

**Journal**

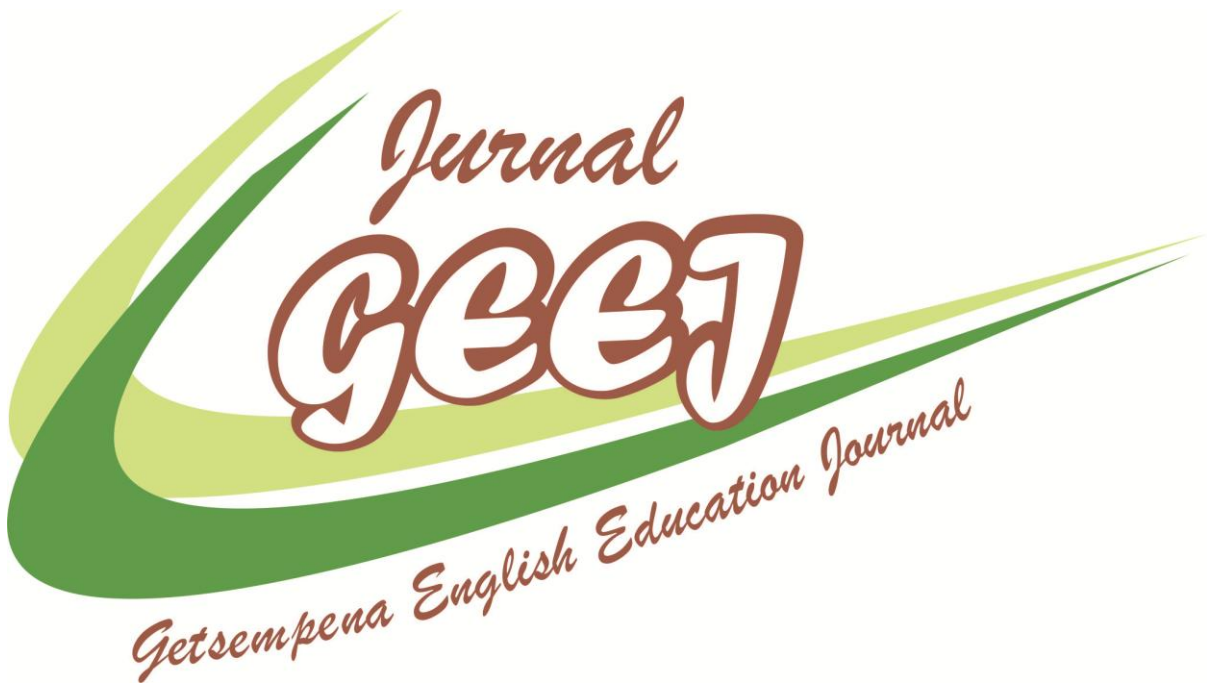
*Getsempena English Education Journal*

**GEEJ**

Volume 7, Number 2, November 2020



*Diterbitkan Oleh:*  
**Program Studi Pendidikan Bahasa Inggris**  
**STKIP Bina Bangsa Getsempena**



Jurnal  
**GEEJ**  
*Getsempena English Education Journal*

# GETSEMPENA ENGLISH EDUCATION JOURNAL (GEEJ)

Volume 7, Number 2, November 2020

## **Penanggung Jawab**

Ketua STKIP Bina Bangsa Getsempena Banda Aceh  
Lili Kasmini

## **Penasehat**

Ketua LPPM STKIP Bina Bangsa Getsempena  
Intan Kemala Sari

## **Ketua Penyunting**

Hijjatul Qamariah

## **Desain Sampul**

Eka Rizwan

## **Web Designer**

Achyar Munandar

## **Editorial Assistant**

Yusrawati JR Simatupang  
Achyar Munandar

## **Alamat Redaksi**

Kampus STKIP Bina Bangsa Getsempena  
Jalan Tanggul Krueng Aceh No. 34, Desa Rukoh – Banda Aceh  
Laman: <https://ejournal.bbg.ac.id/geej>  
Surel: lemlit@bbg.ac.id

## **Diterbitkan Oleh:**

Program Studi Pendidikan Jasmani  
STKIP Bina Bangsa Getsempena

# Editorial Team

## Chief In Editor

Hijjatul Qamariah (Sinta ID: 6105749), STKIP Bina Bangsa Getsempena, Indonesia

## Associate Editor

Mulyani (Sinta ID: 6147629), STKIP Bina Bangsa Getsempena, Indonesia

Endang Fauziati (Scopus id: 57188558465), Universitas Muhammadiyah Surakarta

Siti Zulaiha (Sinta ID: 5973562) Universitas Muhammadiyah Prof. Dr. Hamka, Indonesia

Syarfuni (Sinta ID: 6070125), STKIP Bina Bangsa Getsempena, Indonesia

Chotibul Umam (Sinta ID: 6098542), Institut Agama Islam Negeri Kediri, Indonesia

## Reviewers

Saiful Akmal (Scopus ID: 57215426400), Universitas Islam Negeri Ar-Raniry, Indonesia

Faisal Mustafa (Scopus ID: 57196276489), Universitas Syiah Kuala, Indonesia

Novia (Scopus ID: 57195061054), Universitas Tadulako, Indonesia

Nurul Fadhillah (Scopus ID: 57207826640), IAIN Lhokseumawe, Indonesia

Mohammed Albadri, University of Wasit, Iraq

Abdul Manan (Sinta ID: 6018342), Universitas Islam Negeri Ar-Raniry, Indonesia

Finza Larasati (Sinta ID: 6191027), Universitas Mumamadiyah Palembang, Indonesia

Sri Wahyuni (Sinta ID: 5980493), M.Pd, STKIP Bina Bangsa Getsempena, Indonesia

Arini Nurul Hidayati (Sinta ID: 6017723), Universitas Siliwangi, Indonesia

Rusmiati (Sinta ID: 6007347), IAIN Takengon, Indonesia

Sabarniati (Sinta ID: 6663275) Politeknik Aceh, Indonesia

Regina Rahmi (Sinta ID: 5983689), STKIP Bina Bangsa Getsempena, Indonesia

Azizah (Sinta ID: 6040144), Universitas Islam Negeri Ar-Raniry, Indonesia

Naria Fitriani (Sinta ID: 6003832), Politeknik Aceh, Indonesia

Saifullah (Sinta ID: 6663524), Universitas Malikussaleh, Indonesia

Rosdiana (Sinta ID: 5980490), STKIP Bina Bangsa Getsempena

Asmi Rusmanayanti (Sinta ID: 6685745), Universitas Lambung Mangkurat, Indonesia

Suryani (Sinta ID: 6026217), Universitas Abulyatama, Indonesia

Sari Hidayati (Sinta ID: 6649512), Universitas Negeri Yogyakarta, Indonesia

Puan Tursina (Sinta ID: 6701449), STKIP Muhammadiyah Aceh Barat Daya, Indonesia

Mulyadi Saputra (Sinta ID: 6698240), STKIP Bina Bangsa Getsempena, Indonesia

Sahiruddin (Scopus ID: 57200649915), Universitas Brawijaya, Indonesia

## Administration & IT Supports

Yusrawati JR Simatupang, STKIP Bina Bangsa Getsempena, Indonesia

Achyar Munandar, STKIP Bina Bangsa Getsempena, Indonesia

Yuni Afrizal, STKIP Bina Bangsa Getsempena, Indonesia

## EDITORIAL ACKNOWLEDGMENT

Praise be to Allah, the most exalted, whose blessings have enabled *Getsempena English Education Journal (GEEJ)* of English Education Department, *STKIP Bina Bangsa Getsempena Banda Aceh*, Volume 7, Number 2, November 2020, could be published. The articles are:

1. Teaching-21st Century Learning-Media Innovation For EFL Teaching And Learning: Pre-Service Teachers Perspective, Asmi Rusmanayanti (Eötvös Loránd University) and Nasrullah (The University of Lambung Mangkurat).
2. The Indonesian Students' Willingness To Communicate In Virtual Class: A Case Study, Lodya Sesriyani (Universitas Pamulang).
3. Exploring Efl Learners' English Language Anxiety In Business Presentation In Higher Education, Ryani Yulian and Ufi Ruhama (The University of Muhammadiyah Pontianak).
4. Spelling Error Analysis In Students' Writing English Composition, Tira Nur Fitria (STIE AAS Surakarta).
5. Adjective And Noun Clause Lexical Density In An English Textbook For Senior High School Students, Adityo Prawinanto and Barli Bram (Sanata Dharma University).
6. Comic Strips In ELT: Revisiting "The When And How", Nine Febrie Novitasari (Universitas Abdurachman Saleh Situbondo).
7. Exploring English Teachers' Perceptions On Using Situational Language Teaching Method In Teaching Vocabulary, Yuliar Masna, Syarifah Dahliana, and Nurul Aulia Martaputri (UIN Ar-Raniry, Banda Aceh).
8. EFL Learners' Reading Habit And Their Reading Comprehension Enhancement Through Partner Reading, Yentri Anggeraini, Nurhasanah, Darningwati, and Tania Madenta (Universitas Baturaja).
9. English Teaching Materials During Global Pandemic: A Survey On Online Learning At Vocational Schools In Lampung, Nyanuar Algiovan (Lampung University) and Ahmad Subhan Roza (State Islamic Institute of Metro).
10. Investigating Teachers' Strategies To Promote Learner Autonomy In English Language Teaching (ELT) Practice, Anisatul Karimah (Universitas Pendidikan Indonesia).
11. The Effect Of Learning Strategy And Initial Knowledge On The Ability To Develop Writing Skills Assessment Instruments, Edi Puryanto, Yumna Rasyid, and Fathiathy Murtadho (Universitas Negeri Jakarta).
12. University Students' Critical Thinking Ability In Listening Skill, Elsa Ernawati Nainggolan and Hanifah (Universitas Maritim Raja Ali Haji).
13. Teaching English At SMPIT Aceh Barat (A Descriptive Study of Teaching and Learning English), Rina Syafitri (Teuku Umar University), Puan Tursina (STKIP Muhammadiyah Aceh Barat Daya), and Endah Anisa Rahma (Teuku Umar University).
14. Teacher's Perspectives Toward Google Classroom As A Tool For Improving ELT Classroom Interaction, Imam Tyas Sansinadi and Winarko (Universitas Ahmad Dahlan Yogyakarta).
15. Exploring Learners' Autonomy In Online Language-Learning In Stai Sufyan Tsauri Majenang, Pipit Mulyah (STAI Sufyan Tsauri Majenang), Dyah Aminatun (Universitas Teknokrat Indonesia), Sukma Septian Nasution (Universitas

Pamulang), Tommy Hastomo (STKIP PGRI Bandar Lampung), Setiana Sri Wahyuni Sitepu, and Tryana (Universitas Pamulang).

16. The Relation Of Concentration Towards The Japanese Language Listening Skills On Students Of Riau University, Merri Silvia Basri, Zainal Rafli, and Fathiaty Murtagho (Universitas Negeri Jakarta).

Finally, the editor hopes that this journal becomes an innovative development of ideas to all of educator in various fields that they can take benefits, concepts, forms, and models from this publishing.

Banda Aceh, November 2020

Editor

**Content List**

|   | page |
|---|------|
| Editorial Team  | i    |
| Editorial Acknowledgment  | ii   |
| Content List  | iv   |
| <br>  |      |
| Asmi Rusmanayanti and Nasrullah<br>Teaching-21st Century Learning-Media Innovation For EFL Teaching And Learning: Pre-Service Teachers Perspective                          | 200  |
| Lodya Sesriyani<br>The Indonesian Students' Willingness To Communicate In Virtual Class: A Case Study   | 214  |
| Ryani Yulian and Ufi Ruhama<br>Exploring Efl Learners' English Language Anxiety In Business Presentation In Higher Education  | 228  |
| Tira Nur Fitria<br>Spelling Error Analysis In Students' Writing English Composition   | 240  |
| Adityo Prawinanto and Barli Bram<br>Adjective And Noun Clause Lexical Density In An English Textbook For Senior High School Students  | 255  |
| Nine Febrie Novitasari<br>Comic Strips In ELT: Revisiting "The When And How"  | 269  |
| Yuliar Masna, Syarifah Dahliana, and Nurul Aulia Martaputri<br>Exploring English Teachers' Perceptions On Using Situational Language Teaching Method In Teaching Vocabulary | 283  |
| Yentri Anggeraini, Nurhasanah, Darningwati, and Tania Madenta<br>EFL Learners' Reading Habit And Their Reading Comprehension Enhancement Through Partner Reading            | 294  |
| Nyanuar Algiovan and Ahmad Subhan Roza<br>English Teaching Materials During Global Pandemic: A Survey On Online Learning At Vocational Schools In Lampung                   | 307  |
| Anisatul Karimah<br>Investigating Teachers' Strategies To Promote Learner Autonomy In English Language Teaching (ELT) Practice  | 317  |
| Edi Puryanto, Yumna Rasyid, and Fathiathy Murtadho<br>The Effect Of Learning Strategy And Initial Knowledge On The Ability To Develop Writing Skills Assessment Instruments | 329  |

|  |     |
|--|-----|
| Elsa Ernawati Nainggolan and Hanifah<br>University Students' Critical Thinking Ability In Listening Skill  | 340 |
| Rina Syafitri, Puan Tursina, and Endah Anisa Rahma<br>Teaching English At SMPIT Aceh Barat (A Descriptive Study of Teaching and Learning English)  | 359 |
| Imam Tyas Sansinadi and Winarko<br>Teacher's Perspectives Toward Google Classroom As A Tool For Improving ELT Classroom Interaction  | 370 |
| Pipit Mulyah, Dyah Aminatun Sukma Septian Nasution, Tommy Hastomo, Setiana Sri Wahyuni Sitepu, and Tryana<br>Exploring Learners' Autonomy In Online Language-Learning In Stai Sufyan Tsauri Majenang | 382 |
| Merri Silvia Basri, Zainal Rafli, and Fathiaty Murtadho<br>The Relation Of Concentration Towards The Japanese Language Listening Skills On Students Of Riau University                               | 395 |



## TEACHING-21ST CENTURY LEARNING-MEDIA INNOVATION FOR EFL TEACHING AND LEARNING: PRE-SERVICE TEACHERS PERSPECTIVE

Asmi Rusmanayanti<sup>1</sup> and Nasrullah\*<sup>2</sup>

<sup>1</sup>Eötvös Loránd University

<sup>2</sup>The University of Lambung Mangkurat

### Abstract

Nowadays, EFL teachers are benefited by the abundance of technological resources that enable them to provide learners with sufficient comprehensible input. Yet, not all of them are literate to the available supported devices neither in the form of webs nor other internet applications. Therefore, this study aims at describing a view toward a trend of ICT use as learning resources both in a form of web and internet based applications used by pre-service teachers..This research employed mix-method research by using an open-ended questionnaire and interview with 24 pre-service teachers as participants who study in English department, Lambung Mangkurat University. The finding of this study revealed that even there are several pre-service teachers who encountered problems when using the available applications, nevertheless, most of them have a positive perspective on ICT use in teaching and learning activities. Moreover, it is found that mostly MALL (Mobile Assisted Language Learning) applications have familiar to be used during the learning time especially out of the class rather than CALL applications.

**Keywords:** ICT, Teaching-Media, TEFL

### INTRODUCTION

English is often used in this disruptive era for worldwide communication either online or the English skills and English components. The specific skills such as reading, writing, speaking, and listening can be focused one by one or integrated. It is also possible for the language components that need to be upgraded by both teachers and students.

In Indonesia, English is the foreign language taught at school from elementary up to university level. The objectives of teaching English in Indonesia are designed to make the students master four skills in English such as Reading, Speaking, Writing and Listening, and internalize other English elements i.e. Pronunciation, Grammar and Vocabulary. Those skills and the components should be improved and learned simultaneously to make the students able to use their English appropriately and as native speakers. Therefore, any method or media that can improve teaching and learning English for EFL need to be updated and easier to be applied in daily life. Media are tools that are brought and provided to facilitate

---

\*correspondence Address  
E-mail: nasrullah01@ulm.ac.id

the teaching-learning process and to make students easy to understand the materials given by the teacher.

These days, teaching and learning have begun to integrate technologies in its' process. Information and communications technology (ICT) or digital technology can be referring to online or internet usage. It can be for communicating, creating and sharing information, multimedia texts, and the like. Digital media includes many kinds of things that can be surf by internet such as websites, electronic books or E-Books, many kinds of software e.g. e-mail or anti-virus programs, audio material from MP3, MP4 or podcast, video, video games, mobile media applications or 'apps', and social media.

The broad range of smart gadget use, handy device and wireless things has changed the horizon of learning way include one of which in learning language (Kukulska-Hulme, 2012). Many mobile applications are developed to sustain variety of facet in second language learning within its all components such vocabulary, grammar, reading, listening writing and speaking. Eventhough these usually embedded with interactions, sound and image which are sparks learners' interest, the language pedagogy should never be overlooked.

Talking about integrating ICT in the classroom activities is unavoidable anymore particularly in the EFL field. The use of pens, pencils, write on the board, paper and books might be the best tools for the teachers' job, but it is clear that digital skills are important for the education and employment of the graduate students in the 21 century.

There are many kinds of ICT media that could help teachers to teach their students as well as improve teaching and learning behavior. The use of ICT for learning is also known as E- learning. In Indonesia, E-learning is developed in a program called E-education.

Nowadays, ICT used in in the classroom setting is in both modes, mobile and computerized. Thus, students nowadays have more media to assist in autonomous learning outside school hours. This thinking will hinder their goal to help the students to learn effectively and can adapt to technological advancement since students nowadays have their own ICT devices to help them learn. Furthermore, the research conducted by Maulana. R., Opendakker, M-C., & Bosker, R. (2013b) who stated that students' motivation in learning tends to be higher if there are teachers' involvement, this result is not only found in their study but also in accordance with Western context as well.

There are two terms that mainly connected with ICT media in learning. They are CALL and MALL. As for the usage of computers in teaching and learning process is called Computer Assisted Language Learning (CALL), and for mobile-technologies in teaching and

learning process is called as Mobile Assisted Language Learning (MALL). CALL has been one of the prominent and well-known field of education for the learning technologies application (Thomas, Reinders, & Warschauer, 2012). As for MALL, Kukulska-Hulme (2012) said that MALL harnesses mobile technologies in language learning, in which situations of device portability provides particular benefits that provide interaction across distinguished contexts in more personalized and contextualized.

Related to MALL, some researches have been increased recently (Ramya, G., & Madhumathi, P., 2017). However, these researches mostly conducted in the western context. Almost no in-depth studies have been carried out to investigate this topic in the Asian context. Therefore, this study is intended to investigate students' perceptions of the implementation of ICT media in the teaching and learning process and their perceptions toward the use of ICT media in teacher development activities, especially the perceptions from Indonesian EFL teachers.

As a foreign language, sometimes English becoming difficult to learn. As this problem appears, teachers have to be able to solve. One of the ways to solve the difficulty, especially in teaching reading comprehension is by using and developing this kind of teaching-learning media.

Generally, media is an instrument to deliver the message to the receiver. Higgins, Xiao, and Katsipataki (2012) stated that the evidence on media suggests that it is the "how rather than the what" that is the key element to learning. Basically, teaching-learning media can be classified into traditional media (such as pictures, photos, textbooks, etc.), and technology media (such as Information and Communication Technology media include a computer, gadgets, internet, etc.), compact disc, LCD projector, etc.

There will be thousands of websites, apps, and tools that can help teachers and learners of English. Sometimes, it can be difficult to find and choose which of these online spaces most for both the teachers and the students are. Therefore, some skills and strategies need to be acquired by the teacher and the students. The skills or strategies such as the easier way in locating digital content, and find it again when it is needed, will save plenty of time.

Making sure digital content is relevant will help the teacher plan appropriate tasks when he or she needs to prepare the lessons. Knowing to find useful digital content for teaching or learning may help make the lessons more authentic. For example, the teacher may ask the students to look at, listen to or watch online texts, language is used to communicate ideas or tell stories, not just to teach grammar.

As ICT integration is in the classroom, students' engagement in interactive tasks will cover an amount of information and knowledge during their learning. Meanwhile, the attitudes of the teachers would give impact to students in fusing ICT in their teaching practice (A. A. Barakabitze, E. J. Kitindi, C. Sanga, G. Kibirige, and N. Makwinya, 2015).

There are some points that the teachers need to teach their students before they know the way of finding the right sources by using ICT. The first thing to think about when searching for information online is the search terms or keywords that need to be put into a search engine. The students need to be clear about the exact information that they need to search for.

For example, imagine if a teacher wants to find some drama or song activities to motivate his or her students to use more spoken English. You use a search engine and input your keywords. The word combinations need to be decided first which will give the most relevant results: drama, English, language, teaching, resources. Put the most important words first; here it is English language teaching resources you want (not any language, and not learning). After putting the keywords between ' ' i.e. 'English language teaching drama resources', the websites will appear with words in exactly this order. It is a good idea to look at the first results page quickly and select up to five websites. Look at the first page of these websites for a minute or more, then decide if they look useful and bookmark them. Bookmarking is the way to save web-pages, therefore, it will be easier to find them again. When it is already three to five bookmarks, the teacher or the students need to evaluate how well the content meets your teaching needs.

There are some questions that can be used for evaluating digital content the students:

- a. The content is suitable for the age/language level/skills of the learners.
- b. The content's language/learning outcomes meet learning needs.
- c. The progress, achievement tracking or feedback (with explanations).
- d. The meaningful or the distraction of multimedia.
- e. The possibility to have differentiation (activities for different levels).
- f. Kinds of activities engaging (e.g. learning by game-playing) or repetitive.
- g. Time allocation for the activities.

However, the research in English language teaching progress because of the effect of mobile apps still rare to be conducted. Studies which are done in deeply in connection with Mobile Applications for learning English are still few to be carried out particularly driven by proper learning theories and principles as well as the assessment toward the on going studies. Therefore, this study is aimed to investigate how we contribute to existing learning

theories coined with current practice as an aid in evaluating and analyzing technological devices whether in the forms of webs or apps for learning English.

### **RESEARCH METHOD**

This research applied the mixed-method approach. Mix methods is a methodology for conducting research that involves collecting, analyzing, and integrating quantitative and qualitative research in a single study or a longitudinal program of inquiry. Furthermore, Creswell and Clark (2014) defined that the purpose of this form of research is that both qualitative and quantitative research, in combination, provide a better understanding of a research problem or issue than either the research approach alone.

A quantitative method was employed by using questionnaires related to the teacher's and students' perceptions toward the use of ICT media in the teaching and learning process. While the qualitative method was used with a deeper interview with the students, and some documentation to help explain the outcomes from quantitative data (Creswell, 2014). It is believed that using different types of procedures for collecting data and obtaining that information through different sources (learners, teachers, etc.) can augment the validity and reliability of the data and their interpretation.

#### **Research Problem**

The purpose of the research is to explore the use of ICT media, whether computer or mobile devices in improving teaching and learning behavior in teaching and learning English skills. In order to achieve the goal of the research, the following questions will be addressed:

1. How is the use of ICT media help students to improve their learning behavior?
2. How are the students' perceptions related to the use of ICT media in learning English?

The first and the second question, the data will be gathered through classroom observation by two different raters to avoid bias and by using a questionnaire. Until the seventh question, the data will be gathered by using questionnaires, the questions used will be open and closed questions, there will also interview with some teachers and students.

#### **Participants**

The questionnaires were distributed to whole Advance Speaking (ABKB2402) class students in the English department of Lambung Mangkurat University, there are 24 pre-service teachers in this class. As stated before, they were chosen since they are on the last level for Speaking skills courses. Therefore, they are expected to be able to speak English fluently and also have good English knowledge and ability in English skills and components.

## **Instruments**

Instruments that are used in this research are a set of open-ended questionnaires and interview guidelines. This set of questionnaires is related to participants' perceptions of the use of mobile applications in mastering English skills. The instruments itself were distributed four weeks after they were acquainted with some mobile applications.

