronunciation, vocabulary, lack of practice, grammar, fluency, content, and teaching method.

PRONUNCIATION

As it is claimed by Eskenazi (1999), speaking will not be considered effective if the nonnative speakers of English do not have correct pronunciation:

“Below a certain level, even if grammar and vocabulary are completely correct, effective communication cannot take place without correct pronunciation (Celce Murcia & Goodwin, 1991) because poor phonetics and prosody can distract the listener and impede comprehension of the message.”

A decade later, Zhang & Yin (2009) did a research analysing problem that frequently occurs among English learners in China. Factors leading to problems concerning pronunciation usually interfere with culture, learners’ mother tongue, and limited or no knowledge of phonetic and phonology. This is similar with the present study concerning Indonesian young learners. Students in SD Negeri Jember Lor 3 (SDNJL) have inadequate knowledge of English phonetics and phonology which later affects their acquisition of pronunciation. In line with Zhang & Yin, Sifakis & Sougari (2005) analyzes on pronunciation issues and EIL pedagogy in Greece. They argue that pronunciation-specific issues relate to “the possible links between pronunciation teaching, English as an international language (EIL), and the sociocultural identity of nonnative speakers of English (NNSs).” So in this case, it is clear that sociocultural identity and mother tongue interference have a huge impact on learners’ ability in pronouncing English words.

VOCABULARY

Leading researchers on the field of vocabulary (Meara & Jones, 1987; Laufer, 1997; Schmitt & McCarthy, 1997; Nation, 2001) argue that one of the key factors in foreign language learning, especially in the early stages where learners have insufficient knowledge of EFL, is the number of vocabularies they acquired. The more vocabulary they have, the better they speak, read, write, or listen to the English words (Catalán & Gallego, 2005). This is supported by Catalán & De Zarobe (2009) who highlighted that “the number of words known by learners makes a difference in language learning: those learners with large vocabularies tend to perform better in the target language than learners with low vocabularies.” Based on the interview done with the teacher and the students during the study, students who have high number of known English words are frequently exposed to English media like YouTube videos, cartoon, and TV programs. They also come from upper-class economy and their parents are well-educated people. The questionnaire results from this present study showed that most students in class 2 C of SDNJL understand only basic words used in *introduction*, *greeting & parting*, *numbers*, and *professions*, but that is not quite enough number to be able to speak English fluently. As stated in Al Hosni (2014) that children who do not know the English word to express what they mean will face difficulties delivering their ideas during learning process in the classroom, and consequently, will not be able to communicate well with the teacher and their friends.

LACK OF PRACTICE

Al Hosni (2014) also stated other issues in children acquiring foreign language, like low participation during discussion and lack of speaking practice. This happened due to time limitation in SDNJL that usually only last for 60 minutes per meeting, in which the teacher has to handle around 28 students. I agree with Copland, Garton, & Burns (2014) that class size is a significant factor in learning:

“Big size class, poor teaching and learning conditions”

Sometimes, the discussion is dominated by smart students answering questions from their teacher. Some other time, the rest of the students just feel bored or not knowing what to say. It also happens that the teacher is picky; prefer to interact with the smart students. This gets worse as during the class-hour, teacher usually ask students to do English exercises on their textbook rather than doing speaking practice or doing some fun activities. Students rarely practice outside the school hour as English is not commonly used in daily communication among people across Jember. This is what we call as a “lost opportunity” for sstudents (Bolster, Balandier-Brown, & Rea-Dickins, 2004). They’re not really fond of speaking because English is a brand new language; totally different with the mother tongue, not feeling familiar to it, and they are not yet aware of the importance of English (Buckingham & Alpaslan, 2017; Tse, 2000; Muñoz, 2014). Furthermore, Lazaraton (in Romero, 2009) discussed about issues faced by EFL students and teacher; lack of practice, lack opportunities, and lack of motivation. However, these problems can be solved with solution and strategies like giving the students equal opportunity to practice oral communication and to keep motivating them.

GRAMMAR

According to Lazaraton (2001), speaking is based on some competences. One of those competences includes grammatical competence which covers word and sentence formation, vocabulary, and phonology. Navarro Romero on his study about improving speaking skill argue that English learner, in order to be able to speak fluently, must have a proficient use of grammatical structure of the language (Romero, 2009). This is clear that grammar is essential in improving one’s oral communication. Some of SDNJL second graders seem to have sufficient vocabulary, but they cannot arrange sentence formation correctly. Mostly, the problems deal with subject-verb agreement. They still confuse and not being able to tell the difference between plural and singular, or forget to add s/es to the verbs when the subject is a third person singular. I believe grammar is the most difficult aspects for those children to

acquire. Some of them are not used to speaking in English, have lack of practice, also lack of vocabulary. This is similar to Copland, Garton, & Burns (2014) who believe that speaking is the most difficult skill to learn and that grammar is the most challenging issues.

Surely, there is a good reason to focus on grammar. Harley (1998) evaluated the grammar of the second grader of *French as a second language* in Canada and drew conclusion that "children were able to focus on form and derive benefits from an approach that focuses on grammar". Similar to this, Cameron (2001, 2003) believes that skillful grammar teaching provides certain benefit for young learners.

FLUENCY

In a lot of countries where English is a foreign language, young learners have failed to accomplish native-like fluency due to the teaching/learning system and some are caused by lateralization process (Al-Ahdal et. al, 2014). A study on Critical Age Hypothesis by Lenneberg (1967), an American psycholinguist, showed that lateralization process occurs when children are at about two years old:

“Language skills begin to be limited in the left hemisphere of the brain. This process, known as lateralization, seems to be completed at about the time of puberty. Thus for some reason, puberty seems to mark the point in time when a young adult’s ability to acquire a new language will wane.”

However, every individual has a different level on the degree of fluency due to their geographical accent, tone, and selection of words/tones. This doesn’t matter much as young learners will eventually master English as a foreign language if they keep learning and practicing (Levis, 2006). They have a natural instinct to cultivate language in order to build oral communication with other people. Celce-Murica (2001) suggested learners to read a lot because reading is believed to be able to improve accuracy and fluency in their speaking. Celce-Murica further stated that “*If the learners are children, it is better because they are the most holistic learners for communication*”. To help learner improve their speaking proficiency, teachers need to provide sufficient and proper teaching media and give them a lot of time to practice (Derakhshan, Khalili, & Beheshti, 2016).

CONTENT

In 2014, Lina Lee studied how to improve speaking skill and build the learners’ content knowledge. She found that the use of technology can help a lot with the practice of speaking and writing, e.g. using Voice Thread to practice students’ oral communication (Lee, 2014).

Similar to this, Lasagabaster (2008) believes that content of the speech is considered essential. One cannot deliver meaning correctly if they cannot put proper content in their message. This one of the reasons why teachers and educators around the globe needs to put content knowledge into priority.

TEACHING METHOD

Dilitemizoğlu (2003) evaluates the attitude of young learners towards learning English. He compares several teaching methods used in teaching-learning process and underlines the differences between young learners' and adults' way of learning. Teachers need to comprehend the urgency of understanding students' characteristics so that they can make the right decisions about what is taught and how to teach it. Children, especially those aged 5-10 years, have a learning style that is very different from teens or adults. Children have the needs to explore new things, and have a quite wild imagination (Rust, 1999; Cherry & Mattiuzzi, 2010). Some leading researcher in education (Hannafin & Land, 1997; Sandholtz, 1997; Estes, 2004; Attard, et.al., 2010; Barriage, 2016) argue that Student-Centered Learning or SCL is a learning approach that is believed to be effective in improving the quality of student learning. In SCL, students become the center of the learning process. Teacher provides the broadest opportunities for children to construct their knowledge through learning experiences, exploration, and freedom to choose activities that suit their needs and interests.

As I have mentioned previously that the teacher in SDNJL focused on teacher-centered method instead of SCL. This needs to change in order to give young learners better opportunity to speak and acquire EFL.

Research Question 2

The study also set out to answer a second research question:

2. How can foreigner help young learners speak better English?

Learning environment has a quite big impact in helping students speak better English (Ibrahim & Yusoff, 2012; Yang et.al., 2013; (Asakereh & Dehghannezhad, 2015; Ginaya, et.al., 2018). When the surrounding environment is nice, students find themselves high-motivated and encouraged (Asakereh & Dehghannezhad, 2015). Foreign teacher can implement immersion teaching in the classroom by facilitating a structured learning environment.

One of the ways to learn languages is by *social learning* approach (Hilton-Jones, 1988; Fitria, 2013; Kiilo & Kutsar, 2012). This approach requires students to make friends with people from

different cultures. When students are interested in learning culture and habits from new friends, they will also be able to easily learn the language.

Foreign teacher also provides abundance of information about their language and cultures.

Learning is helped by the subconscious system of the body. The young learners' subconscious will absorb actions and language quickly and deeply when there is abundant information.

For example, concentrating on a word or grammar might not help you much. But listening to music, radio and films in English, as well as reading material, or being surrounded by native speakers, will allow you to absorb sounds and information unnoticed. For pronunciation, foreigners can model how to pronounce word perfectly as English is the language they use in the daily life. Students can also learn broader, more extensive vocabulary used in both formal and informal situation if they interact directly with the foreign teacher.

When native teacher teaches, English is used as a mean of communication in the classroom and will definitely be in a proper grammatical structure.

Research Question 3

3. How is the speaking ability of the students?

Figure 1 below is the speaking test given for class 2C

SPEAKING TEST

*Read the situation given about **introduction** and do the instruction!*

1. Say Hello to your friends and introduce yourself.
2. Introduce one of your friends to your teacher and classmates.
3. Tell the class about your family.

In Question 1, students are required to do *greetings* and personal introduction. Before doing this, the foreign teacher gave example and the students repeat what she said. There's no difficulty and they can do the task well. They speak with correct vocabulary and pronunciation.

In Question 2, they need to do more difficult challenge by introducing one of their friends to the teacher and their classmates. Usually when they do this, they hesitate to pick the 'one friend' and experienced little anxiety speaking in front of the audience. There still some gaps in their speaking, but they start to build a correct sentence structure.

In Question 3 (students say that this is the most difficult), they have to describe about their family member. They have to speak using a more complete sentence and looked anxious as

they are afraid of making mistakes in grammar and content. They think a lot about what they are going to say. However, the foreign teacher had already given the concept and what they have to do is to fill in the blank like the following example:

I have a big and happy family. There are ... people living in my house. My Dad, my lovely mom, , my sisters and a cat name etc.

In describing the family member, students can also tell about their parents' *profession*, how the family member looks like, and their personality as well, using the list of adjectives given during the class hour.

Figure 2. Speaking Test Result

NO	ASPECT OF EVALUATION																				Total Score	Converted Score										
	Fluency					Pronunciation					Vocabulary					Grammar							Content					Detail				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5			1	2	3	4	5	1	2	3	4	5
1				√				√					√					√											(21/30) X 100	70		
2			√					√					√						√										(20/30) X 100	67		
3				√				√					√						√										(22/30) X 100	74		
4			√					√					√						√										(21/30) X 100	70		
5				√				√					√						√										(25/30) X 100	84		
6				√				√					√						√										(23/30) X 100	77		
7				√				√					√						√										(22/30) X 100	74		
8				√				√					√						√										(26/30) X 100	87		
9				√				√					√						√										(23/30) X 100	77		
10				√				√					√						√										(26/30) X 100	87		
11				√				√					√						√										(21/30) X 100	70		
12			√					√					√						√										(20/30) X 100	67		
13				√				√					√						√										(22/30) X 100	74		
14			√					√					√						√										(21/30) X 100	70		
15				√				√					√						√										(22/30) X 100	74		
16				√				√					√						√										(24/30) X 100	80		
17				√				√					√						√										(22/30) X 100	74		
18				√				√					√						√										(26/30) X 100	87		
19				√				√					√						√										(23/30) X 100	77		
20				√				√					√						√										(23/30) X 100	77		
21				√				√					√						√										(28/30) X 100	93		
22			√					√					√						√										(19/30) X 100	64		
23				√				√					√						√										(22/30) X 100	74		
24			√					√					√						√										(21/30) X 100	70		
25				√				√					√						√										(25/30) X 100	84		
26				√				√					√						√										(23/30) X 100	77		
27				√				√					√						√										(22/30) X 100	74		
28			√					√					√						√										(23/30) X 100	77		

The overall results of the implementation of the speaking tests can be said to have given a reflection of the simple conversation mastery as part of EYL (see Table 3 in *Research Results*). From these results, it can be concluded that the answer to the third question in this study is: the mastery of simple conversation by class 2 C students can be considered adequate in the field of speaking but they still need to learn more about vocabulary and grammar in order to speak excellently.

Conclusions

Back to the questions raised in problems of the study, there are some conclusions we can draw:

1. The issues happening in the classroom during the process of teaching speaking includes pronunciation, lack of vocabulary and practice, grammar, fluency, content and teaching method
2. The speaking skill can be considered adequate but students still need to learn more about vocabulary and practice a lot in order to speak excellently
3. The adequate speaking skill may be influenced by actors related to the help of the foreigner who gave example of how to pronounce words correctly using valid and veritable accent, how to arrange sentence and speak using proper grammar, creating fun and positive learning environment, and providing new experiences for them to interact directly with foreign speakers

Suggestion

Suggestions that are likely beneficial for students are:

1. To develop their motivation and their sincere and consistent learning efforts.
2. Most importantly to practice more conversation in daily life with family, teacher, and friends.
3. In addition to the speaking practice, the teacher might try to use some new methods which will draw students' attention such as interactive games or performing more activities outdoor so they will have direct experience when they have to interact with people in the surrounding environment.
4. Creating fun and positive learning environment and providing new experiences for them to interact directly with foreign speakers.
5. Teacher could also implement distributed practice and social learning for the continuous learning process.

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The Use of Word Association Activity in Improving Students' Speaking Skill

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Abstract

Speaking is one of four language skills which is very important to be mastered by the students in order to build a good communication in daily life. A good communication will happen if those who are understand each other. The aims of this research is to find out the improvement of students' speaking skill before and after being taught through Word Association Activity. The samples of this research are the VIII A and VIII C class of eighth grade of one of schools in Tangerang, Indonesia. The researcher applied pretest-posttest, non-equivalent control group design. The instrument is oral test. The result of conclusion of t-test shows that t_{count} is bigger than t_{table} . The result of t_{count} is 17.13 and t_{table} is 1.68. It means that the null hypotheses (H_0) is rejected and alternative hypotheses (H_1) is accepted, so there is significant different learning outcomes on the students' speaking skill using word association activity. It means that the use of word association activity can improve students' speaking skill.

Keyword: *Speaking, Word Association Activity*

Introduction

English as international language plays an important role in this modern world. English has become the first foreign language which is used in many countries, it is introduced to the students from elementary school to secondary school and senior high school, and even university. In Indonesia, the purpose of teaching English is to equip the students with good and fluent communication skills. The students are expected to be able to use English well for communication in their daily life, and also can build a good relationship with other people from other countries, to cooperate in all affairs such as education, culture, tourism, commerce, etc.

There are four skills that should be mastered by the students, they are; speaking, listening, reading, and writing. One of the most important skills to learn is speaking. The teaching and learning of speaking are a vital part of any language education classroom (Burns, 2019). It is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Kayi, 2006). It also belongs to productive skills, where students actually have to produce language themselves (Harmer, 2007).

According to Brown (2000) states that much of language- teaching energy is devoted to instruction in mastering English conversation. He classified the types of oral language into two types; monologue and dialogue. Monologue can be planned or unplanned, while dialogue consists of interpersonal and transactional.

Brown (2004) states “one solution is to assign not one but several scores for each response, each score representing one of several traits (pronunciation, fluency, vocabulary use, grammar, comprehensibility, etc.). There are several criteria to assess speaking skill, that is; Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension (Meilyaningsih,2014). However, four problems in speaking activities, they are: Inhibition, Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts, nothing to say, Learners have no motive to express themselves beyond the guilty feeling that they should be speaking, Low or uneven participation. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all, Mother-tongue use, in classes where all, or a number of the learners share the same mother tongue, they may tend to use it because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less exposed if they are speaking their mother tongue (Ur, 1996).

Brown (2004) states five categories of speaking performance assessment tasks: 1) Imitative, at one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance; 2) Intensive, a second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical of phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture); 3) Responsive, included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greeting and a small talk, simple request and comments and the like; 4) Interactive, the difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction is divided into two forms, namely; transactional and interpersonal. Transactional has the purpose of exchanging specific information. On the other hand, interpersonal has the purpose of maintaining social relationship; 5) Extensive, Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether.

Most of the students at one of the private school in Tangerang Indonesia still have problems in their speaking skill. They cannot express their ideas because they do not know how to deliver it, that caused they speak with a lot of pause with using filler words or sometimes use their body language. In other words, students were considered incompetence yet in speaking. Mostly in learning process, the student just followed the materials and instruction based on the worksheet that given by the teacher. The students seemed lack of motivation to learn, moreover they are not confident to speak English. According to Harmer (2007) states that students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions.

To be able speak English fluently, games help and encourage many learners to sustain their interest and work (Wright, Betteridge and Buckby,2006). Games are an amicable way for an educator to present material and assess material learned, in a way that appeals to all her students (Sugar, 2002). A game is also a structural activity with learning at the end (Pathan and Aldersi, 2004). Word association can be the solution as a game to help the students practice their speaking skill, because student will demand to speak spontaneously.

One of games to encourage students in speaking English fluently is word association activity. It is a way in which words come to be associated with each other and which influence the learning and remembering of words (Richards and Schmidt, 2010). It shows the familiarity effect: responses are faster to familiar words and if a word has been presented before, it takes a shorter time to respond to that word” (istifci,2010). According to Sinopalnikova (2003), it is stated that originally the term `association' was used in psycholinguistics to refer to the connection or relation between ideas, concepts, or words, which exists in the human mind and manifests in a following way: an appearance of one entity entails the appearance of the other in the mind. Wright, Betteridge and Buckby (2006) explained the procedure of word association activity, as follows: “Each learner, in turn, says a word he or she associates with the word given by the preceding learner. This should be done as a fast game. Sometimes you or another learner may interrupt and ask why a word was chosen” (p.105).

For example:

Learner 1: Water

Learner 2: Tap

Learner 3: Kitchen

Learner 4: Grandma

Teacher: Why did you say, grandma?

Learner 4: Because I thought of my grandma’s kitchen.

Teacher: OK. Grandma

Learner 5: Wolf

Learner 6: Why did you say wolf?

Learner 5: Because of the story of Little Red Riding Hood.

The students have to response spontaneously the word that give by the teacher in turn, the teacher may ask the students about the reason why they pick that word, and the students have to explain their reason, the game finish after all the students have their turn.

Methodology

The research was conducted at one of private schools in Cipondoh, Tangerang city, Indonesia. This research used Quasi Experimental Design which is used Pretest- Posttest, Non-Equivalent Control Group Design.

In assessing speaking, there are some aspects that should be assessed by teacher. The students were asked to make a short dialogue according to the picture, it can be about the things, person or the situation. Picture 1 is school area, picture 2 is garden, and picture 3 is mall. Harris proposed the rubric of speaking assessment as it is cited in Meilyaningsih (2014). The rubric is shown in the table below.

Then, the percentage analysis used to find the percentage of students' mastery. Here is the formula of percentage analysis based on Arikunto (2009) as it cited in Wicaksana (2013):

$$P = \frac{n}{N} \times 100\%$$

Description:

P: percentage of student's mastery

n: number of scores obtained by the student

N: total score

Tabel 1
Test Spesification

Variable	Basic competence	Indicator	Form of Question
Speaking	The students can express a meaning in the transactional conversation (to get things done) and interpersonal (socialize) in context of daily life, which involve speech act; asking, giving, refusing service, refusing things, admitting, denying fact, asking and giving opinion.	The students are able to expressing and responding the expression about asking and giving opinion	oral

Result and Discussion

The research was conducted at one of private schools in Cipodoh Tangerang. The researcher took two classes from eighth grade, namely VIII A and VIII C with the total amount of 84 students. VIII C is experimental class that was taught with word association activity. In other hand, VIII A is control class that was taught with conventional method. In this research the data was collected by using oral test. The researcher used pre-test and post-test for collecting data in experimental and control class. At beginning the researcher gave pre-test in both classes to know students' ability in speaking. The next step, the researcher taught speaking by using word association activity for experimental class and conventional method for control class. In the end, the researcher gave post-test in both classes to know the differences of students' score between before and after lesson.

Before the researcher analyzed the data, it is needed to know whether the data was normal and homogenous. To test the normality of data, the researcher used Chi Quadrat (χ^2) formula and to test the homogeneity of data, the researcher used Bartlett test.

The complete result of normality data could be seen in the table as follows:

Table 2

The Result of Data Normality Test Using Chi Quadrat of Experimental Class and Control Class

Class	Pre-test	Post-test	χ^2 table	Conclusion
	χ^2 count	χ^2 count		
Experimental Class	11.32	5.70	12.59	Normal
Control Class	8.75	0.34	12.59	Normal

Based on the table above, it can be seen that χ^2 count from both classes are less than χ^2 table. It can be concluded that data was normally distributed. Normality test of data was conducted to determine the data was normally distributed or not. After calculating the normality of data test by using chi quadrat formula with the sample was 42 students in experimental class and 42 students in control class. χ^2 table experimental and control class are 12.59, χ^2 count of experimental class in pre-test was 11.32, in post-test was 5.70 and χ^2 count of control class in pre-test was 8.75, in post-test was 0.34.

The complete result of testing of variants homogeneity could be seen in the table as follows:

Table 3
The Result of Variant Homogeneity Test Using Bartlett

Class	Pre-test	Post-test	χ^2 table	Conclusion
	χ^2 count	χ^2 count		
Experimental Class	2.37	2.17	11.07	Homogeneous
Control Class	5.47	3.77	11.07	Homogeneous

Based on the table above, it can be seen that the χ^2 count from both classes is less than χ^2 . It can be concluded that sample of population is homogeneous. Homogeneity test was conducted to determine the data was homogeneous or not, the researcher used Bartlett formula to test the homogeneity of data. It was found that χ^2 count of experimental class in pre-test was 2.37, in post-test was 2.17 and χ^2 count of control class in pre-test was 5.47, in post-test was 3.77.

After giving pre-test and post-test in experimental class and control class and also test of normality and homogeneity, the researcher analyzed the students' score. It would be processed by using statistical calculation for interpreting the data, in analyzing the data, the

researcher used the gained score of the students. It was obtained by looking for the difference between the pre-test score and post-test score the data. The researcher used T-test (Pre-test – Post-test) Mean Different Test Two Pairs of Data.

Table 4

Hypotheses T-test (Pre-test – Post-test) Mean Different Test Two Pairs of Experimental Class

Test	Total	Tcount	Ttable
Pre-test	2348	17.13	1.68
Post-test	3254		
d (post-pre)	906		
d^2	22276		

According to statistic data, it is obtained value t_{count} 17.13, the degree of freedom is 41. The researcher used the df of 41 which mentioned in t_{table} . Then the researcher used degree of significance 5% ($\alpha=0,05$). Based on both significances, it can be seen on $df=41$ in significance 5% the value of degree significance is 1.68.

By comparing the result of t_{count} and t_{table} that in 5%, $t_{count} > t_{table}$ ($17.13 > 1.68$). According to the result, the researcher got conclusion H_0 is rejected and H_1 is accepted. In other words, there is significant difference learning outcomes on the student's speaking skill using word association activity

Tabel 5

Hypotheses T-test (Pre-test – Post-test) Mean Different Test Two Pairs of Control Class

Test	Total	Tcount	Ttable
Pre-test	2790	5.72	1.68
Post-test	3022		
d (post-pre)	232		
d^2	2888		

According to statistic data, it is obtained value t_{count} 5.72, the degree of freedom is 41. The researcher used the df of 41 which mentioned in table. Then the researcher used degree of significance 5% ($\alpha=0,05$). Based on the significance, it can be seen on $df=41$ in significance 5% the value of degree significance is 1.68.

By comparing the result of t_{count} and t_{table} that in 5%, $t_{count} > t_{table}$ ($5.72 > 1.68$). According to the result, the researcher got conclusion H_0 is rejected and H_1 is accepted. In other words, there is a little difference learning outcomes on the student's speaking skill using conventional method.

Based on the hypotheses, in experimental class it was known that t_{count} (17.13) was higher than the t_{table} (1.68). It indicates that H_0 is rejected. In other words, there is significant effect of using word association activity in improving students' speaking skill.

Word association activity is an activity which is involved students to associate the words given by teachers, in order to learning and remembering the words. The result of the study strengthens the theory stated by Miller (1996) who states that the students' responses are faster to familiar words and if word has been presented before, it takes a shorter time to respond to that word, the students will spontaneously respond with the word that familiar to them. Istifci (2010) also states that it might be easier for students to remember and associate the words with each other since the language is used and heard every time. By using English every day, it will be easy to the students to associate the word. Word association activity usually done as a fast game, the students will demand to speak spontaneously to response the word that was given by the teacher, so it will help the students to improving their speaking skill.

Conclusion

Based on the data analysis previously, it was found that the result of t_{count} (17.13) was higher than the t_{table} (1.68). It means that the researcher's hypotheses (H_0) is rejected and (H_1) is accepted, so the conclusion is there is significant different learning outcomes on the students' speaking skill using word association activity. It can be seen from the average score of pre-test in experimental class is 55.90 while in control class is 66.43. The average score of post-test in experimental class is 77.48 while in control class is 71.95. The result of the post-test shows that after got treatment by using word association activity, the average score in experimental class was improved. It means that word association activity can improve students' speaking skill. It can be concluded that word association activity is the suitable technique to teaching speaking, because the students are demand to speak spontaneously to response the word was given by the teacher. Besides, it will increase their motivation to learn speaking, because the learning process will become more fun with using word association activity.

Suggestion

After doing this research, the researcher would like to give some suggestions, they are: 1) For the Teachers, should be more creative in teaching English especially in speaking, choose the right technique or method to increase the students' motivation or interest in learning process. It is suggested to use word association activity as a technique to teaching speaking in fun ways; 2) For the students, they build their confident to speak English using games such as word association activity which is fun and interesting, or others media.

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Is This An Argument: An Analysis of Argumentative Discourse in Television Talkshow Programs

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Abstract

In general, a statement can be said as an argument if it contains a set of statements or propositions in which some claims or conclusions are stated and some of them (ie the premise) gives a minimum appearance of submitting reasons for the receipt of claims in the structure. In this case, Toulmin (1984) states that the argument has an absolute anatomical structure that is formed from the elements of the argument and at least consists of claims and ground or some facts that can strengthen the claim. For learners, the concept of such an argument can be easily traced because the building blocks of the argument are stated directly in the discourse. Problems will arise, when learners try to trace arguments whose premises or conclusions are not stated directly in discourse or are not equipped with supporting elements. Based on these problems, this study is aimed at describing the way of delivering arguments in the argumentation argument by applying Toulmin's argument theory (1984) and the Pragma-

Dialectic argument theory (Van Eemeren and Grootendorst, 1994). The method used in this research is qualitative with a descriptive approach. The source of the research data is three episodes of the *Ini Talkshow* program in 2017, namely 944, 951, and 1052. The results of the study show that: (1) arguments can be conveyed directly (a spoken argument) with the following elements and patterns: claim-ground, claim-ground-warrant, and claim-ground-warrant-backing (2) arguments can also be conveyed indirectly (an unspoken argument) with the following elements and patterns: presenting ground without presenting claims and warrant without presenting claims.

Keywords: *A Spoken Arguments, An Unspoken Arguments, and Argumentative Discourse*

Introduction

In traditional studies, the structure of the argument has been studied from a logical perspective. In this approach the focus is on the validity of arguments in reasoning from premises to a conclusion (Renkema, 2004, p. 205). Until recently, the theoretical part of the argument had become formal logic. This system has the dominant conception of argument for centuries, namely the view of an argument that is deductively valid. The concept of argument in this view focuses on the presence of correct premises, the reasoning of these premises according to valid inference always results in incorrect conclusions. An argument must satisfy both criteria. If one or both of them cannot be fulfilled then it can be said that an argument is a wrong thought.

Furthermore, Walton (1987, p. 16) explained that the basic definition of an argument that is usually given in the logic of textbooks is that an argument is a set of propositions, one of which is designated as a conclusion, the rest is called the premise. Sometimes it is also suggested to be part of the definition of the argument that the premise can serve to provide support for, or it can be considered as the basis for the conclusion. Arguments are seen as a form of reasoning. The reasoning is done by making a relation between the premise and the conclusion. This form of reasoning is emphasized by McCrimmon (1973, p. 310) in the simplest description of the structure of the argument consisting of two statements, one statement is a conclusion and the other statement is the premise. The relation between the premise and the conclusion is followed by considering the context of reasoning.

The study of contemporary arguments published by British philosophy Stephen Toulmin (1958) suggests that the main issue of argumentation is not the logical form of an argument, but the question of how the argument is structured. Toulmin (2003, p. 7) argues that

the argument has an anatomical structure and forms an arrangement. The composition of the argument is a sentence in the form of statements and can form a variety of possible patterns of argument. The quality of the argument depends on the quality of the proposition that is maintained or proven true and the quality of the evidence used to support the proposition. The main function of arguing is to try to convince the listener or reader. Listeners or readers must be convinced of something (Renkema, 2004, p. 203). Argumentation is a way to express opinions or attitudes to others. Arguments are needed to state the truth or power to influence the attitude of the reader or listener. In arguing speakers and writers try to convey facts, reasons, data, examples, even authority so that he can show claims against others and make sure whether his opinion or certain things are true or not. Toulmin (2003) states that the argument is a series of connectedness between the claim and the reasons that address or emphasize the content and position retained by the speaker. An argument is a form of discourse that seeks to influence the attitudes and opinions of others in accordance with the wishes of the speaker (Keraf, 2010, p. 3). Thus, the argument is seen as a structure that is composed of elements of the arrangement and is connected.