Questionnaires offer an objective means of collecting information about people's knowledge, beliefs, attitudes and behaviour.. The researcher chose the open-ended questionnaire over the closed one since the open-ended questionnaire gives more insight into participants' perceptions related to the topic.

The next method of data collection is an interview. Creswell (2014) defined an interview as the process where researchers ask one or more participants in a study mostly general, open-ended questions and record their answers. To this end, the researcher wants to get firsthand information directly from some knowledgeable informants. Flick (2006, p. 160) added that the purpose of the interview is to reveal existing knowledge in a way that can be expressed in the form of answers and so become accessible to interpretation.

There are three types of interviews: structured, unstructured, and semi-structured interviews (Creswell, 2014). The researcher used an interview. According to Gay, Mills, and Airasian (2012:387), in a structured interview, the researcher has a specified set of questions that elicits the same information from the respondents. Furthermore, Creswell (2014) suggested that one-on-one interviews are ideal for interviewing participants who are not hesitant to speak, are articulate, and who can share ideas comfortably. The researcher used a one-on-one interview because it allows flexibility for the researcher to encourage the participants to express their perceptions freely.

## **Procedure**

As stated in the previous part, the questionnaire was distributed four weeks after the participants were acquainted with some mobile applications during regular class hours. Before the participants began answering the questionnaire, they were informed beforehand that there was no personal information collected and the participants were anonymous. Since the data was collected by using a set of open-ended questionnaires, the researcher analyzed the data qualitatively.

## RESULTS AND DISCUSSION

### Results

This research was conducted to investigate students' perceptions toward ICT and the applications that mostly used by the students either in the class or outside the class. As stated before, the data analyzed as collected from the open-ended questionnaire related to the topic. The questionnaire was distributed four weeks after the participants were acquainted with some applications to make sure that they have understood those applications well, e.g. its' uses or its functions. The questionnaire was divided into two parts, part one was for their information in general, and the second part was exclusively for their perceptions on MALL or CALL applications.

The questionnaire is selected as one of the instruments used to collect quantitative data. According to Fidaoui et al. (2010), questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.

**Table 1.** Result of Students' Perception of Using ICT

|   |                           |             |
|---|---------------------------|-------------|
| Gender  | Male                      | 10 students |
|   | Female                    | 14 students |
| English Competency Level<br>(Based on the student's perception)   | Low Level                 | 3 students  |
|   | Average Level             | 15 students |
|   | High Level                | 6 students  |
| Familiarity with ICT during<br>the classes this semester  | Yes                       | 24 students |
|   | No                        | 0 students  |
| Types of technologies do you prefer to<br>use in EFL learning   | Mobile Phone              | 19 students |
|   | Computer                  | 4 students  |
|   | Others: Mobile & Computer | 1 student   |
| Types of technologies you think<br>appropriate for using in EFL<br>learning (especially in our country) | Mobile Phone              | 19 students |
|   | Computer                  | 4 students  |
|   | Others: Mobile & Computer | 1 student   |
| The benefits to student's uses of<br>technology in EFL learning   | Agree                     | 24 students |
|   | Disagree                  | 0 students  |
|   | Neutral                   | 0 students  |
| The barriers to student's uses of<br>technology in EFL learning   | Technical                 | 8 students  |
|   | Non- Technical            | 16 students |

**Table 2.** Kinds of Applications by Using ICT from the Students' Preferences

|  |                  |  |
|--|------------------|--|
| Kinds of application or website that are suggested to improve your English especially specific skills or components: | Listening Skills | TED talks, Youtube, Duolingo, TED Audio, English Listening, and Speaking, TOEFL AIO app,                   |
|  | Speaking Skills  | TED talks, Orai, Ted videos, Youtube, Pronunroi, American Pronunciation Pro, Duolingo Perfectlyspoken.com, |
|  | Reading Skills   | Jakarta Post, Starfall. Com, BBC News, FourFourTwo.com, TED Audio, americanliterature.com,                 |
|  | Writing Skills   | Wattpad, Hemingway, Blogspot, Google Document, Grammarly, Duolingo, Grammar Test,                          |
|  | Vocabulary       | U dictionary, Lingodeer, Duolingo, Pronunroid, Vocabulary.com, Grammar Test, Hello English,                |
|  | Grammar          | grammarly, English Grammar, Google Translate, Duolingo, Grammar Test, U-dictionary, Hello English,         |

The total of the applications that have been suggested by the students after they try it by themselves is more than 20 applications, which is based on their own preference. The results collected reflect the students' general perceptions and insights toward the use of mobile applications in mastering English skills, especially application named Orai, TED, Duolingo, etc.

Based on Creswell (2014), he defines an interview as the process where researchers ask one or more participants in a study mostly general, open-ended questions and record their answers. To this end, the researcher wants to get firsthand information directly from some knowledgeable informants. Flick (2006, p. 160) added that the purpose of an interview is to reveal existing knowledge in a way that can be expressed in the form of answers and become accessible to interpretation.

The interview point of view at this research is trying to have a deeper understanding of certain points of the use of ICT during the semester. Some interesting points will discuss thoroughly based on the open-ended questionnaire and interview guidelines. Here are some



lists of applications that the students used or searched during the semester of English Speaking Class.

**Table 3.** List of Applications that are used by the EFL students at ULM

|                 |                      |                               |
|-----------------|----------------------|-------------------------------|
| TED talks       | TED Audio            | TED                           |
| Youtube         | Duolingo             | TOEFL AIO app                 |
| Ted videos      | Hello English        | English Listening & Speaking, |
| Knudge.me       | Memrise              | Pronunroid,                   |
| Orai,           | Converse             | American Pronunciation (Pro)  |
| Cambly,         | Jakarta Post         | Wattpad,                      |
| BBC News,       | Tandem,              | Google Translate              |
| Google Document | Web novel            | Lingodeer                     |
| Hemingway       | Wordpress            | Penny Dell Crosswords         |
| Blogspot        | U dictionary         | Oxford Dictionary for English |
| Grammarly       | vocabularytest       | English Grammar               |
| Grammar Test    | LearnEnglish Grammar | Udemy                         |
| Grammar Tense   | FourFourTwo.com      | americanliterature.com,       |
| starfall.com,   | Sciencedirect.com    | Perfectlyspoken.com,          |
| Vocabulary.com  | Examenglish.com,     |                               |

From the interview, every student shares their challenges of using ICT in learning English as well. These challenges occurred either inside or outside the class. Here are some common challenges that mentioned by them:

1. Availability of hardware and software, lack of computer knowledge, lack of computer experience, inadequate computer technology support, the time factor, and lack of professional development in computer technology integration.
2. Sometimes the internet connection is offline because it is also related to the supply of electricity since in Banjarmasin often blackout or no electricity and internet network. It requires a stable network to support the learning process.
3. Students may get distracted as they using their phones for chatting or playing games instead of searching for sources.

## Discussion

On the first part, it was revealed that the participants mainly use their mobile phone on Chatting and Social Media applications, such as Line, Instagram, Whatsapp, Facebook, etc.; Web Browser, such as UC Browser, Chrome, etc.; and other mobile applications, such as Games, Music, etc. Only a small number of participants which use MALL in their mobile phone and those applications were mostly the same for all participants whichever used MALL. Those applications were such as a dictionary, and Edmodo since they need to use it for their college tasks.

As for the second part, the researcher found out much interesting information. As stated before, related to MALL, beside dictionary and Edmodo, most of the participants never used any other MALL applications. Most of them said that it was also the first time they ever heard about Orai or TED and the like. From the questionnaire, it was revealed that they thought that the Orai and TED made them interested to try other MALL apps since they felt benefited from using MALL apps. They said that Orai and other MALL applications are easy to use and make them easy to understand the material they needed and also make them easier to master English skills, especially speaking since the participants thought that it is the hardest skill to master. Thus, MALL application in general and particularly Orai or TED are a big help for them.

There were many perceptions toward the strength of MALL application generally. Related to MALL/CALL applications, the benefit they got are:

1. There is no time restraint such as when in the classroom,
2. There are many variants of MALL applications that can be used,
3. Flexible, not only related to time but also place, since they can use it almost everywhere.

Even though there are many positive perceptions of ICT and MALL especially, there is one thing that the participants thought as a weakness of most MALL applications. It is the dependence of the applications on internet connection provided by the internet provider and Wi-Fi used by the user since most of MALL applications required to be connected with the internet. The limitation interferes with the success of the students in learning using EFL is depending on the internet connection. It can be understandable since they cannot access the app or the website except the app has a feature that can access offline.

Another challenge is the internet access sometimes not free in Banjarmasin or even in Indonesia, especially if it is out of the campus. There are some times that they need to pay for data or space quota which is not free. Hence, some of them prefer to open or use the application only when it is at the campus. The next barrier is the lack of knowledge about the use of technologies. As stated by Yudhiantara, R. A., & Nasir, I. A. (2017), technology may change too rapidly for students to keep up and causes difficulty in controlling learning content. Since not all the students familiar with ICT especially to certain applications, sometimes they tend to avoid to use it because they thought it will make their cellphone or laptop have more load and make other applications cannot be accessed at the same time. But, when the students already familiar with the work system of the application, they were

happy and eager to mind more applications that can be used to enhance their English capability.

However, it could be concluded that the participants have a positive perspective toward ICT in general and MALL in a particular way. It can be seen from their respond where they invest more time to find more applications even though it was not an obligatory point.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

From the study, the researcher discovered several results related to the topic. First, even though there are several students who encountered problems when using the application, most of them have a positive perspective on ICT use in teaching and learning activities. Mostly MALL (Mobile Assisted Language Learning) applications are used during the learning time especially out of the class, even though some of the students still use their laptops because it has a bigger screen and easy to be put on the table. There are several students who have started to use other MALL applications after they tried Orai, TED, VOA and the like because they thought MALL applications made them easier to understand material related to their study. Thus, from the results above, the researcher concluded that EFL students have a positive perspective towards MALL applications. Some applications have been suggested especially if the teachers or students want to be focused on certain English skills or other English language components.

Different media can help you make language learning and teaching more engaging for your learners. When language is introduced in context, it helps develop a deeper understanding. For example, in a short video where learners can see the situations in which people are communicating, they can observe body language, gestures, facial expressions, interpersonal relationships and the degree of formality. You know your learners and their interests and language needs, which means you can personalize content to make it more relevant when you produce learning materials. Learners may be more motivated to develop language learning and digital skills when they have a choice in the way they communicate.

### **Suggestion**

Teacher can add variety to English language contents for the students by using digital multimedia that has been created or adapted so that the activity can be conducted inside or outside the class. The students or learners will engage with language, sound and image-rich texts when they navigate the internet in their everyday lives outside class if they

are online. This can be quite a different experience from engaging with English language teaching materials in course-books. All of the activities below can also be done with or without digital tools, either using paper and pens, texts, or board, as long as the teacher can adapt it based on the situation and availability.

a. Quizzes

SA multimedia online test with instant feedback. Learners navigate on their mobiles and you can download the class results. The other way is the teacher could re-type or copy the content and then distributed the printed version to students.

b. Polls

TA survey (e.g. of opinions) that learners answer anonymously online with their mobiles. The teacher could make offline polls by asking students to write their answers anonymously with sticky notes.

c. Infographics

Information that is presented graphically, e.g. in a combination of images and words.

d. Word clouds

An image made of words taken from texts. The bigger the size of the words, the more times they are in the text.

e. Podcasts

An audio recording that is shared online, e.g. like a radio show you make yourself. The teacher downloads the audio first as prevention when the connection is not good or just wanted to do the activity offline.

However, the teacher must not only pay attention to the technology but pay more attention to pedagogy as well as materials that the teacher wanted to be delivered because it is the most important.

## REFERENCES

- A.A. Barakabitze, E. J. Kitindi, C. Sanga, G. Kibirige, and N. Makwinya, "Exploring students skills and attitudes on effective use of ICTs: case study of selected Tanzanian public secondary schools," *Universal Journal of Educational Research*, vol. 3, no. 6, pp. 407–425, 2015.
- Creswell, J. W. (2014). *Mixed Methods Research: Design and Procedures*. University of Pretoria
- Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and Conducting Mixed Methods Research*. London: Sage Publications Ltd.
- Flick, U. (2006). *An introduction to qualitative research*. London: Sage.
- Fidaoui, D., Bahousa, R., & Bacha, N.N. (2010). CALL in Lebanese elementary ESL writing classrooms. *Computer Assisted Language Learning*, 23(2), 151168. doi:10.1080/09588221003666248
- Higgins, S., Xiao, Z., & Katsipataki, M. (2012). The impact of digital technology on learning: A summary for the education endowment foundation. Durham, England: Durham University,
- Kukulska-Hulme, A. & Shield, L. (2008). *An Overview of Mobile Assisted Language Learning: From Content Delivery to Supported Collaboration and Interaction*. *ReCALL*, 20(3), 271-289. Retrieved on March 09, 2018.
- Kukulska-Hulme, A. (2009). *Will mobile learning change language learning?* *ReCALL*, 21(2), 157165. Retrieved on March 09, 2018.
- Kukulska-Hulme, A. (2012). *Mobile Learning and The Future of Learning*. *International HETL Review*, 2, 13-18. Retrieved on March 09, 2018.
- Kukulska-Hulme, A. (2012). Mobile Assisted language learning. In C. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 3701–3709). New York, NY: Wiley Online Library
- Maulana. R., Opendakker, M.-C., & Bosker, R. (2013b). *Teacher– student interpersonal relationships do change and affect academic motivation: A multilevel growth curve modelling*. *British Journal of Educational Psychology*
- Silver-Pacuilla, H., Ruedel, K., & Mistrett, S. (2004). *A review of technology-based approaches for reading instruction: Tools for researchers and vendors*. In The National Center for Technology innovation: Reading Matrix. Retrieved on January 2019 from <http://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.118.8463>
- Thomas, M., Reinders, H., & Warschauer, M. (2012). Contemporary computer-assisted language learning: The role of digital media and incremental change. In M. Thomas, H. Reinders, & M. Warschauer (Eds.), *Contemporary computer-assisted language learning* (pp. 1–12). London: Bloomsbury Publishing. London: Continuum International Publishing Group. Taylor and Francis online

Ramya, G., & Madhumathi, P. (2017). Review on Use of Mobile Apps for Language Learning. *International Journal of Applied Engineering Research*, 12(21), 11242-11251. Retrieved on March 09, 2018.

Yudhiantara, R. A., & Nasir, I. A. (2017). *Toward Mobile-Assisted Language Learning (MALL): Reaping Mobile Phone Benefits in Classroom Activities*. *Language & Language Teaching Journal* Vol. 10, No. 1, 2017, pp.12-28

## THE INDONESIAN STUDENTS' WILLINGNESS TO COMMUNICATE IN VIRTUAL CLASS: A CASE STUDY

**Lodya Sesriyani<sup>\*1</sup>**  
Universitas Pamulang

### **Abstract**

As one of the keys to quality instructional process, students' willingness to communicate deserves a place to observe especially when it was done by non-English department students when conducting instructional practices virtually during the Covid-19 outbreak. The present study aimed at investigating the students' willingness to communicate during TOEFL preparation classes. The object of this study was 30 students of Economics Education Study Program in their second semester learning in a South-Tangerang based university, Indonesia. The students' patterns in their willingness to communicate were examined using close observation within 3 consecutive meetings. Due to the pandemic outbreak of Covid-19, the instructional process was conducted virtually via Zoom platform. One lecturer acted as the instructor and one passive observant was given an access to record and observe the instructional practices. This study revealed that the students' willingness to communicate depends on the task type given by the lecturer. It indicated the significance of intelligible and feasible instruction in order that the students' willingness to communicate improved.

**Keywords:** Distanced Learning, TOEFL for Economic Education, Willingness to Communicate

### **INTRODUCTION**

When implementing collaborative works, teaching practitioners mostly find that there are always active and passive students in group discussions, classroom discussion, or other typical activities (Harper, 2016). This is assumed as common yet teacher needs to cope with it in order to obtain quality instructions. One of the keys to quality instructional process is communication frequency amongst teacher and students during learning activities. Researchers in the area of foreign language learning has found intrapersonal difficulties many language students face (Rastegar & Karami, 2015) and one of them is communication. Communication refers to an act of transmitting information and common understanding (Lunenburg, 2010) from one person to another person about needs, affective, desires, knowledge, or perceptions (Velentzas & Broni, 2014). To be specific, central issue in communication is students' willingness to communicate (Liu & Jackson, 2008; MacIntyre &

---

\*correspondence Address  
E-mail: dosen01852@unpam.ac.id

Doucette, 2009). Willingness to communicate (WTC) refers to the tendency of an individual to initiate communication when they do not have to do so (Lahuerta, 2004). In classroom context, WTC is defined as students' readiness to commence communication when they have a wide of choice (Barjasteh, Vaseghi & Neissi, 2011). Practically, WTC is not limited to verbal language, but also non-verbal ones. Students who raise their hands when their teachers address a question are an example of WTC as it is a sign that they intend to communicate (Maryansyah, 2019). Havwini (2019) clearly gives extension to whether or not a student is willing to communicate: (1) degree of classroom anxiety, (2) degree of perceived communicative competence, (3) degree of fear of negative evaluation, (4) degree of general communication apprehension. Other factors such as a student's perceptions concerning the value of oral communication also come into play when the student decides or does not decide to communicate in class.

Students' willingness to communicate (WTC) has been the major concern since 1990s (see Clément, Dörnyei, & Noels, 1998) and its degree is correlated to some factors such as teachers' attitude and involvement (see Cao, 2011; Cao & Philp, 2006; Zarrinabadi, 2014), teacher's teaching methods (see Zacharias, 2014), teacher's strategy (see Lee & Ng, 2010), task types (see Khatibi & Zakeri, 2014), and task orientation (see Peng & Woodrow, 2010) that mostly take place in English as Second Language (ESL) context.

In EFL context, Havwini (2019) states WTC has been extensively discussed by numerous studies which are subjected to many variables such as teacher factors, task factors, and interlocutor factors. However, when it is specifically subjected to English for specific (ESP) context, very few studies will be found. In fact, one of the goals in ESP is students' ability to communicate within their own community (Sukmawati & Nasution, 2019) to survive in their future career. Accordingly, a study on students' willingness to communicate in ESP class becomes pivotal. As one of ESP, learning English for specific purpose is aimed at empowering the development skill of Economics students to prepare them to work in related profession (Nila & Susanto, 2018). More specifically, the goal is to enable students to develop their professional communication skill as an essential skill for success in academic and work places (Taha and El-Sakran, 2014). To achieve the goal, most ESP practitioners are aware to innovations in the classroom in respect to teaching methods and activities (Milosevic, 2014). However, due to the Covid-19 outbreak, teaching practices are shifted to virtual platforms. Its implementation has caused some challenges and it may cause issues to all parties involved (Marinoni, Land & Jensen, 2020) especially in the students' willingness to communicate. This study focuses on the willingness of the students of Economic



Department in an Indonesian university to communicate when learning English for Economics. '

A study on students' willingness to communicate was conducted by Havwini (2019) to junior high school students in Aceh Timur, Indonesia. The study seeks the students' WTC when the 2013 National Education Curriculum is implemented in the school. Using close observation, the study examines the patterns of WTC the students performed. It was found that the students performed willingness to communicate when different task types given by the teacher. This indicates the significance of various task types to promote the students' willingness to communicate.

A study on students' WTC was also conducted by Alqahtani (2015) aiming at examining Saudi students' WTC as well as exploring difficulties the students face when learning English. Using mixed methodological approach to gain the data to 658 participants, the study reveals that the students had a willingness to learn English with other students who share English as a native language. Some difficulties when learning English were motivational level, cultural and social factors.

Ai Siok KHO-YAR, Shameem RAFIK-GALEA, and Elise Ai Hwee KHO (2018) conducted a study on the Malaysian undergraduate students' WTC. Using structural equation modeling (SEM), this study investigated the students' WTC when it is correlated to self-efficacy, motivation, mindset, and performance. It was found that the students' personality is directly to affect their WTC in English. While other elements such as motivation and academic achievement indirectly affect their WTC.

The first study is similar to my study to the extent to the research design used to reveal the objectives of the study. The difference lies on two ideas: she observed it within the implementation of national curriculum 2013 and my study is specific to learning TOEFL for economics education study program. This second study is similar to my paper to the extent to the topic being explored. But the difference lies on the object where the students an ESL and my students are an EFL. Similarly analyzing students' WTC, this study has a significant difference from mine to the extent to the design which seeks correlational factors of some elements to students' WTC. Having seen the mainstream of studies on WTC, this study brings the significance of investigating the EFL students who learn English for specific purpose (ESP). More specifically, it is novel that the students' WTC be analyzed within pandemic where instructional practices must be conducted virtually.

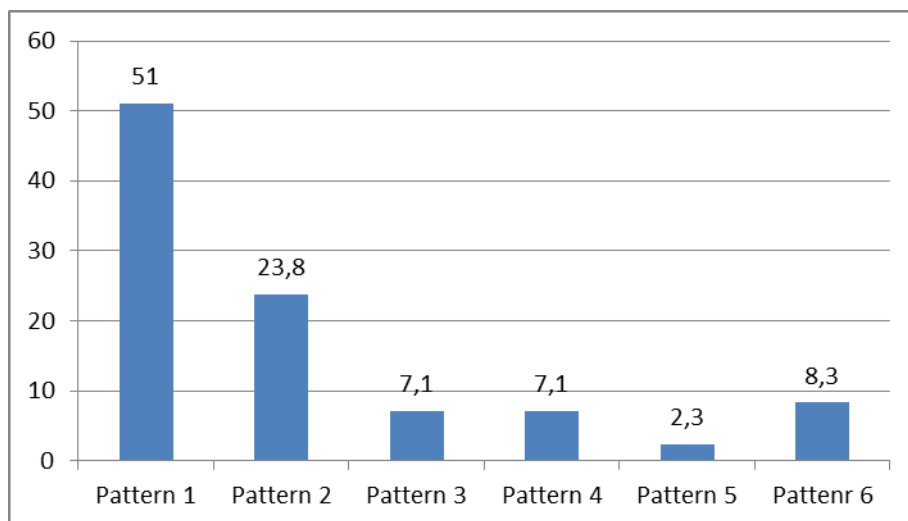
## **RESEARCH METHOD**

This study involves 30 students of Economics Education study program and an English lecturer at an Indonesian university located in South Tangerang. The students are prepared to be a professional economics teacher at junior or senior high schools. The students are ranged in age from 19 to 25 years old. 25 of them are full-time students and 10 of them take side job after school-hours. They came from varied high schools in Indonesia and admitted to have exposure to English subject since junior high school. Before taking this course, all of the students took TOEFL-prediction test and their TOEFL scores were varied from 380-420 which shows that their English proficiency is generally low. On the other hand, the lecturer is a master degree holder from English education study program at a favorite university in Indonesia and already taught English for Economics for 3 years. This is a naturalistic study in which the researcher observed the instructional practices conducted virtually as an aftermath effect of prolonged pandemic Covid-19 outbreak. Further, the researched did not give any intervention to the flow of the instructional process (Frey, Botan, & Kreps, 2000).

The students' WTC was observed during 3 consecutive meetings and only the lecturer who knew that the researcher was one of the participants in the virtual meetings as an effort to maintain naturalness of the instructional process. The instructional practices were recorded to be observed. The duration is, in total, 300 minutes. Then, the researcher selected one meeting to be transcribed verbatim and to be analyzed. The selected meeting was considered representative because the instructional strategies were overall similar where expository teaching strategy continued by classroom discussion was chosen. To analyze the students' WTC, the researcher deployed a coding scheme adapted from Cao & Philp (2006) with some modifications to support the context. The scheme starts from analyzing patterns as follows: (1) students who voluntarily answer the lecturer's questions; (2) students who address the lecturer question(s); (3) students who present their own opinion amidst discussion; (4) students who respond peers' questions; (5) students who help peers recall rarely-used words; (6) students who click 'raise hands' menu to initiate a response. The appearance frequency of each pattern is then calculated to conclude the students' degree of WTC.