Next, the discussion of arguments has been studied from a rhetorical perspective. Argumentation is any form of rhetoric that seeks to influence the attitudes and opinions of others so that they believe and ultimately act according to what the speaker or writer wants. The public will only accept the claim that the convincing intention of perlocutionary and other types seems to be the basis of rhetorical study. Persuasion as well as convincing and other kinds of perlocutionary intentions seem to constitute the basis of rhetorical studies of linguistic use (Larrazabal & Korta, 2005) in Rochmayati (2017, p. 151).

Based on the views of Frans Van Eemeren and Rob Grootendort (van Eemeren and Rob Grootendort, 1995; Houtlosser, 2001), the approach that emerged in recent decades is "pragmadiialectical".

This approach focuses on the validity of an argument that is present without several other argument elements or an argument that is present without being equipped with its constituent elements. The presence of an argument that is not equipped with its constituent elements is often regarded as a fallacy because of the incompleteness of the argument elements to strengthen a conclusion so that it does not have a strong foundation or there is a combination of several wrong opinions (Mill, 1995, p. 89). Arguments are not present explicitly or arguments are not stated in arguments. Such an argument is an implicature in a speech act. In some utterances there are implicatures stored behind the message (Habiburrahim, at.al, 2020, p. 601). In the conversational implicature, the speaker expresses attitudes and feelings using

indirect speech that the listener must conclude (Grice, 1975; Sperber & Wilson, 1995) in Taghizadeh, 2020, p.14). The speech partner knows that the argument is not stated directly because it understands the principle of cooperation in conversation Grice (1975). This principle is elaborated using set maxims, which spell out what it means to cooperate conversationally: maxims of quality, maxims of quantity, the maxim of relevance, and maxims of manner (Yule, 1996, p. 37; Cruse, 2004, p. 367-370). The original statement is not relevant to the conversation because the argument is not spoken in the conversation.

Arguments in discourse argumentation, the truth about the subject or topic of discourse are given priority. Therefore, the submission of arguments is usually accompanied by ground in the form of reasons, using the warrant authority, and the authority of an expert. In fact, for some situations the submission of an argument is also accompanied by an explanation of modality and rebuttal to reinforce the claim. The modality description component is a sharpening of the position statement (Setyaningsih, 2016, p. 140). Argumentation is a foundation composed of its constituent elements and how those elements are arranged into an argument.

Some of the studies above show that arguments can be delivered with a variety of strategies. Argument strategy tends to refer to how claims are stated or not in the speech. Discussion of arguments examines many arguments as a structure, in which there are elements and form patterns of arguments. On the other hand, the discussion of the argument considers that its delivery does not require a pattern or its constituent elements.

Some research on arguments shows that arguments are formed from sentences in the form of statements which are elements of arguments and can form various possible patterns of arguments (Nurusyifa, 2011; Neneng, 2015; Setyaningsih, 2016; Gustira, 2016). Discussion of arguments still departs from the definition of arguments as utterances which consist of statements, one of which shows claims and other statements are supporting elements. In its development, the study of argumentation still dwells on the discussion of the arguments stated in the utterances or claims stated directly. The dominance of traditional studies of arguments by various philosophical disciplines, such as logic has made the problem field of arguments that were initially considered not as arguments to be unfriendly to pragmatics. Despite the obvious attention to the argument as a form of language use embedded in context, until now, in informal logic, no systematic study has been carried out on these indicators. And how precisely these indicators must be used in reconstructing unspecified premises (van Rees, 2001: 182). The reconstruction of the argument up to now has yet to undergo a revision of its principles and processes along pragmatic pathways. Further studies involving important

pragmatic factors are carried out, many arguments that were previously considered wrong are now considered to be rationally acceptable in a variety of specific usage contexts.

In general, the discourse of argument can be found easily in texts which give reasons for the truth or untruth of something, with the intention that the listener or reader can be convinced so that they are encouraged to do something. Argumentation discourse is made or spoken to convince or persuade the speech partner or reader to accept and believe something that the speaker or writer presents by providing objective proof, not based on subjective feelings. Basically argumentative discussion in such situations is about talk that affects the nature of the listener through messages, both verbally and in writing. This step is the first step in identifying a text that belongs to the argumentation argument and not the other types of discourse. Next, the thing that must be done to identify the discourse that we read or hear to be classified into types of argumentation is to determine the statements that are part of the arguments and identify the premises and conclusions implied or stated. Based on the above criteria, a discourse can be called an argumentation discourse if it contains a reason for the truth of a thing, the discourse is composed of arguments, premises, and conclusions can be stated explicitly or simplistically.

Arguments are presented to reach logical conclusions that can be accepted together. Renkema (2004, p. 207) revealed that the term argumentation refers to certain types of interactions, such as advertisements, discussions, and information pamphlets. Arguments can also be called persuasion (Nur et al, 2019, p. 110). In other words, arguments are one way to persuade others by showing how to reach conclusions. This function emphasizes the speaker and speech partner to have the same perception to convince something (Renkema, 2004, p. 203). Arguments are a form of a statement that seeks to influence the attitudes and opinions of others so that they believe and ultimately act according to what the speaker wants (Keraf, 2003, p. 3). Arguments can be presented in debates, discussions, deliberations, and opinions.

Toulmin (2003, p. 97) asserted that the argument has an absolute anatomical structure formed from elements of the argument, namely: (1) a *claim* or a statement, (2) *ground* or some facts submitted as a basis for a claim, (3) *warrant* or legitimacy that is general, and (4) *backing* that contains support for a warrant and usually in the form of rules and laws, (5) *qualifier* or qualification, and (6) *rebuttal*. These elements are the foundation of an argument. Toulmin (1958) in Renkema (2004, p. 203) also explains that the structure of an argument is not a logical form of an argument, but discusses how the argument is structured and can be formed. Thus, the argumentative expression is more precisely seen as an argument structure that is composed of arguments as illustrated in the following chart.

of modality may be used to indicate low levels of probability. Conversely, to indicate high levels of probability can use adverbs of modality, such as the word must or surely. The use of this modality information will strengthen the structure of Toulmin's argument so that it can become the building blocks of the argument.

In general, arguments can be composed of only four elements, namely *claim*, *ground*, *warrant*, and *backing*. Toulmin et al. (1984, p. 25-26) describe the four elements that can be found in the most general argument explicitly present as follows. Claim, which is a statement that contains a thing or fact that is recognized as truth. Ground, that is a reason that is a collection of facts to strengthen the claim (statement). Warrant, namely a license to justify a claim (statement), as well as a link between ground and claim. Warrant functions as a guarantor or reinforcer between ground and claim in the form of rules, laws, principles, or general rules. Backing, which is support for a warrant. The backing is additional evidence or support when a warrant becomes weak to strengthen an argument or a warrant cannot be relied on to strengthen the argument.

In its development, Toulmin's model was subjected to criticism from various parties. One criticism thrown at is that this model can only be used to analyze arguments that are stated directly. Arguments whose existence is ambiguous, cannot be analyzed using this model. The Toulmin model cannot be used to analyze the arguments present without several other argument elements or the arguments present without the constituent elements. This argument is implicit in the argument.

The presence of an argument that is not equipped with its constituent elements is often regarded as a fallacy because of the incomplete elements of the argument to reinforce a conclusion. For the first time, Perelman introduced a new approach to analyzing such arguments through his innovative work, the pragmatic study of arguments. In his study, Perelman contextualizes arguments in a broader argumentation process (Garrsen, 2001, p. 84). The approach was then developed by Frans van Eemeren and Rob Grootendorst (1994) based on ideas originating from the field of pragmatics and speech act theory. From their point of view, the argument is seen as part of a discussion consisting of participants exchanging points of view in a speech act. In addition to pragmatic ideas, the approach also uses the term dialectical to refer to the art of thought which views that a premise that is delivered can be refuted. The dialectical argument model emphasizes the process of conveying arguments in a way that makes sense, involves the exchange of premises and conclusions, and there are a series of questions and answers (Walton, 1987, p. 20-21). Furthermore, this dialectical definition also

indicates that the argument is the view of part of a critical discussion with specific rules and can contribute to eliminating a difference in opinion.

With this new approach, we at least know that arguments are not always stated directly in speech. In line with this opinion, Fisher (2012, p. 16-17) states that arguing is a process of giving reasons to support, justify, establish, prove, or show a conclusion, whether accompanied by the presence of indicators of conclusions and indicators of reason or not or conclusions and the reason is present indirectly in the argument. Each argument has at least a conclusion and a conclusion is often marked by the conclusion indicators, both in the form of words and phrases, such as *so*, *thus*, or *I conclude that*. Besides having conclusions, an argument also has a reason (ground) to strengthen conclusions. Reason can be present in an argument with a linguistic marker or marker indicator in the form of words or phrases, such as *because*, *the reason is*, or *is based on facts*.

For learners, the concept of such an argument can be easily traced because the building blocks of the argument are stated directly in the discourse. Problems will arise, when learners try to trace arguments whose premises or conclusions are not stated directly in discourse or are not equipped with supporting elements. For learners, understanding the argument requires an understanding that is more than just tracing elements of the argument and how the argument is formed to form certain patterns of argumentation, learners also need an understanding of how to reconstruct arguments whose claims are not stated in the speech.

They must also understand the concept of Searle's (1987) constitutive rules governing the implementation of argumentative speech acts as well as regulating speech acts in general and the illocutionary speech act theory put forward by Searle (1975) in Cruse's view (2004, p. 356-357). In the process of reconstructing arguments, the learner will contextualize the argument and reveal the argument based on the pragmatic study. Learners need pragmatic competence to be able to analyze arguments based on their context. Pragmatic competence is "the ability to use language appropriately in social contexts" which involves innate capacity and learning and develops naturally through the process of socialization (Taguchi, 2009) in Taghizadeh (2020, p. 2).

Based on the above problems, this research intends to empirically examine the various ways in which arguments are manifested linguistically in oral discourse, identify how they are structured and built from the elements forming arguments, and identify arguments that are not stated directly in the utterances in program *Ini Talkshow*, Episode 944, 951, and 1052. Talkshow programs can generally be categorized as argumentation discourse because there are questions and answers, discussions, and even debates in which there are incidents of throwing

arguments, both directly and indirectly. These arguments are conveyed by the host and guest stars to answer questions, make objections, or express opinions, ideas, or ideas to the public. To explore how hosts and guest stars throw arguments in television talk shows, the research questions to guide the analysis in this study are:

- how can the elements and pattern of arguments be built explicitly?
- how are the elements and patterns of the argument implicitly constructed?

These two views form the basis for researchers to explore the ways or strategies in which hosts and guest stars throw arguments in a talk show interaction to produce research results that can be used as language learning material, specifically regarding the discourse of argumentation.

Research Method

This study uncovered the strategy of delivering arguments conducted by the host and guest stars in the *Ini Talkshow* program in episodes 944, 951, and 1052. The three episodes were chosen as the object of research because they presented guests as well as public figures as well as government officials, namely the mayor of Purwakarta, H. Dedy Mulyadi, SH at Episode 944, Minister of Foreign Affairs Retno Lestari Priansari Marsudi SIP, LL.M in episode 951 together with the Head of the Creative Economy Agency, Triawan Munaf, and the Mayor of Surabaya, Dr. Ir. Tri Rismaharini, M.T in episode 1052. The data used in this study is speech in the form of an argument consisting of statements, both delivered by the host and guest star.

Toulmin's argument theory (1984) and the Pragma-Dialectic argument theory (van Eemeren and Grootendorst, 1994) are used to analyze speech in the form of arguments delivered by hosts and guest stars. The analysis process begins with the grouping of data based on speech and types of arguments obtained through dialogue transcripts in talk shows at each episode. After being grouped, the data is then analyzed based on the type of argument to find out how the strategies used by the host and guest stars in delivering the argument. The purpose of this study is to describe how the argument strategy is used in a variety of situations.

Research Findings

The success of a television talk show program depends on how the host digs deeper information from the guest star and how to influence and lead the guest star to give a statement that is in line with his statement in the question and answer fragment. A host is required to have the ability to convey rhetoric to influence the attitudes and opinions of guest stars so that statements, answers, and actions by what is desired by the host as the organizer of the event. In episodes 944, 951, and 1052, the host's ability to convey rhetoric is shown by making statements, both directly and indirectly. In the talk show program, every question and statement submitted by the host is the result of information and knowledge retrieval which is carried out in advance by the program's creative team and the host itself. In other words, it can be said that the questions and statements raised by the host are confirmatory and lead the guest star to respond to questions or statements that are nothing but claims from the host.

However, it cannot be denied that the action has the potential to threaten the face of the speech partner and is often referred to as *face-threatening acts* (FTAs) (Brown dan Levinson, 1987). The act of looking after the face is usually associated with politeness. Politeness has been defined as behavior aimed to avoid conflicts, to maintain a balanced personal relationship, to mask selfish objectives or indicate concern for human decency, with indirectness as an important feature (Clyne 1996) in (Chefneux, 2013, p. 24). Although politeness may vary from culture to culture. Each language has its own form of politeness based on its culture ((Song, 2017) in (Elfiondri, et al, 2019, p. 139)). Social norms may differ from one culture to another so that what is accepted in one culture can be rejected in another. What is polite and socially appropriate in one context or culture may be considered impolite or excessively polite in another (Anderson, 2009) in (Sukarno, 2018, p. 659).

In this case, the host develops an argumentation strategy in delivering statements or questions to obtain the information as deep as possible while maintaining the face of the speech partner. Leech (1983) defined politeness as forms of behavior to create and maintain harmonious interaction while Lakoff (1990) supported by stating politeness facilitate interaction by minimizing the potential conflict and confrontation inherent in all human interactions (Maros & Rosli, 2017, p. 135). The host always strives in such a way to adhere to the principle of cooperation and especially the principle of politeness in an effort to maintain the continuity of the conversation and maintain the face of the speech. The action was carried out because it presented a guest star who was a government or state official. Talks involving state officials or government officials must be carried out with caution by paying attention to elements of formality, ordering, and diplomatic ethics. In this situation, the host who acts as

the host of the event tries as much as possible to protect the image or face of the speech partner during the speech. Speakers take action to save the face of the speech partner to show respect and courtesy to the speech partner and maintain the sustainability of the speech. With the presence of high government officials as guest stars in the talk shows, the host is very careful in delivering any questions or statements to his speech partners.

In the talk show program, the argumentation strategy is not only carried out by the host but also carried out by the guest star as the host's speech partner when delivering a statement or confirming the host's statement. The guest star took the action because he was a government official. A guest star who is a government official cannot convey anything or statements carelessly, moreover ignores the order, diplomatic ethics, and self-image as representatives of state institutions. A government official must maintain his image or face wherever he is because he represents the position and institution he leads. The following table of speeches is classified as research data, both spoken by the host as a speaker, and the guest star as a speech partner.

Table 1
Research Data Classification.
Data Episode Participants Speech Argument Type

Data	Speech	Episode	Participants	Type Argument
1	“Ada sih. Cuma kan, ada yang butuh cepat. Dia belum datang. Saya sudah di lokasi di situ. Sayakan pengen segera lalu lintas cepat lewat”. (There are employees on duty. But, there are more important needs. He has not come. I am already at the location. I want the traffic not to jam)	1052	Guest star (Speech Partner)	Spoken
2	“Kalau buat saya, ini adalah tanggung jawab ya. Jadi, waktu saya mendapatkan telepon dari Jakarta, saya sedang berada di Belanda. Waktu itu menjabat sebagai Duta Besar Luar Biasa dan berkuasa Penuh Republik Indonesia untuk Belanda. Terus kemudian, ditelepon oleh Jakarta dan pada saat itu, ya agak campur aduk, kaget, dan sebagainya. Tapi sekali lagi, kebetulan background saya adalah diplomat karir. Jadi, paling tidak dari sisi jenis pekerjaan sudah taulah apa yang akan dilakukan dan sebagainya. Tetapi sekali lagi, ini merupakan suatu tanggung jawab yang berat yang harus ditunaikan dengan sebaik mungkin dan mudah-mudahan insyaAllah dengan tim yang ada dengan suasana Indonesia yang kondusif, ya	951	Guest star (Speech Partner)	

	<p><i>dalam artian secara politik kita stabil, secara ekonomi kita juga pertumbuhannya bagus, jadi memegang kendali politik luar negerinya, juga mantaplah”.</i></p> <p>(For me, this is a responsibility yes. So, when I got a call from Jakarta, I was in the Netherlands. At that time he served as Ambassador Extraordinary and in full control of the Republic of Indonesia for the Netherlands. Then, when called by Jakarta and at that time, it was rather mixed up, shocked, and so on. But then again, it happens that my background is a career diplomat. So, at least in terms of the type of work already know what will be done and so on. But once again, this is a heavy responsibility that must be carried out as well as possible and hopefully inshallah with the existing team with a conducive atmosphere in Indonesia, yes in the sense that we are politically stable, we have good economic growth, so we are in control foreign policy, also steady)</p>			
3	<p><i>“Untuk saya, Pancasila sangat dibutuhkan dalam dunia kreatif. Karena di Pancasila ada toleransi. Karena kita masih beragam, kan! Kalau di sebuah ranah tidak ada toleransi atau intoleran kreativitas tidak akan maju. Makanya The Work of Indeks Creativity, jadi ada indeks kreatifitas dunia itu, Indonesia masih dalam angka rendah karena Indonesia dianggap masih negara yang intoleransi”.</i></p> <p>"For me, Pancasila is really needed in the creative world. Because in Pancasila there is tolerance. Because we are still diverse, right! If in a domain there is no tolerance or intolerance of creativity will not progress. So The Work of Creativity Index, so there is an index of world creativity. that, Indonesia is still in a low number because Indonesia is still considered a country of intolerance "</p>	951	Guest star (Speech Partner)	
4	<p><i>“Iya, begitu yang diliat yang nabraknya angkot. Mobil angkotnya juga rusak. Bukan saya yang ganti. Saya ngasih uang saku ke dia, karena setoran ga kekejar”.</i></p> <p>(Yes, that's what the public transportation crashed. The angkot car was also damaged. I didn't change it. I gave him an allowance, because the deposit wasn't overtaken)</p>	944	Guest star (Speech Partner)	Unspoken
5	<p><i>“Tapi, Ibu pasti masih inget, yah? Cuma kan lagi pegang kacang. Masa nari? Susah, yah”.</i></p>	1052	Host (speaker)	

(But, you must still remember, right? You only have nuts in your hand. Dance? It's hard for you, right?)			
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In this study, the speech-containing arguments are analyzed to identify the type of argumentation strategy based on the context. Adapting and modifying Toulmin's (1958) argument theory in Renkema (2004), Frans van Eemeren and Rob Grootendorst (1994), and the scale of the sharpness of the arguments of Toulmin et al (1984), the results indicate that there are two types of arguments that constitute the classification of argumentation strategies, namely a spoken argument and an unspoken argument as presented in table 1, and a discussion of each classification is presented respectively.

Table 2 Research Results

Types of Argument	Element and Patterns	Context
A Spoken Argument	- Claim – Ground, - Claim – Ground – Warrant - Claim – Ground – Warrant – Backing	Social Distance: Far Power : P<M Age : P<M
An Unspoken argument	- Claim = Ground - Claim = Ground – Rebuttal – Qualifier	

A Spoken Argument

Linguistically, the strategy of delivering spoken arguments is built from elements of the argument or premise and the conclusion is stated. A spoken argument is realized by conveying directly the elements of the argument as support or foundation of a claim with the following pattern:

- Pattern: Claim - Ground
- Pattern: Claim - Ground - Warrant
- Pattern: Claim - Ground - Warrant - Backing.

A Spoken Argument: Pattern *Claim – Ground*

Based on the results of the analysis in data 1, we find that speakers use two elements of argument to produce a strong argument. Propositions in the form of claims and ground or data are present as a foundation for claims. Elements of the argument in the form of the ground are conveyed to strengthen the statement (claim) about the attitude and awareness to do work outside of the duties and responsibilities as a government official (Mayor of Surabaya). The grounds are presented by speech partners (guest star) to strengthen their claims. The ground is conveyed by displaying a set of facts and reasons to support the claim being conveyed.

In data 1, the speech contains an argument with the Claim-Ground Pattern which is marked by a linguistic marker in the form of a conclusion indicator, such as the word *jadi* to support the statement. The word *jadi* is a linguistic marker that the speaker states his conclusions directly. This is one of the signs that the speech partner directly submits his claim.

This strategy is adopted by the speech partner to convince and influence the speaker to approve his statement. By displaying a set of facts and reasons, the speech partner tries to show that the claim submitted is true because it is based on the ground that he had previously stated. Regarding face protection, the claim-ground pattern argument strategy as shown in data 1 is considered as an act to protect the face or self-image as a government official because it presents facts and reasons that support the claim partner's claims. In this case, the claim submitted is a statement of attitude and awareness to perform work outside of his duties and responsibilities as a government official (Mayor of Surabaya) supported by the presence of facts that show the situation in which he took action and the reasons that caused the speech partner to take action which he stated in the claim.

Based on the sharpness scale of the arguments of Toulmin et al (1984), this type of argumentation strategy is classified into a fairly weak category because it only presents ground as supporting claims. However, although the argument is quite weak because it is spoken by someone who has a higher social background, then the argument can be accepted without resistance by the speaker (host). As a result, the scale of this category of argument does not apply to social contexts such as this, as the speaker is stronger than his speaking partner, for example government officials with ordinary people or superiors with subordinates. The following table shows the argument elements contained in data 1.

Table 3
Argument Elements in Data 1

A Spoken Argument: Pattern Claim – Ground – Warrant

In this strategy, the submission of arguments is conveyed directly in the speech and uses elements of the argument, such as ground and warrant as supporting claims. Based on the sharpness scale of Toulmin's argument (1984), this type of strategy falls into the category of strong enough because it presents elements supporting claims beyond the mere ground presentation, in this type the claim is also strengthened by the presence of warrant, as seen in the following statement: “*Kalau buat saya, ini adalah tanggung jawab ya. Jadi, waktu saya mendapatkan telepon dari Jakarta, saya sedang berada di Belanda. Waktu itu menjabat sebagai Duta Besar Luar Biasa dan berkuasa Penuh Republik Indonesia untuk Belanda. Terus kemudian, ditelepon oleh Jakarta dan pada saat itu, ya agak campur aduk, kaget, dan sebagainya. Tapi sekali lagi, kebetulan background saya adalah diplomat karir. Jadi, paling tidak dari sisi jenis pekerjaan sudah taulah apa yang akan dilakukan dan sebagainya. Tetapi sekali lagi, ini merupakan suatu tanggung jawab yang berat yang harus ditunaikan dengan sebaik mungkin dan mudah-mudahan insyaAllah dengan tim yang ada dengan suasana Indonesia yang kondusif, ya dalam artian secara politik kita stabil, secara ekonomi kita juga pertumbuhannya bagus, jadi memegang kendali politik luar negerinya, juga mantaplah*”. “For me, this is a responsibility. So, when I got a call from Jakarta, I was in the Netherlands. At that time he served as Ambassador Extraordinary and in full control of the Republic of Indonesia for the Netherlands. Then, when called by Jakarta and at that time, it was rather mixed up, shocked, and so on. But then again, it happens that my background is a career diplomat. So, at least in terms of the type of work already know what will be done and so on. But once again, this is a heavy responsibility that must be carried out as well as possible and hopefully Inshaallah with the existing team with a conducive atmosphere in Indonesia, yes in the sense that we are politically stable, we have good economic growth, so we are in control foreign policy, also steady”. The table is the argument elements in data 2.

Tabel 4
Elemen-Elemen Argument Elements in Data 2

No.	Proposition	Elemen Argument
1.	<i>Kalau buat saya, ini adalah tanggung jawab ya</i> For me, this is a responsibility	Claim
2	<i>Tetapi sekali lagi, ini merupakan suatu tanggung jawab yang berat yang harus ditunaikan dengan sebaik mungkin</i>	

	But again, this is a heavy responsibility that must be carried out as well as possible	
3.	<i>Jadi, waktu saya mendapatkan telepon dari Jakarta, saya sedang berada di Belanda.</i> So, when I got a call from Jakarta, I was in the Netherlands.	Ground: Fact
4.	<i>Waktu itu menjabat sebagai Duta Besar Luar Biasa dan berkuasa Penuh Republik Indonesia untuk Belanda.</i> At that time served as Ambassador and in full control of the Republic of Indonesia for the Netherlands.	Ground: Fact
5.	<i>Terus kemudian, ditelepon oleh Jakarta dan pada saat itu, ya agak campur aduk, kaget, dan sebagainya.</i> Then, when called by Jakarta and at that time, it was rather mixed up, shocked, and so on	Ground: Fact
6.	<i>Tapi sekali lagi, kebetulan background saya adalah diplomat karir. Jadi, paling tidak dari sisi jenis pekerjaan sudah taulah apa yang akan dilakukan dan sebagainya.</i> But then again, it happens that my background is a career diplomat. So, at least in terms of the type of work already know what will be done and so on.	Warrant 1
7.	<i>dan mudah-mudahan insyaAllah dengan tim yang ada dengan suasana Indonesia yang kondusif, ya dalam artian secara politik kita stabil, secara ekonomi kita juga pertumbuhannya bagus, jadi memegang kendali politik luar negerinya, juga mantaplah</i> and hopefully inshaAllah with the existing team with a conducive Indonesian atmosphere, yes in the sense that we are politically stable, we have good economic growth as well, so take control of foreign policy, also steady	Warrant 2

In data 2, we find that the speaker uses a *ground* and a *warrant* to support the *claim*. The ground he presents is facts to support the *claim*. A *warrant* also presented to clarify the *claim* and show the suitability between the *claim* and ground so that the *claim* can be accepted rational.

The speech partner uses this strategy to give his views to the public that the position is a mandate and is a responsibility that must be carried out properly. To support the claim, the speech partner uses ground in the form of facts and warrant to convince the public that the speech partner can carry out the mandate properly because he has experience and competence that is following the work and position he is entrusted with. The speech partner uses warrant 1 to show that the claim he claimed is relevant to the ground. The context, the speech partner

deserves a position as a government official because he has competence in the field and this situation he shows through the ground in the form of facts and warrants 1 in the form of general principles regarding “*The importance of expertise and experience in a job*”

With this view, the speech partner is taking action to keep faces. By making this claim, the speech partner tries to convince the audience that he accepts a position, not because of ambition or career achievement, but because the position is a mandate. He accepted the mandate because he considered himself to have competence and experience in the field as he expressed through warrant 1. However, to show the act of politeness which is a reflection that the leader is someone who has humility, he uses warrant 2 to compensate for warrant 1 has the potential to show impoliteness because it elevates its self-image based on its competence. Indirectly, stated warrant 2 resulted in a situation that is detrimental to oneself (in this case the speech partner) because, in the end, the speech partner recognizes that a person's success depends not only on his competence but is also influenced by other factors, such as parties involved and other supporting situations. Such actions show that through warrant 2, the speech partner wants to show a humble attitude so that it reflects a humble leader attitude.

Based on the constituent elements of the argument, it can be said that the argument contained in data 2 shows the Pattern: *Claim-Ground-Warrant*. Like the *Claim-Ground* pattern, this pattern is widely used by speakers in presenting arguments. The following is the spoken argument pattern contained in data 2.

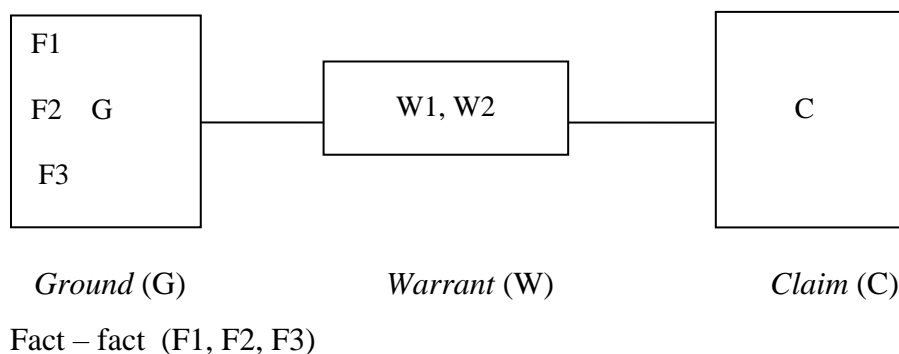


Figure 2
Argument Pattern: *Ground, Warrant, and Claim* in Data 2

A Spoken Argument: Pattern *Claim – Ground – Warrant – Backing*

In this strategy, the submission of arguments is conveyed directly in the speech and uses the elements of the argument, such as ground, warrant, and backing as supporting claims, as seen in the following statement:

“Untuk saya, Pancasila sangat dibutuhkan dalam dunia kreatif. Karena di Pancasila ada toleransi. Karena kita masih beragam, kan! Kalau di sebuah ranah tidak ada toleransi atau intoleran kreativitas tidak akan maju. Makanya The Work of Indeks Creativity, jadi ada indeks kreatifitas dunia itu, Indonesia masih dalam angka rendah karena Indonesia dianggap masih negara yang intoleransi”.

(“For me, Pancasila is really needed in the creative world. Because in Pancasila there is tolerance. Because we are still diverse, right! If in a domain there is no tolerance or intolerance of creativity will not progress. So The Work of Creativity Index, so there is an index of world creativity. that, Indonesia is still in a low number because Indonesia is still considered a country of intolerance”).