## RESULT AND DISCUSSION

The students' willingness to communicate via virtual platform was analyzed by a passive observant who was given access to join the virtual meetings. Using six patterns as suggested by Cao & Philp (2006), the close observation during 3 consecutive meetings of online training came to a finding as portrayed by Figure 1.



**Figure 1. The Rate of Patterns of the Students' Willingness to Communicate (In Percentage)**

Figure 1 suggests that the students' willingness to communicate is overall varied with the highest rate of pattern is the students' volunteer answer to the lecturer's questions (51%) and the lowest pattern is to help other students recall hard words. The discussion is presented by elaborating the finding from the highest to the lowest successively.

### **Pattern 1: The students voluntarily answered the lecturer's questions or instructions**

After conducting 3 meetings, it was found that there are 41 conversations between students (coded with 'S') and lecturers (coded with 'L') (51%) that were initiated by the lecturer's giving questions of instruction. This patterns starts with the lecturer addressed a question to all the students and gave them freedom choosing to either respond the question or not.

#### **Excerpt 1**

01 L: Well students. Thank you for accomplishing the pretest which actually is designed the same as the real TOEFL Test in scheme. But anyway, has anyone been familiar or ever joined TOEFL test before?

02 S1: Not yet, Pak.

03 03 S3: I took it when I was in senior high school, sir. The school conducted the test. But it was like 6 years ago.

04 04 S4: Not yet, sir. I have no idea at all.

The conversation occurred in meeting 1 where it starts by a question from the lecturer to the students' experience at facing TOEFL test before. One student gave a short answer saying that he has no idea on TOEFL test before. However, another student came with different experience. This is adherent to the same question he voluntarily answered.

#### **Excerpt 2**

01 L: What do you say about listening test you have just accomplished?

02 S1: So far so good. The only challenge is less conducive situation where unexpected sounds frequently appear, Pak.

03 L: Yah. That commonly happens in such test-from-home.

The conversation occurred in meeting 1 when it started with an instruction given by the lecturer for the students to tell their experience answering listening section questions in the pre-test. The instruction was delivered in form of interrogative sentence. Among 30 students, one responded with quite complete and relevant answer to the question. The students did not give further response when the lecturer tried to console that it is normal to have signal disturbance.

#### **Excerpt 3**

01 L: Well. What about the structure and written text questions. Did you find any difficulties?

02 S1: I really don't understand grammar, Pak. I need to learn about it.

03 S2: Sir. I think the time allocation is too short that I could not finish answering all the items.

04 L: Well. How many questions are there in the section?

05 S2: Less than 50, Pak.

06 S3: 40 exactly.

Conversation above occurred when discussing structure and written expression section in meeting 2. The lecturer asked about the students' experience or impression accomplishing the section. The question is specified in asking difficulties doing the task. Three students involved in the conversation answering two successive questions delivered by the lecturer. In the end of the conversation, one student verified the other student's answer by saying there are 40 questions in the section to make it clearer than the less-than-50 answer from student 2.

#### **Excerpt 4**

01 L: Can you see the slide now? It is rather difficult to present it.

02 S1: Not yet, Sir.

03 S2: You may stop sharing first, and try again after, sir.

04 L: Oh ya. OK. Thank You.

This conversation occurred when the lecturer found difficulty in sharing his slide to the students via the virtual platform. It was noted that the lecturer was actually on the right way of sharing but was not sure whether the slide was accepted by the students' screen. One student responded sharply saying that she could not see the slide in her laptop screen. However, another student responded to the question by giving suggestion or direction for the lecturer instead of answering the lecturer's question. Accordingly, the student also applies another pattern in addition to responding the lecturer's question.

#### **Pattern 2: Students raised questions**

This pattern started with the students addressing questions to the lecturer related to the material the lecturer presented. The overall number of frequency that performed pattern 2 is 22 conversations or 23.8% out of the all conversations that took place in the virtual meetings.

#### **Excerpt 5**

01 S1: I have difficulties in reading section, Pak.

02 L: Oh ya. Could you please elaborate?

03 S1: It was really hard to understand. The time is too short but there are many long texts to read.

04 L: I see. That is OK. We will discuss strategies in answering and coping with the long texts in reading section. How many texts did you find?

05 S1: I think more than 7, Pak.

The conversation occurred in learning reading section in meeting 3 where a student shared her difficulties accomplishing the section for her limited vocabulary and time. The lecturer responded by saying that the discussion will immediately move on explaining strategies to cope with the problem. The lecturer decided not to directly answer the questions because the explanation would take its own time right after he explained some types of questions that frequently appear in reading section.

#### **Excerpt 6**

01 S1: Sir, what is meant by second line?

02 L: Good questions. Can anyone answer?

(No one)

L: Well. Second line refers to speaker who responds the question. Why is it important? Because the answer to the question will be found in what the second line says.

This conversation occurred when discussing strategies in answering questions in listening section in meeting 1. One of the strategies is to focus on the second line. The lecturer had not come to explain what it means by second line but an enthusiastic student raised a question on it. The lecturer, on the other hand, did not directly answer the question. He pleased other students to respond to the question but no one did. Finally, the lecturer answered the question.

#### **Excerpt 7**

01 S1: How to know the second line if there are long conversation, sir?

02 L: O well don't worry. This strategy only applies to short conversation.

Another conversation occurred in meeting 1 where discussion moved to long conversation in listening section. A student asked how to apply the strategy if it in in long conversation. The lecturer verified that the strategy to focus on second line only appears in short conversation not in long one. This answer is a direct response to the student's question.

#### **Excerpt 8**

01 S1: Sir. Why is the answer C? My answer is D. Doesn't it sound more logical?

02 L: Good. OK anyone wants to give opinion?

03 S2: Sir. I agree the answer is C. Answer D has logical but different meaning compared to what the speaker says.

04 L: Yes. It is true.

A dissenting opinion appeared in answering one of the questions in listening section still. One of the students had different opinion to the answer from the lecturer's answer. She thought that the answer should be D with her logical reasoning. However, the lecturer did not directly respond to her argument. He chose to give opportunity for other students to respond. Impulsively, another student responded well and the response is theoretically true. That is why the lecturer said it is true as a response of support without trying to assault the first student.

#### **Pattern 6: Students raised questions**

There is one menu in the platform that allows students to ask for the lecturer's permission to communicate. The menu is called 'raise hand' which is designed to allow all participants to propose a conversation after the lecturer clicked 'yes'. Overall, there were

seven moments when the lecturer opened opportunities for the students to click the menu as a response to questions or instructions given by the lecturer as seen in Excerpt 9 or the lecturer pleased the students to read the question to him as seen in Excerpt 10.

#### **Excerpt 9**

01 L: Well. Let's answer question no. 3. What is the synonym of the word 'anxiety'? and in what paragraph can you get the clue?

02 Ss: 2 students clicked *raise hand* menu.

03 L: Yes S2, please.

The conversation occurred in meeting 3 when discussing questions in reading section. The lecturer please all the students to answer what the synonym of the word 'anxiety' is but instead of directly answering the questions, some students clicked menu 'raise hand' showing their interest to answer the question but in need of the lecturer's permission to respond.

#### **Excerpt 10**

01 L: Well. Who wants to read the next question?

02 Ss: (3 students clicked *raise hand* menu)

03 L: Yes, S1, please.

Another event when students used the menu is when the lecturer welcomed any students to help him read the questions in reading section. Actually, the same patterns also occurred in meetings one and two where the students tended to wait for the lecturer's permission before they started participating. This also belongs to WTC.

#### **Pattern 3: The students presented their own opinion amidst discussion**

This pattern refers to the students' initiatives to express their own opinion without any trigger. It indicates high level of willingness to communicate because the motive to express is not from external factor. It was boosted from their own.

#### **Excerpt 11**

01 S1: Sir. I think the answer should be D. If the subject is their person like he or she, the verb should be added by *is* -es. Am I correct, sir?

02 L: Yes. You are. Thank you for the answer.

03 S1: Alhamdulillah sir. Finally I have a correct answer to grammar questions.

04 L: Oh really?

The conversation occurred in the second meeting when the topic of discussion is on structure and written expression as one of sections in TOEFL test. A student proposed a statement to the lecturer by hoping that the lecturer justifies the statement. The student

found himself less confident in answering TOEFL test especially in structure and written expression. It was signified by his pleasure when knowing that the lecturer agreed with his statement.

#### **Excerpt 12**

01 S1:But, sir sorry to interrupt. I think the main idea is not stated in the first sentence of the first paragraph. It is in the last sentence. What does it name? I forget , sir.

02 S2:Inductive paragraph

03 S3:Oh ya. Inductive paragraph

The conversation took place in reading section

#### **Pattern 4: The students responded peers' questions**

#### **Excerpt 13**

01 S1:Sir. I still don't understand the difference of to infer and to imply in reading section.

02 S2:I think they are the same, aren't they?

03 S3:Yes. I think so.

04 L: Yes. Basically inferring and implying are the same. You need to think more and try to think critically to get the answer. You will not find the answer the answer in the text unless you conclude it.

The conversation occurred in meeting 3 when discussing reading section. One student directly addressed a question on the difference of infer and imply as frequently appeared in reading questions. Before the lecturer answered the question, another student responded saying that both are lexically the same. And it was also agreed by another student. This indicates that the students had willingness to respond to their peers.

#### **Pattern 5: The students helped other students recalled hard words**

Pattern 6 is the lowest of all pattern that occurred during the three meetings. There were only 2 events when the students helped other students recall hard words they could not express and both occurred in reading section as shown by Excerpt 14.

#### **Excerpt 14**

01 S1:But, sir sorry to interrupt. I think the main idea is not stated in the first sentence of the first paragraph. It is in the last sentence. What does it name? I forget , sir.

02 S2:Inductive paragraph

03 S1:Oh ya. Inductive paragraph



One student came to argue that the main idea should be in the first paragraph which is called inductive paragraph. But she could not recall the phrase so she questioned it. Fortunately, another student came with a help recalling that such paragraph is called inductive paragraph.

From the all conversations that occurred during the three meetings of TOEFL training program, it was found that the students' willingness to communicate raise when they were given questions or instructions by the lecturer. It shows that the factor affecting the students' WTC mostly came from external factor; the lecturer. This finding is in line with Havwini (2019) stating that task type given by teacher really influences the students' WTC. This is assumed as normal because the instructional practices occurred virtually where there is a distance and a medium to hamper the interaction among the participants (Onyemah & Deborah, 2019). Accordingly, the lecturer plays pivotal role in improving the students' WTC as one of criteria of success in instructional process (Sukmawati & Nasution, 2020).

Fortunately, virtual learning enables and effectively mediates question-and-answer interactions among the users (Gomez-Rey, Barbera, & Navarro, 2016) even though there is a distance. This is evident that the students' WTC especially in addressing questions is arguably high for they have opportunities to do so. This is in line with Kho-Yar, Galea, & Hwee KHO (2018) that raising questions is considered easy to do that many students are good at. It is also because teachers mentioned in the beginning that questions are welcome during the instructional process.

Further, the least pattern was the students' willingness to help their friends recall hard words. This typical willingness is considered hard to achieve because students have to possess knowledge or experience in helping other students to do so (Havwini, 2019). This is the reason why there were only two students who could help other students recalled hard words as a willingness to help based on their capacity.

## **CONCLUSION AND DISCUSSION**

Investigating the students' willingness to communicate when learning Test of English as a Foreign Language (TOEFL) test via a virtual platform has come to some findings. First, the students' WTC was at the highest when the lecturer addressed them questions or instructions to do. This suggests that the students' WTC was triggered by external factor. Further, that virtual meeting mediates question-and-answer interaction, the students showed their willingness in addressing questions. In short, conducting instructional practices virtually allow students' willingness in responding to the lecturers'

questions as well as in addressing questions to the lecturers. This finding indicates that teachers or lecturers need to actively be pro-active in giving questions and instructions to improve the students' WTC as one of criteria of success in instructional practices. A suggestion for researchers who have the same interest to students' WTC is that challenges students face in performing their willingness to communicate when learning virtually should be scrutinized.

## REFERENCES

- Alqahtani, M. (2015). Saudi students' willingness to communicate and success in learning English as a foreign language. *Journal of Language Teaching and Research*, 6(6), 1195-1205.
- Barjastehe, H., & Vaseghi, R., & Naessi, S. (2011). Iranian EFL learners' willingness to communicate across different context- and receiver-types. *International Journal of English Linguistics*, 2(1), 47-54. doi: 10.5539/elt.v9n5p33.
- Cao, Y. (2011). Investigating situational willingness to communicate within second language classrooms from an ecological perspective. *System*, 39(4), 468-479.
- Cao, Y., & Philp, J. (2006). Interactional context and willingness to communicate: A comparison of behavior in whole class, group and dyadic interaction. *System*, 34(4), 480-493.
- Frey, L., Botan, C. H., & Kreps, G. (2000). Investigating communication. NY: Allyn & Bacon.
- Harper, J. (2016). Enhancing Willingness to Communicate through Team Building: A Marriage of Theory and Practice. *Studies in English Language Teaching*. 4(2). 264-271. 10.22158/selt.v4n2p264..
- Havwini, T. (2019). Indonesian EFL students' willingness to communicate in the 2013 curriculum implementation: A case study. *TEFLIN Journal*, 30(1), 105-120.
- Khatibi, M. B., & Zakeri, J. (2014). Iranian EFL learners' willingness to communicate across different context-and receiver-types. *Procedia-Social and Behavioral Sciences*, 9(2), 932-939
- Kho-yar, A. S., Rafik-Galela, S., & Kho, E. A. H. (2018). Willingness to Communicate in English among ESL Undergraduates in Malaysia. *Journal of Cognitive Sciences and Human Development*, 4(1), 28-34.
- Lahuerta, A. C. (2014). Factors affecting willingness to communicate in a Spanish university context. *International Journal of English Studies*, 14(2), 39-55.
- Lee, W., & Ng, S. (2010). Reducing student reticence through teacher interaction strategy. *ELT Journal*, 64(3), 302-313
- Liu, M., & Jackson, J. (2008). An exploration of Chinese learners' unwillingness to communicate and foreign language anxiety. *The Modern Language Journal*, 92(1), 71-86.
- Lunembrug, Fred C. (2010). Communication: The Process, Barriers, And Improving Effectiveness. *Schooling* 11(1) 1, 2-15.
- MacIntyre, P. D., & Doucette, J. (2010). Willingness to communicate and action control. *The Modern Language Journal*, 38(2), 161-171.
- MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal*, 82(4), 545-562.

- Marinoni, G., van't Land, H., & Jensen, T. (2020). The impact of COVID-19 on higher education around the world. *International Association of Universities. Paris: International Association of Universities. Online: [https://www.iau-aiu.net/IMG/pdf/iau\\_covid19\\_and\\_he\\_survey\\_report\\_final\\_may\\_2020.pdf](https://www.iau-aiu.net/IMG/pdf/iau_covid19_and_he_survey_report_final_may_2020.pdf).*
- Maryansyah, Y. (2019). A study on english students' willingness to communicate in english in social media. *Premise: Journal of English Education, 8(1)*, 31-45.
- Milosevic, D. 2014. Breaking the routine: A possible new technique in ESP teaching. *The Journal of Teaching English for Specific and Academic Purposes, 2(4)*: 727-731.
- Nasution, S. S., & Sukmawati, N. N. (2019). Model United Nations: Improving the Students' Speaking Skill. *JEES (Journal of English Educators Society), 4(2)*, 47-52.
- Nila, S. F., & Susanto, T. (2018). Translatonomics: Teaching English for Economics through Translation Practice. *Metathesis: Journal of English Language, Literature, and Teaching, 2(1)*, 25-38.
- Peng, J. E., & Woodrow, L. (2010). Willingness to communicate in English: A model in the Chinese EFL classroom context. *Language Learning, 60(4)*, 834-876.
- Rastegar, M. & Karami, M. (2015). On the Relationship between Foreign Language Classroom Anxiety, Willingness to Communicate and Scholastic Success among Iranian EFL Learners. *Theory and Practice in Language Studies. 5. 2387. 10.17507/tpls.0511.25.*
- Sukmawati, N. N., & Nasution, S. S. (2020). Genre-Based Approach: Can It Improve the Informatics Engineering Students' Writing Skill?. *JEES (Journal of English Educators Society), 5(1)*, 95-102.
- Taha, S. M., & El-Sakran, T. M. (2014). Guidelines for understanding and using visuals in business texts. *Journal of Teaching English for Specific and Academic Purposes, 2(3)*, 379-428.
- Velentzas, J. O. H. N., & Broni, G. (2014). Communication cycle: Definition, process, models and examples. *Recent advances in financial planning and product development, 117-131.*
- Zacharias, N. T. (2014). Second language teacher contributions to student classroom participation: A narrative study of Indonesian learners. *ELTWorldOnline, 6*. Retrieved from <http://blog.nus.edu.sg/eltwo/>.
- Zarrinabadi, N. (2014). Communicating in a second language: Investigating the effect of teacher on learners' willingness to communicate. *System, 42(2)*, 288-295.

## EXPLORING EFL LEARNERS' ENGLISH LANGUAGE ANXIETY IN BUSINESS PRESENTATION IN HIGHER EDUCATION

Ryani Yulian\*<sup>1</sup> and Ufi Ruhama<sup>2</sup>

<sup>1,2</sup>The University of Muhammadiyah Pontianak

### Abstract

University students must be situated in a learning repertoire situation since conventional lecture is no longer used as the best way to engage students in active learning. Students of the Faculty of Economics and Business at Universitas Muhammadiyah Pontianak are required to perform business presentation simulation collectively as one of the course requirements to pass Business English subject. Therefore, this research was aimed at examining the affective factors particularly the students' language anxiety in simulation because the success of presentation is not only isolated in a cognitive domain but also the affective domain as well. This research employed fifty participants from second-semester students at the Faculty of Economics and Business at Universitas Muhammadiyah Pontianak as the samples. Data from questionnaires were triangulated with direct observation and in-depth interviews. The findings indicated that students experienced High Language Anxiety (61,99), a variety of attributes of anxiety in terms of psychological state, and fears of negative evaluations from lecturer and peers. It suggests outcomes to evaluate the coursebook of Business English in the university and to have a better implementation of simulation with accommodative learning materials, instructions, and activities. The students' language anxiety analysis in business presentation simulation is to justify the applicability of business presentation activity in the classroom for long-term use.

**Keywords:** Language Anxiety, Simulation, Business Presentation

### INTRODUCTION

In higher education, learning English does not merely expect students to think about, listen to, and comment on the materials. Learning activities should be distinctively shaped up into more actual and authentic use. For the university level, students must be situated in a learning repertoire situation such as real-life actions (Yulian, Ryani., & Yuniarti, 2018). A conventional lecture is not the most relevant method to accommodate students' engagement in active learning. It is necessarily crucial for students in higher education to experience a genuine experience such as simulating the learning activity such as a business presentation. Having simulation on learning activities can encourage the students to have experiential learning since students can experience how to perform the activities in a real-life situation.

---

\*correspondence Address

E-mail: ryani.yulian@unmuhpnk.ac.id

Simulation enables the students to maximize an integrated use of their learning activities in three domains such as cognitive, psychomotor, and affective skills. A rigorous exposure of simulation in learning English can facilitate the students to master the English language skills. The use of business presentation simulation was to bridge the theory with real-life activities, so the students are well-bounded to acquire practical and useful skills for their future career. Furthermore, simulation is applicable and relevant to their field of study because students can feel the experience of performing a business presentation. For many years, the utilization of simulations has been implemented in broad domains of education as in business studies so that it has relevancy for students of Economics students who study Business English to cater to the oral component in the ESP course (Megarry, 1978 cited in Lin, 1993). The variety of simulation activities enables the students in terms of communicative engagement in the classroom and assist them in the task of collecting (Davies, 1990). In the case of language learning, simulations also enclose an assortment of means and activities to make language learning more enjoyable, stimulating, and alive (Lin, 1993). More exposure to amusing and realistic activities, students are able to acquire a business presentation skill as highly valued skill. It can help to foster the ability to apply theoretical ideas to “real-life situations”. The students are not merely bounded in recalling memory activities; they are also directed to inquire higher-order reasoning skills namely, skill to determine the problem, skill to generate the claims based on evidence, skill to communicate as well as skill to conceptualize (Vacas, 2018).

In its practice, the ability of presenting and performing the English language cannot easily be acquired only by mastering cognitive aspects covering the language skills and language elements. The success of the presentation is not isolated in the cognitive and psychomotor domain, but the affective domain as well. The use of simulation in learning has long been relatively used across many levels of education and disciplines. It results from a demand to facilitate students to experience realistic activity in a situated environment. Part of the application of simulation is associated with confidence which is adapted to mental states such as anxiety (Liu & Huang, 2011). Anxiety in language learning is one of the distinctive components which implicate to negative outcomes (Karatas et al., 2016). The embodied occurrence of language anxiety can disrupt the acquisition of the language. In business presentation simulation, a previous study discovered the emergence of anxiety could happen because of collaboration and spontaneity as the characteristics of simulation whereas the students must involve genuinely and use appropriate vocabulary (Jung & Levitin, 2002).

The utilization of business presentation simulations had been implemented in the Business English Subject at Universitas Muhammadiyah Pontianak. The background of this research derived from the implementation of the simulation to improve students' speaking performance as a classroom action research in 2019. The empirical approaches encompassed the efforts to analyze the factors contributing to the success of business presentation simulations. Studying in the English Foreign Language (EFL) educational settings, many students suffer from language anxiety, a psychological and mental state that can be an obstacle in the learning process. Students undergo insufficient exposure of using the English language so that they are vulnerable and retrained, which implicated to language anxiety (Akkakoson, 2016). Under this circumstance, this research attempted to analyze the application of simulating business presentations to find the gap in bridging students with real-life activities. The aspect of analyses was leapt to affective aspects contributing to the success of the presentation. Learning can be a success if it embraces three major domains of learning, including the affective factors, so students' language anxiety are worth to be investigated.

There are many empirical studies of foreign language speaking anxiety on the basis of the foreign language speaking anxiety introduced by Horwitz et al., (1986). Çağatay (2015) investigated EFL students' foreign language anxiety and its correlation with students' background. He explored the relationship between students' language anxiety from gender perspectives. The research findings postulated that students' language anxiety were classified as moderate language anxiety. The study conducted by Yalçın & İnceçay (2014) explored how the teachers assist the learners to overcome language anxiety and how spontaneous speaking projects incorporated to help minimize students' language anxiety. Anandari (2015) also examined the factors contributing to speech production related to language anxiety who major in the English Department. She also focused on the use of self-reflection to assist students to minimize the anxiety.

Based on the previous studies, the research was particularly conducted to examine the scale of students' language anxiety in the Business English Subject in Non-English Departments. This research also focused on investigating the affecting factors of students' language anxiety based on the critical incidents in the contexts of communication apprehension and sense of fear from negative feedback. As the first early step to obtain the data, the participants were asked to rate twenty attributes of simulation related to the feelings of anxiety encountered in the business presentation. The participants also participated in open-ended questions interview to explore the question about their feelings

and reactions in business presentation simulation. Investigating students' anxiety in simulation in the classroom is to enable its applicability for long-term use. Also, business presentation is one of the public speaking skills which can enable the students to stand out in their future career (Sikandar, 2017). The research outcomes are also beneficial for evaluating the coursebook of English for Economics and Business at Universitas Muhammadiyah Pontianak in order to conceptualize, design, and develop desirable materials, teaching-learning activities, and relevant strategies to overcome students' anxiety in a business presentation.

### **RESEARCH METHOD**

The methodological stance of this research was a descriptive method since the research was designed to determine the students' language anxiety in simulating business presentations in Business English subject. This research utilized purposive sampling because the researcher handpicked the cases to be included within the sample on the premise of her judgment of her typicality or possession of the particular (Cohen, L., Manion, L., & Marrison, 2007). The participants were taken from one English class consisting of fifty students. The primary data were acquired by means of Language Anxiety Questionnaires adapted from (Huang & Hwang, 2013). To obtain comprehensive data, class observation, and open-ended interviews were employed. The employment of those instruments was intended to triangulate data. Data triangulation may be useful to gather the data from assortments of data collection methods in the area of people's characteristics (Cohen, L., Manion, L., & Marrison, 2007). The questionnaires were adapted from (Huang & Hwang, 2013) covered 20 questions out of 33 questions based on the characteristics of the students. Direct observation was aimed at examining how the anxiety occurred within the classroom. It was also conducted to seek the observed incidents which cannot be found in the questionnaire results. The aspects of the visible and observed anxiety were rated by using Talley marks. In this research, interviews were recorded, transcribed verbatim, and the results were organized, analyzed by hand and the results were also coded. The coding sticks to the deductive procedure suggested by (Linneberg & Korsgaard, 2019) with concepts from literature review or ideas taken from the existing literature. In developing codes, the primary step was to systematically read and group the participants' transcription.



## RESULTS AND DISCUSSION

After the students accomplished the business presentation, they were asked to rate the questionnaires of foreign language anxiety. The first instrument of data collection was questionnaires adapted from (Huang & Hwang, 2013). The questionnaires were originally from the Foreign Language Anxiety Scaled developed by Horwitz et al., 1986. The aim of the FLCAS is to measure the aspects of foreign language anxiety in learning the English language such as communication apprehension and fear of negative evaluation as the main focus of analysis in this study (Horwitz et al., 1986). The students responded to questionnaire items with the format of a typical five-level Likert point, and the responses were presented in the form of the mean score and standard deviation.

**Table 1.** Descriptive Statistics of Students' Language Anxiety Scale

|   | Mean | SD   |
|---|------|------|
| 1. I never feel quite sure of myself when I am speaking in English.                                   | 4,14 | 0,52 |
| 2. It frightens me when I don't understand what the teacher is saying in English.                     | 3,86 | 0,52 |
| 3. During English class, I find myself thinking about things that have nothing to do with the course. | 2,85 | 0,89 |
| 4. I start to panic when I have to speak without preparation in a Business English class.             | 4,45 | 0,51 |
| 5. I worry about the consequences of failing in my English class.                                     | 3,64 | 0,95 |
| 6. I don't understand why people get so upset over Business English class.                            | 2,89 | 0,31 |
| 7. It embarrasses me to volunteer answers in my Business English class.                               | 2,32 | 0,48 |
| 8. I get upset when I don't understand what the teacher is correcting.                                | 3,64 | 0,49 |
| 9. Even if I am well prepared for a Business English class, I feel anxious about it.                  | 4,12 | 0,78 |
| 10. I often feel like not going to my Business English class.   | 2,44 | 0,51 |
| 11. I am afraid that my English teacher is ready to correct every mistake I make.                     | 3,4  | 0,5  |
| 12. I can feel my heart pounding when I am going to be called on in my Business English class.        | 4,2  | 0,58 |

|     |  |      |      |
|-----|--|------|------|
| 13. | The more I study for an English test, the more confused I get.                             | 2,68 | 0,56 |
|     |  | Mean | SD   |
| 14. | I always feel that the other students speak English better than I do.                      | 3,24 | 0,44 |
| 15. | I feel more tense and nervous in my Business English class than in my other classes.       | 4,28 | 0,68 |
| 16. | I get nervous when I don't understand every word the English teacher says.                 | 4,4  | 0,7  |
| 17. | I am afraid that the other students will laugh at me when I speak English.                 | 4,36 | 0,49 |
| 18. | I get nervous when the English teacher asks questions which I haven't prepared in advance. | 4,64 | 0,49 |
| 19. | I often feel like not going to my Business English class                                   | 2,32 | 0,48 |
| 20. | I keep thinking that the other students are better in English than I am.                   | 2,12 | 0,33 |

Based on the mean scores, the attributes of the statement revealed evidence of students' language anxiety in a business presentation. The distribution of the level of students' language anxiety consists of three levels of anxiety, namely Low Language Anxiety with a range of scores 16-27, Moderate Language Anxiety with a range of scores 28-45, and High Language Anxiety with a range of scores 46-60. The mean scores of language anxiety scale indicated that students possessed High Language Anxiety. Students' scores were classified in High Language Anxiety with Mean score = 61,99 and Standard Deviation= 10,17.

The second instrument of data collection was direct observation with the observation checklist. The observation checklists were taken from many theories, such as the feeling of anxiety, nervousness, apprehension, and fearfulness (Ansari, 2015). Students may be committed with trembling, perspiring, and accelerating heartbeat (Ansari, 2015). Additionally, students with draining speaking anxiety tend to exhibit hesitance to be involved in class activity by remaining still, always finding a seat in the back, having minimum eye contact with the lecturer and peers (Ansari, 2015). According to Suleimenova (2013), students who experience anxiety always display vivid characteristics such as twisting, swaying, touching hair, clothing, and veil, and speaking haltingly. Perspiring and sweating, feeling of nausea, standing with powerless knee, and having dry mouth are also

experienced by the anxious students (Boyce, Alber-Morgan, & Riley, 2007). The obvious signs of anxious students described by the participants were flushing, scrubbing and itching the palms, sweating, under control voice, hesitance, poor in speaking performances, lack of excitement or willingness to speak, less analysis, unexpressive eye-contact, reading the manuscript while giving the presentation, speaking very fast and speaking very low (Hashemi & Abbasi, 2013). The following table summarized the evidence of students' language anxiety in the business presentation:

**Table 2.** Results of Attributes of Observation

| Attributes of Anxiety                                     | Total Talley Marks<br>n=50 |
|---|----------------------------|
| Hands and Legs Trembling                                  | 33                         |
| Remaining Quiet   | 27                         |
| Positioning in the back row                               | 20                         |
| Prevent eye contact with lecturer and peers               | 32                         |
| Twisting or contorted motion                              | 7                          |
| Moving restlessly   | 28                         |
| Playing with hair, veil, and clothing or touching objects | 25                         |
| Stuttering  | 32                         |
| Getting sweaty  | 28                         |
| Feeling nausea  | 5                          |
| Weak knees  | -                          |
| Dry mouth   | -                          |
| Blushing  | 12                         |
| Scratching the palms                                      | 28                         |
| Sweating  | 21                         |
| Staggered voice   | 17                         |
| Hesitance   | 14                         |
| Poor in speaking performance                              | 28                         |
| Lack of excitement or willingness to speak                | 9                          |
| Lack of analysis  | 26                         |
| Unexpressive eye-contact                                  | 21                         |
| Stick to the manuscript while giving the presentation     | 35                         |
| Speaking very fast  | 5                          |

|                   |    |
|-------------------|----|
| Speaking very low | 16 |
|-------------------|----|

Adapted from (Ansari, 2015; Suleimenova, 2013; Boyce, Alber-Morgan, & Riley, 2007; Hashemi & Abbasi, 2013)

Based on the distributions of observation checklists, the research findings showed that most students appeared in High Language Anxiety in terms of trembling (33) such as trembling hands when explaining the materials and trembling legs when standing in front of the class, remaining silent (27) such as remain still when getting questions from the lecturer, avoiding eye contact with the lecturer (30) such as less eye contact and rigid body language and facial expression, fidgeting (28) such as inability to maintain good posture, sit back and swaying, stuttering (32) such as too many pauses, rubbing the palms (28), poor performance in spoken activities (28) such as poor in speaking performance in terms of accuracy and fluency, and reading from the script while giving a presentation (35). Students with a fearful expectation of communication are prone to avoid any circumstances where communication might be demanded so that it fails to receive the rewards normally related to interaction (McCroskey et al., 1997 cited in (Tadjouri, 2017). The apparent signs of students' language anxiety consisted of flushing, scrubbing and itching the palms, sweating, under control voice, hesitance, poor in speaking performances, lack of excitement or willingness to speak, less analysis, unexpressive eye-contact, reading the manuscript while giving the presentation, speaking very fast and speaking very low (Hashemi & Abbasi, 2013). The results of observation checklist also examined that the students showed blushing (12) such as feeling irritated from difficult questions from peers, perspiration (5) especially in the beginning of the business presentation simulation, too fast speed of speech (5) such as unclear articulation, and too slow speed of speech (16) such as low voice.

The third instrument of data collection was open-ended interviews with selected participants from fifty students. At this stage, the findings of questionnaires and observations were corroborated with interviews. It was to obtain insights on how students felt when having a business presentation and discover the affecting elements that can stimulate students' language anxiety. When asked about the factors that affect anxiety in presentation, most students responded the following responses: 'They had the fright of being laughed at', 'They had a fright of being out of context', 'inability to arrange the words in English' and memory disassociation (Liu, 2007). Many students were fearful of misusing correct grammar, vocabulary, and pronunciation, and of receiving negative feedback from their peers (Tadjouri, 2017). The students were also reluctant to speak actively because they

were afraid of using accurate grammar, pronunciation, and vocabulary (Bygate, 2005). Moreover, the students had a fear of negative evaluation from the lecturer and peers (Zhiping & Paramasivam, 2013). It is obvious that foreign language anxiety stems from fear of committing mistakes and the consequent fear of negative evaluation (Tsiplakides, 2009). The students also admitted that they had difficulties in providing peer assessment in terms of the criteria and rubric of assessment, especially when they had to use with Business English terminologies. The low exposure of business English vocabularies can hinder them to be actively involved in the peer assessment of business presentation.

The triangulation data from the questionnaires, direct observation, and open-ended interviews showed a large number of students experienced High Language Anxiety based on psychological aspects of language learning. The interpretation can pose some ideas on the affecting factors of student's language anxiety. It can depict that the factors are on the basis of less exposure of applicable teaching method, low exposure of Business English vocabularies, and low English proficiency skill. The instructional activities and strategies by which simulation implemented were also the contributing factor to students' language anxiety.

Therefore, the findings of this research can be used as a benchmark to evaluate the materials in the coursebook of Business English used at Universitas Muhammadiyah Pontianak. Some considerations are taken into account for better implementation of business presentation simulation for Management students. As simulation requires long time allocation, the plans of theory and practice of simulation must be well organized. The selection of simulation must also be considered based on students' language proficiency. Based on its implementation, peer assessment accompanied by assessment rubrics should play a vital role to facilitate students' critical thinking skills. Also, the simulation itself can be linked to other learning activities such as project-based learning activities, content and language integrated learning activities, and other problem-solving activities.

## **CONCLUSION AND SUGGESTION**

The success of language learning does not only rely on cognitive factors but also affective factors as well. This research revealed that EFL learners in higher education still cope with language learning anxiety, especially when they have to perform the language in the business presentation. The findings show a majority of students experienced High Language Anxiety in business presentation simulations with visible symptoms such as trembling, remaining silent, avoiding eye contact with lecturer, fidgeting, stuttering, and

rubbing the palms. They also showed poor performance in spoken activities that can be seen from less eye contact, too fast speed of speech, and too slow speed of speech. The research findings from open-ended interviews indicated the students experienced communication apprehension occurred as a result of fear of negative evaluations. The outcomes of this research suggest the researcher to design, develop and integrate adaptive materials to overcome language learning anxiety in a business presentation. Considering the factors of students' language anxiety, it is recommended for future researchers to conduct an in-depth investigation on the factors behind the students' language anxiety from cultural perspectives regarding learning English as a Foreign Language. It is to obtain comprehensive data on how to set the measures overcoming students' language anxiety for EFL learners since the research findings indicated the students' language anxiety was classified as High Language Anxiety. The limitation of the study is that the study does not cover the self-reflections from the students' perspectives because it was conducted to Non-English Department students with High Language Anxiety.

## REFERENCES

- Akkakoson, S. (2016). Speaking Anxiety in English. *Malaysian Journal of Learning and Instruction*, 13, 63–82.
- Anandari, C. L. (2015). Indonesian EFL Students' Anxiety in Speech Production: Possible Causes and Remedy. *TEFLIN Journal - A Publication on the Teaching and Learning of English*, 26(1), 1. <https://doi.org/10.15639/teflinjournal.v26i1/1-16>
- Ansari, M. S. (2015). Speaking Anxiety in ESL/EFL Classrooms: A Holistic Approach and Practical Study. *International Journal of Educational Investigations Available Online @ Www.Ijeionline.Com*, 2(4), 38–46. [www.ijeionline.com](http://www.ijeionline.com)
- Çağatay, S. (2015). Examining EFL Students' Foreign Language Speaking Anxiety: The Case at a Turkish State University. *Procedia - Social and Behavioral Sciences*, 199, 648–656. <https://doi.org/10.1016/j.sbspro.2015.07.594>
- Cohen, L., Manion, L., & Marrison, K. (2007). Research methods in education sixth edition. In *Routledge: New York*.
- Davies, P. (1990). The Use of Drama in English Language Teaching. *TESL Canada Journal*, 8(1), 87. <https://doi.org/10.18806/tesl.v8i1.581>
- Hashemi, M., & Abbasi, M. (2013). *The Role of the Teacher in Alleviating Anxiety in Language Classes*. 4(3), 640–646.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2), 125–132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Huang, P., & Hwang, Y. (2013). An Exploration of EFL Learners' Anxiety and E-learning Environments. *Journal of Language Teaching and Research*, 4(1), 27–35. <https://doi.org/10.4304/jltr.4.1.27-35>
- Jung, C. S. Y., & Levitin, H. (2002). Using a simulation in an ESL classroom: A descriptive analysis. *Simulation and Gaming*, 33(3), 367–375. <https://doi.org/10.1177/104687810203300311>
- Karatas, H., Alci, B., Bademcioglu, M., & Ergin, A. (2016). An Investigation into University Students' Foreign Language Speaking Anxiety. *Procedia - Social and Behavioral Sciences*, 232(April), 382–388. <https://doi.org/10.1016/j.sbspro.2016.10.053>
- Lin, T. M. E. I. (1993). *Simulation in Language Teaching - Its Advantages and Limitations in an ESP Context* TEOH MEI LIN. XXII(October), 1–8.
- Linneberg, M. S., & Korsgaard, S. (2019). *Coding qualitative data : a synthesis guiding the novice* Coding qualitative data : a synthesis to guide the novice Mai Skjøtt Linneberg Department of Management, Aarhus University Steffen Korsgaard Department of Entrepreneurship and Relationship Management. May. <https://doi.org/10.1108/QRJ-12-2018-0012>
- Liu, M. (2007). ANXIETY IN ORAL ENGLISH CLASSROOMS : A CASE STUDY IN CHINA.

3(1), 119-137.

- Liu, M., & Huang, W. (2011). An Exploration of Foreign Language Anxiety and English Learning Motivation. *Education Research International*, 2011, 1-8. <https://doi.org/10.1155/2011/493167>
- Sikandar, A. (2017). Journal of Education and Educational Development. *Journal of Education and Educational Development*, 4(1), 32-47.
- Suleimenova, Z. (2013). Speaking Anxiety in a Foreign Language Classroom in Kazakhstan. *Procedia - Social and Behavioral Sciences*, 93, 1860-1868. <https://doi.org/10.1016/j.sbspro.2013.10.131>
- Tadjouri, A. (2017). MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH An Exploration into Speaking Anxiety and its Effects in the EFL Classrooms : The Case of Second Year Licence Students at Abu Bekr Belkaid University of Tlemcen. *People'S Democratic Republic of Algeria Ministry of Higher Education and Scientific Research*, 123.
- Tsiplakides, I. (2009). *Helping Students Overcome Foreign Language Speaking Anxiety in the English Classroom : Theoretical Issues and Practical Recommendations*. 39-44.
- Vacas, S. C. (2018). *Overcoming speaking anxiety: an intervention proposal for 1st of ESO students*.
- Yalçın, Ö., & İnceçay, V. (2014). Foreign Language Speaking Anxiety: The case of Spontaneous Speaking Activities. *Procedia - Social and Behavioral Sciences*, 116, 2620-2624. <https://doi.org/10.1016/j.sbspro.2014.01.623>
- Yulian, Ryani., & Yuniarti, Y. (2018). Pena Kreatif : *PENA KREATIF Jurnal Pendidikan*, 7(2), 42-52. <https://doi.org/http://dx.doi.org/10.29406/jpk.v7i2.1396>
- Zhiping, D., & Paramasivam, S. (2013). Anxiety of speaking English in class among international students in a Malaysian university. *International Journal of Education and Research*, 1(11), 1-16.



## **SPELLING ERROR ANALYSIS IN STUDENTS' WRITING ENGLISH COMPOSITION**

**Tira Nur Fitria<sup>\*1</sup>**  
<sup>1</sup>STIE AAS Surakarta

### **Abstract**

This research has objective to find out the kind of spelling errors written by the students and to determine the most dominant kind of spelling error written by the students of STIE AAS Surakarta in the academic year 2017/2018. This study used a descriptive qualitative approach. In this study, researchers revealed conclusions by collecting data. The object of the research were taken from 24 students of STIE AAS Surakarta, especially in the 2017/2018 academic year. In collecting data, the researcher used the documentation method. In analyzing errors, the steps were the identification of errors, classification of errors, description of errors, explaining errors, and tabulation of data. The data were tabulated to determine the frequency of errors found in the students' writing composition. From the results of the study, it was found that there are some errors found in the results of student essays in the aspect of spelling as 50 data which consist of some errors such as in omission as 20 data or 40 %, in substitution as 14 data or 28 %, in insertion/addition as 10 data or 20 % and transposition as 6 data or 12 %. While the most dominant spelling error occurs in the aspect of omission as 20 data or 40 %.

**Keywords:** Spelling, Spelling Error, Error, Error Analysis, Writing

### **INTRODUCTION**

One of the basic skills in learning English that is important is the ability to write in English. Good writing skills cannot be obtained only once. As the learners of English, they have to get used to practicing it because English is not a mother tongue. Besides writing or other skill, spelling also is one of learning English that must be mastered by the English learners. Spelling like every aspect of English language is ultimately about communication (Stirling, 2011, p. 115). Westwood (2005, p. 3) also states that spelling is important for communication purposes.

Spelling is one of the basic foundations of learning English language skills that have an important role and have a positive impact on other skills besides listening, reading, and writing. Spelling is an essential part of developing literate readers and writers (Schonell, 2014). Therefore, spelling is an important aspect of writing. We may be facing obstacles or difficulties in writing, one of which is English spelling. Spelling is a part of orthography,

---

\*correspondence Address  
E-mail: [tiranurfitria@gmail.com](mailto:tiranurfitria@gmail.com)

which encompasses systems of representing a language in a written form. An error in orthography is only noticeable when we examine the written form (Casey, 2018).

Spelling is the art of correctly combining a word from letters, so it is related to the appropriate choice and good arrangement of letters that form a word. According to (Carney, 2008, p. 4), spelling is related to the arrangement of vowel and consonant letter. Spelling is a set of rules on how to write a language using letters, words, and punctuation as ingredients. These limits indicate the meaning of spelling words different from the word spelling. Spelling is an activity of reciting letters, syllables, or words; while the spelling is a system of rules that is far wider than just a matter of pronunciation. Spelling regulates the whole way of writing the language.

Writing is one of skills in English (Fitria & Pratiwi, 2020). It is one of the challenging skills. Students/learners who want to master writing should be able to spell English well. Having poor spelling can cause students' academic performance (Westwood, 2018). In the spelling, it contains rules that govern how to describe the symbols of speech sounds and how to describe the relationship between symbols of speech sounds and how to describe the relationship between symbols is either separation or merging in a language. Spelling the word correctly is very important, just as important as saying the word correctly in speaking. If we do not spell the English words correctly, perhaps we may not be properly understood. (Perveen & Akram, 2014) stated that spelling is a study of phonics as related to the grouping of words for spelling.

These spelling errors can occur in the form of typing errors in a word or writing words in English vocabulary (Fitria, 2018). According to (Richards & Schmidt, 2013, p. 201), an error is the use of a word, speech act, or grammatical items unit such as part of speech which seems imperfect and significant of incomplete learning. The skill of spelling will help strengthen the relationship between sound and letters in writing English (Fitria, 2019). Spelling is a rule that must be obeyed by language users for order and uniformity, especially in written language. Form order will have implications for the accuracy and clarity of meaning. Incorrect spelling changes the meaning of the sentences.

Nordquist (2019) states that a spelling rule is a guideline or principle meant to assist writers in the accurate spelling of a word. It is also called a *spelling convention*. Spelling rules differ from the rules of grammar. Spelling rules can help us as the learners can spell accurately by giving guidelines on how to make plurals (more than one), how to add suffixes (such as -ly and -ment) and how to change the form of verbs (for example, by

adding -ing), etc. English spelling is not just a matter of spelling A to Z in English. Instead, English spelling involves adding or fusing letters in a word ending in a certain letter.

Spelling is related to the learners' ability to write a word correctly and accurately. Writing correct and accurate spelling can add the quality of overall writing texts. The study of learners' spelling errors provides an opportunity for them to understand and facilitate the learners' spelling difficulties. It will result in the improvement of learners' writing and may largely contribute to transforming learners into good writers. Spelling errors commonly attribute to major errors in writing English. Having good spelling skills can develop over time, mainly through practices and experiences (Ott, 2014, p. 24).

According to Benyo (2014), spelling errors cause any sound problems. One of the reasons that spelling is difficult to be learned is related to the correspondence between the word sound and the way to spell it correctly. Cook (1999) investigated the most common types of spelling errors in the written work of learners of English and the four types of spelling errors which commonly found in the students writing are: 1) omission (leaving a or more letters), 2) substitution (replacing a or more letters with incorrect ones), 3) transposition (reversing the position of a or more letters), and the last is 4) insertion /addition (including a or more letters). Therefore, the researcher classifies the spelling errors according to Cook's classification. This statement is supported by Alhaysony (2012) that errors of these types are generally increasing because of insufficient English writing practices. (James, 2013) also supported that error analysis is the process of determining or deciding the incidence, nature, causes, and consequences of unsuccessful language.

Based on the explanation above, the researcher is interested to conduct the research about error analysis, especially spelling error. Then, the researcher writes research entitled "Spelling Error Analysis in Writing English Composition of "My Self-Description". This research has objective to find out the kind of spelling errors written by the students and to determine the most dominant kind of spelling error written by the students of STIE AAS Surakarta in the academic year 2017/2018.

## **RESEARCH METHOD**

In this study, the researcher uses a descriptive qualitative approach. Crossman (2020) states that qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help to understand social life through the study of targeted populations or places. Therefore, the

researcher investigates meanings, interpretations, symbols, and the processes and relations of social life.

The object of the research is the students' writing composition which taken from 24 students of STIE AAS Surakarta in the academic year 2017/2018. The students' writing composition means the result of the student's composition in writing simple present tense, especially in the topic "My Self-Description".

In collecting the data in this qualitative research, the writer uses the documentation method. Bryman (2003) suggests that analyzing documents can bring multiple advantages to the qualitative research study. Documentation is the evidence provided for information and ideas borrowed from others which includes both primary sources and secondary sources (Nordquist, 2019b). In this study, the writer analyzes the students' writing composition of descriptive text to know the errors written by the students in their descriptive text.

There are some steps in analyzing the errors, as stated by (Ellis, 1994), they are 1) identification of errors. The researcher identifies the spelling errors found in the students' English writing composition, 2) Classification of errors. The researcher classifies the errors into some categories. 3) Explanation of errors. The researcher explains the types of spelling errors in the students' English writing composition. 4) Tabulation of errors. The researcher draws the errors into a table based on the classification of errors to tabulate the number of errors, then the researcher finds out the most dominant type of spelling errors in the students' writing composition. The tabulation here was done by using descriptive statistical analysis to find the for averages with the formula below:

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

Where:

P: Percentage/average value

F: Frequency of spelling errors

N: Total number of spelling errors

## ***FINDINGS AND DISCUSSION***

### **Findings**

The findings of this research are to find out the kind of spelling and to determine the most dominant kind of spelling error written by the students of STIE AAS Surakarta in the academic year 2017/2018. These spelling errors are then classified into four aspects in

writing, they are omission, substitution, transposition, and insertion/addition. In the students' English writing composition, there are some errors in spelling aspects as following:

### **Omission**

There are some errors found in the students' writing composition in spelling, such as in omission (leaving a or more letters) as follow:

Example of paragraph 1:

Wrong : I am now studying at STIE AAS, majoring in **accounting**.