To support the *claim*, the speech partner uses ground in the form of a reason. Linguistically, the presence of ground in the form of reason can be observed from the presence of linguistic markers in the form of reason indicators, namely words *karena* after the speaker expresses *claim*. In addition to *ground*, to strengthen claims, speech partners use *warrant*. Speech partners use warrant by presenting general principles regarding "Enhancing Creativity in Various Areas" after delivering a ground. Speech partners use warrant as an explanatory tool so that claims can be accepted rational. This *warrant* strengthens the *claim* and connects the *claim* with the *ground* so that it shows the compatibility between the two. The warrant itself is strengthened by the presence of backing in speech. Speech partners deliberately use the backing to support and complete the *ground* to strengthen the *warrant*. The following table is the argument elements in data 3.

Table 5
Elements of Arguments in Data 3

No.	Proposition	Elemen Argument
1.	<i>Untuk saya, Pancasila sangat dibutuhkan dalam dunia kreatif</i> for me, Pancasila is very much needed in the creative world	Claim
2.	<i>Karena di Pancasila ada toleransi</i> Because in Pancasila there is tolerance	Ground: Reason
3.	<i>Karena kita masih beragam, kan</i> Because we are still diverse, right	Ground: Reason
4.	<i>Kalau di sebuah ranah tidak ada toleransi atau intoleran, kreativitas tidak akan maju</i>	Warrant

	If in a domain there is no tolerance or intolerance, creativity will not advance	
5.	<i>Makanya The Work of Indeks Creativity, jadi, ada indeks kreatifitas dunia itu, Indonesia masih dalam angka rendah karena Indonesia dianggap masih negara yang intoleransi</i> That's why The Work of Creativity Index, so, there is a world creativity index, Indonesia is still in a low number because Indonesia is still considered a country of intolerance	Backing

This strategy is adopted by the speech partner to convince the speaker that the speech partner is a leader who exemplifies the community. Furthermore, the implications of the act of influencing and convincing speakers in this case the host can be realized by submitting a *claim* in his argument, then proceed with the ground in the form of reasons, and equipped with a *warrant* reinforced by a *backing*.

Furthermore, in data 3 we also find that the speech partner uses this type of strategy to realize the act of looking after one's face. The act of protecting the face of the speech partner is more likely to be the act of protecting the face of the institution he leads, bearing in mind that the speech partner is a government official. In this strategy, the claim becomes a tool to show his attitude regarding "The Importance of Leadership" and the *claim* position is supported by supporting elements, such as *ground* and *warrant*. The act of keeping a face is shown through the statement he conveyed in the *claim*. Claims can be a tool to raise self-image. For the face-keeping action to be achieved, a ground is presented to show the situation where he did the action and the reasons that caused the speech partner to take the action he stated in the *claim*.

Based on the sharpness scale of the argument of Toulmin (1984), the argumentation strategy with this pattern is classified into a strong category because it presents almost all elements in the submission of arguments, namely ground, warrant, and backing as the support of the claim. Someone who uses an argumentation strategy with this pattern will produce a strong argument because it is supported by the presence of ground and warrant, and the presence of backing to strengthen the existence of the warrant. The pattern shown is Pattern: *Ground- Claim - Warrant - Backing*. The following is the pattern of spoken arguments contained in data 3.

Backing (B)

B

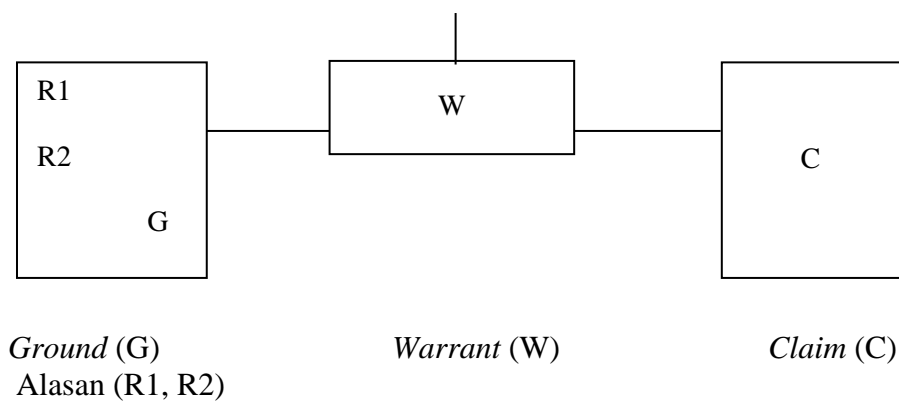


Figure 3
Arguments Pattern: *Ground, Warrant, Backing, and Claim* in Data 3

An Unspoken Argument

Linguistically, the strategy of delivering An unspoken argument is not built from elements of the argument or premise and the conclusion is not stated directly. An unspoken argument is realized by implying indirectly the elements of the argument as support or foundation of a claim with the following pattern:

- Pattern : Claim = Ground
- Pattern : Claim = Ground - Rebuttal – Qualifier

An Unspoken Argument: Pattern Claim = Ground

Based on the results of the analysis in data 4, we find that the speech partner submits an argument without presenting claims. He only uses grounding, both in the form of facts and reasons. These elements are used to declare claims that are not stated in the argument. Based on the sharpness scale of the arguments of Toulmin et al (1984), this type of argumentation strategy falls into the very weak category because the argument does not directly claim claims. However, in the view of Van Eemeren and Grootendorst (1994), this argument is included in the category of arguments that are quite strong even though it does not present claims openly or implicitly because of the claims present as conversational implications as seen in the following statement: “*Iya, begitu yang diliat yang nabraknya angkot. Mobil angkotnya juga rusak. Bukan saya yang ganti. Saya ngasih uang saku ke dia, karena setoran ga kekejar*” “Yes, that's what the *angkot* (public transportation) crashed. The *angkot* car is also damaged. I didn't replace it. I gave him money, because the deposit was not overtaken”. The following table shows the argument elements contained in data 4.

Tabel 6
Elements of An Unspoken Argument in Data 4

No.	Proposition	Argument Elements
1.	<i>Iya, begitu yang diliat yang nabraknya angkot</i> that's what the angkot (public transportation) crashed	Ground: Fact
2.	<i>Mobil angkotnya juga rusak</i> The angkot is also damaged	Ground: Fact
3.	<i>Bukan saya yang ganti</i> I didn't replace it	Ground: Fact
4.	<i>Saya ngasih uang saku ke dia</i> I gave him a money	Ground: Fact
5.	<i>karena setoran ga kekejar</i> because the deposit was not overtaken	Ground: Reason
6.	...	Claim

Data 4 shows that the argument comes with incomplete elements. Claims are not stated directly. This results in fundamental questions about the existence of claims and how listeners can identify the existence of arguments. However, using the cooperative principle, the listener can conclude that the speaker intended to make a valid claim or statement. In an argument that is not stated directly, the claim is ground. The following picture shows the pattern in data 4.

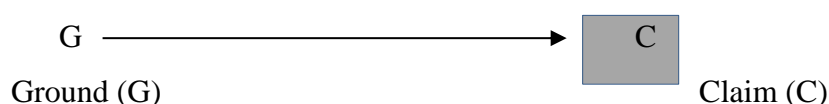


Figure 4
An Unspoken Argument Pattern in Data 4

Data 4 shows that the speech partner submits a claim indirectly. However, it is implicit in the conversational implicature. The presence of a claim does not appear significantly in speech. Claims are stored in conversational implicature. The following table shows that the presence of a claim is not presented directly, but is implicitly present in the speech as an implicit conversion.

Table 7
Implications of Conversation in Data 4

No.	Proposition	Conversational Implicature
1.	<i>Iya, begitu yang diliat yang nabraknya angkot</i> that's what the angkot (public transportation) crashed	The Leader Must Be Wise (The Importance of a Wise Attitude for a Leader)
2.	<i>Mobil angkotnya juga rusak</i> The angkot is also damaged	
3.	<i>Bukan saya yang ganti</i> I didn't replace it	
4.	<i>Saya ngasih uang saku ke dia</i> I gave him a money	
5.	<i>karena setoran ga kekejar</i> because the deposit was not overtaken	

Claim in data 4 is not present directly in the speech. Implicitly, the claim is present as a conversational implicature. Arguments are present by only displaying argument elements in the form of ground without presenting claims. The following table explains that the claim implicitly exists in the conversational implicature.

Table 8
Presence of Claims as Conversation Implications in Data 4

No.	Proposition	Argument Elements
1.	<i>Iya, begitu yang diliat yang nabraknya angkot</i> that's what the angkot (public transportation) crashed	Ground: Fact
2.	<i>Mobil angkotnya juga rusak</i> The angkot is also damaged	Ground: Fact
3.	<i>Bukan saya yang ganti</i> I didn't replace it	Ground: Fact
4.	<i>Saya ngasih uang saku ke dia</i> I gave him a money	Ground: Fact
5.	<i>karena setoran ga kekejar</i> because the deposit was not overtaken	Ground: Reason
6.	The Leader Must Be Wise (The Importance of a Wise Attitude for a Leader)	Claim

Furthermore, in data 4 we also find that the speech partner uses this type of strategy to realize the act of looking after one's face which is an act of protecting the face of the institution he leads, bearing in mind that the speech partner is a government official. To realize this action, he uses the ground-ground in the form of facts and reasons that produce implications for speech,

which is a reflection of the attitude of a wise leader. The implication is a claim that he wishes to convey to the public. The way he submits a claim implies that he is using a politeness strategy to raise his self-image, a maxim of generosity, a maxim that is oriented to loss and gain oneself: minimize self-benefit and maximize losses for oneself. Someone who tries to do face-to-face self-addressing or self-image has the potential to do face-threatening actions (FTA), because it is contrary to the politeness principle of Leech (1983, p. 132) in Cruse (2004, p. 376-380). Someone who does the act of saving one's face is more likely to take action, such as maximizing one's benefits. Thus, this strategy can be an effective way to convey arguments while raising self-image. Claims are not stated directly in speech so that they do not have the potential to threaten the faces of themselves or others. On the contrary, the audience saw the attitude of generosity and wisdom based on the speech delivered. Claim "Wise Attitude for a Leader" is present as an implication of conversation in data 5 based on the stated ground in the form of facts and reasons that are present in the speech partner's speech. The following is an illustration of the argument in data 4.

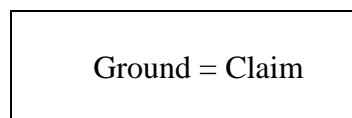


Figure 5
An Unspoken Argument Pattern in Data 4

An Unspoken Argument: Pattern Claim = Ground – Rebuttal – Qualifier

Based on the results of the analysis in data 5, as in data 4, it shows that the speaker (host) presents an argument without presenting a claim. Argument elements, such as ground, rebuttal, and qualifier are used to declare implied or invisible claims in the argument. Propositions in the form of ground, rebuttal, and qualifier present in the speech and indirectly imply a claim.

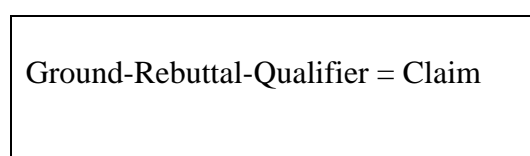


Figure 6
An Unspoken Argument Pattern in Data 5

Based on the elements forming arguments, an unspoken argument in data 5 is considered to have a perfect and incomplete element, so based on the views of Toulmin.et.al (1984) in the sharpness of the argument scale, this type of argumentation strategy is classified into very weak categories. This type of argument is categorized as very weak because in the body the argument does not present a clear or blatant claim. However, it is different in the view of Van Eemeren and Grootendorst (1994), precisely this type of argument is included in the category of arguments that are quite strong even though it does not present claims in the argument or argument is not stated in the argument. Claims do not appear to exist but present as a conversational implicature.

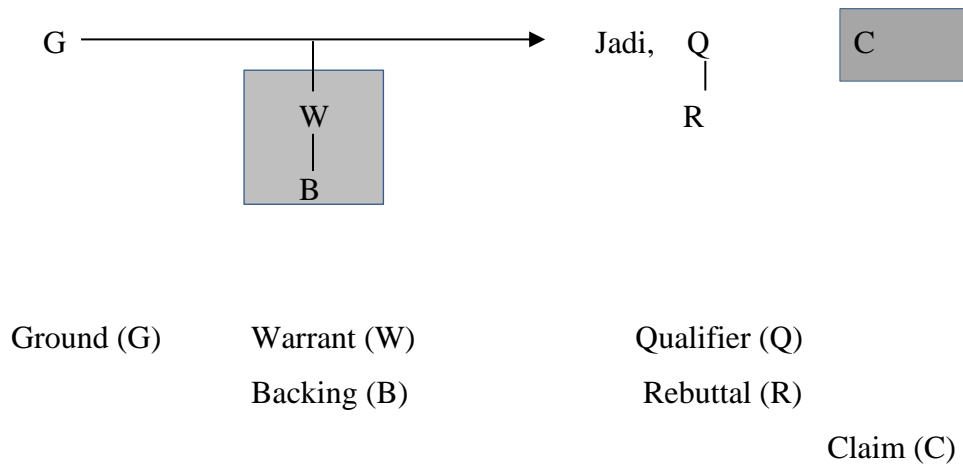
From a logical perspective, data 5 shows that this argument is incomplete. This is because the speaker does not show claims. A listener could however, deduce this implicit premise, this unspoken argument. The following chart shows that the claim is not present in the argument. This leaves questions about how the listener knows that an argument has been ruled out and how the listener can know what the argument is. The following table shows the argument elements contained in data 5.

Tabel 9
Elements of An Unspoken Argument in Data 5

No.	Proposition	Argument Elements
1.	Tapi, Ibu pasti masih inget, yah But, you must still remember, right?	Data/ Ground
2.	Cuma kan lagi pegang kacang You only have nuts in your hand.	Data/ Ground
3.	Masa nari Dance?	Rebuttal
4.	Susah, yah It's hard for you, right?	Qualifier
5	...	Claim

These questions can be answered by assuming that the speaker is acting according to the cooperative principle and the accompanying maxim. Owing to its incompleteness, the statement (Data 5) is invalid as an argument. Using the cooperative principle, the listener can deduce that the speaker is meant to make a valid statement. In an unspoken argument, the claim

is data, the claim is a rebuttal, the claim is a qualifier. The following picture shows the pattern on An Unspoken Argument.



Note
Absent **elements of argument**

Figure 7
 An Unspoken Argument Pattern in Data 5

Data 5 shows that the speech partner submits the claim indirectly, but is implicit in the conversational implicature. The presence of a claim does not appear significantly in speech. Claims are stored in conversational implicature. The following table shows that the presence of a claim is not presented directly, but is implicitly present in the speech.

Table 10
 Implications of Conversation in Data 5

No.	Proposition	<i>Conversational Implicature</i>
1.	Tapi, Ibu pasti masih inget, yah But, you must still remember, right?	Mrs. Risma can dance (She has dancing competence)
2.	Cuma kan lagi pegang kacang You only have nuts in your hand.	
3.	Masa nari Dance?	
4.	Susah, yah It's hard for you, right?	

Claim in data 5 is not present directly in the speech. Implicitly, the claim is present as a conversational implicature. Arguments present by only displaying argument elements without claim. The following table explains that claims are implicit and are conversational implications.

Tabel 11
Claim present as a conversational implicature in Data 5

No.	Proposition	Elemen Argument
1.	Tapi, Ibu pasti masih inget, yah But, you must still remember, right?	Data/ Ground
2.	Cuma kan lagi pegang kacang You only have nuts in your hand.	Data/ Ground
3.	Masa nari Dance?	Rebuttal
4.	Susah, yah It's hard for you, right?	Qualifier
5.	Mrs. Risma can dance (She has dancing competence)	Claim

In data 5, we find that this strategy is considered the most appropriate strategy in conveying arguments. This strategy has a minimum impact on actions threatening the face of the speech partner. The argument is conveyed indirectly so that it does not show contradiction directly.

In general, someone who in the course of submitting an argument tends to potentially threaten the face of the speech partner because it sometimes shows opposition and even debates because it is expressed directly through the claims they submit. It is different from the way a speaker uses an argumentation strategy by giving indirectly or they express their claim indirectly (implicit) or the claim is not stated in the speech. This method is more subtle in presenting arguments to the speech partner so that the minimum results in disputes, disagreements, and debates that can threaten the speech partner's face and even stop the conversation. Thus, this strategy can be a powerful enough way to convey arguments but still be able to maintain the face of the speech partner and can be used to maintain the continuity of kneeling.

In data 5, the guest star presented was the mayor of Surabaya, Mrs. Dr. Ir. Tri Rismaharini, M.T. Thus, the statement involving state officials or government officials must be done carefully with due regard to the elements of formality, order, and diplomatic ethics. In this situation, the host who acts as the host of the event tries as much as possible to protect the image or face of the speech partner when the speech takes place. Speakers take action to save the face of the speech partner to show respect and courtesy to the speech partner and maintain the continuity of the speech. Goffman cited by Renkema (2004, p. 25) states that social interaction in verbal communication must maintain politeness. The speech needs to be maintained so that the speech partner does not lose face or be embarrassed. The act of guarding the face is important to do even more when the host tries to convey arguments to express opinions or ideas, defend it, even refute the opinions expressed by speech partners who have the potential to threaten the face during the talk show.

Conclusion and Recommendation

In a television talk show program, the host arranges various ways or strategies to convey arguments to the guest star as his speech partner to obtain information as deep as possible by considering the face of the speech partner. The argument strategy is also carried out by the guest star as a speech partner to deliver a statement or confirm the statement while maintaining his self-image or face because it represents the position and institution he leads. In the submission, the arguments presented, both by the speaker and the speech partner, are both delivered by considering the face, to produce an argument strategy that reflects the politeness in argumentation, as shown in the following patterns.

1. Arguments can be conveyed directly (a spoken argument) with the following elements and patterns: claim-ground, claim-ground-warrant, and claim-ground-warrant-backing. the elements.
2. Arguments can also be conveyed indirectly (an unspoken argument) with the following elements and patterns: presenting ground without presenting claims and warrant without presenting claims.

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The Influence of Publipreneur-Based Language Learning (PBL) Approach towards Students' English Language Skills on Basic Competency of Prewriting

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Abstract

This study aimed to find answers to the proposed hypothesis, namely, the approach of Publipreneur-Based Language Learning (PBL) influences the English language skills of students on prewriting basic competencies with 21 construct variables. This study used quantitative approach by using survey. Samples for this study were taken 78 people. Data collection techniques was by sending questionnaires (open questionnaire) online.

Findings; 1) the effect of prewriting on the contract variable Reading skills $t\text{-count} = 6.03 \geq t\text{-table} = 1.65$; 2) the effect of prewriting on the contract variable Writing skills $t\text{-count} =$

7. $06 \geq t\text{-table} = 1.65$; 3) the effect of prewriting on the contract variable Listening skills $t\text{-count} = 6.37 \geq t\text{-table} = 1.65$; 4) the effect of prewriting on the contract variable Speaking skills $t\text{-count} = 6.84 \geq t\text{-table} = 1.65$; 5) the effect of prewriting on the contract variables Team working skills $t\text{-count} = 6.94 \geq t\text{-table} = 1.65$; 6) the effect of prewriting on the contract variable Oral communication skills $t\text{-count} = 9.31 \geq t\text{-table} = 1.65$; 7) the effect of prewriting on the contract variable Problem solving skills $t\text{-count} = 8.14 \geq t\text{-table} = 1.65$; 8) the effect of prewriting on the contract variables Problem solving skills $t\text{-count} = 7.94 \geq t\text{-table} = 1.65$; 9) the effect of prewriting (latent of variable) on the contract variable Customer handling skills $t = 7.93 \geq t\text{-table} = 1.65$; 10) the effect of prewriting on the variable management skills $t\text{-count} = 7.93 \geq t\text{-table} = 1.65$; 11) the effect of prewriting on the contract variable General IT User skills $t\text{-count} = 7.90 \geq t\text{-table} = 1.65$; 12) the influence of prewriting (latent of variable) on the contract variable Technical and practical skills $t\text{-count} = 8.65 \geq t\text{-table} = 1.65$; 13) the effect of prewriting on the Office administration skills contract variable $t\text{-count} = 8.39 \geq t\text{-table} = 1.65$; 14) the effect of prewriting on the contract variable Written communication skills $t\text{-count} = 8.83 \geq t\text{-table} = 1.65$; 15) the effect of prewriting on the variable literacy skills $t\text{-count} = 9.07 \geq t\text{-table} = 1.65$; 16) the effect of prewriting on the variable construct Numeracy skills $t\text{-count} = 9.38 \geq t\text{-table} = 1.65$; 17) the effect of prewriting on the IT Professional skills contract variable $t\text{-count} = 9.38 \geq t\text{-table} = 1.65$; 18) the effect of prewriting on the contract variable Foreign language skills $t\text{-count} = 8.03 \geq t\text{-table} = 1.65$; 19) the effect of prewriting on the variable Grammar skills $t\text{-count} = 7.29 \geq t\text{-table} = 1.65$; 20) the effect of prewriting on the contract variable Note-taking skills $t = 9.53 \geq t\text{-table} = 1.65$; 21) the effect of prewriting on the contract variables Skimming, Skipping, Scanning $t\text{-count} = 7.48 \geq t\text{-table} = 1.65$.

Goodness of Fit Statistics: 1) $\chi^2\text{-Chi Square} = 0.00 \leq 0,05$ Good fit; 2) RMSEA = 0.05 $\leq 0,08$ Good fit; 3) TLI = 0.90 ≥ 0.80 Good fit; 4) CFI = 0.90 ≥ 0.80 Good fit; 5) GFI = 0.61 ≤ 0.90 Marginal fit; 6) AGFI = 0.52 ≤ 0.90 Marginal fit; 7) Reliability Construct = 0.98 ≥ 0.70 Good model; 8) Varian Extract = 0.85 ≥ 0.50 Good model.

Keywords: *Language Approach, English Language Skills, Writing Competencies*

Introduction

The lack of knowledge of lecturers about alternative strategies that reflect the learning of the Millennium Era or the 4.0th industrial revolution caused several weaknesses. Several studies conducted in Indonesia found the use of conventional teaching strategies that hardly helped students to develop collaboration, creativity, communication, and critical thinking.

Conventional teaching tends to be oriented towards textbooks and causes students to lack creativity in doing their work. Material that is not authentic and conventional teaching methods also affect the low motivation of students in the learning process. Students who experience learning in such situations and conditions will tend to lack competence after graduating from college. Likewise, the English curriculum in vocational tertiary education in Indonesia still requires basic skills in three aspects of language namely speaking, writing and listening aspects. However, the demand for English language skills is not only on those three aspects. Moreover, vocational education graduates are required to be able to speak English thoroughly in accordance with the demands of their jobs and professions after they enter the real world later. They will run the profession or do business in accordance with the courses they take, for example in the field of publishing, they are required to have good English language competency, such as writing, composing, revising, editing, publishing, marketing, delivering.

From the above problems, the authors conducted research related to English language competence for special vocational education in publishing study programs. Based on the results of a study visit and discussion to the Oxford Brookes International Center for Publishing Study, an English learning approach, namely "Publipreneur-Based Language Learning (PBL)" was obtained. The learning approach using PBL has learning objectives, such as 1) students are required to have English language skills related to the prewriting process; 2) students are required to have English language skills related to the process of preparing the manuscript; 3) students are required to have English language skills related to the script revision process; 4) students are required to have English language skills related to the editing process of the manuscript; 5) students are required to have English language skills related to the process of publishing a manuscript; 6) students are required to have English language skills related to the script marketing process; 7) students are required to have English language skills related to the process of sending the manuscript. Good learning not only requires mastering aspects of knowledge, but also requires students to have the ability to recall their learning experiences (<https://www.zalzulifa.com>).

In overcoming the problems above, using the right learning approach is very important. This learning approach is not only expected to have a positive effect on academic achievement, but it will also train them to take responsibility for their own learning and experience learning by doing. In general, there have been many approaches to learning English so far, such as the based language program and so on. However, it is not specifically proposed to analyze the effects on productive skills, such as those contained in Publipreneur-Based Language Learning (PBL) aimed at improving English language skills in skills activities; prewriting - drafting -

revising - editing - publishing - marketing - delivering. The PBL approach has a target time for future students to master English language skills.

Limitation of the Study

Publipreneur-Based Language Learning (PBL) has seven basic competencies consisting of prewriting - drafting - revising - editing - publishing - marketing - delivering. Associated with quite a lot of basic competencies, the researcher limits only to the basic competencies of prewriting which include: 1) Language Skills [Reading skills]; 2) Language Skills [Writing skills]; 3) Language Skills [Listening skills]; 4) Language Skills [Speaking skills]; 5) Technical Skills [Team working skills]; 6) Technical Skills [Oral communication skills]; 7) Technical Skills [Problem solving skills]; 8) Technical Skills [Customer handling skills]; 9) Technical Skills [Negotiation Skill]; 10) Technical Skills [Management skills]; 11) Technical Skills [General IT User skills]; 12) Technical Skills [Technical and practical skills]; 13) Technical Skills [Office administration skills]; 14) Technical Skills [Written communication skills]; 15) Technical Skills [literacy skills]; 16) Technical Skills [Numeracy skills]; 17) Technical Skills [IT Professional skills]; 18) Technical Skills [Foreign language skills]; 19) Technical Skills [Grammar skills]; 20) Technical Skills [Note-taking skills]; 21) Technical Skills [Speed Reading Skills (Skimming, Skipping, Scanning)].

Research Hypothesis

The Publipreneur-Based Language Learning (PBL) approach influences the English language skills of students on prewriting basic competencies which consist of; 1) Language Skills [Reading skills]; 2) Language Skills [Writing skills]; 3) Language Skills [Listening skills]; 4) Language Skills [Speaking skills]; 5) Technical Skills [Team working skills]; 6) Technical Skills [Oral communication skills]; 7) Technical Skills [Problem solving skills]; 8) Technical Skills [Customer handling skills]; 9) Technical Skills [Negotiation Skill]; 10) Technical Skills [Management skills]; 11) Technical Skills [General IT User skills]; 12) Technical Skills [Technical and practical skills]; 13) Technical Skills [Office administration skills]; 14) Technical Skills [Written communication skills]; 15) Technical Skills [literacy skills]; 16) Technical Skills [Numeracy skills]; 17) Technical Skills [IT Professional skills]; 18) Technical Skills [Foreign language skills]; 19) Technical Skills [Grammar skills]; 20) Technical Skills [Note-taking skills]; 21) Technical Skills [Speed Reading Skills (Skimming, Skipping, Scanning)].

Literature Review

In the literature study, this research examines some of the results of previous studies which are almost relevance to this research, such as research that seeks to investigate "The Effect of Project Based Learning on the Writing Skills of EFL Students". The findings indicate that the project-based learning approach helps students to improve and promote their writing skills in a collaborative environment (Behnam A & Elmira H, 2019).

Research on the topic "Culture Based Teaching and Learning for Indonesian as A Foreign Language In Yogyakarta". The results of the study showed (1) T & LIFL program management was not yet culture-based; (2) T & LIFL learning material was not yet entirely culture-based; (3) There was not enough learning media that was reflected in culture; (4) Approaches, methods, and strategies was not used the learning model including language learning, language awareness, cultural awareness, and cultural experience; (5) The assessment of cultural based learning has not been done with the assessment process, but some have been packaged in a cultural festival at the end of the program, and (6) there was no evaluation on T & LFL programs that explicitly evaluate program achievements on aspects of cultural awareness, and experience; (Darmiyati Z & Nurhadi, 2019).

Research with the topic "The Implementation of Off-Problem Based Learning Model (PBL) on Teachers and Students Grade Five Elementary Schools in Surakarta City". This study aimed to find out how the planning and implementation of learning in implementing PB models. Research used descriptive methods, data collection through questionnaires, tests, and interviews. Descriptive statistical used data analysis with percentage calculations and graphs. The results showed that the planning and implementation of learning with Problem Based Learning (PBL) on average was still low. The lowest score of the results of the teacher's questionnaire was on the application of scientific learning as much as 29.7% and understanding new scientific steps 30%. Student learning outcomes measured through tests with three categories show the lowest percentage of students completing tests in problem solving (Issufiah Dwi N, et al, 2018).

Ni Luh Putu, et al. (2017) researched with "Project-Based Learning Activities and EFL Students' Productive Skills in English". This finding proved a positive increase in students' attitudes and knowledge about learning English only in basic abilities in aspects of writing, reading, and listening. Another was a research with the topic "Multimedia Scenario Based Learning Program for Enhancing the English Language Efficiency among Primary School Students". This research was conducted with the aim of assessing deficiencies in English among elementary school children and to develop a Multimedia Scenario-Based Learning

Program (MSBLP) for mastering English. The results of the study were still unclear how effective the delivery of subject matter in class. Intensive training for teachers regularly on a country scale may not be feasible again and again. Therefore, multimedia offered a pragmatic solution. Thus, research paper was aimed at exploring the problem of learning English and describing the creation of MSBLP as a scientific solution (Navnath Tupe, 2015).

From the results of the above studies, it can be concluded that overall there has not been any study of English language skills related to vocational education as in PBL, namely special abilities such as skills; prewriting, composing, revising, editing, publishing, marketing, delivering. Some previous studies have only focused on aspects of writing, reading, listening and speaking not yet at the implementation stage as supporting activities in the real world.