Correct : I am now studying at STIE AAS, majoring in **accounting**.

Example of paragraph 2:

Wrong : My **hoby** is Playing Badminton.

Correct : My **hobby** is Playing Badminton.

Example of paragraph 3:

Wrong : I am now in semester 4 D3 in taxation and also work in **restauran**.

Correct : I am now in semester 4 D3 in taxation and also work in **restaurant**.

Example of paragraph 3:

Wrong : I am a quiet person who is **dificult** to gather,...

Correct : I am a quiet person who is **difficult** to gather,...

Example of paragraph 6:

Wrong : I am **currently** studying at STIE AAS majoring in S1 accounting.

Correct : I am **currently** studying at STIE AAS majoring in S1 accounting.

Example of paragraph 12:

Wrong : Then I am **comitted** to continue my studies to a higher academy,...

Correct : Then I am **committed** to continue my studies to a higher academy,...

Example of paragraph 12:

Wrong : I want to trying not to think **to** much about something...

Correct : I want to trying not to think **too** much about something...

Example of paragraph 13:

Wrong : I am the third **cild**.

Correct : I am the third **child**.

Example of paragraph 14:

Wrong : My **birtday** is on August 8.

Correct : My **birthday** is on August 8.

Example of paragraph 18:

Wrong : I have favorit boyband **grup** named is Wanna oOne but...

Correct : I have favorit boyband **group** named is Wanna oOne but...

Example of paragraph 18:

Wrong : Trip from my house to STIE AAS **aproximately** 45 minutes.

Correct : Trip from my house to STIE AAS **approximately** 45 minutes.

Example of paragraph 19:

Wrong : ...the sports that I often do are futsal, badminton and table **tenis**.

Correct : ...the sports that I often do are futsal, badminton and table **tennis**.

Example of paragraph 24:

Wrong : I work in a **garmen** company, Boyolali as administration HRD.

Correct : I work in a **garment** company, Boyolali as administration HRD.

Example of paragraph 24:

Wrong : My **favorit** food is noodle. I like all kinds of noodles.

Correct : My **favorite** food is noodle. I like all kinds of noodles.

The table above shows some errors in spelling, such as in omission (leaving a or more letters). The examples above show that there are errors in the aspect of grammar, especially in spelling. In the examples above shows that the words are written "accounting", "hoby", "restauran", "dificult", "curently", "comitted", "to", "cild", "birtday", "grup", "aproximately", "tenis", "garmen" and "favorit" are not in the dictionary, perhaps the spelling of those words is incorrect or miswriting. Those words also leave a letter, such as in "accounting" is missing a consonant letter "c" which should be "accounting". In word "hoby" is missing a consonant letter "b" which should be "hobby". In word "restaurant" is missing a consonant letter of the ending word "t" which should be "restaurant". In word "dificult" is missing a consonant letter "f" in the middle word which should be "difficult" with double "f". The word "curently" is missing a consonant letter "r" of the middle word which should be "currently" with double "r". The word "comitted" is missing a consonant letter "m" of the middle word which should be "committed" with double "m". In the word "to" is missing a vowel letter "o" of the ending word which should be "too" with the double vowel "o". In word "cild" is missing a consonant letter "h" of the middle word which should be "child". In word "birtday" is missing a consonant letter "h" of the middle word which should be "birthday". In the word, "grup" is missing a vowel letter "o" of the middle word which should be "group". In the word "aproximately" is missing a vowel letter "p" of the ending which should be "approximately" with double consonant "p". In word "tenis" is missing a vowel letter "n" of the middle word which should be "tennis" with the double consonant "n". In word "garmen" is missing a consonant letter "t" of the ending which

should be “garment” and in word “favorit” is missing a vowel letter “e” of the ending which should be “favorite”. The word “favorit” still is influenced by the Indonesian word. From the omission of the letters above both vowel and consonant, it is considered to change the other appropriate words suggested above to prevent future alerts.

### **Substitution**

There are some errors found in the students’ writing composition in spelling, such as in substitution (replacing a or more letters with incorrect ones) as follow:

Example of paragraph 5:

Wrong : And I’m also a student subjected in the private **institusion** in Solo.

Correct : And I’m also a student subjected in the private **institution** in Solo.

Example of paragraph 8:

Wrong : I am new a student at the university **collage**...

Correct : I am new a student at the university **college**...

Example of paragraph 8:

Wrong : I am **new** a student at the university collage and...

Correct : I am **now** a student at the university collage and...

Example of paragraph 12:

Wrong : My father works as a factory **technisian** and...

Correct : My father works as a factory **technician** and...

Example of paragraph 18:

Wrong : And my favorite **aktor** is Park Seo Joon,

Correct : And my favorite **actor** is Park Seo Joon,

Example of paragraph 20:

Wrong : The meaning of my middel name “Diena” is **spesial** woman.

Correct : The meaning of my middel name “Diena” is **special** woman.

Example of paragraph 20:

Wrong : And my sister is now **elementery** school grade 5.

Correct : And my sister is now **elementary** school grade 5.

Example of paragraph 21:

Wrong : In the future, I want to be a **manajer** of my restaurant,...

Correct : In the future, I want to be a **manager** of my restaurant,...

The table above show some errors in spelling, such as in substitution (replacing a or more letters with incorrect ones). In examples above shows that the words are written “institusion”, “collage”, “new”, “technisian”, “aktor”, “spesial”, “elementery” and “manajer”. Some words like “new” and “collage” do not seem to fit in the context of the sentences above. It is considered to replace it with a different and appropriate word. Therefore, it should be written “college” and “new”. Here, the previous words like “collage” are different from “college”, and the word “new” is different from “now”. While, the other words such as “institusion”, “technisian”, “aktor”, “spesial”, “elementery” and “manajer” are also incorrect in its written. The consonant letter “s” in “institusion” should be changed into the consonant letter “t” which should be “institution”. The consonant letter “s” in “technisian” should be changed into consonant letter “c” which should be “technician”. The consonant letter “s” in “institusion” should be changed into the consonant letter “t” which should be “institution”. The consonant letter “k” in “aktor” should be changed into the consonant letter “c” which should be “actor”. The consonant letter “s” in “spesial” is should be changed into consonant letter “c” which should be “special”. The vowel letter “e” in “elementery” is should be changed into a vowel letter “a” which should be “elementary”. And the consonant letter “j” in “manajer” should be changed into the consonant letter “g” which should be “manager”. Those examples above are still influenced by the Indonesian word, or perhaps the writers/students misspelling it into English words. From the substitution of the letters above both vowel and consonant. Therefore, it is considered to change it with a different one.

### **Insertion/Addition**

There are some errors found in the students’ writing composition in spelling, such as in insertion / addition (including a or more letters) as follow:

Example of paragraph 1:

Wrong : I love to eat sambal, until I have to operate because of **appendicities**.

Correct : I love to eat sambal, until I have to operate because of **appendicitis**.

Example of paragraph 8:

Wrong : ...my father had died since I was in the third grade of **hight** school.

Correct : ...my father had died since I was in the third grade of **high** school.

Example of paragraph 9:

Wrong : I use a **schoolarship** to study in University of STIE AAS Surakarta.

Correct : I use a **scholarship** to study in University of STIE AAS Surakarta.



Example of paragraph 10:

Wrong : But I am also **forgetfull**.

Correct : But I am also **forgetful**.

Example of paragraph 16:

Wrong : At my **campuss** I also joined nature lovers organization,...

Correct : At my **campus** I also joined nature lovers organization,...

Example of paragraph 20:

Wrong : After that I study but if I feel tired, I **immeddiately** go to sleep.

Correct : After that I study but if I feel tired, I **immediately** go to sleep.

Example of paragraph 20:

Wrong : Even **thought** it was tiring but I enjoyed it.

Correct : Even **though** it was tiring but I enjoyed it.

Example of paragraph 20:

Wrong : The **others** people usually call me by name is Fadhilah

Correct : The **other** people usually call me by name is Fadhilah

Based on the table above show some errors in spelling, such as insertion/addition (including a or more letters). In examples above shows that the words are written: "appendicities", "hight", "scholarship", "forgetfull", "campuss", "immeddiately", "thought" and "others" are not in the dictionary, perhaps the spelling of those words is incorrect or miswriting. Those words also added by a letter in the middle of the ending of the words. For example, in word "appendicities" is adding by a vowel letter "e" in the middle word which should be "appendicitis". In word "hight" is adding by a consonant letter "t" in the ending word which should be "high". In word "scholarship" is adding by a consonant letter "t" in the middle word which should be "scholarship". In word "forgetfull" is adding by a consonant letter "l" in the ending word which should be "forgetful". In word "campuss" is adding by a consonant letter "s" in the ending word which should be "campus". In word "immeddiately" is adding by a consonant letter "d" in the middle word which should be "immediately". In word "thought" is adding by a consonant letter "t" in the ending word which should be "though". And, in word "others" is adding by a consonant letter "s" which should be "other". From those words are inserted added (including a letter). Those words do not seem to appropriate with the context of the sentences above. Therefore, it is considered to replace it with a different word or omit more letter to get appropriate words.

## Transposition

There are some errors found in the students' writing composition in spelling, such as in transposition (reversing the position of a or more letters) as follow:

Example of paragraph 4:

Wrong : My favorite food is **freid** rice and my favorite drink is ice tea.

Correct : My favorite food is **fried** rice and my favorite drink is ice tea.

Example of paragraph 10:

Wrong : I am the first of two **childern**. I have young sister.

Correct : I am the first of two **children**. I have young sister.

Example of paragraph 19:

Wrong : I also have a personality that is disciplined, **responsibel** and...

Correct : I also have a personality that is disciplined, **responsible** and...

Example of paragraph 14:

Wrong : I wear glasses. I am brave, and **humbel**.

Correct : I wear glasses. I am brave, and **humble**.

Example of paragraph 18:

Wrong : They very so sweet and **compatibel**...

Correct : They very so sweet and **compatible**...

Example of paragraph 20:

Wrong : The meaning of my **middel** name "Diena" is spesial woman.

Correct : The meaning of my **middle** name "Diena" is special woman.

The table above show some errors in spelling, such as in transposition (reversing the position of a or more letters). In examples above shows that the words are written "freid", "childern", "responsibel", "humbel", "compatibel", and "middel" are not in the dictionary, perhaps the spelling of those words is incorrect or substituted. Here, the writers (students) replace a letter in the word arrangement. For example, in word "freid" shows that the vowel letter "e" is placed after the vowel letter "i". It must be written the letter "i" then followed the letter "e" which should be "fried". In word "childern" shows that the vowel letter "e" is placed after the vowel letter "r". It must be written the letter "r" then followed the letter "e" which should be "children". In word "responsibel" shows that the vowel letter "e" is placed after the vowel letter "l". It must be written the letter "l" then followed the letter "e" which should be "responsible". In word "humbel" shows that the vowel letter "e" is placed after the vowel letter "l". It must be written the letter "l" then followed the letter "e" which should be "humble". In word "compatibel" shows that the vowel letter "e" is placed after

the vowel letter “l”. It must be written the letter “l” then followed the letter “e” which should be “compatible”. And, in word “middel” shows that the vowel letter “e” is placed after the vowel letter “l”. It must be written the letter “l” then followed the letter “e” which should be “middle”. From the substitution of the letters above both vowel and consonant, it is considered to change the other appropriate words suggested above to prevent future alerts.

## Discussion

Spelling is related to the arrangement and completeness of the letters forming the word/phrase correctly. Nordquist (2019) states that in written language, *spelling* is the choice and arrangement of letters that form words. This statement also supported by Coulmas (1996), “spelling is a set of conventions that regulate the way of using graphemes to represent a language in its written form”. Therefore, spelling is related to the rules of how to describe sounds (words, phrases, and sentences, etc.). O’Sullivan & Thomas (2007, p. 108) state that one major issue that spelling always raises is the problem of error. In writing the English composition of descriptive text, there are some errors in spelling. Error analysis is an important part of linguistic analysis (Al-Oudat, 2017). Below the table of the result of students’ writing composition, as follows:

**Table 1.** Frequency of Spelling Error in Students’ Writing Composition

| Type of Error      | Frequency | Percentage |
|--------------------|-----------|------------|
| Omission           | 20        | 40 %       |
| Substitution       | 14        | 28 %       |
| Insertion/Addition | 10        | 20 %       |
| Transposition      | 6         | 12 %       |
| TOTAL              | 50        | 100 %      |

From the table above, it shows that the students’ error in writing composition of spelling consists of four aspects of writing, they are in omission, substitution, insertion/addition, and transposition. In the aspect of spelling, there are 50 data which consist of some errors such as in omission as 20 data or 40 %, in substitution as 14 data or 28 %, in insertion/addition as 10 data or 20 % and transposition as 6 data or 12 %. While the most dominant spelling error occurs in the aspect of omission as 20 data or 40 %.

Spelling errors can be attributed to poor phonological awareness skills so that it is difficult for the learners/students to develop an understanding of the relationships between sounds and letters. Khuwaileh & Shoumali (2000) state that most of the spelling errors made by the students because of their mispronunciation, lack of awareness, and regular spelling patterns, especially in English. Therefore, in mastering English writing and spelling system,

it is needed an association between English phonemes and written graphemes which should be applied in writing (Al-Jarf, 2010).

In this research, there are some errors in writing certain words appropriately. These spelling errors are then classified into four aspects in writing, they are omission, substitution, transposition, and insertion/addition. First, in omission, there are some spelling error in the words "accounting", "hoby", "restauran", "dificult", "curently", "comitted", "to", "cild", "birtday", "grup", "aproximately", "tenis", "garmen" and "favorit". Those words should be written into "accounting", "hobby", "restaurant", "difficult", "currently", "committed", "too", "child", "birthday", "group", "approximately", "tennis", "garment" and "favorite". Second, in substitution. The words are replaced by or more letters with incorrect ones. For examples, there is some spelling error in the words "institusion", "collage", "new", "technisian", "aktor", "spesial", "elementery" and "manajer". Those words should be written into "institution", "college", "now", "technician", "actor", "special", "elementary" and "manager". Third, addition/insertion. The words are inserted/added by a or more letters). For examples, there are some spelling error in the words "appendicities", "hight", "scholarship", "forgetfull", "campuss", "immeddiately", "thought" and "others". Those words should be written into "appendicitis", "high", "scholarship", "forgetful", "campus", "immediately", "though" and "other". The last, in transposition (reverse/change the position of a letter in the word). For examples, there are some spelling error in the words "freid", "childern", "responsibel", "humbel", "compatibel", and "middel". Those words should be written into "fried", "children", "responsible", "humble", "compatible", and "middle".

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

From the analysis of this research, it shows that the students' error in writing composition of spelling consists of four aspects of writing, they are in omission, substitution, insertion/addition, and transposition. In the aspect of spelling, there are 50 data which consist of some errors such as in omission as 20 data or 40 %, in substitution as 14 data or 28 %, in insertion/addition as 10 data or 20 % and transposition as 6 data or 12 %. While the most dominant spelling error occurs in the aspect of omission.

## **Suggestion**

Related to the result, the researcher gives some suggestions for the students, teachers, lecturers, and the next researchers. For the learners/students, the researcher suggests they be aware of writing English, especially in spelling because the English spelling system is complex. The students should practice in spelling English words so they can avoid or minimize the spelling errors in their writings. For the teachers. The researcher suggests that the teachers/lecturers should know the problem in spelling, especially in writing English words, and they need to give more practice about spelling in writing to avoid or minimize any spelling errors in students' writing. The last, for the next/other researcher. The researcher suggests the next researchers who are interested in doing the same topic about spelling error but doing research on the different focuses.

## REFERENCES

- Alhaysony, M. (2012). An Analysis of Article Errors among Saudi Female EFL Students: A Case Study. *Asian Social Science*, 8(12), p55. <https://doi.org/10.5539/ass.v8n12p55>
- Al-Jarf, R. (2010). Spelling error corpora in EFL. *Sino-US English Teaching*, 7(1), 6–15.
- Benyo, A. A. (2014). English Spelling Problems among Students at the University of Dongola, Sudan. *International Research Journals*, 5(9), 361-367.
- Bryman, A. (2003). *Research Methods and Organization Studies*. Routledge.
- Carney, E. (2008). *English Spelling*. Routledge.
- Casey, T. (2018, March 22). *What is the difference between a spelling and a grammar error?* Quora. <https://www.quora.com/What-is-the-difference-between-a-spelling-and-a-grammar-error>
- Cook, V. J. (1999). *Teaching L2 Spelling*. Circa. <http://www.viviancook.uk/Writings/Papers/TeachingSpelling.htm>
- Crossman, A. (2020, February 2). *What Is Qualitative Research?* ThoughtCo. <https://www.thoughtco.com/qualitative-research-methods-3026555>
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford University Press.
- Fitria, T. N. (2018). Error Analysis Found in Students' Writing Composition of Simple Future Tense. *ELS Journal on Interdisciplinary Studies in Humanities*, 1(3), 240–251.
- Fitria, T. N. (2019). Errors in Students' Writing Composition in Simple Present Tense "My Daily Activity." *EDULANGUE*, 2(1), 47–62. <https://doi.org/10.20414/edulangue.v2i1.318>
- Fitria, T. N., & Pratiwi, D. N. (2020). Pengajaran Menulis Teks Deskripsi Berbahasa Inggris Dengan Media Visual. *JURNAL ILMIAH EDUNOMIKA*, 4(01). <https://doi.org/10.29040/jie.v4i01.772>
- James, C. (2013). *Errors in Language Learning and Use: Exploring Error Analysis*. Routledge.
- Khuwaileh, A. A., & Shoumali, A. A. (2000). Writing Errors: A Study of the Writing Ability of Arab Learners of Academic English and Arabic at University. *Language, Culture and Curriculum*, 13(2), 174–183. <https://doi.org/10.1080/07908310008666597>
- Nordquist, R. (2019a, May 16). *English Spelling: Conventions and Corrections*. ThoughtCo. <https://www.thoughtco.com/spelling-definition-1692125>
- Nordquist, R. (2019b, November 4). *Documentation in Reports and Research Papers*. ThoughtCo. <https://www.thoughtco.com/documentation-in-research-1690405>
- O'Sullivan, O., & Thomas, A. (2007). *Understanding Spelling*. Routledge.

- Ott, P. (2014). *How to Manage Spelling Successfully*. Routledge.
- Perveen, U., & Akram, F. (2014). A Comparative Study to Know the Causes of Spelling Errors Committed by Learners of English at Elementary Level in District Kasur and Lahore in Pakistan. *European Academic Research*, 2(2), 2601-.
- Richards, J. C., & Schmidt, R. W. (2013). *Longman Dictionary of Language Teaching and Applied Linguistics*. Routledge.
- Schonell, F. J. (2014). *The Essential Spelling List*. Nelson Thornes.
- Stirling, J. (2011). *Teaching Spelling to English Language Learners*. Lulu.com.
- Westwood, P. (2005). *Spelling: Approaches to Teaching and Assessment*. Aust Council for Ed Research.
- Westwood, P. (2018). *Spelling: Approaches to Teaching and Assessment*. Routledge.

## ADJECTIVE AND NOUN CLAUSE LEXICAL DENSITY IN AN ENGLISH TEXTBOOK FOR SENIOR HIGH SCHOOL STUDENTS

Adityo Prawinanto\*<sup>1</sup> and Barli Bram<sup>2</sup>

<sup>1,2</sup>Sanata Dharma University

### Abstract

This paper analyzed the lexical density of the adjective and noun clauses in an English textbook for senior high school students in Indonesia. It aimed to discover whether or not the textbook was suitable for the students in terms of lexical density. The researchers employed a content analysis approach to analyze data. There were 116 sentences, containing adjective and noun clauses, which were investigated. The researchers implemented the lexical density theory and the lexical density indicators to determine the average level of the lexical density measurements. Results showed that there were three lexical density levels found in those adjective and noun clauses. The three levels were low, medium, and high. The average level of the lexical density obtained from the adjective and noun clauses in the textbook was 47%, which was categorized as low lexical density. Thus, the researchers concluded that the English textbook for the tenth-grade students published by the Indonesian Government was appropriate for the students.

**Keywords:** Lexical Density, Lexical Density Level, Content Word, Adjective Clause, Noun Clause

### INTRODUCTION

Lexical density is a common issue for language learners. It is undeniable that every language learner must have experienced its complexity both in writing and speaking. As Hendrikse and Van Zweel (2010, p. 409) suggested, language can be used to describe various complex phenomena. Meanwhile, they also said that language is considered as a complex phenomenon. The complexity of language in practice has been discussed by many experts, but in fact, language learners still find some difficulties to master the target language. This is in accordance with the idea proposed by Kwapien (2010) that stated that the definition of linguistic complexity itself is still considered as an open issue in language. In addition, there is no rigid standard used to measure language complexity. Rimmer (2008) stated that the notion of language complexity has still become the central issue in literacy and language education (see also Varzaneh, & Darani, 2018; Pratiwi, Farikah, & Indriani, 2018; Nugraha, & Fithriyah, 2020).

---

\*correspondence Address

E-mail: adityoprawinanto@yahoo.co.id and barli@usd.ac.id



Nevertheless, the measurement of language complexity itself has not been formulated, even though many researchers have conducted research on it.

In Indonesia, English is a foreign language. Besides, it is a compulsory subject in formal education. Indonesian students start to learn English in elementary school, some of them are in kindergarten. However, the outcomes have not been satisfying. There are only a few students who are able to communicate fluently in English. In writing, they also make major mistakes in many aspects such as word choices and sentence structures. These common problems are not only faced by Indonesian students, but also by some other language learners around the world, in which English is still used as a foreign language (Lie, 2007, p. 1; see also Bahrudin, 2016; Karman, 2016; Berendes, Vajjala, Meurers, Bryant, Wagner, Chinkina, & Trautwein, 2018).

One of the most difficult language aspects experienced by Indonesian students in learning English is to understand the complex sentences. If they have some difficulties in understanding the use of complex sentence, it is going to be something difficult for them to create complex sentences both in speaking and writing. Most importantly, not all students join the learning process “equally prepared to use language in the expected ways, nor do all share the same understanding that certain ways of using language are expected at school” (Schlepppegrell, 2001, p. 434; see also Uri, & Abd Aziz, 2018). Students have different ways in absorbing the materials given by teachers. Therefore, the Indonesian government has to regulate a good policy and provide a well-sensed framework in designing the English learning materials based on the students’ needs in order to achieve the better outcomes. The paper aimed to discover whether or not the textbook was appropriate for the tenth-grade students of senior high school in Indonesia, which is related to lexical density of the adjective and noun clauses (see also Putra, & Lukmana, 2017; Rahma, 2018; Yetti, 2019).

Based on the research background, the research question was formulated as follows: To what extent is the level of lexical density presented in an English textbook for senior high school students in Indonesia?

### **The Concept of Lexical Density**

#### **Lexical Density**

Lexical density is a linguistic terminology used to define statistical measures that calculate the lexical richness of texts. Sari (2016, p. 31) mentions that the level of lexical density presented in the English texts plays a significant role to the students’ understanding. In addition, it is a technique used to assess students’ overall progress within their learning (Daller, van Hout & Treffers-Daller, 2003). Johansson (2008, p. 65) stated that “lexical density

is the term which is most often used for describing the proportion of content words (nouns, verbs, adjectives, and adverbs) to the total number of words". This is in line with the concept mentioned by Vera et al., (2016), who say, "lexical density refers to the quantity of content vocabulary present in a text". Lexical density itself is included in the lexical richness. Šišková (2012, p. 26) suggests that there are three categories of the lexical richness, namely lexical diversity (the measurement of the total different words employed in the text), lexical sophistication (the measurement of the high level words employed in the text), and lexical density (the amount of content words presented in the text). Similarly, Ishikawa (2015, p. 2) claims that lexical density is the proportion of 'lexical' and 'open-class words' or content words. However, he distinguishes this measure in two distinctive concepts, namely 'an index of information-orientation' and 'lexical easiness'.