Research Method

The research used was survey research. Survey research is defined as gathering information from individual samples through their responses to questions. Strategies used in quantitative research (Check & Schutt, 2012; Singleton & Straits, 2009). The sample used to represent the population is a total sample. The reason for taking total sampling was because according to Sugiyono (2007), a population of less than 100 entire populations is used as a research sample. Samples taken from this study were 78 people. Data collection techniques used by sending questionnaires (open questionnaire) online with the help of web technology. The statements answered by respondents regarding the experience of language acquisition result from PBL learning in mastering the prewriting field by classifying the following table criteria:

Table 1. Respondent Response Categories

Score	Category
5	Expert
4	Dominate
3	Quite Mastered
2	Less Mastered
1	Not Mastered

The data obtained in the form of answer scores with a range of values 1 - 5 as in the table above. Data sources in this study were students at the Faculty of Tourism and Creative Industry, Visual Communication Design Study Program, University of Muhammadiyah

Tangerang in the academic year 2020/2021. The data analysis technique in this study is the SEM (Structural Equation Model) analysis technique using LISREL. Here are the procedures of doing analysis.

- 1) The initial step, seeing whether the data is reliable and valid or not, by conducting a validity and reliability test.
- 2) The second step, conducting the suitability test and statistical test of the research model, based on the suitability index and cut-off value.
 - a. X²-Chi Square Statistics, the model is considered good or satisfactory if the resulting chi square value is low. Based on the probability with a cut-off value of $p > 0.05$.
 - b. RMSEA (The Root Mean Square Error of Approximation) shows the goodness of fit that can be expected if the model is estimated in the population. RMSEA values that are equal to or less than 0.08 (≤ 0.08), are indices that measure the acceptance of a model, which shows a close fit of the model based on degrees of freedom.
 - c. GFI (Goodness of Fit Index) is a non-statistical measure with a range of values from 0 (poor fit) to 1.0 (perfect fit). In this index, a high value is better fit, or the higher the value the better. $GFI \geq 0.90$ is good fit, while value $0.80 \leq GFI < 0.90$ is marginal fit.
 - d. AGFI (Adjusted Goodness of Fit Index), values range from 0 to 1, higher values are better. $AGFI \geq 0.90$ is good fit, while value $0.80 \leq AGFI < 0.90$ is marginal fit.
 - e. TLI or NNFI (Tucker-Lewis Index or Non-Normed Fit Index). Values range from 0 to 1, with higher values better. $TLI \geq 0.90$ is good fit, while value $0.80 \leq TLI < 0.90$ is marginal fit.
 - f. CFI (Comparative Fit Index). The value is between 1 and 1, and the higher value is the better. $CFI \geq 0.90$ is good fit, while $0.80 \leq CFI < 0.90$ is marginal fit.

3) Interpretation model

The next step is to interpret the standard solution model, which measures the magnitude of the influence or contribution of the indicator variables to the latent variables and measure the magnitude of the influence between the latent variables. (Haryono Siswoyo, 2013: Riadi, 2013: Bambang, N.C & Ariyani, W.W, 2017)

4) Reliability

Reliability is a measure of internal consistency of the indicators of a formed variable indicating the degree to which each indicator indicates a common form variable. There

are two methods used, namely composite (construct) reliability and variance extracted. For this study, researchers only used CR to see the consistency of data from indicator variables. The cut-off value of the reliability contract is a minimum of 0.7. Whereas, Cut-Off extracted at least 0.50 (Haryono, 2013). The reliability test can be obtained through the following formula:

$$\text{Construct Reliabilitas} = \frac{(\sum \text{Standard loading})^2}{(\sum \text{Standard loading})^2 + \sum \epsilon_j}$$

$$\text{Varians Extract} = \frac{\sum \text{Standard loading}^2}{\sum \text{Standard loading}^2 + \sum \epsilon_j}$$

Finding and Discussion

Analysis based on the value of the contract variable (indicator variable) influenced by latent variables (prewriting) as follows:

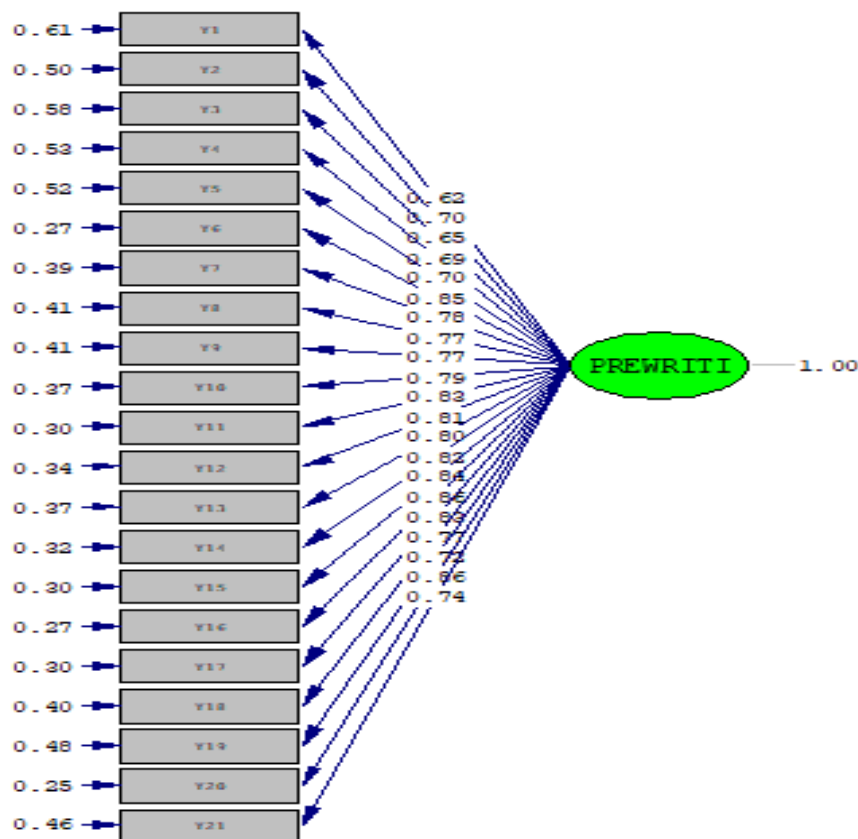


Figure 1. Standardized Solution Diagram

Based on the figure 1, it can be explained and described in the following explanation below.

$$Y1 = 0.58 * \text{PREWRITI}, \text{Errorvar.} = 0.53, R^2 = 0.39$$

(0.097)	(0.088)
6.03	6.09

From the results of LISREL 88.00 output, the value of the loading factor Y1 = Language Skills [Reading skills] is 0.58, error is 0.097 and the test value is 6.03. Comparison with table $n-2 = 78 - 2 = 76$ $\alpha 0.05 = 1.65$. $t\text{-count} = 6.03 \geq \text{table} = 1.65$. This proves that the PBL learning approach on prewriting basic competencies has a positive and significant effect on students' Language Skills [Reading skills]. When seen from the value, $R^2 = 0.39$, this indicates the basic competency of prewriting can explain students' Language Skills [Reading skills] by 39%.

$$Y2 = 0.62 * \text{PREWRITI}, \text{Errorvar.} = 0.39, R^2 = 0.50$$

(0.088)	(0.064)
7.06	6.03

Construction factor loading value Y2 = Language Skills [Writing skills]; of 0.62, an error of 0.088 and a test score of 7.06. Comparison with t table $n-2 = 78 - 2 = 76$ $\alpha 0.05 = 1.65$. $t\text{-count} = 7.06 \geq \text{table} = 1.65$. This proves that the PBL learning approach on prewriting basic competencies has a positive and significant effect on students' Language Skills [Writing skills]. When seen from the value, $R^2 = 0.50$, this indicates the basic competency of prewriting can explain the students' Language Skills [Writing skills] by 50%.

$$Y3 = 0.49 * \text{PREWRITI}, \text{Errorvar.} = 0.32, R^2 = 0.42$$

(0.076)	(0.053)
6.37	6.07

Construction factor loading value Y3 = Language Skills [Listening skills]; of 0.49, an error of 0.076 and a test score of 6.37. Comparison with t table $n-2 = 78 - 2 = 76$ $\alpha 0.05 = 1.65$. $t\text{-count} = 6.37 \geq \text{table} = 1.65$. This proves that the PBL learning approach on prewriting basic competencies has a positive and significant effect on students' Language Skills [Listening skills]. When seen from the value, $R^2 = 0.42$, this indicates the basic competency of prewriting can explain the students' Language Skills [Listening skills] by 42%.

$$Y4 = 0.60 * \text{PREWRITI}, \text{Errorvar.} = 0.40, R^2 = 0.47$$

(0.088)	(0.067)
6.84	6.05

Construction factor loading value Y4 = Language Skills [Speaking skills]; of 0.60, an error of 0.088 and a test score of 6.84. Comparison with t table $n-2 = 78 - 2 = 76$ $\alpha 0.05 = 1.65$. $t\text{-count} = 6.84 \geq \text{table} = 1.65$. This proves that the PBL learning approach on prewriting basic competencies has a positive and significant effect on students' Language Skills [Speaking

skills]. When seen from the value, $R^2 = 0.47$, this indicates the basic competency of prewriting can explain students' Language Skills [Speaking skills] by 47%.

$$Y5 = 0.70 * \text{PREWRITI}, \text{Errorvar.} = 0.52, R^2 = 0.48$$

$$(0.10) \quad (0.085)$$

$$6.94 \quad 6.04$$

Construction factor loading value $Y5 = \text{Language Skills [Team working skills]}$; of 0.70, an error of 0.10 and a test score of 6.94. Comparison with t table $n-2 = 78 - 2 = 76 \alpha 0.05 = 1.65$. $t\text{-count} = 6.94 \geq \text{table} = 1.65$. This proves that the PBL learning approach on prewriting basic competencies has a positive and significant effect on students' Language Skills [Team working skills]. When seen from the value, $R^2 = 0.48$, this indicates the basic competency of prewriting can explain students' Language Skills [Team working skills] by 48%.

$$Y6 = 0.71 * \text{PREWRITI}, \text{Errorvar.} = 0.19, R^2 = 0.73$$

$$(0.076) \quad (0.033)$$

$$9.31 \quad 5.74$$

Construction factor loading value $Y6 = \text{Language Skills [Oral communication skills]}$; of 0.71, an error of 0.076 and a test score of 9.31. Comparison with t table $n-2 = 78 - 2 = 76 \alpha 0.05 = 1.65$. $t\text{-count} = 9.31 \geq \text{table} = 1.65$. This proves that the PBL learning approach to prewriting basic competencies has a positive and significant effect on students' Language Skills [Oral communication skills]. When seen from the value, $R^2 = 0.73$, this indicates the basic competency of prewriting can explain students' Language Skills [Oral communication skills] by 73%.

$$Y7 = 0.75 * \text{PREWRITI}, \text{Errorvar.} = 0.36, R^2 = 0.61$$

$$(0.092) \quad (0.061)$$

$$8.14 \quad 5.93$$

$Y7$ loading factor value = $\text{Language Skills [Problem solving skills]}$; of 0.75, an error of 0.092 and a test score of 8.14. Comparison with t table $n - 2 = 78 - 2 = 76 \alpha 0.05 = 1.65$. $t\text{-count} = 8.14 \geq \text{table} = 1.65$. This proves that the PBL learning approach on prewriting basic competencies has a positive and significant effect on students' Language Skills [Problem solving skills]. When seen from the value, $R^2 = 0.61$, this indicates the basic competency of prewriting can explain the students' Language Skills [Problem solving skills] by 61%.

$$Y8 = 0.63 * \text{PREWRITI}, \text{Errorvar.} = 0.28, R^2 = 0.59$$

$$(0.079) \quad (0.046)$$

$$7.94 \quad 5.95$$

Construction factor loading value Y8 = Language Skills [Customer handling skills]; of 0.63, an error of 0.079 and a test score of 7.94. Comparison with t table $n - 2 = 78 - 2 = 76$ $\alpha 0.05 = 1.65$. $t\text{-count} = 7.94 \geq \text{table} = 1.65$. This proves that the PBL learning approach on prewriting basic competencies has a positive and significant effect on students' Language Skills [Customer handling skills]. When seen from the value, $R^2 = 0.59$, this indicates the basic competency of prewriting can explain the students' Language Skills [Customer handling skills] by 59%.

$$Y9 = 0.68 * \text{PREWRITI}, \text{Errorvar.} = 0.33, R^2 = 0.59$$

(0.086)	(0.055)
7.93	5.95

Construction factor loading value Y9 = Language Skills [Customer handling skills]; of 0.68, an error of 0.086 and a test score of 7.93. Comparison with t table $n - 2 = 78 - 2 = 76$ $\alpha 0.05 = 1.65$. $t\text{-count} = 7.93 \geq \text{table} = 1.65$. This proves that the PBL learning approach on prewriting basic competencies has a positive and significant effect on students' Language Skills [Customer handling skills]. When seen from the value, $R^2 = 0.59$, this indicates the basic competency of prewriting can explain the students' Language Skills [Customer handling skills] by 59%.

$$Y10 = 0.74 * \text{PREWRITI}, \text{Errorvar.} = 0.33, R^2 = 0.63$$

(0.089)	(0.056)
8.31	5.91

Construction factor loading value Y10 = Language Skills [Management skills]; of 0.74, an error of 0.086 and a test score of 8.31. Comparison with t table $n - 2 = 78 - 2 = 76$ $\alpha 0.05 = 1.65$. $t\text{-count} = 8.31 \geq \text{table} = 1.65$. This proves that the PBL learning approach on prewriting basic competencies has a positive and significant effect on students' Language Skills [Management skills]. When seen from the value, $R^2 = 0.63$, this indicates the basic competency of prewriting can explain the students' Language Skills [Management skills] by 63%.

$$Y11 = 0.84 * \text{PREWRITI}, \text{Errorvar.} = 0.31, R^2 = 0.70$$

(0.094)	(0.054)
9.00	5.80

Construction factor loading value Y11 = Language Skills [General IT User skills]; of 0.84, an error of 0.094 and a test score of 9.00. Comparison with t table $n - 2 = 78 - 2 = 76$ $\alpha 0.05 = 1.65$. $t\text{-count} = 9.00 \geq \text{table} = 1.65$. This proves that the PBL learning approach on prewriting basic competencies has a positive and significant effect on students' Language Skills [General IT User skills]. When seen from the value, $R^2 = 0.70$, this indicates the basic

competency of prewriting can explain students' Language Skills [General IT User skills] by 70%.

$$Y_{12} = 0.76 * \text{PREWRITI}, \text{Errorvar.} = 0.30, R^2 = 0.66$$

$$(0.088) \quad (0.051)$$

$$8.65 \quad 5.86$$

Construction factor loading value Y_{12} = Language Skills [Technical and practical skills]; of 0.76, an error of 0.088 and a test score of 8.65. Comparison with t table $n - 2 = 78 - 2 = 76$ $\alpha 0.05 = 1.65$. $t\text{-count} = 8.65 \geq \text{table} = 1.65$. This proves that the PBL learning approach on prewriting basic competencies has a positive and significant effect on students' Language Skills [Technical and practical skills]. When seen from the value, $R^2 = 0.66$, this indicates the basic competency of prewriting can explain the students' Language Skills [Technical and practical skills] by 66%.

$$Y_{13} = 0.63 * \text{PREWRITI}, \text{Errorvar.} = 0.23, R^2 = 0.63$$

$$(0.075) \quad (0.039)$$

$$8.39 \quad 5.90$$

Construction factor loading value Y_{13} = Language Skills [Office administration skills]; amounted to 0.63, an error of 0.075 and the value of the test was 8.39. Comparison with t table $n - 2 = 78 - 2 = 76$ $\alpha 0.05 = 1.65$. $t\text{-count} = 8.39 \geq \text{table} = 1.65$. This proves that the PBL learning approach on prewriting basic competencies has a positive and significant impact on students' Language Skills [Office administration skills]. When seen from the value, $R^2 = 0.63$, this indicates the basic competency of prewriting can explain students' Language Skills [Office administration skills] by 63%.

$$Y_{14} = 0.70 * \text{PREWRITI}, \text{Errorvar.} = 0.23, R^2 = 0.68$$

$$(0.080) \quad (0.040)$$

$$8.83 \quad 5.83$$

Construction factor loading value Y_{14} = Language Skills [Written communication skills]; of 0.70, an error of 0.080 and a test score of 8.83. Comparison with t table $n - 2 = 78 - 2 = 76$ $\alpha 0.05 = 1.65$. $t\text{-count} = 8.83 \geq \text{table} = 1.65$. This proves that the PBL learning approach on prewriting basic competencies has a positive and significant effect on students' Language Skills [Written communication skills]. When seen from the value, $R^2 = 0.68$, this indicates the basic competency of prewriting can explain the students' Language Skills [Written communication skills] by 68%.

$$Y_{15} = 0.72 * \text{PREWRITI}, \text{Errorvar.} = 0.22, R^2 = 0.70$$

$$(0.080) \quad (0.038)$$

9.07

5.79

Construction factor loading value Y15 = Language Skills [literacy skills]; of 0.72, an error of 0.080 and a test score of 9.07. Comparison with t table $n - 2 = 78 - 2 = 76$ $\alpha 0.05 = 1.65$. $t\text{-count} = 9.07 \geq \text{table} = 1.65$. This proves that the PBL learning approach on prewriting basic competencies has a positive and significant effect on students' Language Skills [literacy skills]. When seen from the value, $R^2 = 0.70$, this indicates the basic competency of prewriting can explain students' Language Skills [literacy skills] by 70%.

$$Y15 = 0.72 * \text{PREWRITING} + 0.080 \text{ Errorvar.} + 9.07, R^2 = 0.70$$

(0.078)

(0.034)

9.38

5.72

Construction factor loading value Y16 = Language Skills [Numeracy skills]; of 0.73, an error of 0.078 and a test score of 9.38. Comparison with t table $n - 2 = 78 - 2 = 76$ $\alpha 0.05 = 1.65$. $t\text{-count} = 9.38 \geq \text{table} = 1.65$. This proves that the PBL learning approach on prewriting basic competencies has a positive and significant effect on students' Language Skills [Numeracy skills]. When seen from the value, $R^2 = 0.73$, this indicates the basic competency of prewriting can explain the students' Language Skills [Numeracy skills] by 73%.

$$Y16 = 0.73 * \text{PREWRITING} + 0.078 \text{ Errorvar.} + 9.38, R^2 = 0.73$$

(0.093)

(0.053)

9.01

5.80

Construction factor loading value Y17 = Language Skills [Numeracy skills]; of 0.84, an error of 0.093 and a test score of 9.01. Comparison with t table $n - 2 = 78 - 2 = 76$ $\alpha 0.05 = 1.65$. $t\text{-count} = 9.01 \geq \text{table} = 1.65$. This proves that the PBL learning approach on prewriting basic competencies has a positive and significant effect on students' Language Skills [IT Professional skills]. When seen from the value, $R^2 = 0.70$, this indicates the basic competency of prewriting can explain students' Language Skills [IT Professional skills] by 70%.

$$Y17 = 0.84 * \text{PREWRITING} + 0.093 \text{ Errorvar.} + 9.01, R^2 = 0.70$$

(0.087)

(0.056)

8.03

5.94

Construction factor loading value Y18 = Language Skills [Foreign language skills]; of 0.70, an error of 0.087 and a test score of 8.03. Comparison with t table $n - 2 = 78 - 2 = 76$ $\alpha 0.05 = 1.65$. $t\text{-count} = 8.03 \geq \text{table} = 1.65$. This proves that the PBL learning approach on prewriting basic competencies has a positive and significant effect on students' Language Skills [Foreign language skills]. When seen from the value, $R^2 = 0.60$, this indicates the basic

competency of prewriting can explain students' Language Skills [Foreign language skills] by 60%.

$$Y19 = 0.62 * \text{PREWRITI}, \text{Errorvar.} = 0.36, R^2 = 0.52$$

$$(0.085) \quad (0.059)$$

$$7.29 \quad 6.01$$

Construction factor loading value Y19 = Language Skills [Grammar skills]; of 0.62, an error of 0.085 and a test score of 7.29. Comparison with t table $n - 2 = 78 - 2 = 76$ $\alpha 0.05 = 1.65$. $t\text{-count} = 7.29 \geq \text{table} = 1.65$. This proves that the PBL learning approach on prewriting basic competencies has a positive and significant effect on students' Language Skills [Grammar skills]. When seen from the value, $R^2 = 0.52$, this indicates the basic competency of prewriting can explain the students' Language Skills [Grammar skills] by 52%.

$$Y20 = 0.77 * \text{PREWRITI}, \text{Errorvar.} = 0.20, R^2 = 0.75$$

$$(0.080) \quad (0.035)$$

$$9.53 \quad 5.68$$

Construction factor loading value Y20 = Language Skills [Note-taking skills]; of 0.77, an error of 0.080 and a test score of 9.53. Comparison with t table $n - 2 = 78 - 2 = 76$ $\alpha 0.05 = 1.65$. $t\text{-count} = 9.53 \geq \text{table} = 1.65$. This proves that the PBL learning approach on prewriting basic competencies has a positive and significant effect on students' Language Skills [Note-taking skills]. When seen from the value, $R^2 = 0.75$, this indicates the basic competency of prewriting can explain students' Language Skills [Note-taking skills] by 75%.

$$Y21 = 0.61 * \text{PREWRITI}, \text{Errorvar.} = 0.31, R^2 = 0.54$$

$$(0.081) \quad (0.052)$$

$$7.48 \quad 6.00$$

Construction factor loading value Y21 = Language Skills [Skimming, Skipping, Scanning]; of 0.61, an error of 0.081 and a test score of 7.48. Comparison with t table $n - 2 = 78 - 2 = 76$ $\alpha 0.05 = 1.65$. $t\text{-count} = 7.48 \geq \text{table} = 1.65$. This proves that the PBL learning approach on prewriting basic competencies has a positive and significant effect on students' Language Skills, Skipping, Scanning. When seen from the value, $R^2 = 0.54$, this indicates the basic competency of prewriting can explain the students' Language Skills [Skimming, Skipping, Scanning] by 54%.

Conformity Test of Statistical Models

Based on the LISREL 88.00 output the following statistical model is obtained:

Table 2. Goodness of Fit Statistics

Goodness of Fit Statistics	Model Observasi	Cut-off value	Kesimpulan
X ² -Chi Square	0.0	≤ 0,05	Good fit
RMSEA	0.05	≤ 0,08	Good fit
TLI atau NNFI	0.90	≥ 0.80	Good fit
CFI	0.94	≥ 0.80	Good fit
GFI	0.61	≤ 0.90	Marginal fit
AGFI	0.52	≤ 0.90	Marginal fit

$$Reliability\ Contract = \frac{(\sum Standard\ loading)^2}{(\sum Standard\ loading)^2 + \sum \epsilon_j}$$

$$Reliability\ Contract = \frac{(14.42)^2}{(14.42)^2 + 1.703} = \frac{207}{209,63} = 0.98$$

Reliability Contract observations = 0.98 ≥ 0.70, so it can be concluded that the overall standard loading value of 21 variable variables has a good reliability model.

$$Varians\ Extract = \frac{(\sum Standard\ loading^2)}{(\sum Standard\ loading^2) + \sum \epsilon_j}$$

$$Varians\ Extract = \frac{(10.0508^2)}{(10.0508^2) + 1.703} = \frac{(10.0508^2)}{11,7538} = 0.85$$

Varians Extract observations = 0.85 ≥ 0.50, so it can be concluded that the overall standard loading value of 21 variable variables has a good extract variant model.

Conclusion

In general, Publipreneur-Based Language Learning (PBL) approach on the basic competency of prewriting has a positive and significant impact on the English language skills of students. In particular, Publipreneur-Based Language Learning (PBL) approach influences positively and significantly on the students' English skills like reading, writing, listening, speaking, and also in English soft skills like team working, oral communication, problem solving, customer handling, negotiation, management, general IT user skills, technical and practical, office administration, written communication, literacy skills, and numeracy skills in study program of Visual Communication Design, University of Muhammadiyah Tangerang Academic Year 2020/2021.

Suggestion

Based on the results of the research above, the authors provide several suggestions to several stakeholders, such as lecturers who teach English should always correct, criticize and provide input for continuous improvement, so that learning based on PBL can be used as a solution for vocational education in Indonesia. Moreover, there are still many important aspects that must be further investigated in the use of PBL. Therefore, the writer asks for moral and material support so that it can be used as a mass product in the form of textbooks, modules, as a special media for vocational education learning.

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ICT-Adaptation in Indonesia EFL Teaching Evaluated Using SAMR Model

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Abstract

Throughout the world, there have been efforts to transform the 21st century classrooms by introducing digital technology. Therefore, the objective of this research is to investigate the English teachers' notion about ICT integration in EFL teaching, kinds of technology used in EFL teaching and learning process and assess the level of ICT integration by the teachers using SAMR. The study was conducted involving three teachers in a senior high school in the state of Indonesia. The data used in this research was collected by observation, in-depth interview, and structured questionnaires. The study revealed that teachers are comfortable with the use of certain applications of technology in their teaching. Most of the teachers have a decent perception of ICT used in EFL teaching. However, most of them integrate the ICT in the Substitution and Augmentation level. The study reveals that the Ministry of education has to build an education and training system that will support the ICT integration teaching and learning.

Keywords: *Information and communications technology, ICT Integration, SAMR Model*

Introduction

Technology devices are transforming rapidly into many useful advanced devices. They have become cheaper, simpler, faster, more practical, and more accessible. It causes the explosion of ever-changing technologies which makes world borderless and enables people to operate it anywhere and anytime. Because of the benefits of using technology, almost all people use it nowadays to support various aspects of their life. In addition, technology innovations influence the scientific and technological progress in all areas of society (Bilyalova, 2017: 176). This situation then leads to era of revolution industry 4.0. The trends that are no longer rely on human labor, but on technology. This shift will also change the social and cultural conditions of society. Since technology has become significant role in people's life, technology now isn't only used for leisement but also as a means of learning.

Therefore as stated that we should expand our vision to the overall education reform. The increasingly developed intelligence of information technology brings possibilities for a shift of learning and teaching paradigm from teacher-centered to learner-centered and now is on its way towards learnerdriven. Prevailing ideas such as life-long learning and Open

Educational Resources (OER) alongside abundant new concepts or platforms, for example, MOOCs, SPOCs, iTunes, blended learning, Personal Learning Environment and numerous learning APPs characterize the learning in the modern society (Xu et. al, 2019). Learning in the classroom has been forced to integrate Information Communication Technology. “The integration of technology in the classroom is viewed as an essential strategy to increase the effectiveness of the teaching-learning process” (Mirzajani et al., 2016: 26). Therefore, there is a global trend to recognize the need to reform education into more innovative forms of pedagogical practice which integrating Information and Communications Technologies (Hossain at al., 2016). Regarding this, governments and education systems around the world take the use of ICT in school and university very seriously.

The use of new technologies in the classroom is essential in providing opportunities for students to learn in an information age. The 21th-century learning demands the integration of ICT in the educational system (Lloyd, 2005: 2). It has been suggested that ICT can and do play a number of roles in education. In the context of teaching and learning, technology can facilitate tasks and improve teachers’ performance in creating effective teaching and learning activities. Researchers explored the use of ICT in the classroom recently. They show that integrating ICT in teaching assists teacher to develop students’ proficiency (Romrell 2014; Drajadi & Rochsantiningih 2018). It can be a medium to facilitate the learning process. Mobile learning also can be applied to support and engage the teaching and learning attractively and enjoyably (Maulina et. al, 2019). Besides, today’s students are different from those they might have encountered in the past. It has been contended that digital native students often have short attention spans when exposed to traditional teaching styles, but not for the things that interest them (Prensky,2001).

As a result, teachers of course, must know how to grasp students’ attention and interests in the classroom. They need to willingly integrate ICT to add value to the teaching and learning activities. The success of technology integration and the effective use of technology in education mostly depend on teachers’ willingness to adopt and attitudes toward technology (Cavas, et. al, 2009). Potter & Rockinson-Szapkiw (2012) stated that teachers require a shift thinking, to learn and adapt how to manage learning behavior differently as they use ICT in the classroom. In fact, most of the teachers are having obstacles in integrating technology to their learning process because they lack of proficiency. The teachers need to be more engage with the students and provoke the teachers to learn the more e-learning platform to gain the target of language learning in EFL context (Maisa at. al, 2019). In the Indonesian context ICT is

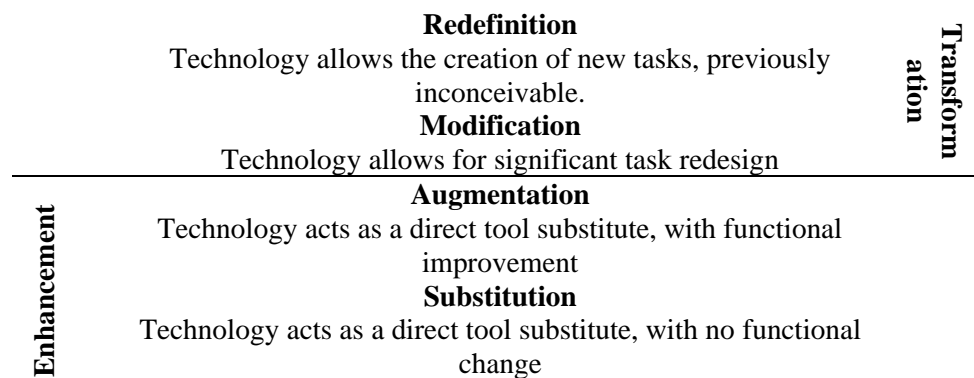
generally still an exclusive matter. The rapid change of technology development makes the teachers hard to keep up.

Hence, a high percentage of teachers do not know how to integrate educational technology into their curriculum (Townsend, 2017: 12). Mishra & Koehler (2008: 10) stated that teaching with technology is a “wicked problem” for teachers that it has “incomplete, contradictory and changing requirements”. Balanskat et. al (2006), although educators appears to acknowledge the value of ICT in schools, difficulties continue to be encountered during the process of adopting the technologies. Therefore this study intended to reveal their notion about ICT used in English classroom and ICT-integration viewed by SAMR Model.

Research Method

This research used case study as a research design. This research took place in three different schools and grades in Surakarta. Data are collected through questionnaire, observation and in-depth interviews focusing on their perception on ICT and its integration in teaching and learning process. The informants are three English teachers in each school namely Teacher AL, Teacher NR and Teacher DS. The researcher was also given a chance to observe a few class activities. The process of collecting and analyzing data continuously bundled together to complete information comprehensively, as Miles and Huberman (1994) noted that in Qualitative Design, Data Collection, Data Display, Data Reduction, and Data Verification or Conclusion connect each other. The integration of ICT was assessed using SAMR Model, a tool that can be used to determine and classify the integration of pedagogical ICT in learning by Puentedura in 2006. SAMR is integrated and systematic framework which each classification represents the level of the ICT integration. By using SAMR model, levels of the teacher in integrating ICT in learning can be reflected and classified. Each level is described as follow:

Figure 1. Level of SAMR



Findings and Discussion

The findings are divided into two. The first section discussing about the teachers' notion of ICT-integration and the second one is the level of ICT Integration viewed on SAMR Model. The result of the questionnaire, observation and interview are divided into these two sections correspond with their perception and the level of SAMR itself.

Their Notion of ICT Integration

To explore the teachers' think about ICT, we shared distributed questionnaire to those teachers then followed by interviewing them. The result indicates that these English teachers have all positive thoughts and vibes in embracing ICT into their teaching. Table 1 portray the teachers' perception about ICT in English classroom.

Table 1. Teachers' Notion about ICT

Teacher	Teaching using ICT is....		
	Effective	Efficient	Helpful
DS	✓	✓	✓
AL	✓	✓	✓
NR	✓	✓	✓

All of the teachers agree that ICT is having the positive influence to their teaching. During the interview by the three English teachers, all of them agree that ICT is very helpful for their teaching and learning process. Teacher DS then explained that ICT is the supporting technologies not the main role of the learning, she explained, "*Helping means does not have to all depend on a device, it means that ICT is not a major factor in teaching, in teaching, it still needs a teacher to convey moral values, convey good morals. If ICT is an inanimate object if with a good teacher, automatically with ICT, learning is more interesting and the values we offer are achieved. But it doesn't have to be 100% we have to depend on ICT. Because after all ICT also has its own weaknesses such as depending on electricity, the internet.*" It's important to know the teachers' attitude towards ICT if we want to investigate their integration into learning process. It means that the three teachers are having the positive notion toward ICT integration into teaching that can make them easy to adapt with the technology.

It seems that th teachers are enthusiastic to welcome and integrate ICT into their teaching. It also revealed that the teachers have positive notion about ICT into the teaching; they think that ICT in teaching is very helpful, effective, efficient and also joyful. In fact, these teachers are not all belong to millennial who is only Teacher NR since milleniannals were raised during the boom times and relatively peace of the 1990s (Williams, 2015). However,

these teachers do actually integrate ICT willingly into their teaching because of the change and the urge of era. It means that these in-service teachers have a good foundation to embrace ICT after joining the PPG Program. Evidence suggests that teachers' attitudes and beliefs influence successful integration of ICT into teaching (Keengwe & Onchwari, 2008). If teachers' attitudes are positive toward the use of educational technology, then they can easily provide useful insight about the adoption and integration of ICT into teaching and learning processes.

Level of ICT Integration (SAMR)

This section concerns the extent to which the ICT used into English Language Teaching by Indonesian English teachers. The researcher used SAMR as the criteria to assess the teachers' ICT integration level since the SAMR is considered as the most suitable model to classify the level of ICT pedagogical integration. Figure 2 shows the total percentage of the three English teachers' ICT integration in teaching and learning process.

Figure 2. The Total Percentage ICT Integration

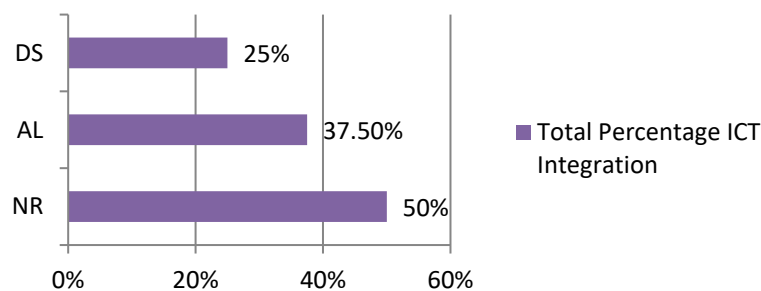
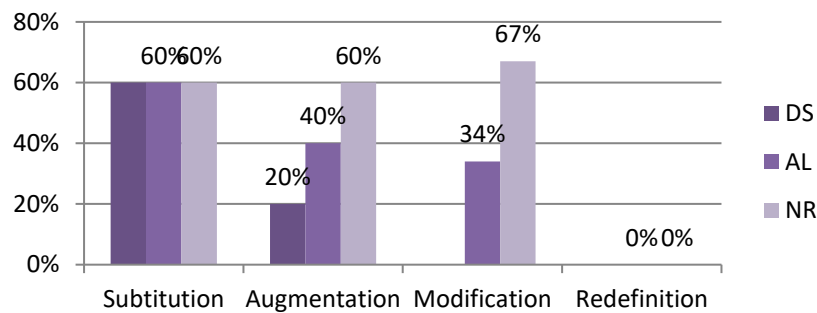


Figure 2 shows the total percentage of the English teachers in integrating ICT into their teaching and learning process. Teacher NR got the highest with 50%, Teacher AL had 37.50% and Teacher DS with 25%. The details of this figure which collected through questionnaire, observation and interview are divided into four sections correspond with the level of SAMR itself. Each level presents the result of the questionnaire of the three teachers, observation of those teachers for three meetings and supported with the result of their interview. Figure 3 explores the detail percentage of each SAMR Level

Figure 3. SAMR Percentage



Substitution

At Substitution level, technology acts as a direct tools substitute with no functional change (Puentedura, 2006). Simply say, at Substitution level, a traditional tool or current technology is replaced with a new one. Considering the teachers’ response on Figure 3, we can say that the majority of the teachers were able to substitute traditional tools or manners with technologies with the percentage of 60%. Even though it’s not considered high, this condition is highly possible to happen since Substitution is relatively easier and more practical since types of technologies used to replace traditional tools are commonplace, simple, and user-friendly (e.g. Microsoft Word, PowerPoint, e-book, and application dictionary).

On interview Teacher AF told the researcher about her using PowerPoint. She said “*I use it (PowerPoint) to deliver the material. However, actually not all lessons should use ICT, not all material is possible but all material can actually be using ICT. We need to be smart in choosing the media; the easiest one is using PPT, not only in terms of PPT, but it also can be in form of recordings, some use posters (poster learning). We just need to adjust the media to the students' capability.*” Teacher NR also already accustomed with the use of PowerPoint as the teaching media. She explained “*When we were in college, we were taught how to make learning media using ICT. After I graduated from college, it was my habit to use PowerPoint as a teaching media.*”

Most of these teachers don’t have any problem in integrating ICT in this level. Basically they just need to substitute the convention ones to the digital ones. All of these in-service teachers have no problem with this since they have familiar with the basic digital application to enhance the teaching and learning process such as Microsoft PowerPoint, Excel, and also Words.

Augmentation

At Augmentation level, technology acts as a direct tool substitute with functional improvement (Puentedura, 2006). Like the name might suggest, at this level teachers use ICT to functionally improve the tasks. From Figure 3, Teacher NR got the highest result with 60% in Augmentation level, and then followed by Teacher AL with 40% and 40% by Teacher DS.

These three teachers used learning platform to functionally improve the interaction between the teachers and the students. In using PowerPoint, all the teachers also augmented the basic use of PowerPoint by displaying different size of font and colors to highlight the keywords in presenting the materials. Regarding the use of Microsoft Word, it was noted that Teacher AL and Teacher AN encouraged the students to use grammar check and spelling as well as insert toolbar on Microsoft Word in accomplishing their tasks. Similarly, in the case of video, all were reported using video to help explain the materials, in addition to lecturing.

Teacher AL explained the way she optimizes ICT in terms of video in her teaching section, *“To teach listening, I display a dialogue video. For example, I display a telephone dialogue. Later the students are asked to compile dialogue material about telephoning. Then peer together with friends. Then one becomes a caller and one is a telephone receiver, so the video is just a role model for the students.”* Teacher NR also has the same purpose of the use of video. *“Actually, every time I teach you, I'm an example first. They are very interested when I give a sample of the video, oh, then that's the way to say a certain expression. Then, from the video, I will explain, for example, what kind of dialogue that often used, for example, the expression of agreement, or for example asking opinion, how do we say it. Usually, my explanation is by giving them examples, then after that it's time for them to practice it.”*

Doing a little modification on ICTs is what Augmentation is about. Even though these result considered low, these teachers seem have a little difficulty in this level. It was shown by the percentage that they achieve; that only Teacher NR can get higher than 50% while the others below it, struggling in this level.

Modification

At Modification level, technology allows for significant task redesign (Puentedura, 2009). While ICT tools at Substitution and Augmentation levels are used to enhance teaching and learning process, at Modification level ICT tools start to be used to transform teaching and learning process. In other words, at this level there is a significant improvement in teaching and learning process in light of ICT integration. In this stage Teacher Nr has the highest

percentage with 67%, AL had 34% however DS got difficulty in this stage; therefore she had 0% in this stage.

The most common modification was identified as the use of web-based tools such as email, Open Education Resources (OER), and learning platform. It provides any learning object in many forms (text, graphics, animation, audio, video, simulation, games, etc.) for free (Nizam and Santoso, 2013), allowing teachers to make a significant improvement in teaching and learning process. Regarding the use of learning platform, Teacher NR and AL were also reported having ability to conduct online teaching and learning using learning platforms. Teacher AF through interview explained the way of she using email, *“I use it (E-mail) for File Distributor. Missal he found it hard to send his assignment. Well, my solution is to send it via email or WA. So I am open to any kinds of ways of submitting their works.”* Teacher NR explained that she ever used Edmodo as the teaching platform media for her students then she encountered a problem dealing with its integration due to the school’s policy. She explained, *“we have ever using Edmodo , indeed, we were once obliged to use it by the foundation two years ago. I handled class VII at that time and I made Edmodo for that class. we also have training on Edmodo, although it is rather not mastered yet. Time goes by, problem occurred again: the internet and Parental policy. Even though Edmodo can be used through cellphone, there are some parents that don't allow their children to use cellphones at school. Also, the boarding rule that forbid the students to bring their phones at the boarding and also the school, and finally it is hampered by school policies”*.

Modification is already classified in transformation level which needs more complicated integration of ICTs. Although the percentage in this level almost similar on the previous level, but there is a significant decrease, Teacher AL from 40% to 34% while in Teacher DS, from 20% to 0%. It indicates these teachers couldn’t catch up in this level.

Redefinition

At the highest level of technology integration, Redefinition, technology allows for the creation of new tasks, previously inconceivable (Puentedura, 2006). At this level, teachers integrate technology to create new tasks that is not possible before. From Figure 3 shows that there is no single action that represents Redefinition. It was because the materials that they taught didn’t support the integration of ICT in Redefinition level. However, the result of interview exposed some of these teachers’ activities in this Redefinition level. Teacher NR admitted that she ever presented the learning activities using video games. She stated *“Yes, I used to, a videogame is limit-use, it can't be used multiple times. If I'm not mistaken the game*

is about a certain text, describing text if I'm not mistaken.” Not only NR, Teacher AL also claimed that she had ever instructed the students to upload their work into their social media based on the result of her interview, she said *“I even asked the students to make a video. Then we also used Instagram to assess Caption. There is material about Caption in the third grader, so they make it, upload it and then they have to use hashtag #tugasbualfin.”*

It seems that Redefinition level is the most difficult to integrate to these teachers during their teaching and learning process. They didn't do the things indicate redefinition level; as a result, they got 0% during the observation. If they claimed it on questionnaire, it means that they've ever done that which also leads to conclusion that Redefinition level is rarely done by the teachers during the teaching and learning process.

The finding shows that the teachers are dominant to only substitute the use of ICT in teaching without functional changes. It means that the teachers are dominantly in the substitution level. The teachers reached augmentation level at the second place. They have made some changes and improvements well in this level. These two first level are acknowledged as the enhancement stages, all the three teachers could either simply replace traditional tools or functionally improve the common tasks. However, the activities at the modification and redefinition were rare. When it comes to transformation stages, not all the teachers successfully arrived at either Modification or Redefinition level. This finding is in line with Budiman & Ngadiso's (2018) found that the teachers in Indonesia tend to be in under the area of enhancement which is substitution and augmentation dominated rather than modification and redefinition regarding the extent to which ICT is integrated in teaching. These findings are also resonating with a previous study that attempted to assess ICT pedagogical adoption based on the SAMR model in a university (Jude et al., 2014). They found out that the majority of staffs and lecturers in the university were still at the enhancement stages; that is, Substitution and Augmentation levels. When it comes to the transformation stages, the majority of respondents had never used most of either Modification or Redefinition ICTs.

Conclusion

It is concluded that these teachers got a positive attitude towards the integration of ICT into their teaching. However the positive attitude towards ICT is not a promise that the integration of ICT is also satisfying. It can be derived from the research that the teachers mostly integrate ICT in Substitution and Augmentation level. It means that the teacher was under the area of “Enhancement”. When the teachers are dominant to integrate ICT in the substitution, they integrate the ICT is only to change from using non-traditional teaching strategies such as

from hard copy textbook into a soft file display using ICT without any improvement or change. The second score reached augmentation level, meaning that the teachers are already able to make little improvement or change to the ICT use in teaching. Furthermore, the finding also shows that the teachers hardly reach modification and redefinition in the SAMR model. It may be because they are beginner users regarding their competence level to use ICT in teaching and they use more basic function in a limited number of computer applications in the English teaching than ICTs categorized in advanced.

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Synecitic Learning Model for Free Writing Ability

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Abstract

This research is motivated by the still low ability to write free poetry in elementary schools. Poetry writing learning can explore the potential of students and develop creativity. This study is to determine the effect of using Synectic learning models on the ability to write free poetry. This research method uses quasi-experimental. The subjects in this study were fifth grade students of MI Al Yauma Kosambi. The instrument used in this study was a test in the form of a description (writing poetry of students) to test the ability to write free poetry given before and after treatment. The treatment given to the experimental class is a synectic learning model, while the control class gets direct learning treatment. Data analysis was performed by statistical quantitative analysis using the mean difference test technique with a significant level $\alpha = 0.05$. The results showed the effect of the ability to write poetry in the experimental class using synectic models and the control class using direct learning.

Keywords: *Synectic Learning model, Ability to Write Free Poetry*

I. Introduction

The school is a place of teaching and learning activities between teachers and their students. The school is also a place for the process of forming behavior through training and learning experiences. Education in schools is often known as formal education.

Education is a problem of a country which is the responsibility of the government, society and parents who always get attention. According to Law No.20 of 2003, education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character and the skills needed by themselves, society, nation and state.

The teaching of Indonesian has a scope and purpose that fosters and expresses thoughts and feelings using good and right language. Indonesian language learning in elementary schools includes aspects of language skills such as speaking, listening, reading and writing. Each skill has a relationship with one another and has a variety of problems experienced by students. In general, problems that occur in language in elementary schools are aspects of writing skills. Seen low ability of students in writing activities because of the difficulty of students in expressing ideas, ideas and feelings in written form.

In addition to the application of appropriate models, methods and strategies, the role of the teacher can also be decisive in the learning process for students. Steps that can be taken to improve the ability to write free poetry in students in class V, researchers need improvement by using a learning model that can give students the ability to write poetry so that the learning process is more enjoyable. Based on preliminary observations at MI AL Yauma Kosambi, there were still problems with the number of students who scored below the KKM of 70 in learning to write poetry.

Seeing the conditions above, there are symptoms in the teaching and learning process. First, the lack of seriousness of students in learning. Second, learning to write poetry in elementary school is done monotonously. Third, students have difficulty writing poetry. Fourth, the lack of teachers discusses together so that students do not know the shortcomings in writing poetry.

Based on the symptoms above, the writer is interested in conducting a study entitled "The effect of the Synectic learning model on the ability to write free poetry in fifth grade students of MI AL Yauma Kosambi".

II. Literature Review

Indonesian language learning in elementary schools covers aspects of language skills such as speaking, listening, reading and writing. Each skill is closely related to a variety of ways.

According to Semi (2007) explains writing is a creative process. That is, writing is a skill that is carried out through stages that must be done by mobilizing the skills, arts and tips so that everything works effectively (p.40).

Language is essentially a communication tool. According to Permendikbud No.57 of 2014 concerning the standard content of the 2013 curriculum of Ibtidaiya Elementary School / Madrasah education, that learning Indonesian is directed to improve the ability of students to communicate in Indonesian properly and correctly both verbally and in writing, as well as the ability to develop critical thinking and creative. Writing is a language skill that is essential to academic success (Saban A.I & Erkan D.Y., 2011).

The name of the synectics model comes from the Greek word *synecticos* meaning “understanding together that which is apparently different” (Gunter, Estes & Mintz, 2007, P.146). According to Joyce (2009) states that the synectic learning model is a learning process designed to help teachers solve problems and write various activities, as well as new perspectives in creating topics from various fields (p.34).

Based on the above statement that the synectic learning model is a model designed to assist teachers in solving problems. This model also helps find a topic or a new perspective. And it trains one's creativity in solving existing problems.

According to Nurgiantoro (2016), poetry is a literary genre that pays close attention to the selection of linguistic aspects, so it is not wrong to say that poetry is a filtered language (p.312).

Based on the explanation above, it can be concluded that poetry is a form of literary work that in detail considers the choice of words used must be precise and have a specific purpose or message. The synectics model helped learners retain vocabulary longer (Asmali & Sayin, 2016).

III. Methodology

This type of research is quantitative with a quasi-experimental type by conducting the pre-test and post-test of two groups. The two groups in this study are the experimental

group and the control group. The experimental group was treated in the form of a free poetry writing method while the control group was a group that used the lecture method.

The collection technique is a method used by researchers to obtain research data. In carrying out this experimental research data collection techniques were carried out namely tests, interviews, documentation.

The grid used in this study is in the form of an assessment criteria for the ability to write poetry.

Table 3.4
Lattice Instrument Ability to Write Free Poetry

Variables	Basic Competence	Indicator	Esay
Ability to write free poetry.	8.3 Write free poems with the right choice of words.	8.3.1 Read examples of poetry. 8.3.2 Writing poetry.	✓

According to Sugiyono (2016) the hypothesis is a temporary answer to the formulation of the research problem, where the research formulation has been stated in the form of sentence questions (p.64).

Statistically the hypothesis is stated as follows:

Statistics Hypothesis

H0: $\mu_1 = \mu_2$

H1: $\mu_1 \neq \mu_2$

Information:

μ_1 : average ability to write experimental class poetry using synectic models.

μ_2 : average ability to write control class poems that do not use synectic models.

If $\mu_1 = \mu_2$ then H0 is rejected, meaning that the use of the synectic model has no effect on the ability to write poetry in fifth grade students of MI Al Yauma Kosambi.

If $\mu_1 \neq \mu_2$ then H1 is accepted, it means that the use of synectic models influences the ability to write poetry in fifth grade students of MI Al Yauma Kosambi.

IV. Results and Discussion

In conducting this research, researchers first collect information by observing schools to determine populations and samples to be studied in class V. After that, researchers can determine two groups of samples in the population that will be used as the experimental class and the control class. This was done to determine the effect and whether the method used in research on the ability to write poetry in fifth grade students.

Based on the results of the pretest analysis using the t-test, namely the Independent Sample T-Test. Obtained $t_{\text{count}} (0.88)$ at a significant level $\alpha = 0.05$. From the calculation results obtained $t_{\text{count}} (0.88) < (2,000) t_{\text{table}}$, the research hypothesis H_0 is accepted and the hypothesis H_1 is rejected, then there is no difference in the ability to write poetry given a synectic learning model with students who are not given a learning model. This means that there is no influence between the experimental class and the control class.

While the posttest analysis results obtained $t_{\text{count}} (2.59)$ at a significant level $\alpha = 0.05$. From the calculation results obtained $t_{\text{count}} (2.59) > t_{\text{table}} (2,000)$, then the research hypothesis H_0 is rejected and H_1 hypothesis is accepted. Then there are differences in the ability to write poetry that are given a synectic learning model with students who are not given a learning model. This means that there is an influence of synectic learning models on the ability to write free poetry in fifth grade students of MI AL Yauma Kosambi.

This is caused by differences in the treatment carried out in the control group and the experimental group. In the experimental group, students get learning that uses a synectic learning model to assist students in writing poetry by giving students objects to observe.

It can be concluded that the use of synectic models in the experimental group can increase students' creativity and understanding in developing poetry material so that it gives an influence on students' poetry writing abilities.

V. Conclusion

Based on the results of research conducted by researchers, it can be concluded that there is an influence of synectic learning models on the ability to write free poetry in fifth grade students of MI AL Yauma Kosambi.

This is seen from the results of the posttest in the experimental class which has increased. From the results of the t-test showed a difference in results between the control class and the

experimental class. Based on the results of the posttest analysis using the t-test it was found that $t_{\text{count}} = 2.59$ and $t_{\text{table}} = 2.00$ at the significance level of 5%.

From the calculation results obtained $t_{\text{count}} = 2.59 > t_{\text{table}} = 2.00$ then it can be concluded that H_0 is rejected and H_1 is accepted, meaning that there are differences in students who get learning using synectic learning with those who get learning using conventional learning.

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Technophobia in CALL Teacher Education: What Language Teachers Can Do to be Professionals

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Abstract

The article discusses the phenomena that still exist even in the era of industrial revolution 4.0., among the language teachers. It investigates the basic understanding of theories related to computer anxiety or technophobia from several references of books, journals, and websites. The aim of the research tends to figure out the characteristics of the language teachers that could be considered as having problems with the computer anxiety or technophobia, any standard of competence in using technology regarding to the language teacher professional development. The significance of the research is to give more contributions to the CALL teacher education of the subject the writer concerned about in the university especially in helping the language teachers.

Keywords: *technophobia, computer anxiety, CALL teacher education*

Introduction

The rapid development of technology can be seen in all aspects of the life of people around the world. Everything is connected. Social media such as Facebook, Instagram

WhatsApp and YouTube, mobile applications, artificial intelligence (AI) and many others innovation related to the information and communication technology have all become parts of people daily needs and habitual. Many people live their life with the influence on their own gadgets.

It is the era of industrial revolution 4.0 where everything is about online and connected. The concept of Internet of things, that is, the interconnection via the Internet of computing devices embedded in everyday objects, enabling them to send and receive information or data, has become a new phenomenon where people can do anything from a distance. People can do online shopping using their gadget, instead of going to the marketplace. Teachers, nowadays, can control their students' works or activities from their laptops, and students can complete their quizzes and submit their assignments through the online learning platform. Torsani states that many works on computer assisted language learning (CALL) start out from the assertion that technology has become part of, and revolutionized, people's everyday life and that language education cannot afford to neglect this potential. (Torsani, 2016)

However, knowing all the information above doesn't automatically change the way teachers do their works. It doesn't make the teachers easily use the technology to prepare, create or deliver their materials. They are still reluctant to teach subjects or topics that should be presented using a computer or displayed through the widescreen. They are anxious about using technology in the classroom or before entering the classroom. They would rather choose to pay someone else to do the technical jobs instead of learning to do it by themselves.

Accordingly, the conditions above can be considered as technophobia, or computerphobia, or computer anxiety. These terms are interchangeably used in several researches but generally have the same meaning.

Method

Through this writing, the writer tends to figure out the theoretical basis about technophobia. It tries to investigate the problems happened to the language teachers related to the use of technology, and how to overcome, as well as elaborate ideas related to the standard of practice in using technology for language teaching. It is library research that tries to answer the problems by elaborating theories and ideas given by scholars of technology in language teaching especially related to CALL teacher education.

Discussion

Concept of *technophobia*

An article written by Ossicenau (Osiceanua, 2015) that discusses about the psychological implications of modern technology points out the terms of *technophobia* and *technophilia*. These two extremes terms are related to the opposite conditions that states the mental attraction of someone to the technology (*technophilia*) while the other one is related to the rejection of someone towards the technology (*technophobia*). However, the latest is the concept that is concerned in this article.

Technophobia (from the Greek τέχνη - *technē* and φόβος - *phobos*, "fear") is fear, dislike or discomfort by using modern technologies and complex technical devices (especially computers). Technophobia is defined as an irrational fear or anxiety caused by side effects of advanced technologies. Definition involves two components: first the fear for side effects of technological development on society and the environment; and second, the fear of using technological devices such as computers and advanced technology. Osicenau states that technophobia or computerphobia is happened when some people avoid the use of technology. The term "*technophobe*" or "*computerphobe*", used to describe people who refuse to use computers when they gain this chance or are needed to do. It is mental confrontation to new technology, showed in the form of avoidance of computers. Technophobia not mean fears about giving up, change the job or concerns about radiation emitted from the screen, but rather an emotional response and negative attitudes relative to technology, that the technophobe recognizes to be irrational. (Osiceanua, 2015).

Computer anxiety

Another term that is interchangeably used with *technophobia* is *computer anxiety*, that is, a term of which related to the teachers' feeling of discomfort, apprehension and fear of coping with ICT tools or uneasiness in the expectation of negative outcomes from computer-related operations. It is stated that when teachers suffer from computer anxiety, they have a fear about working with a computer or even thinking about using computers. (Rahimi & Yadollahi, 2011).

One interesting research that seeks to find the correlation the antecedents and consequences of computer anxiety is from Maricutoiu et al. (Maricutoiu, 2014). The

antecedents of computer anxiety are variables that, from a theoretical perspective, while the consequences of computer anxiety are variables that describe how individuals perceive the computer (perception of computer utility or perceived ease of use), how individuals want to behave, or how they actually behave when are using the computer (how much they innovate when using a computer or the level of job performance when using a computer). They conducted article search on online databases using “computer anxiety” and “technophobia” as keywords. The finding of their analysis states that these relationships are modest in terms of effect size, suggesting that computer anxiety can be reduced through training.

Problems language teachers have regarding with technology

Hanson-smith describes some problems related to teacher education in the case of technology use in language teaching She said that the gap between the current realities of global computer use, especially for business, economics and warfare and politics, and the capabilities of teachers to educate their students in and through technology has never seemed greater. Even teacher educators may be slightly technophobic resist technology or they may feel that the rising generation of digitally adept new teachers may not need technology education. Additionally, she added that teachers who are technologically able may be hired as the sole expert in technology and may spend most of their time answering pleas for help with a bunch of problems so they may have little time left to work on their own skills and interests in teaching with technology (Hanson-Smith, 2016).

There are assumptions which nonetheless proven to be true by research state that: 1) technology constantly is changed, and it is difficult to keep abreast with it, 2) technology integration in the language classroom is difficult; 3) untrained teachers can become frustrated when technical problem arise; and 4) CALL practice cannot be independent of language acquisition theory and pedagogy. (Torsani, 2016)

What language teachers should do regarding with technology

One of the reasons why language teacher needs to have any interest on technology because process of learning a language is an intensive and time-consuming activity. It is estimated about 700 to 1.320 hours of full-time instruction are needed to reach a level of high fluency. (Blake, 2008).

According to Li (Li, 2020) there are six benefits of technology in language teaching and learning: 1) technology such as Internet and multimedia tools offer with high quality and authentic linguistic as well as cultural materials to students. 2) it can act as a cognitive tool to facilitate the acquisition of linguistic knowledge and the development of language skills—for example, by increasing noticing of linguistic forms. 3) it is a tool that mediates learning and through which learners’ appropriate new understandings. 4) it provides students with more opportunities to interact, a fundamental construct of sociocultural perspectives on learning, which attach huge importance to the role of interaction in learning. 5) technology can be used as a ‘tutor’ to provide immediate and individualized feedback. 6) technology increases student motivation and enhances engagement.

In terms of the actual use of technology, in a range of educational settings across different countries, studies indicate that teachers are reluctant technology users, even if various forms of technology have been reported in language classrooms, including both stand-alone computer tools and Web 2.0 technologies. In a specific chapter Li put an emphasis on the role of technology and teachers’ pedagogical thinking in choosing technological tools, and utilizing the affordances of technology from teachers’ perspective. (Li, 2020)

Kessler (Kessler, 2016) describes the technology standard for language teacher preparation, especially for instructional purposes. He explores the relationship between specific aspects of pedagogical and technical knowledge and skills that should be expected of professional language teachers. He defines several skills categorized in basic and advance skills that should be met by classroom teachers as displayed in the following table:

Table 1 Basic and advance skills for classroom teachers

Basic CALL skills for classroom teachers	
<i>Skill</i>	<i>Teacher action</i>
Locate	Use an internet search engine to find relevant movie files
Evaluate	Watch the video to determine if the language level is appropriate, if the content is accurate, if the quality of the video is acceptable, etc.
Select	Select the file that best meets pedagogical needs
Distribute	Determine the best means for distributing a video file to students, including web links, CDs, local files, etc.
Integrate	Construct a language lesson around the content of the video file that utilizes the images, audio, and text in meaningful pedagogical ways.
Advanced CALL skills for classroom teachers	
<i>Skill</i>	<i>Teacher action</i>

Create	Create a video using a combination of personally created image, text, and voice recordings
Customize	Edit the movie file expanding the narration with a more challenging version for a higher-level class
Convert	Edit the movie file deleting the audio to utilizes a reading activity
Repurpose	Use the instructional materials, media or technology in multiple contexts with relatively minor alterations.