The concept of language density commonly focuses on the various complexities produced from the development of words (To, Fan, & Thomas, 2013, p. 61). This is also in accordance with the idea proposed by Halliday (1985) that lexical density is related to the notion of lexico-grammar especially in the wording level of language. Meanwhile, Kondal (2015, p. 25) states that lexical density (the total number of lexical items in a text) and lexical variety (the total number of different words in a text) are main concepts that can be attached to define lexical development. Furthermore, there is a theory that says the longer the sentence would indicate the more difficult the sentence to understand (Islam, Mehler, & Rahman, 2012, p. 546). There are various measurements of lexical density. The measurement of lexical density was firstly initiated by Ure (1971), who stated that "lexical density should be treated as the proportion of the number of lexical items per the number of running words". This formula was then developed by Halliday (1985) and O'Loughlin (1995).

Thus, it can be concluded that the level of lexical density can be obtained by calculating the number of content words which is divided by the total number of words in a sentence. Content words are words that deliver a high information load, namely nouns, verbs, adjectives, and adverbs (Solichatun, 2011, p. 15). Content words are different from grammatical function words. Grammatical function words are classified into determiners, pronouns, preposition, conjunctions, numerals, auxiliary verbs. Solichatun (2011, p. 15) stated that long and lexically dense sentences are more difficult to understand. Furthermore, Hanafiah and Yusuf (2016, p. 43) state that a text can be classified as a formal text when the proportion of the content words to the total words is proven to be lexically dense. On the other hand, sentences that have low lexical density are easier to understand.

## **Content Words**

Content words are any nouns, verbs, adverbs, and adjectives which have suitable and significant lexical meaning.

a) A noun is “a word used as the name of a living being or lifeless thing” (Curme, 1935, p. 1) as cited in Huddleston (1984, p. 90). Therefore, nouns generally can be the names of person such as Frans and Grace; the names of things such as cars, and books; the names of places such as cities and countries; the names of animals such as cats and dogs; the names of activities such as running and swimming; the names of days and months such as Friday and August; the names of the families such as brothers and sisters; the names of subjects such as English and Math.

b) A Verb is “part of speech that predicates, assists in predications, asks a question, or expresses a command” (Curme, 1935, p. 63) as cited in Huddleston (1984, p. 91). It can be concluded that a verb is a word that expresses action such as work, come, buy and study, being, or state of being.

c) An adjective is a word that modifies a noun or pronoun (Curme, 1935, p. 42) as cited in Huddleston (1984, p. 91). In general, an adjective used to explain or modify a person, place, or thing. For examples: beautiful, good, expensive, important, ugly, yellow, and interesting.

d) An Adverb is “a word that modifies a verb, an adjective, or another adverb” (Curme, 1935, p. 71) as cited in Huddleston (1984, p. 91). There are several types of adverbs, namely adverbs of manner (quickly, diligently), adverbs of time (now, last), adverbs of place (here, there, in Indonesia), adverbs of frequency (usually, never, always), adverbs of degree (very, really), adverbs of modality (probably, possibly).

## **Previous Research**

There are many studies which examined language complexity. The previous studies showed different results. Smith et al. (1994) investigated lexical density in written tests performed by students in their first year in the Australian university. They previously assumed that language difficulty might influence students’ performances in the examinations. The findings of their study showed that there was no connection between student achievement and the linguistic complexity of the questions in terms of lexical density.

Cheryl (1995) examined the correlation between lexical proficiency and the quality of ESL compositions written by students at Indiana University, which are related to lexical density, lexical errors, and lexical variations. There were four lexical measurements used in

the study and the lexical density was the most concisely interpreted. The results suggested that there was a non-significant relationship between the proportion of content words and the quality of essays. Dale and Chall (1995) also conducted a research in lexical density. Dale and Chall listed 3,000 commonly known words for the 4th grade. The results of their study showed that reading difficulty is a linear function of the ASL of the percentage of rare words.

Solichatun (2011) conducted a content analysis of English reading materials in a Junior High School textbook. In her study, the results showed that the lexical density of the reading texts for junior high school was between 50%- 60% (medium lexical density). It means that the reading texts in the textbook were not complicated for the students.

### **RESEARCH METHOD**

This qualitative research explores social phenomena based on the perspective of the participants (Ary, Jacobs, & Razavieh, 2010). The researchers employed content analysis technique in this research. Ary et al. (2010) mention that "Content analysis is a technique that enables writers to study human behavior in an indirect way, through an analysis of their communication" (p. 472). The documents are usually "written documents, namely books, magazines, articles, newspapers, novels, official documents, or pictures" (Ary et al., 2010). The document of this research was an English textbook published by the Indonesian Government. The researchers selected the sentences presented in the textbook. After that, the researcher analyzed the sentences based on the theories of lexical density, focusing only on the use of adjective and noun clause lexical density in the textbook. One of the examples of the complex adjective or noun clauses in the textbook was presented below:

*"She told me that you sent her an email telling her that you would like to have more pen pals from the use"* (p. 4)

The data that had been collected and classified were coded and analyzed. The analysis included the lexical density presented in the textbook. In this research, lexical density levels were measured by:

1. identifying the sentences, especially adjective and noun clauses, containing the content words and the grammatical (function) words in a sentence.
2. calculating the number of content words
3. calculating the percentage of lexical density proportion in a sentence using the formula below:

$$\text{“Lexical Density = } \frac{\text{Number of Content Words}}{\text{Total Number of Words}} \times 100$$

Solichatun (2011, p. 25) stated “that lexically dense text has a high lexical density of around 60-70%, quite lexical density measures of around 50-60%, and those which are not dense have a lower lexical density of around 40-50%”.

## RESULTS AND DISCUSSION

### Results

The percentage of lexical density of each sentence was obtained by dividing the content words per total words based on the theory proposed by Johanson (2008). The researchers calculated the average of lexical density existed in all adjective and noun clauses from the textbook. The results of the calculation were presented in Table 1.

**Table 1.** Lexical density levels

| Level of Lexical Density | Total Number of Sentences | Percentage (%)  |
|--------------------------|---------------------------|-----------------|
| High                     | 14                        | 12.06 %         |
| Medium                   | 32                        | 27.60 %         |
| Low                      | 70                        | 60.34 %         |
| <b>Total</b>             | <b>116</b>                | <b>100.00 %</b> |

From the results above, it can be seen that there were 116 sentences found in the text book. Those sentences consisted of adjective and noun clauses. There were 14 sentences (12.06%) categorized as high lexical density. In addition, there were 32 sentences (27.60%) categorized as quite lexical density. There were also 70 sentences (60.34%) categorized as low lexical density.

**Table 2.** The average lexical density

| Level of Lexical Density | Percentage (%) |
|--------------------------|----------------|
| High                     | 12.06 %        |
| Medium                   | 27.60 %        |
| Low                      | 60.34 %        |
| <b>Average</b>           | <b>47.00%</b>  |

Finally, it can be seen in Table 2 that the average lexical density of all sentences consisting of adjective or noun clauses was 47%, which was considered as low lexical density.

## Discussion

In analyzing the lexical density of the sentences consisting of adjective or noun clauses, the researcher calculated the number of content words to the total number of words in every sentence. The content words were presented in bold in order to make them clearer in the process of analysis. The researcher provided several samples of the data in this discussion.

### 1. Sentences with High Level of Lexical Density, example 1

*“However, the **battle provoked Indonesian and international mass to rally for the country’s independence which made this battle especially important for Indonesian national revolution**”.* (p. 124)

In the sentence above, the researcher found that there were fifteen content words consisting of **seven nouns, four adjectives, three verbs, and one adverb**. The total number of words in this sentence was twenty-four. The researcher counted the lexical density of the sentence by employing the formula below (Johanson, 2008).

$$\begin{aligned} \text{“Lexical Density} &= \frac{\text{Number of Content Words}}{\text{Total Number of Words}} \times 100 \\ \text{Lexical Density} &= \frac{15}{24} \times 100 = 62\% \end{aligned}$$

Based on the result above, Example 1 had 62 % lexical density. It showed that *Example 1* had high level of lexical density. The indicator was in line with the theory suggested by Solichatun (2011). She stated that the text that has lexical density percentage around 60% - 70% was categorized as a text with a high lexical density. Here is example 2.

*“When **Habibie’s minimum wage salary forced him into part-time work, he found employment with the Automotive Marque Talbot, where he became an advisor**”* (p. 135).

In the sentence above, the researcher found that there were fifteen content words consisting of **nine nouns, three adjectives, and three verbs**. The total number of words in this sentence was twenty-three. The researcher counted the lexical density of the sentence by employing the following formula (Johanson, 2008).

$$\begin{aligned} \text{“Lexical Density} &= \frac{\text{Number of Content Words}}{\text{Total Number of Words}} \times 100 \\ \text{Lexical Density} &= \frac{15}{23} \times 100 = 65\% \end{aligned}$$

Based on the calculation above, Example 2 had 65% lexical density. It can be concluded that this sentence had high level of lexical density. The indicator was in line with the theory suggested by Solichatun (2011). She stated that the text that has lexical density percentage around 60% - 70% was categorized as a text with a high lexical density

## 2. Sentences with Quite Lexical Density, example 1

*"In a world that's changing really quickly the only strategy that is guaranteed to fail is not taking risks" (p. 22).*

In the sentence above, the researcher found that there were ten content words consisting of **three nouns, four verbs, and three adverbs**. The total number of words in this sentence was nineteen. The researcher counted the lexical density of the sentence by employing the formula below.

$$\begin{aligned} \text{"Lexical Density"} &= \frac{\text{Number of Content Words}}{\text{Total Number of Words}} \times 100 \\ \text{Lexical Density} &= \frac{10}{19} \times 100 = 52\% \end{aligned}$$

Based on the calculation above, Example 1 had 52% lexical density. It can be concluded that this sentence had medium level of lexical density. The indicator was in line with the theory proposed by Solichatun (2011). She stated that the text that has lexical density percentage around 50% - 60% was categorized as a text with a medium lexical density. Here is example 2.

*"In daylight, on your way to Camp Leakey, you can see trees filled with proboscis monkeys, monkeys that have enormous snout which can only be found in Kalimantan" (p. 53).*

In the sentence above, the researcher found that there were sixteen content words consisting of **ten nouns, four verbs, one adjective and one adverb**. The total number of words in this sentence was twenty-eight. The researcher counted the lexical density of the sentence by employing the formula below (Johanson, 2008).

$$\begin{aligned} \text{"Lexical Density"} &= \frac{\text{Number of Content Words}}{\text{Total Number of Words}} \times 100 \\ \text{Lexical Density} &= \frac{16}{28} \times 100 = 57\% \end{aligned}$$

Based on the calculation above, Example 2 had 57% lexical density. It can be seen that this sentence had medium level of lexical density. The indicator was in line with the theory suggested by Solichatun (2011). She stated that the text that has lexical density percentage around 50% - 60% was categorized as a text with a medium lexical density.

### 3. Sentences with Low Level of Lexical Density, example 1

*"In 1905, there was a TV talk-show that interview great inventors at that time" (p. 97).*

In the sentence above, the researcher found that there were seven content words consisting of **five nouns**, **one verb**, and **one adjective**. The total number of words in this sentence was fourteen. The researcher counted the lexical density of the sentence by employing the following formula (Johanson, 2008).

$$\begin{aligned} \text{"Lexical Density"} &= \frac{\text{Number of Content Words}}{\text{Total Number of Words}} \times 100 \\ \text{Lexical Density} &= \frac{7}{14} \times 100 = 50\% \end{aligned}$$

Based on the calculation above, Example 1 had 50% lexical density. It can be concluded that this sentence had low level of lexical density. The indicator was in line with the theory suggested by Solichatun (2011). She stated that the text that has lexical density percentage around 40% - 50% was categorized as a text with a low lexical density. Here is example 2.

*"He is trying to deny the evidence that the police have presented" (p. 90).*

In the sentence above, the researcher found that there were five content words consisting of **two nouns** and **three verbs**. The total number of words in this sentence was twelve. The researcher counted the lexical density of the sentence by employing the formula below.

$$\begin{aligned} \text{"Lexical Density"} &= \frac{\text{Number of Content Words}}{\text{Total Number of Words}} \times 100 \\ \text{Lexical Density} &= \frac{5}{12} \times 100 = 41\% \end{aligned}$$

Based on the calculation, Example 2 had 41% lexical density. It can be considered that this sentence had low level of lexical density. The indicator was in line with the theory proposed by Solichatun (2011). She stated that the text that has lexical density percentage around 40% - 50% was categorized as a text with a low lexical density.



## *CONCLUSION*

The researchers found three levels of lexical density in the textbook, namely high, medium, and low lexical density. The lexical density in clauses averaged 47 per cent. Thus, it can be concluded that the level of lexical density of the clauses in the textbook was categorized as low. It means that the textbook was easy to understand by the tenth-grade students at senior high school. In other words, the textbook was appropriate to use by Indonesian students in the tenth grade. Furthermore, it can be concluded that a sentence which has more lexical items carried a higher lexical density compared to a sentence that had fewer lexical items. Considering the results of the research, the researchers would suggest that further investigations of the lexical density in the whole texts in the textbook should be conducted since the current research focused on the lexical density of the clauses only.

Lu (2012, p. 191) suggests that the investigation about the relevance of 'lexical density' to the speaking achievement of the language learners is still limited. Therefore, the researchers also suggest that the study of lexical density in relation to the speaking aspect needs to be conducted further. For English teachers, the results of this research can be considered as feedback on their teaching practices to select an appropriate textbook to help students improve their English skills. This idea is supported by Gregori-Signes and Clavel-Arroitia (2015, p. 546), who suggest that teachers should possess high awareness of the lexis as it can be used as a self-evaluation to improve their teaching and to figure out the most suitable texts and materials for their students.

## REFERENCES

- Arvani, M. (2006). A discourse analysis of business letters written by Iranians & native speakers. *The Asian ESP Journal*, 1(2), 12-23.
- Ary, D., Jacob, L.C., & Razavieh, A. (2010). *Introduction to research in education* (8th ed.). Belmont: Wadsworth Thomson Learning.
- Bahrudin, D. V. Y. (2016). The effect of textbook readability on students' reading comprehension. *Wacana Didaktika*, 4(1), 42-54.
- Berendes, K., Vajjala, S., Meurers, D., Bryant, D., Wagner, W., Chinkina, M., & Trautwein, U. (2018). Reading demands in secondary school: Does the linguistic complexity of textbooks increase with grade level and the academic orientation of the school track?. *Journal of Educational Psychology*, 110(4), 518.
- Camiciottoli, B. C. (2003). Metadiscourse and ESP reading comprehension: An exploratory study. *Reading in a foreign language*, 15(1), 28.
- Dale, D. (1948). The Dale-Chall formula for predicting readability. *Educational Research Bulletin*, 27, 11-20.
- Dale, E., & Chall, J.S. (1995). *Readability revisited: The new Dale-Chall readability formula*. Cambridge, MA: Brookline Books.
- Daller, H., van Hout, R., & Treffers-Daller, J. (2003). Lexical richness in the spontaneous speech of bilinguals. *Applied Linguistics*, 24(2), 197-222.
- Engber, C. A. (1995). The relationship of lexical proficiency to the quality of ESL compositions. *Journal of Second Language Writing*, 4(2), 139-155.
- Gregori-Signes, C., & Clavel-Arroitia, B. (2015). Analysing lexical density and lexical diversity in university students' written discourse. *Procedia-Social and Behavioral Sciences*, 198, 546-556.
- Gregori-Signes, C., & Clavel-Arroitia, B. (2015). Analysing lexical density and lexical diversity in university students' written discourse. *Procedia-Social and Behavioral Sciences*, 198(2015), 546-556.
- Hanafiah, R., & Yusuf, M. (2016, November). Lexical density and grammatical intricacy in linguistic thesis abstract: A qualitative content analysis. In *Proceedings Of English Education International Conference* (Vol. 1, No. 2, pp. 43-46).
- Hendrikse, R., & van Zweel, H. (2010). A phylogenetic and cognitive perspective on linguistic complexity. *Southern African Linguistics and Applied Language Studies*, 28(4), 409-422.
- Hsu, W. (2009). College English textbooks for general purposes: A corpus-based analysis of lexical coverage. *Electronic Journal of Foreign Language Teaching*, 6(1), 42-62.

- Huddleston, R. (1984). *Introduction to the grammar of English*. Cambridge: Cambridge University Press.
- Ishikawa, S. I. (2015). Lexical development in L2 English learners' speeches and writings. *Procedia, Social and Behavioural Sciences*, 198, 202-210.
- Islam, Z., Mehler, A., & Rahman, R. (2012). Text readability classification of textbooks of a low-resource language. In *Proceedings of the 26th Pacific Asia Conference on Language, Information, and Computation* (pp. 545-553).
- Johansson, V. (2008). Lexical diversity and lexical density in speech and writing: A developmental perspective. *Working Papers in Linguistics*, 53, 61-79.
- Karman, K. (2016). Lexical features of senior high school students' writing on recount text. *Journal of English Education*, 1(2), 106-110.
- Kim, S. S. (2002). A corpus-based analysis of the words in the elementary school English textbooks. *English Teaching*, 57(3), 253-277.
- Konakahara, M. (2011). Analysis of Request Events in English Textbooks for Japanese Secondary Schools. *Bulletin of Graduate School of Education, Waseda University*, 1(19).
- Kondal, B. (2015). Effects of lexical density and lexical variety in language performance and proficiency. *International Journal of IT, Engineering and Applied Sciences Research (IJIEASR)*, 4(10), 25-9.
- Koya, T. (2004). Collocation research based on corpora collected from secondary school textbooks in Japan and in the UK. *Dialogue*, 3, 7-18.
- Kwapien, J., Drozd, S., & Orczyk, A. (2010). *Linguistic complexity: English vs. Polish, text vs. corpus*. arXiv preprint arXiv:1007.0936.
- Lie, A. (2007). Education policy and EFL curriculum in Indonesia: Between the commitment to competence and the quest for higher test scores. *TEFLIN Journal*, 18(1), 01-15.
- Lu, X. (2012). The relationship of lexical richness to the quality of ESL learners' oral narratives. *The Modern Language Journal*, 96(2), 190-208.
- MacDonald, S. P. (2002). Prose styles, genres, and levels of analysis. *Style*, 36(4), 618-638.
- Miller, D. (2011). ESL reading textbooks vs. university textbooks: Are we giving our students the input they may need?. *Journal of English for Academic Purposes*, 10(1), 32-46.
- Mueller, B. M. (2015). *Analysis of nominalization in elementary and middle school science textbooks*. School of Education Student Capstones and Dissertations. Paper 247.
- Nesia, B. H., & Ginting, S. A. (2014). Lexical density of English reading texts for senior high school. *TRANSFORM Journal of English Language Teaching and Learning of FBS UNIMED*, 3(2).

- Nugraha, A. P., & Fithriyah, N. H. M. P. (2020). *Lexical density of reading comprehension material in English textbook pathway to English for senior high school grade xii published by Erlangga* (Doctoral dissertation, IAIN Surakarta).
- O'Loughlin, K. (1995). Lexical density in candidate output on direct and semi-direct versions of an oral proficiency test. *Language testing*, 12(2), 217-237.
- Perfetti, C. A. (1969). Lexical density and phrase structure depth as variables in sentence retention. *Journal of Verbal Learning and Verbal Behavior*, 8(6), 719-724.
- Pratiwi, Y., Farikah, F., & Indriani, L. (2018). An analysis of lexical density and readability in reading text on English textbook used by form 4 level of secondary school students in SMKBSB Malaysia. *Journal of Research on Applied Linguistics, Language, and Language Teaching*, 1(1), 66-75.
- Presnyakova, I. (2011). *Systemic functional analysis of elementary school language arts textbooks*. Theses, Dissertations and Capstones. 269. <https://mds.marshall.edu/etd/269>
- Putra, D. A., & Lukmana, I. (2017). Text complexity in senior high school English textbooks: A systemic functional perspective. *Indonesian Journal of Applied Linguistics*, 7(2), 436-444.
- Rahma, A. (2018). *Readability levels in the reading texts of pathway to English for 11th grade students of senior high school* (Doctoral dissertation, Universitas Brawijaya).
- Rimmer, W. (2008). Putting grammatical complexity in context. *Literacy*, 42(1), 29-35.
- Sari, D. (2016). Measuring Quality of Reading Materials in English textbook: The Use of Lexical Density Method in Assessing Complexity of Reading Materials of Indonesia's Curriculum-13 (K13) english textbook. *JOALL (Journal of Applied Linguistics & Literature)*, 1(2), 30-39.
- Schleppegrell, M. J. (2001). Linguistic features of the language of schooling. *Linguistics and Education*, 12(4), 431-459.
- Sholichatun, S. (2011). Content analysis of reading materials in English on Sky Textbook for junior high school. Semarang: IAIN Walisongo.
- Šišková, Z. (2012). Lexical richness in EFL students' narratives. *Language Studies Working Papers*, 4, 26-36.
- Smith, N. F., Wood, L. N., Gillies, R. K., & Perrett, G. (1994). Analysis of student performance in statistics. In *Mathematics Education Research Group of Australasia Conference, Lismore*.
- To, V., & Mahboob, A. (2018). Linguistic complexity in English textbooks: A functional grammar perspective. In *Structuring the Thesis* (pp. 77-86). Singapore: Springer.
- To, V., Fan, S., & Thomas, D. (2013). Lexical density and readability: A case study of English textbooks. *Internet Journal of Language, Culture and Society*, 37, 61-71.
- Ure, J. (1971). Lexical density and register differentiation. *Applications of linguistics*, 443-452.

- Uri, N. F. M., & Abd Aziz, M. S. (2018). Assessing readability of a national exam reading texts in Malaysia. *European Journal of English Language Teaching*, 4(1), 149-164.
- Varzaneh, M. M., & Darani, H. L. (2018). EFL Textbook evaluation: An analysis of readability and vocabulary profiler of Four Corners Book Series. *International Journal of Foreign Language Teaching and Research*, 6(22), 47-57.
- Vera, G. G., Sotomayor, C., Bedwell, P., Domínguez, A. M., & Jéldrez, E. (2016). Analysis of lexical quality and its relation to writing quality for 4th grade, primary school students in Chile. *Reading and Writing*, 29(7), 1317-1336.
- Yetti, D. (2019). *An analysis of readability level of reading material in English textbook for first grade of senior high school* (Doctoral dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau).

## COMIC STRIPS IN ELT: REVISITING “THE WHEN AND HOW”

**Nine Febrie Novitasari\*<sup>1</sup>**  
Universitas Abdurachman Saleh Situbondo

### **Abstract**

Few know that comic strips can be used in educational contexts, particularly in English language classrooms. If associated with the purpose of language teaching, the use of comic strips is to facilitate students to develop their three learning domains: cognitive, affective, and psychomotor domains. Integrating comic strips in classroom activities will make the process of learning more meaningful. In Indonesian context, the teaching and learning process utilising comics is still rare to find. Most Indonesian EFL teachers usually only focus on enhancing students' reading comprehension skill when using comic strips in their teaching. They ignore other objectives such as providing the students' other language skills, introducing the culture embedded, or sharpening students' learning domains. Such a problem occurs because the teachers do not know and are not sure of how to find good and suitable comics for their students. In addition to that, many teachers admit that it is quite difficult to prove and to convince the parents that comics can be used as stimulating, pedagogically-suitable learning media. Concerning the issue, this paper presents a comprehensive explanation on the nature of comic that suits the purpose of EFL/ESL teaching and offers some best practices for English teachers to utilize comic strips in their teaching. It is expected that after reading this paper, EFL teachers in Indonesia can explore their belief and practice in implementing comics and bring up a new trend in EFL classroom.

**Keywords:** Comic Strips, ELT, Best Practices, Teachers

### **INTRODUCTION**

Comics have been around for years. Literally defined, comic is sequences of images and sequential collection of words (Eisner, 1985). According to McCloud (1994), comic consists of images that transfer information or produce an aesthetic response for people who see it. From these two definitions, it can be said that comic is sequences of images with words that function to send messages to people who read them with aesthetical values. Trimo in Laksana (2015) classifies comics into two, namely comic strips and comic book. Comic strips usually consist of few panels of pictures of cartoons. They are usually found in magazines and newspapers, while comic books are collection of comics published in the form of a book. Nowadays, comics are way easier to find on the Internet.