Referring to the ISTE (International Society for Technology in Education (ISTE) National Educational Technology Standard (NETS) the standard for the teachers involved:

1. *Facilitate and inspire students learning and creativity.*

Teachers use their knowledge of the subject matter, teaching, and learning, and technology to facilitate experiences that advance students learning, creativity and innovation in both face-to-face and virtual environments

2. *Design and develop digital age learning experiences and assessments.*

Teachers design, develop and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context to develop the knowledge, skills, and attitudes identified in the NETS.

3. *Model digital age work and learning.*

Teachers exhibit knowledge, skills and work processes representative of an innovative professional in a global and digital society.

4. *Promote and model digital citizenship and responsibility.*

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

5. *engage in professional growth and leadership.*

Teachers continuously improve their professional practice, model lifelong learning and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

(accessed from <http://www.iste.org/standards/nets-for-teachers>)

Another standard that should be considered by the language teacher for improving their professionalism is the TESOL Technology Standards. According to Kessler (Kessler, 2016) the TESOL Technology Standards are the most comprehensive set of technology standards specifically designed for the unique needs of language teaching professionals around the world. They are explicitly intended for use across the breadth of English teaching contexts around the

world. These standards are also designed to address the full range of language teaching contexts with a focus upon teacher technology knowledge and use.

Conclusion

Even technology will not be able to substitute the teachers' primary role in the classroom, however, teachers who have skills better in using technology will of course replace those who don't. Therefore, interest is one of the first thing they should consider for professional language teachers. There are some basic skills that at least can be considered to be learned before moving to the advance

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Promoting Thai Pre-Service English Teachers' Reflective Ability through Microteaching Lesson Study

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Abstract

Reflective practice has been viewed as a means by which practitioners can develop a greater level of self-awareness about the nature and impact of their performance, which creates opportunities for professional growth and development. With its appealing benefits, reflective practice has been adopted as a foundation for many teacher-education programs worldwide. However, a few studies were conducted on how to improve the training for prospective English teachers in Thailand although its English language education program has been reported to be problematic. With an effort to respond to the calls for developing learning opportunities to promote and enhance Thai teachers' reflective attributes, this study reports on how a teacher-educator employed an adapted Microteaching Lesson Study (MLS) approach to engage 55 Thai pre-service English teachers in reflections. The research instruments included a survey on their perceived benefits of repeating both the teaching and reflections on their teachings, oral and written reflections on their two teachings, teacher-educator's notes and a focus-group interview. Despite the presence of an insignificant level of skepticism and lack of confidence in their abilities to benefit from this instructional approach, the findings showed the considerable success of this teaching in facilitating these Thai prospective teachers'

understanding and practice to be reflective teachers. The success in this study is expected to provide teacher-educators, both in Thailand and in other educational settings, with similar teaching and learning cultures, more insights into the construction of learning opportunities for enhancing prospective teachers' reflective ability by employing the MLS approach.

Keywords: *Lesson study; English teachers; Thai students; Reflective teaching; Teaching methodology; EFL writing*

1. Introduction

MLS is a pedagogical approach which is based on the elements of microteaching and Japanese lesson study process in which a group of teachers collaboratively work together to design, teach, reflect and revise a lesson to meet a specified learning goal (Fernández, 2005; Lewis, 2002). As stated by previous scholars (Lewis, 2002; Lewis, Perry, & Hurd, 2004), MLS situates pre-service teachers' learning in practice within a simplified context, with a cyclic collaborative process of development, implementation, analyses and revision. This continuous process includes the production of a group-written reflective report and the participation of a knowledgeable educator who proposes the learning goals, observes students' teaching and provides critical feedback during the discussion of the lessons. Despite some similarities to typical microteaching norms in terms of small class size and short lesson length, MLS lessons are different from microteaching experiences. First, MLS is collaborative while microteaching is individual in nature. Also, it is necessary for MLS lessons to be video-recorded because prospective teachers need a complete record of their teaching to reflect on. Furthermore, the content tasks of MLS lessons do not focus on demonstrating one particular teaching skill, such as asking follow-up questions and providing clear directions. Instead, the content for MLS lessons is purposely selected for the teacher-students to navigate the complexities of actual teaching content before teaching it to their peers within a simplified setting (Fernández, 2010, 2012).

Researchers on MLS and its adaptations across educational settings claim its significant potential for promoting prospective teachers' learning (Fernández, 2005, 2010, 2012; Gangalakshmi & Naganathan, 2019; Lewis, Perry, & Murata, 2006). According to them, active learning involves meaningful discussion, planning, practice, opportunity to trial, ongoing collaboration and support from a knowledgeable educator. This situated learning is based on the integral nature of authentic tasks and situated experiences. Considering tools as a metaphor

for knowledge, Brown, Collins, and Duguid (1989, p. 33) stated that “People who use tools actively rather than just acquire them, by contrast build an increasingly rich implicit understanding of the worlds in which they use the tools and of the tools themselves”. For pre-service teachers, authentic tasks are activities that are similar to their professional practice (Iverson, Lewis, & Talbot, 2008), and situated experiences are those that foster their thinking and ability to solve teaching-related problems (Putnam & Borko, 2000). With these components, the cyclical process of planning, implementing, analyzing and revising lessons, which are important aspects of MLS, is a valuable feature that fosters prospective teachers’ contemplation and reflection. As confirmed by previous scholars (Amobi, 2005; Kostianen et al., 2018; Lieberman & Miller, 2000; Loughran, 2002; Schön, 1983, 1987), such reflective practice plays a central role in the field of teacher-education as it facilitates teaching, learning and understanding. Due to the complexity of teaching, teachers need to question their practices for improving their students’ performance and for their own professional development. When they constantly look into their own actions and experiences, they understand themselves, their practices and their students. However, as stated by Schön (1983, 1987), experience alone does not necessarily lead to learning, but thoughts connected to new experiences emerging from the interplay between old and new experiences and deliberate reflections on experience are essential for learning. To inspire prospective teachers’ learning and help them develop knowledge and practices, MLS seems to provide appropriate contexts for them to explore pedagogical problems and engage in reflection and critical analyses of teaching. Lieberman and Miller (2000) pointed out that the practice of reflective inquiry and reflection on practice results in gaining the personal and professional knowledge that is important to being an effective teacher and in shaping students’ learning.

Previous studies in teacher-education programs in various settings have employed several different methods to access reflections of practice, such as journal writing, digital technologies, metaphor analysis, concept mapping, MLS, peer observation and action research (Abednia, Hovassapian, Teimournezhad, & Ghanbari, 2013; Birbirso, 2012; Donnelly & Fitzmaurice, 2011; Widodo & Ferdiansyah, 2018). The use of journal writing in teacher-education programs in Brunei, Ethiopia, India and Iran, to facilitate and engage pre-service teachers’ critical reflections was reported to bring together theory and practice, leading to changes and improvements in their learning and teaching (Abednia et al., 2013; Birbirso, 2012; Gangalakshmi & Naganathan, 2019; Tan, 2013). In a study on the reflectivity of secondary-education pre-service teachers on their teaching actions and peers’ evaluation of their

performance in a microteaching experience, guided questions were provided for the participants to reflect on (Amobi, 2005). The findings of this study suggest that reflection on teaching actions is the first critical step to make explicit reconstructing that leads to growth and improvement in teaching. Amobi further claims that this reflective approach in teacher-preparation programs is necessary for the dual goals of preparing effective and reflective teachers. In their study on Irish teachers' perceived impacts of micro-teaching when they observed peers' and their own micro-teaching performance by Donnelly and Fitzmaurice (2011), recorded audio-videos were employed. The findings from their questionnaire showed the participants' greater self-awareness and increased confidence, and they became more reflective about their own teaching practice. By using video-based journaling (e.g., writing a reflective journal after watching filmed footage) and photo-voicing (e.g., documenting a moment of teaching by digital photography) to engage Indonesian pre-service English teachers in sustained reflection on their practicum experience, Widodo and Ferdiansyah (2018) found that these student-teachers could connect their theoretical knowledge to classroom events. In America, Fernández (2010, 2012) collected data from various sources (videos, group discussion, field notes, reflective reports and peer and teacher' feedback) to explore how and what pre-service teachers learned from MLS. Her studies on MLS from these American mathematics prospective teachers showed the growth in their knowledge of teaching. Furthermore, these student-teachers found the experience beneficial to their teaching experience and enhancement of their understanding of pedagogical and content knowledge (PCK). Additionally, they also reported that planning, teaching practice, feedback and meaningful discussion with their peers and teacher, support from their teacher and opportunity to analyze, rethink and adjust their micro-teaching lessons were crucial for them to learn. In general, the reviewed literature on reflective practice from different teacher-education contexts indicates the importance of developing reflective habits for pre-service teachers in order to lay the foundation for their ongoing and critical reflection for the betterment of their future teaching and learning.

Recognizing the significance of reflective practice in teacher-education, Thailand has made great efforts to promote the reflective teacher attribute, correct teachers' misled mindset on learning through reflection and develop activities for enhancing such a learning process (Chanwaiwit, 2018; Hayes, 2010; Ingersoll et al., 2007; Scholz, 2014). These efforts respond to the fundamental problems within Thai teacher-education programs. It has been known in a report by the Board of Teacher Education Review from 2009 to 2011 that the teacher-education

programs in Thailand lacks theoretical and pedagogical knowledge and the critical thinking skills (Phompun, Thongthew, & Zeinchner, 2013). In their comparative study of teacher-preparation and qualifications in six nations: United States, China, Hong Kong, Japan, Korea, Singapore and Thailand, Ingersoll et al. (2007, p. 2) found that the requirement for English teacher-education programs in Thailand “lacks adequate rigor, breadth and depth”. This could lead to the high levels of under-prepared teachers and students’ low levels of language proficiency, widely represented in the literature of ELT in Thailand. Wongsothorn, Hiranburana, and Chinnawongs (2003, p. 114) also confirmed the “inadequate supplies of trained teachers in English language” in Thailand. Similarly, Hayes (2010) who studied about English language learning, teaching and educational reform in rural Thailand revealed that teachers were poorly prepared and there were “shortages of appropriately qualified teachers” (p. 305). Furthermore, Hayes (2010) also indicated that due to the low proficiency in English, “the majority of teacher-preparation courses were conducted in Thai, and they were not subject-specific” (p. 310). Influenced by rote-memorization teaching styles heavily employed in Thai educational system, Thai prospective teachers are reported not to have critical thinking and reflection skills to assist themselves in organizing, teaching, observing and evaluating their own teaching in response to students' needs and are not open to current teaching methodologies (Baker, 2008; Nguyen, 2018; Nicoletti, 2015; Scholz, 2014). Previous studies (Baker, 2008; Hallinger & Lee, 2011; Nguyen, 2018; Phompun et al., 2013; Wongsothorn et al., 2003) also stated that, despite Thai government’s drive for continuous lifelong learning and a change from teacher-centered to learner-centered approaches, the concept of learner-centeredness has not been well-accepted among Thai teachers of English, resulting in negative attitudes and little improvement in English language education. It is argued that such resistance to changes is partly due to cultural mismatch between Thai culture and imported Western values of education reform (Baker, 2008; Foley, 2005).

Despite these worrying issues, few studies were conducted on how to improve the teaching professionalism in English teacher-education in Thailand (Chanwaiwit, 2018; Loima, 2016; Nguyen, 2019; Nicoletti, 2015; Wongwanicha, Sakolraka, & Piromsombatb, 2014). In her study on the effect of understanding sociocultural learning theory in designing materials and instructional strategies, Nicoletti (2015) found that when Thai teachers of English understand theory, they are better positioned to design and facilitate learner-centered classrooms. Chanwaiwit (2018) studied the effects of educators’ feedback on pre-service teachers’ teaching

performance and found its effectiveness in improving the general teaching competence of student-teachers. In exploring teacher professional development trends in Thailand, Loima (2016) suggested that higher education administration should give more space and approval to encourage student-teachers and teacher-educators to perform in a more innovative and creative way. To the researcher's knowledge, there were only two studies conducted on reflective practice in teacher-education in Thailand. The first one was conducted through a survey with 608 Thai in-service English teachers to evaluate the needs for Thai teachers to be reflective (Wongwanicha et al., 2014). From the surveyed data, the authors proposed two components of a Thai reflective teacher, namely *Belief and Confidence for Learning Reflection* and *Reflection Behaviors and Skills*. The first group included the characteristics of believing in his/her own PCK and being confident in the reflection resources from supervisors, scholars and peers while cooperation in learning, analysis of one's teaching strengths and weaknesses, discussion and suggestions for changes were the elements of the other. The findings from this study also suggested that Thai teachers needed to shift their mindset and to develop the characteristics of reflective thinking to become more reflective. Being informed with this suggestion and the culturally-based teaching and learning contexts in Thailand, Nguyen (2019) employed a modified reflective teaching approach to assist Thai prospective teachers in a Writing Instruction course. Her findings showed its effectiveness in shifting her Thai students' negative attitude and misled mindset on learning by doing, observing, analyzing and reflecting and in encouraging their reflective attributes to a certain extent. Following her success and in response to Thai government's efforts to improve the quality of pre-service English teachers, the current study will report on an educator's effort to promote Thai prospective English teachers' reflective ability through a modified MLS approach in learning how to teach English writing. The questions posited for this study are as follows:

1. What do these Thai pre-service English teachers perceive to learn from their teaching the same lessons again and from their reflections on the two teachings?
2. How does this MLS approach help engage these Thai pre-service English teachers in reflections?

The answers to these questions are expected to show what Thai prospective English teachers believed to learn from the MLS approach and how their exploration of pedagogical problems and critical analyses of their EFL writing teaching in the shared contexts provided by a teacher-educator engaged them in reflections. Furthermore, the findings of this study would provide teacher-educators, both in Thailand and in other educational settings with similar teaching and

learning cultures, more insights into the MLS strategies in enhancing prospective teachers' reflective ability.

2. Methods

2.1 Context and participants

This study was conducted in a pedagogical course of 15 weeks, meeting for 180 minutes weekly, for 55 fourth-year prospective English teachers, whose English proficiency level was pre-intermediate and upper-intermediate at a university in Thailand. This course aims to introduce key theories, approaches and techniques in teaching EFL writing, including lesson planning, creating teaching materials, and assessing and evaluating learning activities. These students followed the five-year bachelor's degree program with a minimum of 24 credits in pedagogy courses and one year of practicum as set by Teachers Council of Thailand (Ingersoll et al., 2007; Scholz, 2014). However, these students started to study English subjects in their third year of study while they spent their first two years studying general subjects in Thai and two English grammar courses mainly taught in Thai by a Thai lecturer. Before their one-year full-time practicum at secondary or high schools in the fifth year of study, the students were required to take pedagogy courses on teaching the four macro skills (Listening, Speaking, Reading and Writing). Based on the course objectives provided by the university, the book *How to Teach Writing* by Jeremy Harmer (Longman, 2004) was selected as the main material. The course was taught by a seasoned foreign teacher with her BA in ELT, MA in TESOL and PhD in English Language Studies, and she has had eight years teaching English in Thailand. The score for this course includes 5% of their class-attendance, 45% of assignments allocated by the teacher, and the other 50% is from midterm and final tests (20% and 30%, respectively). In this course, the 45% class assignment was divided into three parts: 15% for class discussion and 10% and 20% for the first and second micro-teaching performances and reflections starting from the second week and during the last two weeks of the course, respectively.

2.2 Teaching procedures

55 students were randomly divided into 10 groups of five or six, and they worked with their groupmates during the course. On the first week, each group was asked to select a writing lesson from an English textbook used at Thai secondary or high schools. Their selected topics (Table 1) were taught to their peers in 10 minutes each at the beginning of the following three classes (3 or 4 groups each day) and their teaching (T1) was video-recorded and uploaded to the Google classroom. The aim of T1 was for the students to show how they taught their

selected lessons with their prior knowledge about teaching English writing (unstructured teaching). When each group finished their teaching, their peers and teacher commented on their teaching performance in class. As voluntarily offering feedback is uncommon in Thai culture (Scholz, 2014), 1% was added to the 45% assignment scores for those who had good comments on their peers' teaching. The teaching groups were then required to watch their teaching videos again and write their reflections with their groupmates at home on three guiding questions 1) What are your strengths and weaknesses in teaching the lesson you selected? 2) What have you learned from this teaching? and 3) What changes will you make when you teach this lesson again? Their teaching videos and reflections were submitted to the teacher in the following class before the grades of 10% were given.

Table 1: Teaching topics by 10 groups

Group	Topics	Books	Students' level
1	Writing a paragraph about your dream home	Four Corner 2 by Jack Richards & David Bohlke	Grade 10
2	Writing emails to a pen friend	Spark 1 by Virginia Evans & Jenny Dooley	Grade 7
3	Writing a paragraph about your favorite restaurant	Four Corner 2 by Jack Richards & David Bohlke	Grade 12
4	Writing an email to inform friends about your new house	Eyes Open 1 by Ben Goldstein, Ceri Jones & Emma Heyderman	Grade 7
5	Writing a Thank-you email for your birthday gift	Eyes Open 2 by Ben Goldstein, Ceri Jones & Eoin Higgins	Grade 8
6	Writing a birthday-invitation email	Spark 1 by Virginia Evans & Jenny Dooley	Grade 10
7	Writing a web blog	Eyes Open 2 by Ben Goldstein, Ceri Jones & Eoin Higgins	Grade 11
8	Writing a postcard	Spark 1 by Virginia Evans & Jenny Dooley	Grade 7
9	Writing a birthday invitation card	Spark 1 by Virginia Evans & Jenny Dooley	Grade 7
10	Writing a thank-you email	Eyes Open 1 by Ben Goldstein, Ceri Jones & Emma Heyderman	Grade 10

To equip the students with knowledge and skills to teach EFL writing (PCK), during the course students were asked to read the target lesson for each class from the coursebook and discuss in their groups at home before their class. In class, instead of lectures, the discussion on each teaching point was conducted in English with the teacher's questions and students' answers. Sitting with their assigned groupmates, students had another chance to read and discuss their understanding of the materials before answering the questions. To encourage their prior reading at home and their active participation in class, each group had to share their understanding of the reading materials, and 15% of the class assignment scores was awarded to their proper answers (3% each time). Sometimes, the teacher demonstrated a certain teaching technique in class to facilitate students' understanding of the theory and how it is practiced.

The last two weeks of the term (weeks 14-15) was dedicated to all groups' second teaching of their selected lessons (T2), about 25 minutes each, and their T2 was also video-recorded. The purpose of T2 was for students to modify their T1 by applying the knowledge and skills they learned in the course (structured teaching). The criteria for evaluating their T2 was explained and delivered for them to refer to in preparing their lessons. The evaluations were divided into three topics: lesson planning, teaching and classroom management (Table 4). Similar to the steps in T1, before each teaching, their lesson plans and all teaching materials were submitted for the teacher's reference. Oral feedback from the teacher and peers was conducted, and the teaching groups then watched their teaching videos again and wrote their reflections in groups by following three guiding questions: 1) What changes have you made to your T2 (compared with your T1)?, 2) What changes made your lesson better and what changes made your lesson worse? and 3) What changes will you make when you teach this lesson again? Their second teaching performance and reflections were graded for 20% of their class assignment score.

2.3 Data collection and analysis

To answer the first research question (RQ1), a five-point Likert survey was conducted at the end of the course to learn about what the students perceived to gain from their teaching the same lessons twice and their reflections on their two teachings. To learn how this teaching approach engaged these Thai prospective English teachers in reflections (RQ2), 10 teaching groups' reflections were examined together with the findings from their evaluations on the teaching repetition and reflections. The reflections were first grouped in terms of their strengths (+1), weaknesses (-1), lessons learnt (LR), plans to revise (PTR1) (from T1), changes, positive (+2) and negative (-2) impacts and plans to revise (PTR2) (from T2). After that, they were repeatedly read to identify and classify into relevant instructional areas in the criteria (Table 4), and then the total instances of each were calculated. To ensure the reliability of the categorization of their reflections into each instructional area, a research assistant with a MA degree in Applied Linguistics was engaged to separately categorize them. The results between the two coders were compared and all differences were checked and discussed until their agreement was reached. After that, the proportional differences in LR and PTR1 with (-1) reported on T1 (LR/-1 & PTR1/-1, respectively), their changes in T2 with their weaknesses in T1 (changes/-1) and PTR2 with the negative impacts (-2) from the changes in T2 (PTR2/-2) were examined altogether with the total instances in each category in order to explore these prospective teachers' reflection patterns in T1 and T2. Students' oral comments on their peers' T1 and T2 from each group's teaching videos were also examined and classified into positive

and negative types for each instructional area in order to provide some insights into their reflection patterns in structured and unstructured teachings (T2 & T1, respectively). The focus-group semi-structured interview with 24 volunteers was also conducted at the end of the course to clarify the findings from the survey and reflections. Teacher's notes during the course were also checked to provide further understanding of how this MLS teaching approach worked with this group of Thai students.

3. Findings

This section presents the findings from the survey on Thai prospective English teachers' perceived benefits from their teaching of the same selected lessons twice and their reflections on the two teachings (Tables 2-3), followed by how they reflected from their two reflections and peers' oral comments (Table 4). Their discussion is provided in the following section together with the information from the teacher's notes and the focus-group interview to shed more light on how the MLS approach can help promote these future English teachers' reflective ability. As recommended by Sullivan and Artino (2013) that a mean score is not a very helpful measure of central tendency of Likert-scale data, the percentages of students' positive (strongly agree and agree), neutral and negative (strongly disagree and disagree) attitudes are also included in Tables 2 and 3.

3.1 Benefits from teaching the same lesson twice

To learn about what these Thai teacher-students believed to learn from teaching the same lesson twice (RQ1), the 5-point Likert survey was administered at the end of the semester. As suggested by Wiboolsri (2008) for the mean score of 3.5 as the acceptable value representing a positive attitude, it can be concluded that these students were very positive towards the repetition of teaching as all means of the surveyed items were higher than 4.0, except Item 10 (Table 2). Furthermore, all items received the high percentages of respondents who agreed that repeating the teaching helped them with the PCK to teach English writing. In particular, 83.6% of these teacher-students thought they improved their teaching methods and develop their knowledge of teaching many genres (Items 7 & 6, respectively). 80% of them believed that this repetitive teaching provided them an opportunity to discuss with their friends about appropriate methods and activities, to make choices for appropriate methods and activities and to develop relevant materials for their teaching topics (Items 4, 8 & 5, respectively). As also be seen in Table 2, besides PCK to teach EFL writing, these Thai prospective teachers acknowledged that teaching the same lesson again prepared them with necessary skills for being an effective and

reflective teacher (Amobi, 2005), namely building their teaching confidence, learning to analyze and revising their teaching and knowing that teaching is an ongoing-learning process (Items 1, 9 & 3, respectively). Although *experiencing difficulties in real teaching* (Item 10) has the lowest mean (3.98) and lowest percentage of agreement from the respondents (almost 75%), the highest percentage of them (85.5%) recognized that such repetitive teaching allowed them to practice English teaching in a supportive environment (Item 2).

Table 2: Benefits from teaching the same lesson twice

	<i>Items</i>	<i>Mean</i>	<i>Positive%</i>	<i>Neutral%</i>	<i>Negative%</i>
1	Building my teaching confidence	4.24	81.8	14.5	3.6
2	Practicing teaching English writing in a supportive environment	4.18	85.5	9.1	5.5
3	Knowing that teaching is an ongoing process of refining skills and developing new methods	4.16	80	14.5	5.5
4	Opportunities to discuss with friends about appropriate methods and activities	4.15	80	16.4	3.6
5	Learning to develop relevant materials/aids for the teaching topic	4.15	80	14.5	5.5
6	Developing my knowledge of teaching many genres	4.13	83.6	10.9	5.5
7	Opportunities to improve my teaching methods	4.13	83.6	12.7	3.6
8	Learning to make choices for appropriate methods and activities	4.09	80	16.4	3.6
9	Opportunities to try, analyze and revise my teaching	4.07	80	16.4	3.6
10	Experiencing difficulties in real teaching	3.98	74.5	20	5.5
	Average	4.13	80.9	14.5	4.5

Besides the positive evaluations, Table 2 also shows that some of these Thai prospective teachers did not benefit from teaching the same lesson again. It is generally accepted that most of the neutral comments apparently lean towards negative outcomes. The combined average percentages of their being neutral and disagreement in this study thus meant that almost 20% of them were not certain that repeating the teaching assisted them. Among these items, Item 10 is the most noticeable because it reflected the low confidence among these teachers to handle difficulties faced during real teaching with its lowest mean score (3.98) but the highest neutral and negative percentages (20% & 5.5%, respectively). Items 2, 3, 5 and 6 are also of concern as their negative indexes (5.5%) are above the average negative effects (4.5). Similarly, with 16.4% of neutrality, which is higher than the average (14.5%), Items 4, 8 and 9 also showed that almost a fifth of these Thai teachers became uncertain and reflected lack of confidence in their abilities to benefit from discussing with their friends and making choices for appropriate methods and activities and analyzing and revising their teaching.

3.2 Benefits from reflecting on their two teachings

Table 3 shows these Thai prospective teachers' evaluations on the advantages of reflecting on their two teachings with their group mates. Overall, these teachers were very positive about this activity because the average means of all ten surveyed items are 4.31 and every item's mean is higher than 4.0 (Wiboolsri, 2008). Also, almost 90% of these respondents showed their agreement on these items, and the combined average percentages of their neutral and negative attitudes accounted for only 11%. As compared to the average percentages of the surveyed items on their perceived benefits from teaching the same lessons twice (Table 2), this tendency displayed a higher level of achievements in their two reflections on the teaching. In particular, *having an opportunity to review their knowledge about teaching and learning English writing* (Item 7), *learning to be more responsible with their teaching* (Item 1) and *thinking critically about their teaching topic and classroom activities* (Item 4) were acknowledged with high percentages (94.5%, 92.8% & 90.9%, respectively). Similarly, with the higher than average percentages of agreement (88.9%), Item 6 (*learning to consider about different suggestions for improving their lessons*) and Item 8 (*having a chance to evaluate their teaching and how to make it better*) were positively evaluated by 89.1% of these teachers. With the same percentages of agreement (87.3%), these respondents recognized that through their reflections they learnt to be more aware of what they are teaching, have a meaningful discussion with their groups about teaching, improve their class management skills and to be a continuous learner (Items 9, 5, 3 & 2, respectively). Different from other items, Item 10 (*Becoming more focused on improving our teaching methods*) received the lowest percentage of agreement (83.6%) but the highest combined neutral and negative attitudes (16.3%). Furthermore, except Items 1, 4 and 7 with their lower combined percentages of neutrality and disagreement than the average overall combined percentages of 11%, there was a certain level of skepticism over Items 10, 2, 3, 5, 9, 6 and 8.

Table 3: Benefits from reflecting on their groups' teachings

	<i>Items</i>	<i>Mean</i>	<i>Positive%</i>	<i>Neutral%</i>	<i>Negative%</i>
1	Learning to be more responsible with our teaching	4.42	92.8	3.6	3.6
2	Learning to be a life-long learner	4.38	87.3	10.9	1.8
3	Becoming more focused on improving our class management skills	4.38	87.3	10.9	1.8
4	Thinking critically about our teaching topic and classroom activities	4.33	90.9	9.1	0
5	Having a meaningful discussion with my group members about our teaching	4.33	87.3	10.9	1.8
6	Learning to consider about different suggestions for improving our lessons	4.31	89.1	7.3	3.6
7	Having an opportunity to review our knowledge about teaching and learning English writing	4.29	94.5	3.6	1.8

8	Having a chance to evaluate our teaching and how to make it better	4.27	89.1	7.3	3.6
9	Becoming better aware of what we are doing (teaching) and why	4.22	87.3	9.1	3.6
10	Becoming more focused on improving our teaching methods	4.18	83.6	12.7	3.6
Average		4.31	88.9	8.5	2.5

3.3 How they reflected on their two teachings

To answer RQ2, the teaching groups' reflections on their T1 and T2 were classified into categories (in columns) and areas of instruction (in rows). Their peers' oral comments were also categorized into positive and negative types for the instructional area they belong to. As can be seen in Table 4, T2 had more instances of both oral comments and reflections for all categories. For example, with the total of 214 instances of oral comments, T2 almost doubled the ones in T1 (109 instances). Furthermore, because it is generally agreed that the logical reason behind revision is either weaknesses or negative effects, the numbers in each instructional area from their second reflections showed a more positive and logical relationships between PTR2 and (-2) as most (-2) resulted in over 100% PTR2 (PTR2/-2). On the contrary, in T1 the relationship between (-1), LR and PTR1 tended to be inconsistent because many surveyed items contained either more (-1) than LR and PTR1 (Items 6, 7, 10, 11 & 13) or with several LRs despite the absence of (-1) and PTR1 (Item 3). Also, compared with the total proposition of PTR1/-1 (22/44 instances), PTR2/-2 is more than 3.5 times higher with 67 instances of PTR2 over 37 negative impacts. Similarly, a close look at the relationship between "Changes" in T2 and weaknesses in T1 (Changes/-1) revealed that these prospective teachers made more changes in T2 than their weaknesses reported in T1 (Items 2, 3, 5, 7, 9, 10, 11, 14, 17 & 18) (Table 4), accounting for more than 100% of Changes/-1 in these items. Furthermore, despite no negative effects, these students still had PTR2 for Items 3 (*Using multiple methods in teaching*) and 19 (*Checking inappropriate behavior*). Besides the complete absence of their reflections on (-1) and "Changes" in Items 4, 8, 12, 16, 19 and 20 and the same number of (-1) and "Changes" in Items 1 and 6 (*Identifying the objectives and content of the teaching & Using simple, relevant and interesting visual aids (if possible)*), only Items 13 (*Fluent, clear and comprehensible presentation and explanations*) and 15 (*Teacher's appropriate gestures and movements*) had fewer changes as compared to their (-1) with 66.7% and 0%, respectively.

Table 4: Peers' oral comments and teaching groups' reflections

No	Items	T1								T2							
		Comments		Reflections				Proportional relations (%)		Comments		Reflections				Proportional relations (%)	
		+	-	+ I	- I	L R	PT R1	LR/ -I	PTR I/-I	+	-	Chan ges	+ 2	- 2	PT R2	Chan ges/-I	PTR 2/-2
Lesson Planning																	
1	Identifying the objectives and content of the teaching	1	5	3	3	1	2	33. 3	66.7	0	2	3	1	2	3	100	150
2	Selecting the relevant teaching methods according to the teaching objectives	0	11	0	6	7	5	116. 7	83.3	3	25	12	4	5	9	200	180
3	Using multiple methods in teaching	0	0	0	0	7	0	0.0	0.0	0	2	3	2	0	4	0	0
4	Organizing logical teaching sequences	0	3	2	0	1	0	0.0	0.0	1	26	0	0	0	0	0	0
5	Using mistake-free and appropriate instructional materials to the teaching focus	1	7	0	3	4	3	133. 3	100	0	16	6	4	4	5	200	125
6	Using simple, relevant and interesting visual aids (if possible)	0	4	2	3	1	3	33. 3	100	1	7	3	1	1	1	100	100
Teaching																	
7	Motivating students to learn the lesson	0	9	1	6	3	2	50	33.3	2	2	11	8	2	5	183.3	250
8	Connecting between new knowledge and previous experiences of students	0	2	0	0	0	0	0.0	0.0	0	0	0	0	1	4	0.0	400
9	Using relevant teaching activities according to the readiness of students	0	1	0	1	0	2	0.0	200	2	1	2	7	1	5	200	500
10	Using student-centered teaching activities	0	8	2	7	0	0	0.0	0.0	0	0	10	6	2	2	142.9	100
11	Correcting/Providing feedback to students' work/students' learning outcomes	0	0	0	2	0	0	0.0	0.0	0	0	3	2	7	10	150	142. 9
12	Summarizing/Reviewing the main teaching point(s)	0	0	0	0	0	0	0.0	0.0	0	0	0	0	0	0	0.0	0.0
13	Fluent, clear and comprehensible presentation and explanations	1	14	2	6	5	3	83. 3	50	3	0	4	3	4	5	66.7	125
14	Teacher's enthusiasm in teaching	1	8	0	4	2	0	50	0.0	0	1	6	3	1	3	150	300
15	Teacher's appropriate gestures and movements	1	18	1	2	3	1	150	50	1	1	0	1	6	6	0.0	100
Classroom management																	

1 6	Using class time effectively	0	0	1	0	0	0	0.0	0.0	0	2	0	1	0	0	0	0		
1 7	Creating democratic classroom environment	1	9	0	0	2	1	0.0	0.0	0	10	2	1	2	3	0	150		
1 8	Reinforcing correct responses of students	0	2	1	1	0	0	0.0	0.0	0	13	4	4	2	2	400	100		
1 9	Checking inappropriate behavior	0	1	1	0	0	0	0.0	0.0	0	3	0	0	0	1	0	0		
2 0	Make norms of classroom behavior	0	1	0	0	0	0	0.0	0.0	0	4	0	0	1	1	0	100		
Total		6	10	1	4	3	22	-	-	1	20	71	4	3	1	7	67	-	-
Extra Comments		2	3	6	3	3	-	-	-	-	-	-	-	-	-	-	-	-	-

Note: LR = lesson learnt; PTR = Plan to revise; (+) = strength/positive comments; (-) = weakness/negative comments; (1) & (2) refers to T1 & T2, respectively.

Besides these, in T1 both peers' comments and teaching groups' reflections contained "extra comments", the ones that did not belong to any areas of instruction listed in the criteria, like "We wrote the wrong group number in our worksheets submitted to the teacher" (-1), "Everyone in our group is responsible for our teaching" (+1) or "We like this way of learning for the subject" (LR). For the oral comments in both teachings, these prospective teachers mainly focused on their peers' teaching weaknesses, with 307 out of the total of 323 negative instances. The most frequent comment in T1 was on Item 15 (*Teacher's appropriate gestures and movements*), followed by Item 13 (*Fluent, clear and comprehensible presentation and explanations*) and Item 2 (*Selecting the relevant teaching methods according to the teaching objectives*) (18, 14 & 11 instances, respectively). In T2, they commented on Item 4 (*Organizing logical teaching sequences*) the most (26 instances), and Item 2 (*Selecting the relevant teaching methods according to the teaching objectives*) and Item 11 (*Correcting/Providing feedback to students' work/ students' learning outcomes*) came in the second and third with 25 and 20 instances, respectively.

4. Discussion

Despite a certain level of skepticism and lack of confidence in their abilities to handle difficulties faced during real teaching, benefit from group discussions, make choices for appropriate teaching materials and methods by a small number of these Thai prospective teachers, the overwhelmingly-high mean-scores (higher than 4.0, except Item 10, Table 2) and the high percentages of their agreement to all surveyed items (Tables 2-3) tended to indicate the initial success of this MLS approach in promoting these Thai prospective English teachers' reflective ability. As revealed in Table 2, besides the growth in their PCK about teaching

English writing (Items 4, 5, 6, 7 & 8), these teachers acknowledged the benefits from teaching the same lessons twice in developing their necessary skills for being an effective and reflective teacher. They became more confident and learnt how to analyze and revise their teachings (Items 1 & 9, respectively), and this belief was strengthened by their perceived benefits from reflecting on their two teachings (Table 3). In fact, more than 90% of them agreed that the reflections helped them have an opportunity to review their knowledge about teaching English writing, think critically about their teaching, learn to make choices from different suggestions for improving their lessons and become better aware of what they were teaching (Items 7, 4, 6 & 9, Table 3). Their acknowledgement of these advantages tended to show the development of some attributes of a Thai reflective teacher characterized by Wongwanicha et al. (2014) (*Belief and Confidence for Learning Reflection and Reflection Behaviors and Skills*) through the MLS approach employed in this study. As argued by previous scholars (Amobi, 2005; Gangalakshmi & Naganathan, 2019; Kostianen et al., 2018), by reviewing, analyzing and evaluating the information about their teaching, teachers will understand the effects of their teaching, which may then lead to changes and improvements in their teaching. In the present study, these Thai teacher-students followed the MLS cycles of trying, analyzing, reconsidering and revising their lessons which created situated conditions for them to draw on and use their prior personal and emerging knowledge and skills as tools to engage in the common practices of the teaching cultures (Fernández, 2005, 2010, 2012; Putnam & Borko, 2000). In T1, these prospective teachers' prior learning about teaching included their experiences from studying English writing at secondary and high schools. As recorded in the teacher-educator's notes, T1 of all ten groups was heavily teacher-centered and its focus was on vocabulary and grammar rather than the generic structures of their selected writing texts. As revealed in their interview, it was known that they did not learn English writing at schools until their third year of study at the university, and what they were mainly taught was grammar and vocabulary. However, with the PCK gained from the course and based on their weaknesses in T1, they identified, explored and made incremental changes to the ways they taught their selected lessons in T2. The recursive cycles of the MLS that provided them with the repeated opportunities for further action through formative feedback and self-assessment could be accounted for their changes. This assumption was supported with the interview data when these prospective teachers reported that the MLS teaching enabled them to explore and fix what was not done well in T1. According to Iverson et al. (2008), the recursive nature of the MLS is considered as the key criteria for high-quality authentic tasks which are essential for teacher-students' learning because they are similar to their professional practice.

Another reason for the success of the MLS approach for developing these Thai prospective English teachers' reflective abilities could be due their active participation into these instructional tasks created by the teacher-educator. Different from the reported literature on Thai students' passive-learning styles (Hayes, 2010; Wongsothorn et al., 2003) and their resistance to both student-centered approaches (Hallinger & Lee, 2011; Nguyen, 2019) and learning through reflection (Wongwanicha et al., 2014), this group of Thai teacher students undertook the learning smoothly through their prior reading of the materials, class discussion for their PCK and group discussion for improving and reflecting on their lessons. This attitudinal difference could suggest that their regular engagement in the MLS cycles of cooperation, discussion, critical thinking, analysis, synthesis, operation and summation during the course would relatively contribute to their positive behavior and thinking. As revealed in the interview, these teacher-students were more comfortable to share their ideas with peers in their own groups than with the whole class, and this finding was in consistent with that of the Thai in-service English teachers in Wongwanicha et al.'s (2014) study. In fact, as shown in the survey, a majority of them acknowledged the benefits of working with their friends to discuss, make choices for appropriate methods and activities and develop relevant materials for their teaching topics (Items 4, 8 & 5, Table 2; Items 5 & 6, Table 3). In the interview, they confirmed that they became involved in performing the required tasks of reading and discussing about the reading at home, then sharing their understanding in class and reflecting on their teachings as these activities rewarded them with knowledge and skills to teach EFL writing. Besides, these Thai prospective English teachers also admitted the benefits of the MLS approach in enabling them to be responsible with their teaching (Item 1, Table 3), and to know that teaching is an ongoing-learning process (Item 3, Table 2) and teachers are life-long learners (Item 2, Table 3). These could indicate the immediate success of this teaching approach in facilitating these teachers' understanding of the characteristics of reflective teachers. Based on the model for Thai reflective teacher attributes by Wongwanicha et al. (2014), these Thai prospective teachers displayed the characteristics of the *Reflection Behaviors and Skills* in terms of their collaborative learning behaviors and critically reflective skills. Fernández (2010, 2012) emphasized that without the repeated cycles of implementation and revision with feedback and self-assessment in an authentically-complex teaching context, prospective teachers might not explore their own practices and underlying beliefs, which may then lead to changes and improvements in their teaching. Similarly, previous scholars (Iverson et al., 2008; Kostianen et al., 2018; Putnam & Borko, 2000) also agreed that situated experiences on learning and

teaching actions is the first critical step for prospective teachers to make explicit reconstructing that leads to growth and improvement in teaching.

Furthermore, the findings from these Thai prospective English teachers' reflections on their two teachings (Table 4) can serve as a positive indicator of the effectiveness of this modified MLS approach in developing these Thai future English teachers' reflective ability. First, the greater intensity of both their oral and written reflections on T2, as compared to those on T1, tended to show these teachers' better engagement in reflecting either on their peers' or their own teachings. Their answer to the interview question regarding their motivation for providing more instances in their second reflection indicated the importance of PCK in reflective activities. In particular, as explained by these participants, they knew what to focus on both in their oral comments and reflecting on their second teaching in order to make the lessons better after they accumulated sufficient knowledge and skills to teach EFL writing during the course. Their reported claim was also seen in both the absence of "extra" oral comments and the most frequently-commented areas of instruction (Items 4, 2 & 11, Table 4) on T2. In fact, in T1's reflections, these prospective teachers mainly focused on teachers' gestures and language use in giving instructions (Items 15 & 13, Table 4, respectively) while PCK (Items 4, 2 & 11, Table 4) received the highest frequencies in T2. This finding is likely to confirm the claim by Wongwanicha et al. (2014, p. 1650) that "the development of reflective teachers needs both mindset change and sufficient knowledge". As discussed earlier, through their discussion with their peers at home and in class and with their teacher-educator, these Thai prospective teachers were very positive about the MLS approach in helping them with the growth in PCK (Items 4, 5, 6, 7 & 8, Table 2). From their involvement in the MLS cycles, they acknowledged the advantages of learning through reflections (Table 3). This result could be served as a response to solving the reported problems about Thai prospective teachers' passivity and lack of critical thinking and reflection skills to help them organize, teach, observe and evaluate their own teaching in response to their students' needs (Baker, 2008; Nicoletti, 2015; Scholz, 2014). Moreover, this also suggests that despite the rote-memorization teaching styles at elementary and secondary levels in Thai education system (Baker, 2008; Nicoletti, 2015; Scholz, 2014), the employment of the MLS approach during the initial pedagogical coursework could shift these prospective teachers' behaviors to become reflective.

The logical relationship between PTR2/-2 (over 100% of PTR over negative impacts), as compared to the illogical ones of either PTR1/-1 or LR/-1 tended to indicate the effectiveness of the MLS approach in developing the reflective ability in these Thai pre-service English

teachers. As it is generally accepted that the logical reason behind revision is either weaknesses or negative effects, the revision planning of only 50% (22/44 instances) in T1, increased to 181% of 67 instances of PTR2 over 37 negative effects in T2, suggested that these students were more motivated and inclined towards PTR in their structured teaching (T2) as opposed to unstructured teaching (T1). This could also indicate that the more MLS cycles are practiced, the better prospective teachers become engaged to be reflective. Additionally, the relationship between Changes/-1 revealed that these prospective teachers made more than 100% of changes in T2, as compared to their reported weaknesses in T1 (Items 2, 3, 5, 7, 9, 10, 11, 14, 17 & 18) (Table 4). The information from their interview was also obtained to clarify the researcher's doubt about whether or not their Changes and PTR2 were motivated by grades as teaching and reflection in T2 were graded for 20% of their class assignment while it was 10% for those in T1. As shared by the students in the focus-group interview, it was known that they perceived the need to improve the lessons for their own betterment. Their good motive for further improvement could also be seen through their plans to revise two instructional areas (Items 3 & 19, Table 4) although no negative effects were resulted from their changes in T2.

However, the presence of fewer changes in T2 than their reported (-1) in two Items (13 & 15, Table 4) and the complete absence of their reflections on (-1) and "Changes" in Items 4, 8, 12, 16, 19 and 20 was likely to indicate that the MLS teaching did not fully help promote these Thai pre-service English teachers' reflective ability. For the fewer changes made for Items 13 and 15, as revealed in the interview, these instructional areas were not considered to be their groups' weaknesses. Instead, they were the individual members' who were selected to demonstrate the teaching for their groups because these areas were related to their language proficiency levels and confidence to perform as a teacher in front of peers (Items 13 & 15, respectively). In a similar manner, the complete absence of their reflections on (-1) and "Changes" in Items 16, 19 and 20 (*Using class time effectively*, *Checking inappropriate behavior & Make norms of classroom behavior*, respectively) were admitted in the interview that these instructional areas were not taken into consideration in their group discussion because they thought these skills were supplementary to the course's core content. This justification could also explain for the infrequent occurrences of the other items in the "classroom management" section (Items 17 & 18, Table 4). The absence of their reflections on Items 4, 8 and 12 (*Organizing logical teaching sequences*, *Connecting between new knowledge and previous experiences of students & Summarizing/Reviewing the main teaching point(s)*, respectively) in both teachings, in contrast, was reported to have insufficient demonstration

from the teacher-educator. For their favor on the peers' weaknesses during the two teachings, it was known from the interview that for their comments to be "good" to get 1% for their class assignment scores, their focus should be on what their peers needed to improve. In general, the explanation for their negative oral comments in this study tended to re-confirm the statements by previous researchers (Fernández, 2010, 2012; Wongwanicha et al., 2014) that for prospective teachers to become reflective, it is necessary to have a knowledgeable educator who gives clear instruction for what is intended for them to reflect during the MLS lessons. Besides, the knowledgeable educator is also needed to define appropriate learning goals and design authentic experiences that focus their attention on developing knowledge and skills related to their subject matter. These include not only general pedagogical practices but classroom management skills and curricular resources as well.

5. Conclusion

This study aims to explore the effectiveness of an adapted MLS approach in promoting the reflective ability of 55 Thai pre-service English teachers in learning how to teach EFL writing. The findings from the survey on their perceived benefits of repeating the teaching and reflecting on their teachings, their oral and written reflections on their two teachings, teacher's notes and focus-group interview with 24 teacher-students showed the considerable success of this teaching approach in facilitating these prospective teachers' understanding and practice to be reflective teachers. The results of this study is therefore likely to respond to the calls for the strategic development of learning opportunities to promote and enhance Thai teachers' reflective attributes, which are believed to improve their teaching quality (Chanwaiwit, 2018; Ingersoll et al., 2007; Scholz, 2014; Wongwanicha et al., 2014). As stated by Fernández (2010, 2012), the MLS cycles provide shared contexts to inspire prospective teachers' learning and help them develop knowledge and practices through their exploration of pedagogical problems, engagement in reflection and critical analyses of teaching. Being engaged in the cyclic collaborative process of exploration, development, implementation, analyses and revision of their selected lessons, the participants in this study acknowledged the great assistance of these activities in gaining the necessary PCK to teach English writing through the high mean scores and percentages of agreements given to almost all surveyed items. The more logical patterns of their written reflections and a much higher frequency on most instructional areas in T2, as compared to those in T1, was another positive indicator to show the enormous potential of the adapted MLS approach in developing these pre-service English teachers' reflective ability despite the reported constraints on culturally-based learning and teaching of English in

Thailand. Although there was still room for improvement in this teaching approach due to the presence a certain level of skepticism and lack of confidence in these teacher-students' abilities to benefit from this instructional approach, their more elaborated reflection patterns in T2 tended to suggest that the more frequently MLS cycles are practiced, the more effective these prospective teachers will become reflective.

Despite a small scope of research with a small group of Thai prospective English teachers at a setting in Thailand, this study tended to provide teacher-educators, both in Thailand and in other educational settings, with similar teaching and learning cultures, more insights into the construction of learning opportunities for enhancing prospective teachers' reflective ability by employing the MLS approach. As stated by previous scholars (Fernández, 2010, 2012; Loughran, 2002; Wongwanicha et al., 2014), the repeated MLS cycles are of particular importance for prospective teachers' learning because they provide a forum for them to expose and reconsider the nature and impact of their teaching performance in collaboration with others, which creates opportunities for professional growth and development. In the large-class teaching setting where teacher-centeredness and memorization-based schooling are popular in Thailand (Baker, 2008; Hallinger & Lee, 2011; Phompun et al., 2013; Wongsothorn et al., 2003), the teaching approach with tasks demanding students' active engagement and critical reflection is not widely used (Wongwanicha et al., 2014). Therefore, sharing of similar MLS experiences with prospective teachers in other content areas, implemented in other educational contexts in Thailand and in other countries where English is taught as a foreign language, would come up with common strategic plans to enhance prospective EFL teachers' reflective ability.

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Critical Analysis of University Students' Need: The Role of the University on Language Learning in Digital Age

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Abstract

The aim of this research is to highlight the role of university in digital age. Such a view sees the primary objective of the university, and those who study within it, as being in preparation for a specific role within the global market, often at the cost of the development of life-enhancing skills such as creativity, analytical thinking and clarity in written and spoken expression. These are the skills that will be essential to the citizens of the future to make informed choices about life-work balance; about what constitutes survival and consumption, and what is meant by human flourishing, solidarity or humanity itself. The challenge we face is that we must confront as erroneous a prevalent perception that the necessary focus of higher education must be on that which is utilitarian and immediately applicable. We should recall some first principles of the necessary role of the university in society; principles which might set the parameters within which we can most productively engage with new technologies and reap the dividends of innovation. However, with which aspects of our universities have

government policy-makers concerned themselves, and with what consequences or benefits, and for whom, are questions that should concern all Indonesian citizens. So, in preparing the graduate students in digital age some possibility implications for student's current and future lives considers: (1) possibilities and challenges for education in a digital age, (2) student's engagement with digital technology in everyday life, (3) implications of the digitization of data in educational contexts. Briefly summaries research of recommendations for curriculum and pedagogy in a digital age can be defined as: (1) technology across the curriculum, (2) 21st century skills, (3) participation, learning, and digital age, and (4) new literacy framework.

Keywords: *Critical Analysis, Student's Need, The Role of University, Language Learning, Digital Age*

Introduction

Technology is changing the way language is taught and learnt, as well as our perceptions and conceptual understandings, from pre-school to university settings. Technological change in language learning routes calls for new definitions in language education. Key aspects that promote a successful learning experience in a technology-enhanced environment for the language student, in particular a web environment, include: (1) institutional support with appropriate technology to meet the needs of the student in the language learning environment (e.g., software and hardware requirements, high-speed internet); (2) specific instruction and student training to ensure continuous learning (e.g. technology software, trouble-shooting capabilities), (3) genuine digital opportunities for student-to-student language interaction; (4) student training and support for software troubleshooting and hardware failures. These aspects not only enhance student learning but are beneficial to the lecturer as well. Additionally, institutional support should be available, as well as free time for lecturers to engage in professional development of digital language learning that supports foreign language education instruction and research.

Theoretical Review

Possibilities and Challenge for Education in a Digital Age

Universities need to take accessibility factors into curricular design when language classes become globalized through Internet technologies. Online technology has the potential to provide equitable access for remote and disadvantaged learners to language, heritage language, and dual language; access to remote learners via wireless network or internet narrows the gap between those in privileged circumstances and others from disadvantaged situations. The

mobile phone is the tool which gives people and information more access than other sources, such as computers (Blinn-pike, 2009) . Thus, an educator’s goal would be to use this approach in formal face-to-face and online learning situations since the telephone is generally the most affordable and accessible device for language learners. Informally, the cell phone connects learners to each other to maintain a language of heritage or to learn others through free apps like Skype, Zoom, Google Classroom, and Edmodo.

Accordingly, educators must consider the prior linguistic and cultural knowledge of students as a potential and free resource for language maintenance and authentic interaction that can complement formal language learning in and outside the classroom (Wang & Winstead, 2016; Winstead et al., 2013; Young & Helot, 2003). Indonesian heritage language speakers may be able to contribute in a foreign language setting in ways not previously imagined, and may work in tandem with peers or offline.

Moreover, high demand for not only linguistic but cultural knowledge is recognized in corporate industry (Grosse, 2004; Kramersch, 2005). Therefore, foreign language educators must recognize the prior language and cultural background knowledge of diverse students as potential resources for language opportunities (Derderian-aghajanian & Cong, 2012). Enhanced environments with technology have expanded the way language learner backgrounds can be used as potential resources in technology-enhanced learning environments. To enhance language exchange, educators can create online liaisons between these individuals using mobile devices. The provision of online communicative practice to native language speakers leads to more accessible and equitable opportunities for learners who are socio-economically disadvantaged but want to learn a foreign language with a native speaker. Online technology provides tandem formats for dual and plurilingual language exchange that can provide even the playing field and opportunities for authentic native speaker interaction.

Student’s Engagement with the Digital Technology in Everyday Life

Digital technology is now deeply interwoven with the fabric of university teaching and learning, ranging from the institutional provision of “learning management systems”, e-journals and plagiarism detection tools, to the widespread use of word processing, email, Google and Wikipedia (Bond et al., 2018; Henderson et al., 2015). On the other hand, the use of digital technology by the students is now a wholly unremarkable feature of contemporary higher education; an expected part of academic study routines and wider campus life. Moreover, digital technology (especially those not immediately interested with university teaching and learning) continues to be spoken of with striking terms of institutional

transformation and reform (Sharpe & Beetham, 2010)(Beetham & Sharpe, 2014)(Beetham & Sharpe, 2014)(Beetham & Sharpe, 2014). So, technology has had a profound influence on education institutions themselves as well. Schools and colleges are networked in a manner that spans conventional sectoral and also national institutional boundaries: if not yet completely 'borderless', the classroom walls are increasingly transparent through the walls.

Students are more flexible between institutions than they might have thought before standardized credit, e-portfolios and personal archives of learning, all of which entail the introduction of digital technologies on a scale. When students have more flexibility as to where and how and when they engage in formal education, they often connect in a manner that is gradually facilitated by interactive systems with educational institutions. They can use a public website to find out about study courses, apply and enroll online, contact e-mail tutors, access information and services for the course through a supervised learning environment, take exams and collect grades through a computer-based evaluation system. Colleges are gradually seeing the need to transparently and freely offer research options if they are to recruit students and fulfill their standards once they are enrolled (Wong & Dubey-jhaveri, 2015). In the day-to-day use of new technologies throughout higher education, the much-debated promise of 'technology-enhanced learning' is not always evident. The paper explores how current debates on digital technology and higher education could help align the passion for technology-enabled learning with the understanding of the realities of technology usage within the contemporary university context, after examining a range of factors affecting student interaction with digital technology within university settings.

The Shifted of Classroom Language Learning Changes in Digital Age

Paradigm changes have described the computer and manufacturing age of today's world as being replaced by a period of technology and information. The growth cycle also shifted from products to knowledge, the workplace shifted from physical to virtual and its emphasis shifted from worker to consumer (Schwandt & Marquardt, 2004). This suggests that we can build information that is virtually available with the student emphasis as far as education is concerned. It is possible to obtain virtual access through the Internet/ intranets. Without visiting the distribution place, strategies such as e-mail, online notices, discussion boards and video conferencing help a student to access information. These functions would be a traditional immersive e-learning environment and hence illustrate the paradigm change. Links to all kinds of learning content has been provided by a vast volume of knowledge accessible on the internet.

The lecture notes of the lecturers are no longer the primary focus of the learning process and the position of the lecturer and the student's learning process is evolving (Wikramanayake, 2003).

It was not possible to use technology at the classroom level until technology was supported by the distribution systems to the lecturers. Originally, the transmission process was by visual correspondence and later through the advent of written media such as blackboards. Later, lecturers were able to do the writing in advance and directly project it through overhead projectors. The use of overhead transparency helped them to reuse written content without strengthening it. A lecturer can also conveniently change his content with the advent of machine projection. The lecturer can still print the same content and, without needing to copy it, the students can obtain it. In addition to text and numbers, this technology has now grown to include animations, video images, etc. The lecturers are, however, now fitted with instruments for successful instruction. In table 1, these choices are summarized.

Table 1. The Shifted of Classroom Learning Process

Method	Lecturer	Student
Verbal explanation	Dictate	Listen and copy
Writing during class	Blackboard/ whiteboard & chalk/ pen	Copy notes
Pre-written transparencies	Overhead projector	Copy notes
Pre-prepared slides	Multimedia projector & computer	Printed material
E-learning	Provide learning material	Learn through participation

In the new global learning environment, the role of the lecturer changes from “dispenser of knowledge” to “facilitator of learning”, as he just has to direct active students interested in the use of e-learning materials. Classrooms are entirely fitted with permanent video projectors and computers, and to use the e-learning system, the facilitator has to use the intranet. The lecturer should not monitor the learning process or encourage students to do group work and make their own choices.

Both students are provided with internet access in some classes. In such instances, students engage in the learning process interactively. Now the attention of the student is mostly on the learning process rather than on copying a note, since it is easy to view the learning material in the future. In response to information and learning assignments, lecturers should ensure that they do not present knowledge and skills explicitly to students but are constructed by them. Lecturers ought to understand how these learning environments will facilitate this type of

mental work for students. Therefore, by acting on the information generated by lecturers, media resources and personal experience, students who used to learn facts and abilities by consuming the information offered by lecturers and media resources could move toward developing personal awareness. The emphasis should be on higher order skills like problem solving and analytical thinking.

Curriculum Characteristics in Digital Age

To adjust the position of the lecturer and the student, the curriculum needs to be updated. Traditional curricula would concentrate on fragmented knowledge and disciplinary separation. But now, as future generations will need the ability to move through multiple different jobs, we should focus on multidisciplinary themes (Grabe et al., 2004; Rose & Gravel, 2012). Therefore, when one has to change jobs or manage several jobs on one's own, it is useless to develop basic literacy and focus heavily on job-specific skills. Therefore, it is important to emphasize thinking skills, knowledge integration, and application. More depth of understanding will be required than a breath of information.

The assessment approaches can also adapt to the learning process with improvements. Rather than evaluating the comprehension of facts and distinct abilities of a student, tests should rely on incorporating knowledge. This will allow a student to test his ability to solve problems. Tasks to demonstrate understanding and imagination should also be granted to students.

In addition to the 21st century skills, the learner profiles are also changing. Learners have already integrated digital tools in most of the things they do (Berk, 2009). The tools that learners use so skillfully in their daily lives are already reshaping learning styles and habits (Saykili, 2019). Thus, learners begin higher education institution (HEIs) with a different mindset than the generation before them. In a study carried out by Xerox in 2002 with 15-year-olds Brown (2002) discovered that learners today are equipped with different skills such as; (1) multiprocessing which refers to the ability to multitask, (2) information navigation and screen and image literacy besides text literacy, (3) constantly discovering new things while browsing digital libraries (Saykili, 2019). Today, students are surrounded by computers (desktops, notebooks and tablets), personal devices (smart phones) and installed software (Demirbilek, 2014). The ways learners think and interact are influenced by these innovations and applications.

The innovations and applications of the use of e-learning technology in course delivery varies widely. A number of attributes, as listed in Table 2 below, can describe the variations in the configuration of e-learning offerings. The dimensions of synchronicity, position,

independence, and mode can be grouped into these attributes. By indicating the one of the two attribute values from each dimension is relevant, an e-learning course component can be defined (Wagner et al., 2005).