---

\*correspondence Address  
E-mail: ninefebrie@gmail.com

Who don't like reading comics? In Indonesia, the number of comic readers is quite high. There has been an explosion in the number of comic readers in Indonesia in the past two years. Around 13 million people read comics via mobile every day (Bungalan, 2018). Japanese comics are the most favorite. Nonetheless, along with the growing of Indonesian comic artists, local comics already have quite a lot of fans. The readers are mostly school-age children. Children usually spend most of their time reading comics because it is fun. Consequently, many parents think that reading comics is just a waste of time. Negative effects of reading comics, such as the imitation of comic characters' behavior, makes some people prohibit their children from reading comics. They find comics uneducating. Further, comics are even seen as an insignificant literary genre (Honarvar & Rahimi, 2011). This is because comics are considered poor in art and language that they only require their readers to see pictures instead of reading. Few believe that reading comics can give positive influences to children's learning process. Trying to respond to the negative views on comics, this paper tries to highlight the nature of comics in educational contexts and to offer best practices to use comic strips particularly in English classrooms.

### **Comics In Educational Contexts**

The fact that some people feel apathetic about the use of comics in the teaching and learning process is undeniable. However, the conventional view saying that reading comics is disadvantageous has been criticised on a number of grounds. The fears about the negative impacts of comics are refuted by the use of comics in teaching and learning activities. Some critics claim that teachers can use comics as alternative media to deliver instructional materials. In line with the statement, some research have been conducted to see how comics relate to educational settings. Khalid, Meerah, and Halim (2010) prove that the use of cartoon is effective to trigger students' imagination and creativity. Comics can also be applied in numerous activities that involve students' active participation to build their own knowledge in learning Physics. Cartoon characters in comics also play a significant role in lessening students' Mathematics anxiety. The cartoon characters in textbooks can visually entertain students and attract their attention to learning. Through the depiction of human and life in cartoon characters, teachers can teach students life lessons implied in the instructions (Şengül & Dereli, 2010). Some other research seem to corroborate the notion that comics are beneficial as educational tools. Comics can help students strengthen critical thinking, foster memory, maintain attention and self control, develop skills of understanding and analyzing, and increase motivation (Anugerahwati, 2017; Karakas, 2012; Piaw, 2012).

Considering the positive values given, comics also have positive impacts on English learning. Humola and Talib (2015) reveal that comic strips can enhance students' writing skills. They conducted an action research to see how comic strips were implemented in teaching narrative. After the teacher utilized comic strips in the teaching process, the percentage of the students who could write a narrative text was 88%. The utilization of comic strips in English language classroom is also illustrated by Maulana and Fitrawati (2017) who analyzed how comic strips were used to improve students' reading comprehension skills. Their research showed that the integration of comic strips and PQRS technique could level up students' rate in comprehending a text because of pleasant environment they created. There is even a comic-based teaching that can be an alternative for teachers. This is supported by a study conducted by Domkar (2010). He designed four projects-based use of comics to be integrated in teaching process. In the application, he made use of digital teaching aids to make his own comics and used them in the teaching activities. These activities were then made as a bridge to measure students' awareness in cultural differences. This study also shows that teachers can provide creative and meaningful instructional media with no budgets. There are still many results of research that show that the use of comics in language teaching has positive effects, mainly the ones on how to use comics in teaching language skills and competences (Widiseti, 2013; Klau, 2015; Lazarinis et.al. 2015; Ahmadi, Sadighi, & Gorijan, 2017). Waluyanto (2005) also adds that comics as educational media functions to convey the messages of learning.

### **Defining Comics In Elt Purposes**

Before discussing when and how to use comics in English language classroom, let us define what actually comics are in EFL/ESL setting. Some people might get confused to define which one is comic and which one is not. Some may think that comic should be in the form of narrative mode, have some word balloons, and its characters are in the form of cartoons. Then what about sequences of cartoons without any speech? Are they categorized as a comic? Is a merely single picture a comic? Is a picture a teacher draws on a whiteboard a comic?

McLoud in Cimermanova (2014) emphasizes the importance of pictures/images in a comic. The pictures are the key of the success of message delivery. However, McLoud's definition is not supported by Harvey. Harvey in Cimermanova (2014) argues that pictures and speech of the characters both play an important role in a comic. Recine (2013) says that the boundaries to define comics may vary culturally and personally. Using the definition from comic study, if used in TESOL setting, comic should have a theme or a message and is



displayed in single or multiple panels. It does not have to tell a story either. Comic should also have imageries in it. Despite the unclear and different definitions given about comic, we can simply say that comic is an art form, or any other media similar to it, that has educational values. It can be in the form of single panel cartoon, comic strip, comic book, or graphic novel.

### **Comic Strips As Instructional Media**

#### **Benefits**

Fundamentally, learning process is a process of communication. This communication involves teachers and students. A good communication between teachers and students requires good media as tools to deliver messages, and one of them is comics. In this context, comic strips are more frequently used in classrooms than comic books. Comic strip, as defined by Trimo in Laksana (2015), is short series of images that have a storyline and contain short messages. Teachers prefer comic strips to comic books because they are not time consuming to read. Thus, students do not have to spend a lot time reading comic strips because they can be understood easily. Besides, the storyline of comic strips is usually simpler than that of comic books. Furthermore, comic strips can be found in newspaper, magazines, and the Internet. Their easy accessibility and availability makes it easier for the teachers to use comic strips when teaching. On the other hands, just like other learning media, comic strips have strengths and weaknesses when used as instructional media. Teachers have to know that there are some rules to apply comic strips in their teaching. They need to consider *the when and how* to use comic strips in their classes.

Some reasonable arguments testify the benefits of using comic strips as instructional media. First, it is explained by Lazarinis et al., (2015). They state that comic strips have a power to improve the learning quality. Since most of the readers are children, they can be easily attracted to the pictures of cartoons in comic strips. Once feel attracted, the students will enjoy the process of learning. By using comic strips, teachers can provide students a meaningful learning process. As a result, the quality of students' learning increases. Using comic strips can also be used as a method to enhance students' critical thinking. When used in a discussion activity on the cartoon characters, for example, comic strips can fill up students' imagination. The still images of the characters will trigger students' mind to visualize the pictures in a real life. Sources provide some examples of teaching and learning activities that promote students' critical thinking, but overall, Anugerahwati (2017) emphasizes the integration of comic strips in enjoyable, fun learning activities. Comics strips can also be used as a door to introducing cultures to students. Through comic strips,

teachers can provide the students more exposures to new cultures and skills to respond them, whether to adopt or to adapt them. The visual forms of the characters in comic strips teach students real life social issues and popular trends. Last, comic strips are also effective to improve students' media literacy. Media literacy is most commonly described as a skill set that promotes critical engagement with messages produced by the media (Bulger & Davison, 2018:7). Along with the rapid development of media, it is important that students be equipped with these skills to adapt to new cultures. Students should know which cultures appropriate to them and which are not. Such skills can be taught to students through comic strips. In short, this implies that comics, in any form, have positive values in students' cognitive, affective, and psychomotor development.

### **Principles**

Comics strips can be used as instructional media under some circumstances. Just like other types of instructional media, comic strips should be used appropriately. Summarized from Abidin (2016), Prastya (2016), Bates (2015), and Ramdhani (2015), there are some criteria, or we can say these as principles, for teachers in selecting media for teaching. These principles include learning purpose, learning method, efficiency, practicality, and availability.

Once teachers choose to use comic strips in classrooms, they have to make sure that the chosen comic strips suit the learning purpose. As stated by Chaffe (2018), learning purpose is beyond getting good grades. This is about acquiring the skills that have been planned. After finishing a course, students expect that they will be able to apply the skills in real life. The learning purpose gives control to the teachers and students so that the learning process leads to the competencies to be achieved. For example, if the learning purpose is to provide the students with skills to describe an object, the content of the comic strips must be able to facilitate the learning process to reach the purpose. It is also good to keep images/visual of the comic strips close to related content to avoid confusion. The comic strips chosen should also refer to at least two out of the three learning domains, namely cognitive, affective, and psychomotor (Imran, 2014). Thus, comic strips are expected to benefit to the development of students' knowledge, attitude, and skill.

Selecting comic strips as instructional media needs a consideration on the learning method. Teachers have to know how they will use the comic strips beforehand. This can be seen from the lesson plan they design. When will they use the comic strips? At the beginning of the lesson? As a tool during the main activity? Or used in the closing session of the lesson? The most important point is that the use of comic strips should make the learning

process fun. Teachers can integrate comic strips in various learning method, such as active learning, social learning, or personalized learning.

The efficiency of comic strips is also vital if used as instructional media. Teachers are the ones who know how appropriate and how effective comic strips are in helping the students reach the learning purpose. Therefore, this depends on the teachers' skill at choosing which comic strips to use in their classrooms. To illustrate, if the learning purpose is to provide the students skill to be able to make a phone call, it is not enough to merely depend on the visuals a comic strip provides. Teachers should also add some real practices such as practices in listening to a phone conversation and practices making a phone conversation with peers. If by chance there are some comic strips available, teachers do not have to use them all in classroom. Choose the most effective one that can help the students reach the learning objective (Wati, 2009).

The practicality of comic strips should also be taken into account. According to Mahnun (2012), the practicality of instructional media is related to the media's ability to bridge students' different experiences and space limitation, to enable direct interaction between students and their environment (real life), to raise students' motivation and interest in learning, to uniform students' perception, to provide concrete and abstract experiences, and to instil concrete basic concepts and reality. As an example, when teaching descriptive text, teachers can choose comic strips that visualise the characters describing an object that is familiar to all students. The emphasis is in the choice of the object. The familiarity of the object to all students is important, so the students can relate it with the real life. However, this is also possible to introduce students to a new object. Their curiosity on the object will grab their attention and interest more. Whether or not to choose something familiar, the decision is up to the teachers.

The last thing to consider when selecting comic strips is their availability. Are the comic strips available? Are they accessible? If they are not, what will the teachers do? Borrowing, renting, buying, or developing ones? Comic strips can be found easily in magazines and newspaper. Nevertheless, are they appropriate? Do they suit the students' needs? Using the ones available online or in magazines and newspapers is the easiest. Teachers can also modify the content by changing the dialogues in the word balloons. As the last alternative, teachers can opt to develop their own comic strips.

### **Teacher-made Comic Strips**

Using comic strips than animation in classroom is an advantageous and wise choice. Not all classrooms are equipped with high-tech aids. In addition to that, not every society is

craving for technology. Teachers can display comic strips by utilising technology, such as LCD projector or OHP projector. However, they can still use comic strips in a print form (Recine, 2013). The simplicity of comic strips is also a great thing because teachers can modify and even draw their own comic strips manually using a pencil or a board marker. Some research that focus on this topic reveal the success of developing teacher-made comic strips and their advantages for teaching (Hidayah, 2017; Aditya, 2016; Nafis & Sapir, 2016; Nanda, 2016; and Anggara, 2011). Considering their success, this section presents a brief explanation about parts of comic strips and highlights the simple procedure of developing teacher-made comic-strips.

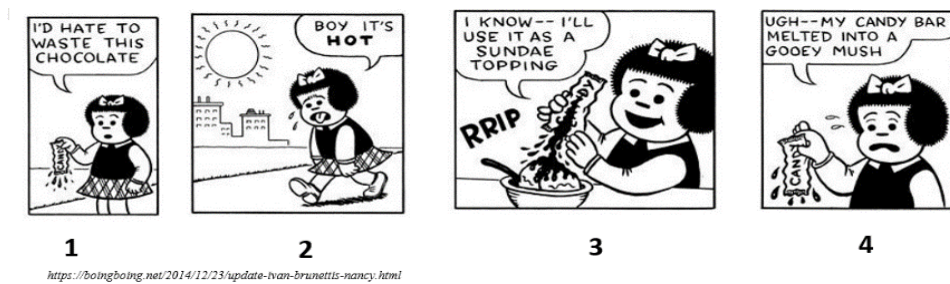
A comic strip does not have to be delivered to students in a print form. Teachers can manually create a comic strip on a piece of paper. Here are six steps to creating a teacher-made comic strip (Marty, 2018). Marty suggests a three-frame comic for newbie creators. This is because as other forms of narrative, comic has beginning, middle, and ending parts. The very first step to create a comic strip is preparing ideas. The ideas cover the character(s), story line, and the speech. Try not to make too many characters. One or two characters are enough. Make sure to write down the ideas on a piece of paper. Second, draw the frames. Each frame must have the same size. Carefully estimate the size of the frames. It should be wide enough to put the cartoons, the word bubble, and additional details. Then, the next stage is drawing the characters. Sketching the word balloons is also done at this stage. It is better to use a pencil so any mistake that occurs can be erased. Adding the speech and lettering is the fourth step to create a comic strip. Write the speech in the word balloons and do not forget to check the spelling. Keep in mind that the lettering size can have different meanings. Lettering in full capitals means that the characters in the comic strip is shouting. After adding the speech and lettering, the next step is adding the details (background, shadowing, and facial expression). This will enliven the story. Finally, go over the pencil drawing by using a pen or a marker. Some colours can also be added as the completion.

### **Comic Strips In EFL/ESL Classrooms: Best Practices**

As justified previously that comic strips give many benefits for an educational setting, this paper will also provide some examples of the use of comic strips in EFL/ESL classrooms. The attractiveness of using comic strips is that it does not feel like studying. Students are motivated by the storyline reinforced by the visual elements, and these ease the students to comprehend the story (Koch, 2017). This is appealing and useful to be used by language teachers. Yet, some teachers may still feel at loss to what kind of activities to do

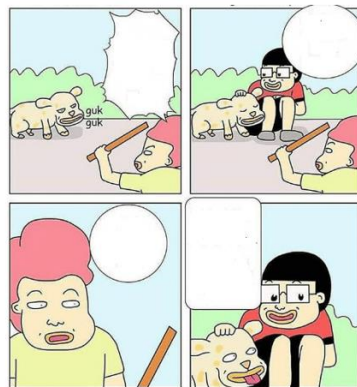
with comic strips. The followings are some examples of best practices of using comic strips in EFL/ESL classrooms.

1. Arranging pieces of comic strip. Teachers can cut a comic strip and ask the students to put the pieces in the correct order. This activity can be done individually or in group, depending on the complexity of the storyline. A reading class can apply this activity to measure students' comprehension. Teachers can train the students to sharpen their word recognition skill as well. As an addition, this activity can also be applied in a speaking class or a writing class. After arranging the pieces of comic strip, the students can retell the story in an oral or written form.



**Figure 1. Jumbled Comic Strip**

2. Filling word balloon. Teachers can modify a comic strip by erasing the speech in the word balloons and ask the students to fill them with their own words. This activity can be used in teaching narrative text. Such an activity is also useful in promoting students' creativity and imagination.



**Figure 2. Comic Strip with Empty Word Balloons**

This is also possible to erase only some speeches in the word balloons. The students are to fill the empty word balloons to complete the story. The story starts the same way, but it may end differently, depending on students' ideas and creativity in making up the story.



<https://www.brilio.net/ngakak/12-komik-strip-lucu-obrolan-anak-sekolah-ini-bikin-ketawa-181221f.html>

**Figure 3. Incomplete Word Balloons**

However, if teachers decide to use the former type of activity, they have to make sure that the visual of the comic strip is clear enough for the students to understand. Even without the speech, the pictures should be able to create a storyline by itself.

3. Discussion. Comic strips can also be used to foster students' critical thinking by giving an opinion about a certain issue. This train students to see an issue from different point of views. By doing so, they will learn how to see things differently. This activity can be carried out in a speaking class. Having the students debate on a certain topic is interesting. Teachers can divide the class into some small groups and ask each group to discuss the topic. Later, each group needs to present the result of the discussion and it can be objected by other groups. Sounds fun!



<https://teachingmadepractical.com/a-point-of-view-lesson-using-comic-strips/>

**Figure 4. Comic Strip to Promote Critical Thinking**

4. Teaching drama can also be carried out by utilising comic strips. Teachers can ask the students to act out a comic strip. The comic strip chosen for teaching drama can be the quite complicated ones, except if the drama is acted out by elementary students.
5. Who says that comic strips cannot be used in a listening class? Teachers can provide a listening podcast; it can be in the form of narrative text, and provide a comic strip that has been cut into some parts. The students should arrange the parts based on the

story they hear from the podcast. The students can also retell the story while showing the arranged comic strip to their friends. Another alternative is by providing some comic strips and asking the students to choose which comic strip represents the podcast best. Still, this activity requires teachers' hard work because the teachers need to prepare the podcast beforehand.

6. Still relates to listening class, teachers can also prepare a comic strip with empty word balloons. After playing a narrative podcast, ask the students to fill in the word balloons with speeches. The speeches should help the visual of the comic strip to create a story.
7. Jigsaw. Jigsaw also enables comic strips to be used in EFL/ESL classrooms. Teachers can give a part of comic to one student and ask him/her to describe it to his/her group members. After all members describe their parts, they have to agree on the correct sequence of the comic strip, but this is still done without showing the comic parts.
8. Comic strips are also good media in exposing the students to new cultures, such as when in a CCU class because usually comic strips are culturally contextualized. Thus, by doing so, teachers can bring in the target language cultures. At the same time, teachers can also teach students how to appreciate other cultures.
9. Interested to teach students figurative languages in a new way? An example is as follow.



<http://mistymfall2105.weebly.com/assignment-3---comics-cartoons--graphic-novels.html>

**Figure 5. Figurative Language in Comic Strip**

10. In case the curriculum requires the teachers to teach students persuasive text, asking the students to create an advertisement by drawing a comic strip is also doable. Referring to the definition of comic that it does not have to be in narrative mode, this activity is also a clear example that comic helps.
11. Teaching translation? Ask the students to bring in a comic strip in their L1 and assign them to translate the speeches in the word balloon into English. Easy!

From some examples given, it is actually easy to use comic strips in English teaching. The only problem lies on teachers' intention and willingness. Still, teachers can design activities in the classroom as desired while paying attention to principles in selecting the comic strips.

## **CONCLUSION**

Even with its unclear definition, comic strip is irrefutably strategic to be used in EFL/ESL setting. Teachers can easily use comic strips in various classroom activities without ignoring the nature of comic itself and the principles to use comic strips as instructional media. Even when their existence is inaccessible, teachers can still use comic strips by developing teacher-made comic strips. However, the main purpose of using comic strips in EFL/ESL class is not merely as an alternative instructional media. Comic strip is basically a tool to help teachers teach the students to use the Language, English. Teachers can design and prepare various activities by utilising comic strips in the teaching and learning process to develop students' cognitive, affective, and psychomotor skills. The development of the three domains will help the students learn to use the language. Practically, the use of comic strips should be able to facilitate the students the language skills so they can use the skills in their real life.



## REFERENCES

- Abidin, Z. (2016). Penerapan pemilihan media pembelajaran. *Edcomtech*, 1(1), 9–20.
- Ahmadi, N., Sadighi, F., & Gorjian, B. (2017). The Effect of Children's Comic Strip Stories on Beginners' English Vocabulary Retention. *Journal of Applied Linguistics and Language Learning*, 3(3)(3), 55–63. <http://doi.org/10.5923/j.jalll.20170303.01>
- Anggara, A. D. (2011). Pengembangan bahan ajar dalam bentuk media komik pada materi cahaya. Retrieved from <http://lib.unnes.ac.id/7950/1/10272.pdf>
- Anugerahwati, M. (2018). The use of comics to strengthen students' critical thinking skills. In *International Conference on Language, Literature and Teaching (ICoLLIT)* (pp. 192–198). Surakarta.
- Bates, A. W. (Tony). (2015). Teaching in a digital age: Guidelines for designing teaching and learning. *Teaching in a digital age*. Vancouver: British Columbia Campus. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true%7B%7Ddb=a9h%7B%7DAN=3663267%7B%7Dsite=ehost-live>
- Bulger, M., & Davison, P. (2019). The Promises, Challenges, and Futures of Media Literacy. *Journal of Media Literacy Education*, 10(1), 1–21. <http://doi.org/10.23860/jmle-2018-10-1-1>
- Bungalan, M. (2018, April 25). Kebangkitan komik Indonesia: Tiap hari, pembaca tembus 13 juta. *Suara Merdeka*. Retrieved from <https://www.suaramerdeka.com/smcetak/baca/79855/tiap-hari-pembaca-tembus-13-juta>
- Chappe, S. (2018). What is the purpose of learning?" teaching at an EL education school helped me find the answer. Retrieved from <https://eleducation.org/news/answering-the-tough-question-what-is-the-purpose-of-learning>
- Cimermanová, I. (2015). Using Comics with Novice EFL Readers to Develop Reading Literacy. *Procedia - Social and Behavioral Sciences*, 174, 2452–2459. <http://doi.org/10.1016/j.sbspro.2015.01.916>
- Domkar, J. (2010). Comics-based language teaching in digital environment of a modern classroom: cultural awareness projects and activities. Masaryk University at Brno. Retrieved from [https://is.muni.cz/th/152993/pedf\\_m/Diploma\\_thesis\\_Domkar\\_qydx.pdf](https://is.muni.cz/th/152993/pedf_m/Diploma_thesis_Domkar_qydx.pdf)
- Eisner, W. (1985). *Comics & Sequential Art*.pdf. Tamarac (Florida). Retrieved from [https://books.google.com/books?id=b3rxmP4Lzj0C&pgis=1%5Cnhttp://thepiratebay.se/torrent/4617697/Will\\_Eisner\\_Theory\\_of\\_Comics\\_Sequential\\_Art.pdf](https://books.google.com/books?id=b3rxmP4Lzj0C&pgis=1%5Cnhttp://thepiratebay.se/torrent/4617697/Will_Eisner_Theory_of_Comics_Sequential_Art.pdf)
- Hidayah, N., & Ulva, R. K. (2017). Pengembangan Media Pembelajaran Berbasis Komik Pada Mata Pelajaran Ilmu Pengetahuan Sosial Kelas IV MI Nurul Hidayah Roworejo

- Negerikaton Pesawaran. *Terampil Jurnal Pendidikan Dan Pembelajaran Dasar*, 4(1), 34-46.
- Honarvar, H., & Rahimi, A. (2011). Surveying techniques for cultural problems of children comic strips translation. *Procedia - Social and Behavioral Sciences*, 28, 1076-1078. <http://doi.org/10.1016/j.sbspro.2011.11.194>
- Humola, Y., & Talib, R. (2015). Enhancing the students Writing Ability by Using Comic Strip: An action research conducted at the tenth grade of SMA Negeri I Tapa. In *ICTTE FKIP UNS 2015* (Vol. 1, pp. 614-623).
- Imran, S. (2014). Kriteria pemilihan media pembelajaran yang baik. Retrieved from <https://ilmu-pendidikan.net/pembelajaran/media-pembelajaran/kriteria-pemilihan-media-pembelajaran-yang-baik>
- Karakas, R. (2012). The Use of Cartoons for Developing the Skills of Understanding and Analyzing of Children in Preschool Period. *Procedia - Social and Behavioral Sciences*, 46, 3026-3030. <http://doi.org/10.1016/j.sbspro.2012.06.003>
- Khalid, H., Meerah, T. S., & Halim, L. (2010). Teachers' perception towards usage of Cartoon in teaching and learning physics. *Procedia - Social and Behavioral Sciences*, 7(2), 538-545. <http://doi.org/10.1016/j.sbspro.2010.10.072>
- Klau, R. O. (2015). Using comic strips to improve the speaking skills of grade VIII students of SMPN 15 Yogyakarta in the academic year of 2013/ 2014. Yogyakarta State University.
- Koch, S. (2017). Comic strips and language learners. Retrieved from <http://exclusive.multibriefs.com/content/comic-strips-and-language-learners/education>
- Laksana, S. D. (2018). Komik Pendidikan sebagai Media Inofatif MI/SD. *Ta'allum: Jurnal Pendidikan Islam*, 3(2), 151-162. <http://doi.org/10.21274/taalum.2015.3.2.151-162>
- Lazarinis, F., Mazaraki, A., Verykios, V. S., & Panagiotakopoulos, C. (2015). E-comics in teaching: Evaluating and using comic strip creator tools for educational purposes. 10th International Conference on Computer Science and Education, ICCSE 2015, (July), 305-309. <http://doi.org/10.1109/ICCSE.2015.7250261>
- Mahnun, N. (2012). Media Pembelajaran (Kajian terhadap Langkah-langkah Pemilihan Media dan Implementasinya dalam Pembelajaran). *Jurnal Pendidikan Islam*, 37(1), 27-35. Retrieved from <http://ejournal.uin-suska.ac.id/index.php/Anida/article/download/310/293>
- Marty. (2018). How to Create a Comic Strip in 6 Steps. Retrieved from <https://www.imagineforest.com/blog/how-to-create-a-comic-strip/>
- Maulana, Y., & Fitrawati. (2017). Teaching reading by using comic strips to improve junior high school students' Comprehension. *Journal of English Language Teaching*, 6(1), 124-131.