Table 2. The Dimensions of E-Learning

Dimension	Attribute*	Meaning	Example
Synchronicity	Asynchronous	content delivery occurs at different time than receipt by student	lecture module delivered via email
	Synchronous	content delivery occurs at same time than receipt by student	lecture delivery via web cast
Location	Same place	students use an application at the same physical locations as other students and/ or the instructor	Using a GSS to solve a problem in a classroom
	Distributed	students use an application at the same physical locations, separate from other students and the instructor	Using a GSS to solve a problem from distributed locations
Independence	Individual	students work independently from one another to complete learning tasks	Students complete e-learning modules autonomously
	Collaborative	students work collaboratively with one another to complete learning tasks	Students participate discussion forums to share ideas
Mode	Electronically only	all content is delivered via technology, there is no face to face component	An electronically enable distance learning course
	Blended	e-learning is used to supplement traditional classroom learning	In class lectures are enhanced with hands-on computer exercises

*the definitions of these attributes are adopted from (Wagner et al., 2005)

E-learning (real-time) or asynchronous (flex-time) may be synchronous. Technologies such as video conferencing and electronic white boards include synchronous e-learning, requiring students to be present at the moment of delivery of information. Programmed instruction and tutorials that allow students to work at their own pace and at their own time through the screens include asynchronous applications. This asynchronous model is the basis of most of the courses available on the Internet. Students may engage in e-learning from distributed sites, such as distance learning, or from the same venue, such as collaborating on an assignment using a community support system in a classroom. In the participation and collaboration that they include, e-learning applications often vary. Some classes are fully individual and autonomous, while others provide some types of community study, such as discussion boards or chat rooms.

The delivery style of the course may be fully electronic (with or without an instructor) or follow a more mixed approach that combines electronic and classroom delivery to different degrees. The latter mode is accompanied by several existing e-learning packages, taking advantage of the advantages of different delivery styles.

It should be remembered that from each dimension, a single course component will consist of a single attribute value, but a course can contain several components, each with different values of the attribute. Some components of a course, for instance, may be administered synchronously and others asynchronously, or some online components and some in-class components may be included in a class.

Language Barriers in Digital Age

Most first language students in Indonesia are not English. Thus, some find it hard to grasp the concepts by reading. Therefore, additional material is needed in the native languages. This may be supported by Unicode. Learning computing is now also introduced at universities and currently targeted only at students of advanced levels. However, as in the western countries, this facility should be open to students at the ordinary level.

Gradually the use of computers for education spreads widely and fast (Palfrey & Gasser, 2008). Though a small fraction of the population currently enjoys these benefits, the availability will encourage others to join and enjoy the benefits of technology. Considering the introducing technology for learning, educators confront the equity issue. Developing a country and providing equal facilities for everyone is impossible with the existing free education system and the processors for implementing policy. Trying to solve the equity issue and introducing technology at the classroom level will lead to the country going backwards compared to others, as well as encouraging migration as people are always looking for better learning opportunities and living conditions.

The education system produced the graduates without any computer exposure. When these graduates take on teaching assignments, they are not equipped to use educational technology. Taking these into account, technology and educational reforms have to be carried out.

Discussion

Digital developments are pushing HEIs to adapt and adopt into the 21st century. Information access and distribution functions moving away from higher education (HE), emerging channels with new experiences and affective expression schemes, new ways to communicate society, its associated objects and values, social media effects, big data and learning analytics, open

educational resources (OER), massive online open courses (MOOCs), educational games and the creation of interactive media allow enhanced engagement and communication with and between educators and learners (Saykili, 2019). However, it has been pointed out in the literature that the pressures of transition caused by new connective technology have not found a great deal of HEIs influence and are failing in their attempts to adopt the digital age.

In the digital age, its specific culture is very dynamic, flexible and allows for social innovation and change. It is a good time for digital capabilities to be reconfigured. It is possible to provide graduates with the tools they need to succeed in their personal and professional lives through formal education that facilitates lifelong learning, although in the future they should not be served by technology. It should not be an end in itself, but only an instrument for improving, adapting and flexing learning. Moreover, the digital era offers the opportunity to make positive use of the digital generation profile from the perspective of initial educators, so that their skills, abilities and attitudes provide the basis for shaping the ideal educator profile.

Another challenge of the digital era is the initial training of educator. Changes in the phenomenon of digitalization, social and economic developments are triggering changes in beliefs and professional skills. In order to respond to the expanded usage of emerging technologies in education, a larger transition in pre-university and higher education programs is required. Digital devices are more mobilizing and motivating for learning than old intellectual tools.

Moreover, the use of digital technologies has helped to reshape attitudes towards learning, seen as a process that follows the individual only along the educational path, in a life-long process. Indeed, people need to continue improving and renewing their expertise and abilities in order to keep up with continuous changes and emerging technologies in the modern world. It is estimated that digital skills should be updated every three years in order to contribute to the active integration of new graduates into the labor market. Digitalization and other aspects of technical progress have an immense potential to change our lives in order to make them more stable and competitive, transforming the scenery of the future of employment. However, there is a great risk that persons in disadvantaged situations and low-skilled employment can struggle to capture the advantages and may be left behind.

At the same time, digital technologies lead to strengthening the capacity to use different modes of comprehension, information, language, etc. As technology pervades every part of our lives, the ability to navigate and effectively perform tasks through technology improves. It is now important to have certain technical expertise both to interact with the outside world and to manage administrative, innovative and instructional activities.

The continued growth and use of online media content to gather information often challenges learners to arrange and write information in a non-linear way while also integrating visual media to synthesize the information. This skill set is generally referred to as digital literacy. Digital literacy refers to the variety of cognitive-thinking techniques that digital content users use (Osterman, 2012). Other terms used with digital literacy include: 21st-century literacy, Internet literacy, multiliteracies, knowledge literacy, information communication technologies (ICT) literacy, computer literacy, and online reading comprehension (ORC). Each term has clear meanings, but universal expectations put it together under the same theoretical umbrella of new literacies.

Developing a more in-depth view of the best practices outlined, allows literacy educators to recognize the successes and places that require development (Manzoor, 2015). Campus literacy educators may intend to perform a campus-wide review of the outcomes of completed assessment forms to serve as evidence for the creation of their campus improvement plan. Moreover, the findings of this assessment form will provide educational institutions with detailed information to properly train literacy educators for public school programs and ensure that university curricula discuss the awareness and skills needed by prospective literacy educators for successful digital age teaching.

In addition, it is important to stress on the growth of critical thinking and good digital citizenship skills (Reyna et al., 2018). These critical skills are important in the era of fake news. Training in digital media literacy will help potential practitioners analyze digital media, comply with copyright and build an e-civic attitude that can be defined as indicative of the virtues and feelings of a good digital citizen.

Conclusion

The overwhelming position of digital connective technology in the 21st century is triggering dramatic changes in all aspects of life, which signify that we have entered a new era: the digital age. Education is one of the basic realms of life that has been re-engineered to adopt the changing landscape of what it means to work in this modern era. Emerging digital connective technologies and the educational advances they have ignited, such as open educational resources (OER), massive online open courses (MOOCs) and learning analytics, are undermining the learning processes and frameworks of the industrial age in such a way that it is now necessary to build a new educational paradigm. These digital technologies allow learners to expand learning beyond conventional learning institutions through informal and interactive learning interactions using online networks on emerging platforms such as social

media and other social platforms. Digital technologies also free learners from the shackles of time, meaning that learners can not only navigate but also build information through social networking and collaboration. The era in which we live is ripe for incredible structural improvements and prospects for higher education (HE). For this cause, policy makers interested in education need to analyse the impacts of emerging connective technology, the threats and opportunities they bring to the educational scene when designing and developing value-added policies for HE.

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**Promoting University of Muhammadiyah Tangerang Students in Holmesglen
Multicultural English Plus Class Melbourne: The Use of Communicative in Excursion
and E-Learning**

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Abstract

This article provides the activities of University of Muhammadiyah Tangerang students in learning English at Holmesglen Institute in Melbourne. The program of English courses was held to help students learn listening, speaking, reading and writing skills from the University of Muhammadiyah Tangerang joined in one class whom the students were coming from another country which their L1 is non-English. The program aims to prepare skilled human resources in facing the international competition. This short course activity program conducted by the University of Muhammadiyah Tangerang with Holmesglen was held on October 1st, 2018 to October 25th, 2018 at Holmesglen City Campus, Melbourne, Victoria, Australia.

Holmesglen uses communicative strategy in excursion and e-learning in the class for every English class. During this short course program, it is expected that all participants will be ready to face international competition and become qualified human resources.

Keywords: *English Plus Class, Excursion and E-Learning*

1. Introduction

On June 1, 1993 STIE Muhammadiyah Tangerang was established which is one of the charities owned by the Muhammadiyah Association under the auspices of the Muhammadiyah Higher Education Research and Development Council (DIKTILITBANG) based on the Decree of the DKI Jakarta Muhammadiyah Regional Leaders No.1.A / SK / B / 1992 dated November 10, 1992.

Over time, following the establishment of STAI Muhammadiyah Tangerang in 2000, then the STIKES Muhammadiyah Tangerang was also established in 2004. The three Muhammadiyah charities are under the auspices of and belong to the Regional Leaders of Muhammadiyah Tangerang City.

With the merger of three high schools which eventually became Muhammadiyah University of Tangerang, the spirit of the founding fathers so that the University of Muhammadiyah Tangerang could be equal with other PTM around JABODETABEK and Banten in particular.

University of Muhammadiyah Tangerang is the largest Muhammadiyah higher education with the highest number of students in Banten Province, in addition to maintaining the trust of the people, University of Muhammadiyah Tangerang in 2015 has received the "B" Higher Education Institution Accreditation (AIPT) National Accreditation Board for Higher Education (BAN-PT) until 2020. We consistently continue to improve the quality of the teaching and learning process and Muhammadiyah at the University of Muhammadiyah Tangerang, we prove this by continuing to develop the campus in 2012, a 5-story lecture building has been established, then followed in 2013 the 12-floor lecture building. The continued increase in public trust in University of Muhammadiyah Tangerang with the increasing number of new student registrants every year encouraged us to add new lecture building facilities, then in 2018 University of Muhammadiyah Tangerang began to build a 19-story lecture building next to the 12-story lecture building in addition to the 19 building lecture

facilities. The floor will become a symbol (icon) of Muhammadiyah in Banten Province which will be named the 1912 Building according to the year Muhammadiyah was born.

The entry of the Era of the ASEAN Economic Community (MEA) and the current era of globalization means that we must be able to survive and be competitive in creating graduates who are able to suit our needs, University of Muhammadiyah Tangerang continues to adapt to market needs in creating graduates by innovating in uncertain times like today, University of Muhammadiyah Tangerang in the 2019/2020 academic year will carry out a lecture program with the Blended Learning system to answer the needs of the community in various regional corners, we realize that Muhammadiyah Tangerang University wants all of the nation's children to be able to become graduates by studying without any physical obstacles and distance and able to compete in the MEA Era and the Era of Globalization.(Btsi UMT, 2014)

University of Muhammadiyah Tangerang students always feel confused and hard to speak in English. Naturally, they feel confused on the rule, like: grammar, vocabulary, pronunciation, and fluency. Some of the students are afraid to be active in speaking. This phenomenon makes many students have low scores in English class. The English teachers state the most of the students complain that they do not understand how to speak English correctly. They say that learning English is confusing activity. It is caused by the teaching technique which is applied by them.

To solve that problem, University of Muhammadiyah Tangerang has cooperated with one University in Melbourne, Holmesglen Institute. The rector said” This function of this cooperation to prepared Human Resources who have skill full in facing ASEAN Global Trade”. The form of this cooperation, the teacher and the students will get training from the Holmesglens’ teacher. Furthermore, the best students from University of Muhammadiyah Tangerang also will have students exchange with Australian students. The University of Muhammadiyah Tangerang Students will studied in Melbourne for five weeks, then Australian Students also will come to Indonesia and will studied Indonesian and our local culture. Education Manager of the Australian Embassy Matthew Durban considers that Indonesia lacks skilled workers, especially to face the ASEAN free market. "That is a big challenge for Indonesia. Therefore, this cooperation is necessary, so that we can help develop education at UMT in the fields of language, research and technology, "he said. Holmesglen's Cost Coordinator Abdul Rasyid said that in this collaboration, his party disbursed IDR 2.5 billion to build facilities on the UMT campus, such as computer labs and curriculum systems. (Zuliansyah, 2015)

Holmesglen Language Center is an Australian company. Holmesglen is present in Indonesia in order to participate in the education process, especially English. Homesglen and Muhammadiyah University collaborate to prepare skilled human resources (HR) in facing the free market. One form of this collaboration is direct English training by instructors from Australia's Holmesglen.

Holmesglen has worked with the Muhammadiyah Foundation in Indonesia since 2014. Muhammadiyah is a major Islamic non-government organization with over 30 million members. Holmesglen provides teacher training for English lecturers across Muhammadiyah universities in Indonesia. Our programs include training in contemporary English language methodology. The Holmesglen Language Centre in Tangerang passed the milestone of 10,000 graduates from its English language program in 2018. The customized programs support undergraduate students at our partner, the Muhammadiyah University of Tangerang. (Holmesglen, 2015)

1.1 Purpose of the Study

This study has aims as mentioned bellow:

1. To observe how far excursion can help the students improving their English.
2. To know how far e-learning can help the University of Muhammadiyah Tangerang Students in learning English.

1.2 Research Questions

Based on the purpose of study above, the researcher can formulate the problems as follow:

1. To what extend excursion can help the students improving their English?
2. How far e-learning can help the University of Muhammadiyah Tangerang Students in learning English?

2. Report of Activities

2.1. Holmesglen Language Centre Short Course Activities

The first day of the Short Course in Holmesglen City Campus, it began with a welcoming event attended by fellow students of the supervisors from the University of Muhammadiyah Tangerang, and directors and several staff from the Australian Holmesglen, and Holmesglen Language Center.



Picture 2.1. Opening of Holmesglen Language Centre Australia Short Course Program

The ELICOS program is an English language course aimed to students from countries that do not use English (non-English country) to improve their ability to hear, read, speak, and write (listening, reading, speaking, and writing). English Language Intensive Course for Overseas Students (ELICOS) is a specially designed qualification for overseas students to enhance their English language proficiency. The English language is highly important, not only for the sake of day-to-day communication, but also for business purposes, career orientation and social networking across all industries around the world. To help international students hone their English language skills, ACFE provides high quality and well-structured courses approved by the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS), which guarantees that the course and institution at which you study meets the Australian educational standards. ACFE's ELICOS program is a great way to learn English by building up confidence and developing high literacy skills in the process. Our English programs are open to all visa holders who have study rights in Australia (i.e., temporary visa holders and permanent visa holders). (AFCE, 2021)

In addition, the Short Course participants conduct placement tests which consist of reading and conversation material to determine which class to be followed based on the score, namely English plus 1 and English plus 2. In the learning process, the participants took part in English learning in the class to join English language participants from various other countries. English learning activities are conducted every Monday to Thursday every week for 1 month (4 weeks) starting on October 1, 2018 and the last learning is October 25, 2018. There are 3 lecturers in learning process, namely Suzy, Adele and Glenda who teaching alternately.

Every day the Short Course Holmesglen Language Center participants are given English language material and also homework to maximize learning. There is always group discussion

every day, the students need to communicate and practice English conversation in the Short Course participants. In this class the students use communicative approach. Communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop communicative competence (Richard and Rodger, 1999).

CLT is the name which was given to a set of beliefs which included not only a re-examination of what aspect of language to teach, but also in a shift in emphasis in how to teach. The “what to teach” aspect of the communicative approach stressed the significance of language function rather than focusing solely on grammar and vocabulary. A guiding principle was to train students to use these language forms appropriately in variety of context and for a variety of purposes. The “how to teach aspect” of communicative approach is closely related to the idea that language learning will take care of its self and that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for students’ development and skill (Harmer, 1998: 84). CLT aims to make communicative competence as the goal of language teaching and to develop techniques and procedures for teaching language skills that are based on interdependent aspects of language and communication. Communicative competence includes grammatical competence, sociolinguistic, and strategies. Communicative language abilities include knowledge or competence and proficiency in the application of these competencies in the communicative use of language, contextual, and appropriate. (Afrizal, 2012)

Picture 2.1.3 Classroom discussion



Breaktime and lunchtime are the most enjoyable times for Short Course Holmesglen Language Center participants because they can talk and exchange stories with colleagues from various countries. So that helps Short Course participants can speak English more actively.



Picture 2.1.4 Lunchtime with colleagues from various countries

Every Thursday, Short Course Holmesglen Language Center participants conduct an excursion guided by teachers from Holmesglen to visit several tourist attractions and history, to learn about the culture and local history of Melbourne, Australia. On the last day, Holmesglen held a closing or farewell event and gave certificates to participants of the Short Course Holmesglen Language Center from Muhammadiyah University Tangerang.

2.2 E-Learning Program

E-learning is considered as a helpful device in the continuity of learning during this pandemic situation. It has been a profound innovation in the world of education for decades due to the fairly fast integration of technology; in which, it allows teacher and students to stay connected even though face-to-face learning is not performed (Król, 2016). The implementation of e-learning in English language learning has emerged some positive impacts such as flexibility of time and place, extensive learning resources, easy management, and moreover it helps students become more independent, and responsible in gaining knowledge as students are expected to be involved in the learning process (Arkorful & Abaidoo, 2015; Mather & Sarkans, 2018; Rahmawati, 2016)

In this class activities, kinds of learning methods are applied to achieve the skills of using English in each student, one of the learning methods used is e-learning program. Every student is given access to be able to attend online learning at <https://holmesglen.brightspace.com/d21/le/content/184975/Home> and attend online classes, which consist of downloadable material, quizzes, videos, discussion forums, etc. In addition, any information related to the assignment or notification of field trip / excursion plans can also be seen on each student's account.

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2.2.1 Brightspace

2.3 Excursion

The word ‘excursion’ same as a journey, a trip, an expedition or a tour that is planned for social studies students to visit places or location and has the first-hand experience which excursion marks in easy, interesting and effective learning. It offers plenty opportunities to student for ‘seeing’ ‘hearing’ observing, collecting data, and asking questions, such excursion are most advantageous to learning. Excursion offers an opportunity to learners to visit different places across the world for their academic improvement. As it is stated by Michie in Astalin and Chauhan (2020, p:2) excursions are effective and novel pedagogy and teachers report wanting to use them more frequently. However, for optimal learning benefit the outcomes of the excursion need to be integrated into the set teaching program. Excursions also offers natural learning environment for children naturally, therefore students are able to feel comfortable in doing the method.

Hantman, (2013-2014: 1) said that field trips supplement and enrich classroom procedure such provide learning experience in an environment outside the school, arouse new interests among students, help students relate the school experience to the reality of the world outside the school, bring the resources of the community–natural, artistic, industrial, commercial, governmental, educational, with the students’ learning experience, and provide students the opportunity to study real things and real process in their actual environment. A field trip is any planned journey by one or more students away from district premises that is an integral part of a course of study and is under the direct supervision and control of an instructional staff member or any advisor designated by the superintendent.

Kreisman, (2000: 4) Stated that field trips offer fresh insights and a heightened awareness of our natural world; they help students gain a respect for the many environmental issues they will face as stewards of the natural land, and they introduce them to artists and their artwork about the environment. Students and (a) their growing perception, awareness, and concern for the Natural environment; (b) their personal expression of this while learning about Artists and their art; and (c) cross-curricular activities used to encourage an interdisciplinary art education program”.

Field trip brings the students with a new way in teaching learning process. Field trip provides the students and the teacher with the real experience of knowledge. Field trip also impacts on students’ attitudes, behavior, and learning process because in the steps of applying a field trip, the teacher provides a preparation which consists of the educational preparation, vocabulary preparation, practicing, and introductory to students about patterns in the trip or the place that will be visited. (Utami, Manurung & Erniwati, 2014).

Hughes and Moore (2014) state that field trip provides possibility for students to remember and to relate what have been studied and therefore it motivates them to learn. It can be concluded that the excursions or field trip can make students comfortable and confidence in learning especially in learning English.

2.3.1 Features of Excursion

Astalin & Chauhan has provided some feature in conducting excursion method:

1. It makes learning more effective to gain real ideas on the topic.
2. It motivates students through increased interest and curiosity which results students will develop positive attitudes in students toward related classroom activities.
3. It increases student-student and student-teacher social interaction which supports cooperative learning strategies. This method provides an opportunity to involve students, parents, and the teachers in the instructional program. The interaction between students within themselves will also be increased when they work in groups. Moreover, the interaction between the students and teacher will enhance as the students will have to discuss to the teachers when they have doubts.
4. It develops social awareness among people which results to bring close to each person of community. It makes students aware of learning activities in everyday life.

Those feature create interaction not only student and student but also student and teacher to explore students interest and curiosity to what they have seen and

observed during the excursions. As the result, students will have social awareness and bring close to each person of community and it makes students conscious to what they learn in their daily life.

2.3.2 Purpose of Excursion

1. To enhance the curriculum. This method provides opportunity students to involve in a real world experience which makes learning more meaningful and memorable comparing to regular classroom instructional programs.
2. To enrich experiential learning experiences. To meet first- hand information.
3. To develop concrete skills such as note taking.
4. Students have to develop various skills such as note taking skills, speaking skills, writing skills will enhance.
5. To increase involvement in a real world experiences.
6. To understand social laboratory setting.
7. Students may not learn the importance of social skills until they observe what goes on in a real society where interrelationship, social mobility, social change etc. can be realized. (Astalin & Chauhan, 2020).

The aim of the excursions is providing students with some experiences and skills by taking them into reality of the world, therefore they can learn directly in realtime condition by doing observation before. This method also helps to enrich curriculum that can be used as an alternative way in teaching and learning method.

2.3.3 Types of Excursion Method

1. **Instructional Excursion:** An instructional excursion is a visit by a class or group of classes to a location outside the regular classroom, which is designed to allow the students to achieve specific course objectives, which cannot be achieved as efficiently by other means. An example of an instructional field trip is a visit to botanical garden to study about different kind of flower.
2. **School Contests or Festivals:** In a school contest or festival students get an opportunity to demonstrate knowledge and skills through subject area instruction. Contests, competitions, festivals, or evaluations may involve teams of students from more than one class or subject. The school level essay competition, games, cultural demonstration etc. are some examples of school contests or festivals.

3. **Motivational Excursion:** A motivational excursion is an extra-campus activity. It is not a part of a classroom activity. It provides a motivational incentive for the school, club, group, or class and is related to improving the school climate. An example of a motivational trip is an end of year visit to Buddha point by a student body. (Astalin & Chauhan, 2020).

In this report, students used motivational excursions which is the activity is an extra-campus activity and it is not classroom activity. The students are given chances to explore all the things they saw, heard, or experienced. They also should have to take notes if they find problem or difficulties in conducting the method.

2.3.4 Step in Excursion Method

1. Selection of Places of Excursion

- a. Identify objectives and plan of evaluation for the field visit.
- b. Select the place to visit and arrange date and time.
- c. Conduct pre-visit to familiarize yourself with the major features of the field and obtain address, directions, contact person and mobile numbers.

2. Logistics Planning:

- a. Apply for administrative approval and file requisition for transportation.
- b. Make arrangement for meals and develop schedule for the day.
- c. Arrange special equipments like cameras and collect money for admission fees if the site demands.
- d. Inform parents about the trips.
- e. Create a list of student names and home phone number for emergency.

3. Field Trip Preparation/Pre-trip discussion:

- a. Discuss the purpose of the field trip.
- b. Show photographs or posters of the site.
- c. Set a standard conduct and discuss money usage, lunch plans, dress code and other necessary things.
- d. Discuss how to ask good questions and make a list of open-ended observation questions to gather information.
- e. Overview the field trip schedule.

4. The Field Trip:

- a. Let students to sketch if it is necessary.

- b. Ask prepared questions and note the answers.
- c. Do things that you have planned.

5. Post-field Trip:

- a. Let student to share their observations and reactions to field trip experiences.
- b. Create classroom bulletin board displaying materials collected while on field trip.
- c. Let class to compose thank-you letter to those who helped during the field trip.
Include special information learned.

6. Evaluating Field trip:

- a. What was the unique educational value in this trip?
- b. Did students meet the objectives?
- c. Was there adequate time?
- d. Was there adequate staff and adult supervision?
- e. What might be done differently to be better?
- f. What points to be emphasized next time?
- g. What problems should be addressed in the future? (Astalin & Chauhan, 2020).

In planning the excursions, students were chosen from various faculties and given treatment before they went to Holmesglen Institute. They were interviewed to know how far they interest, willingness, and their motivation to learn English and joining the excursions by the interviewer both from UMT and Holmesglen Institute.

Not only getting interviewed, but also the students were asked to provide some requirements, one of it is an approval letter from their parents and the place they are working.

2.3.5 Advantages and Disadvantages of Excursion Method

Astalin & Chauhan (2020) stated there are some advantages of excursion method of teaching which are given below:

1. Excursion method of teaching provides direct source of knowledge and acquaint the student with first-hand information.
2. They provide an opportunity to the student for development of his aesthetic sense.
3. It helps in developing qualities of resourcefulness, self- confidence, initiative and leadership amongst students.
4. It helps in developing cooperative attitude and various others

5. It helps in proper utilization of leisure.
6. It Brings reality in teaching. It motivates the students for self-study and self-activity.
7. Gives concrete experience.

While the disadvantages are:

1. Time consuming.
2. It is not applicable to all the students of the students.
3. It is expensive.

By conducting the method, the students are hoped can develop their leadership and initiative sense among students. Moreover, they can build thier self-confidence in learning, especially in speaking and doing communication in English. But we also know that this program cannot be applied simultaneously remembering the time and the cost that is needed more that we have now.

2.3.6 Precautions Excursion Method

There are some major precautions while this method is used for teaching the teacher should keep the following points in mind:

1. Discipline should be maintained while the students are learning during excursion.
2. Lodging and food arrangement should be made comfortable.
3. The teacher should direct and guide the students in proper manner with the help of map, charts etc.
4. After the excursions or travels the teacher should point out the particular chapter to strengthen the experience and to give a solid foundation to the knowledge.
5. Students should be asked and encouraged to note down important things. Such things shall be useful in the classroom and proper study of the subject. (Astalin & Chauhan, 2020).

Precaution or preventive measure is always needed in conducting the method. We never know what will happen during the excursions, therefore theacher should manage the preparation during pre, the trip, and post the excursions. It helps the students feel comfortable and do not feel worry about bad things or problem that they find in the excursions.

2.3.7 Some Suggested Excursions

- (a) **Excursions to Industrial Centers:** It will be quite useful and will benefit the students and enrich their experiences about working of industries in India.
- (b) **Excursions to Places of Geographical Importance:** Places of geographical importance should be arranged to explain to students the need and importance of locality and regions of the country in context of trade, commerce and industry etc. Such an excursion will help the students to get an idea of the exact location of dams, projects, industries, ports and harbors etc.
- (c) **Visits to Museum:** National museums, planetariums, science city and laboratories are excellent centers for giving real knowledge to students in various areas of learning. Such knowledge is more stable and permanent. (Astalin & Chauhan, 2020).

2.3.8 Excursions Activities at Holmesglen Institutes

Every Thursday the Short Course Holmesglen Language Center participant follows an excursion to visit several tourist attractions or historical sites to study local culture and history accompanied by instructors from Holmesglen. In addition, this field trip / excursion learning method also helps students to communicate using English actively by being accompanied by instructors who always motivate to practice vocabulary that has been learned in class.

In the first week, participants visited the National Gallery of Victoria (NGV) in Melbourne. There, the Short Course Holmesglen Language Center participants learned and saw several works of art from several countries.



Picture 2.3.1 Excursion activities in the National Gallery of Victoria (NGV)

In the second week, Short Course Holmesglen Language Center participants visited Mordialloc Beach, one of the beaches that has a beautiful pier and promenade in Melbourne. All students depart for Mordialloc Beach together using public transportation, namely the train.

As with other excursion activities, the purpose of this trip is to provide information related to culture and history about Melbourne, Australia.

In the third week, the Short Course Holmesglen Language Center participants visited the Art Precinct. Art Precinct is an area or place that consists of several buildings related to art. One of them is a building called Hammer Hall, a room that is related to art, such as a playhouse performing arts room (theater or opera). The first building is Hammer Hall which introduced many arts of playhouse. Those playhouses were so epic.

In the fourth week, Short Course participants visited Williamstown Port. Williamstown Port is a port that has historical value. Williamstown is a suburb of Melbourne, Victoria, Australia, Melbourne's main business district. The students learnt a lot and see the atmosphere of the city of Williamstown which is very beautiful and rich in history. Many places that characterize the city, for example like pubs, and as well as many places very diverse and have beautiful architectural houses.

The result of the activities shows that the participants more comfortable and confidence in doing communication with other participants from various countries. Their leadership are also improving compared to before they have the program. It is shown from the report that they are more confidence in guiding other participants and motivate them in learning.

3. Conclusion

Short Course Activities Holmesglen Language Center is an English short course activity in Melbourne-Australia by the University of Muhammadiyah Tangerang and in collaboration with Holmesglen Australia. In 2018, this is the first year the programme sent students of University of Muhammadiyah Tangerang to Melbourne-Australia for the Center Holmesglen Languages Short Course programme.

Through this Holmesglen Language Center Short Course Programme we can learn more about English and culture in Australia. And overall from the Holmesglen Languages Short Course Program that we have implemented we can draw conclusions:

- a. Give advantages for students to study and gain knowledge as much as possible for one month in learning English.
- b. Changing to the mind set with the existence of the Holmesglen Language Center Short Course program will slowly provide lessons on life and culture abroad.
- c. Students more comfortable and confidence in learning English especially in speaking.

- d. Students can handle problem and difficulties they found during the program. It indicates the students have formed their ability in leading or improve their leadership.

4. Recommendation

Based on the results of the implementation of the Holmesglen Languages Center Short Course Programme during the jump, suggestions can be given for follow-up recommendations:

- a. Special attention to preparation for departure and return of students to run smoothly.
- b. Provided special achievement targets during learning to students.

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