- McCloud, S. (1994). Understanding comics by Scott McCloud | LibraryThing. Retrieved from <http://www.librarything.com/work/6084&book=15607697>
- Nafis, Z. F. N. (2016). Pengembangan media pembelajaran komik audio visual bagi pembelajaran Ekonomi materi kurs valuta asing di SMA Negeri 8 Malang. *JPE*, 9(2), 156-164.
- Nanda, D. T. (2016). Developing English writing materials in the form of comic strips for Grade VIII students. Yogyakarta State University.
- Piaw, C. Y. (2012). Using Content-based humorous cartoons in learning materials to improve students' reading rate, comprehension and motivation: It is a wrong technique? *Procedia - Social and Behavioral Sciences*, 64, 352-361. <http://doi.org/10.1016/j.sbspro.2012.11.042>
- Prastya, A. (2016). Strategi pemilihan media pembelajaran bagi seorang guru. In *PROSIDING TEMU ILMIAH NASIONAL GURU (TING) VIII*. Tangerang Selatan: Universitas Terbuka. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true%7B%7Ddb=a9h%7B%7DAN=3663267%7B%7Dsite=ehost-live>
- Ramdhani, M. A., & Muhammadiyah, H. (2015). The Criteria of Learning Media Selection for Character Education in Higher Education. In Raihani, S. K. Aljuneid, M. Z. A. Mat, & J. Cooper (Eds.), *Proceeding International Conference of Islamic Education: Reforms, Prospects and Challenges* (pp. 174-182). Malang: Maulana Malik Ibrahim State Islamic University. Retrieved from <http://repository.uin-malang.ac.id/76/>
- Recine, D. (2013). Comics aren't just for fun anymore: The practical use of comics by TESOL professionals. University of Wisconsin-River Falls. Retrieved from <https://minds.wisconsin.edu/handle/1793/65479>
- Şengül, S., & Dereli, M. (2010). Does instruction of "Integers" subject with cartoons effect students' mathematics anxiety? *Procedia - Social and Behavioral Sciences*, 2(2), 2176-2180. <http://doi.org/10.1016/j.sbspro.2010.03.302>
- Waluyanto, H. D. (2005). Komik Sebagai Media Komunikasi Visual Pembelajaran. *Jurnal Desain Komunikasi Visual Nirmana*, 7(1), 45-55. <http://doi.org/https://doi.org/10.9744/nirmana.7.1>
- Wati, U. A. (2009). Media dan sumber belajar. In *Media Dan Sumber Belajar SD*. Yogyakarta. Retrieved from <http://staff.uny.ac.id/dosen/unik-ambar-wati-mpd>
- Widiseta, D. (2016). The effectiveness of using comic strips in improving the students' writing skills in the eighth grade of SMPN 2 Temon in the academic year of 2012/2013. State University of Yogyakarta. Retrieved from [http://eprints.uny.ac.id/25700/1/Damar Widiseta 07202244050.pdf](http://eprints.uny.ac.id/25700/1/Damar%20Widiseta%2007202244050.pdf)

## EXPLORING ENGLISH TEACHERS' PERCEPTIONS ON USING SITUATIONAL LANGUAGE TEACHING METHOD IN TEACHING VOCABULARY

Yuliar Masna<sup>\*1</sup>, Syarifah Dahliana<sup>2</sup>, Nurul Aulia Martaputri<sup>3</sup>  
<sup>1,2,3</sup> UIN Ar-Raniry, Banda Aceh

### Abstract

The research was accomplished to investigate the perceptions of elementary-school teachers on using Situational Language Teaching method in teaching vocabulary. The aims of this study were to examine the advantages of using situational language teaching method in teaching vocabularies and to investigate English teachers' challenges of using Situational Language Teaching method in teaching vocabulary. This research was completed by using a qualitative approach and the researchers employed a semi-structured interview to collect the data. The research participants were five English teachers who teach English subject at elementary schools in Aceh Barat. The results of this research indicate that the advantages of using this method were enhancing students' motivation and creating an effective teaching-learning process. Then, the challenges of using Situational Language Teaching methods in teaching vocabulary were preparing course material and dealing with students' boredom.

**Keywords:** Teachers' Perception; Situational Language Teaching; Teaching Vocabulary

### INTRODUCTION

In learning English, vocabulary is a central point to understand and express ideas. Richard and Renandya (2002, as cited in Fidyati, 2018:115) interpret vocabulary as "a core component of language acquisition and is a benchmark of how well a language learner speaks, hears, reads, and writes". In a more complicated way, vocabulary is characterized as the knowledge of words and their meanings. According to Fidyati (2018), vocabulary is divided into four language competencies: listening, writing, reading, and speaking. Vocabulary is the basis of a language because it is a more substantial base in learning English.

Moreover, simple vocabulary is the best choice for students ; it is stated that an English teacher for the junior high school level plays a significant role in the teaching-learning process (Yopi, 2003). On the other hand, some teachers find many difficulties in teaching vocabulary in junior high school. Usually, the student is challenged to memorize the new words; the time to teach vocabulary is limited because several skills need to be

---

\*correspondence address  
E-mail: yuliar.masna@ar-raniry.ac.id

learned in English (listening, speaking, writing, and reading). Also, the teachers must be sure that the students can put the new vocabulary in a proper sentence and express the word in good pronunciation.

Teaching English as a foreign language to elementary-school learners is not easy. In line with this, Gruss (2016:71) stated that “teaching a foreign language to children might often generate controversies since they are not yet fully competent speakers of their first language”. Thus, English teachers must be able to select and adjust an appropriate approach, method, and strategy in order that those learners are able to develop their English skills successfully (Manalullaili, 2015). Otherwise, as argued by Toro et.al ( 2018), learners’ oral production of the language will be poor if the teachers apply approach, method, technique, and strategy which are not suitable for the learners.

However, some English teachers still use traditional methods by ordering students to memorize new vocabulary by translating it into learners’ first language. It can be said that teachers tend to translate the written text into mother tongue or give the students the list of words with equivalence (Septiana, 2011). Fauziati (2002, as cited in Septiana, 2011) argued that some teachers still implement the traditional method because they believe it is effective in teaching vocabulary for students. In learning English, it is believed that vocabulary cannot be taught independently, unless learners particularly young learners, will be confused even frustrated (Wulanjani, 2016). Learning English for the first time needs interesting methods and strategies to make learning English enjoyable. Many methods can be used in teaching English vocabulary; one of them is Situational Language Teaching method.

According to Richards and Rogers (2001), Situational Language Teaching embraces an inductive approach to teaching grammar. Situational Language Teaching “emphasized on spoken language teaching in the beginning; the target language is the language of the classroom, and new language points are introduced and practiced situationally” (Intarpanich, 2013). Using this method, the sense of words or structure is not to be given in either the mother tongue or the target language by definition but is induced by the way the form is used in a situation.

Billows (1963, as cited in Richards and Rodgers, 2001) argue that when we give the meaning of a new word, either by a translation into the home language or by an equivalent in the same language, we weaken the idea that the word gives to the mind as soon as we introduce it. The explanation is therefore discouraged, and the learner is expected to deduce the meaning of a particular structure or vocabulary item from the situation in which it is

presented. The learner is required to adapt the vocabulary learned in a classroom to non-classroom circumstances. In this context, as stated by Mareva and Nyota (2012:104), “language is viewed as a set of structures related to situations”. That is how children’s language learning is thought to take place, and the same mechanisms are thought to take place in second and foreign language learning (Richards and Rodgers, 2001).

There were previous researches conducted on the Situational Language Teaching issue. Husniati (2010), for example, figured out that students could improve their vocabulary achievement through the use of Situational Language Teaching in English nouns, English verbs, and English adjectives. Regarding the previous researches, many methods can be used in teaching vocabulary, but in this research Situational Language Teaching method in teaching vocabulary was focused only. Thus, this research was aimed to investigate the perceptions of English teachers in using Situational Language Teaching method, particularly in teaching vocabulary.

## **RESEARCH METHOD**

A qualitative approach was employed in this study. This research approach is used to provide a better understanding of the research problem. Mohajan (2018:2) defined that “qualitative research is a form of social action that stresses the way people interpret and make sense of their experiences to understand the social reality of individuals”. Furthermore, five English teachers from Elementary schools in Johan Pahlawan sub-district, Aceh Barat, were involved as the participants of this research.

Due to the purposive sampling, the researchers defined particular criteria in the collection of the sample for this study. First, participants must be the teachers who teach English subject at Elementary schools. Second, participants are the teachers who have used the situational language teaching method in teaching vocabulary. In gaining data, the researchers used a semi-structured interview to obtain deep information. Each participant was interviewed for about 30 minutes to answer ten questions prepared by the researchers.

## **RESULTS AND DISCUSSION**

### **Result**

The data from the interview obtained by the researchers were transcribed and then interpreted by thematic analysis. In this research, a coding investigation was implemented to extract the information from the participants’ responses. This affirmed the

appropriateness of the things for each element of the theoretical structure of the instrument. All the responses were coded and categorized under the themes.

In this qualitative research, the result of data collection was analyzed into several steps referring to Creswell (2012). Those steps are: first, organizing and preparing the data; second, reading through all data to obtain general information; third, coding the data into several categories, and open coding was used to analyze the data; fourth, looking for patterns and themes; fifth, representing, and reporting findings; sixth, interpreting and discussing the meaning of the findings. The final step of qualitative data analysis was analyzing and addressing the results.

After going through some processes, the researchers gained several findings that were composed into two main points based on the research problems addressed. The first point is the advantages of using the situational language teaching method, which consists of enhancing students' motivation in learning vocabulary and creating an effective teaching-learning process. The second point is the challenges of using the situational language teaching method, which consists of the teachers' preparation in applying SLT, and how to deal with students' boredom.

### *1. The advantages of using Situational Language Teaching Method in Teaching Vocabulary*

Based on the answers that were given by all participants in the interview, almost all of the participants had similar perceptions. Based on the interview responses, there were some advantages of using the situational language teaching method, as perceived by teachers. These benefits include enhancing students' motivation to learn vocabulary and creating an effective teaching-learning process.

#### *a. Enhancing students' motivation to learn vocabulary*

The results showed that all participants agreed that situational language teaching method makes teachers easier to enhance students' motivation in learning vocabulary. As Teacher-2 said :

*"Yes, because we teach and talk directly, and it builds communication between students and me. So the vocabulary that I teach looks tangible, and the pronunciation is clear, and it makes students better understand and can increase their motivation in learning vocabulary."*[ES]

Teacher-4 also had the same idea:

*"Yes, in my opinion, this method is indeed easier to increase student motivation. Because with the practice of this method, we present new vocabulary and new grammar through oral practice so that students repeat themselves, so students are motivated to memorize this vocabulary especially when their friends have memorized everything. And I always try to repeat the vocabulary that I have taught."*[RK]

Furthermore, Teacher-4 also mentioned the same thing:

*"The strength that I found, many students are motivated to collect and memorize new vocabulary. Because when they can say one word as if they want to repeat it continuously. That way, they hope to be able to speak English well, so with that, they memorize new vocabulary. That's the advantage."*[RK]

From the teachers' explanation above, the situational language teaching method can make it easier for teachers to increase students' motivation because it can build direct communication with students.

#### ***b. Creating an effective teaching-learning process***

Regarding the use of situational language teaching methods in teaching vocabulary, all participants responded that they have used the method when they teach in the classroom, and they argued that this method is effective to apply.

As Teacher-2 reported:

*"Yes, it is good, effective to apply because I have already used it to children if directly, the approach is easier to understand and easy to apply in the classroom. Because also face to face so can see directly when there is an object, which can not be seen that is difficult to understand."*[ES]

Furthermore, Teacher-3 had the same argument :

*"In my opinion, this method is very effective to apply in the classroom so that students more easily understand the lesson. So by using this method of situational language teaching, students more easily absorb and understand the learning we teach."*[AK]

Similarly, Teacher-1 argued :

*"Yes, because this method is suitable for teaching vocab to students to be able to speak appropriately and directly practised by making sentences, then this method is also easy for students to understand."*[LN]

As Teachers 5 stated:

*"Of course. Because the teacher creates a situation that suits the learning material so that it is easier for students to learn new vocabulary."*[IH]

When teaching vocabulary using SLT method, it is easy for students to recognize the words with their pronunciation and makes students easy to memorize vocabulary. Hence, this method is very suitable for teaching vocabulary because it applies a repetition method that make students more comfortable to remember the lesson. Therefore, this method is very effective to be applied in the class to learn vocabulary.



## **2. The challenges of using Situational Language Teaching Method in Teaching Vocabulary**

In this study, to analyze the challenges in using situational language teaching methods in teaching vocabulary, the participants were asked about the difficulties they found and faced in using SLT in their class. Based on what participants said, there were not many challenges faced by teachers in using situational language teaching methods; preparation in applying situational language teaching methods and dealing with students' boredom are two challenges noted.

### **a. Teachers' preparation in applying SLT**

The results showed that one of the difficulties found by participants in using the situational language teaching method was when the teacher prepared materials to be applied in class, such as carrying objects to be taught directly, taking flash-cards or pictures that support vocabulary teaching.

In this case, Teacher 2 said :

*"The way I prepare the class, yes, before I prepare what material I want to teach and bring the object directly or the relevant picture then shows it to the children."*[ES]

In addition, Teacher 3 said :

*.... "when I had a teaching schedule, I usually downloaded the flashcard on Google and printed the flashcard in preparation for teaching materials. Because if we use the situational language teaching method without flashcards or materials, it's a bit more challenging to teach. Because we have to show and show first to students, then we say the pronunciation so that students more easily understand the vocabulary."*[AK]

From the statement above, it could be inferred that preparation in using the situational language teaching method is a challenge that would be faced by the teacher. Teachers must prepare course material before teaching in class. The purpose of this preparation is that the teacher is ready to teach, and students will easily understand the material.

### **b. Dealing with students' boredom**

As stated earlier, by using this method continuously, students may get bored in learning, and the teacher must react by giving other interlude methods such as providing games. As Teacher-4 said:

*"The way I solve that problem is by the way I use the distraction method like using the game method when students are getting bored."*[RK]

In addition, Teacher 4 also added:

*“The way I solve the problem is by mixing other methods or mix methods, such as making vocabulary games that will make it easy for children to remember the words that are taught, so by making games individually or in groups.RKJ*

From the statements above, it can be concluded that through this method, the teacher might be able to overcome students' boredom by inserting other methods or by using games. That way, students will not feel bored, and learning process can run smoothly.

According to the above responses, it can be noted that teachers face two challenges when using situational language teaching methods in vocabulary teaching. The first challenge is regarding the difficulty for teachers in planning learning material. Second, if this method was used continuously, it would make students bored.

### **Discussion**

The result of the research shows that all of the English teachers at elementary school agreed SLT is good for improving students' motivation in vocabulary learning. As reported by Du (2017), using situational language teaching method is effective to attract learners' attentions stimulating their enthusiasm and motivation due to lively activities facilitated by teachers in the classroom. When the teachers use the SLT method, they can teach and talk directly to build communication with the students. This is in line with Jain and Patel (2008), stating that this method can introduce vocabulary, including abstract vocabulary, by using the real and the planned situation. Another important point is that, as argued by Koran (2015:400) “it is crucial that teachers create a learning environment where learners not only learn the aspects of language and use this knowledge but also get adequate exposure to the target language to be able to use it naturally and fluently”.

The second advantage of using the situational language teaching method is that it creates an effective teaching-learning process. It involves repetition vocabulary by the right intonation and inductive approach to the teaching of grammar. Liskova (2014) argues that a significant feature of the SLT is also to teach vocabulary and grammar control. Hussain (2015) added that the implementation of situational language teaching method aims to ensure that a substantial general service vocabulary is included well in learning process. It was the list of the most frequently used vocabulary that is essential for understanding most of the texts. It is supported by Jain and Patel (2008), reporting the method was based on the language's conceptual view. Hence, situational language teaching method is appropriate to be used in teaching English vocabulary, particularly to young learners.

Furthermore, learners should know the situation where multiple mechanisms are used to communicate a message or to transmit ideas. With the help of the situation, the students can understand effectively. Moreover, Riani (2013) asserted that the learner must listen and repeat what the teacher says throughout the learning process and respond to questions or commands. All teachers agreed SLT method was easily implemented while teaching directly in the classroom by constantly repeating vocabulary. It will make it easier for the students to understand the vocabulary taught and make them more likely to remember the vocabulary given. As claimed by Huang et al (2010:312), it can be concluded that situational language teaching method is "effective instruction paradigm for English teaching in term of providing vocabularies and sentence patterns with their frequent situations through learning material".

Furthermore, all of the participants accepted that the use of situational language teaching methods often poses challenges which make teachers ready for classroom teaching. The results of the interview show that the teachers always need to plan teaching materials that are in harmony with this method itself before teaching starts. Richards and Rogers (2001) explained that the essential teaching of English in Situational Language Teaching is a structural syllabus and a word list. A structured syllabus is a list of basic structures and sentence patterns in English organized according to the presentation order.

Jin-e li (2019:3) states that "Situational Language Teaching takes a step further with the Direct Method concept of presentation and practice using objects, pictures, and examples, rendering presentation and practice in a single coherent 'scenario' whenever possible". From the interview result, the teachers need to plan teaching resources such as what content or vocabulary to offer, then items or media such as flashcards, photos, posters, or other teaching aids that help them in teaching learning process. Hussain and Sajid (2015) proved it; they argued that several teacher roles provide means of various teaching aids such as wall charts, flashcards, posters, photos, stick figures, etc.

According to Riani (2013), the learner has little influence over the learning material and is therefore considered likely to succumb to inappropriate habits unless the teacher manipulates them expertly. Also, the interview results show that the teachers had to manage the class properly, and had to master the class with this approach by skilfully manipulating the situation to improve the learner's sentence. Furthermore, suppose this approach is continuously used, in that case, it will make students feel bored in the learning process so that the teacher must find a way to solve these problems by interspersing this method with other strategies such as playing games. Jain and Patel (2008) stated that this method is

useful to lower class only. Higher class students are not benefited by this method. Only a few selected items can be taught through this method, not all language items. After all, in English teaching-learning process, it is a usual condition when teachers face some challenges in and out of the classroom (Anyiendah, 2017).

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the research findings and discussion the researchers concluded some points. First, one of the advantages of using the situational language teaching method in teaching vocabularies is to increase the motivation of students in vocabulary learning. Also, this method is easily applied by the teachers because it requires students to repeat vocabulary continuously, and it will make it easier for students to understand the vocabulary taught and make students more likely to remember the given words.

Furthermore, teachers faced some challenges in using the situational language teaching method in teaching vocabulary; teachers need a very good preparation in implementing SLT; in using this method, teachers always need to plan teaching materials that are consistent with this method. Another challenge is that the teachers play a role as the class manager and must master the class to manipulate the situation skillfully to improve learners sentences. Furthermore, if this approach is used continuously, it will make students feel bored in the learning process, so teachers must find particular ways to solve the problem.

### **Suggestion**

Based on the findings, this study provided several suggestions for teachers and students. It is expected that Situational Language Teaching Method can be one of methods that will be used by the teachers in terms of teaching English vocabulary. This method may also solve the problem of the students' difficulties in memorizing the meaning of vocabulary; then it will make the learning process in the classroom will be more exciting and active.

The situational language teaching method is one of methods that is very easy to apply in class. Due to Covid-19, this research was completed by using the interview as a research instrument. Therefore, future researchers can add other data collection methods, such as experiment, observation, and questionnaires, to gain more data needed.

## REFERENCES

- Anyiendah, M, S. (2017). Challenges faced by teachers when teaching English in public primary schools in Kenya. *Frontiers in Education*, 2(13), 1-3.
- Creswell, J.W. (2009). *Research design: Qualitative, quantitative, and mixed method approaches*(3rd ed.). Thousand Oaks, CA: Sage.
- Du, J. (2017). On the application of situational language teaching method to Mongolian English majors. *English Language and Literature Studies*, 7(4), 98-104.
- Fidyati. (2018). *Improving architecture students' English vocabulary through the use of architectural drawings*. Universitas Malikussaleh, Lhokseumawe, Indonesia.
- Gruss, J. (2016). Games as a tool for teaching English vocabulary to young learners. *World Scientific News*, 53(2), 67-109.
- Huang, A, F, M., Yang, S, J, H., & Hwang, G, J. (2010). Situational language teaching in ubiquitous learning environments. *Knowledge Management & E-Learning: An International Journal*, 2(3), 312-327.
- Husniati. (2010). *Improving the second year students' vocabulary through situational language teaching method at MTsS Ujung Jampea Pasi'masunggu Timur Kab. Kepulauan Selayar*. (Unpublished bachelor's thesis). Universitas Islam Negeri Alauddin Makassar, Makassar, Indonesia.
- Hussain, S., & Sajid, S. (2015). Oral approach and situational language teaching: A short review. *Paripex - Indian Journal of Research*, 4(6), 196-199.
- Jain, P.M., & Patel, M.F. (2008). *English Language Teaching (Methods, Tools & Techniques)*. Jaipur: Sunrise Publishers & Distributors.
- Jin-e li. (2019). The revelation of Situational Language Teaching in English teaching at middle schools. *Frontiers in Educational Research*, 2(2), 1-17. Retrieved from : <https://doi.org/10.25236/FER.033001>.
- Intarapanich, C. (2013). Teaching methods, approaches and strategies found in EFL classroom: A case study in Lao PDR. *Procedia-Social and Behavioral Sciences*, 88, 306-311.
- Koran, S. (2015). The role of teachers in developing learners' speaking skill. *6th International Visible Conference on Educational Studies and Applied Linguistics*. Retrieved from <https://www.researchgate.net/publication/322112785>
- Lišková, M. (2017). *Methods and approaches in teaching English at a lowersecondary school level*. Retrieved from: <https://theses.cz/id/15d3ue/STAG83042.pdf>
- Manalullaili. (2015). Applying communicative language teaching in teaching English for foreign language learners. *Ahmad Dahlan Journal of English Studies*, 2(3), 1-8.

- Mareva, R. & Nyota, S. (2012). Structural or communicative approach: A case study of English language teaching in Masvingo urban and peri-urban secondary schools. *International Journal of English and Literature*, 3(5), 103-111.
- Mohajan, H. K. (2018). Qualitative research methodology in social sciences and related subjects. *Journal of Economic Development, Environment and People*, 1(7), 23-48.
- Nam, J. (2010). Linking research and practice: Effective strategies for teaching vocabulary in the ESL classroom. *TESL Canada Journal/Revue TESL Du Canada*, 133(28), 127-135
- Riani, S. L. (2013). *Improving The First Year Students' Speaking Ability Through Oral Approach And Situational Language Teaching*. Makassar: Universitas Islam Negeri Alauddin Makassar.
- Richards, J. C., & Rodgers, T. S.,(2001). *Approaches and methods in language teaching*. New York: Cambridge University Press.
- Septiana, D. (2011). *The implementation of situational language teaching to teach vocabulary*. IKIP PGRI Malang
- Taylor, G. R. (Ed.). (2005). *Integrating quantitative and qualitative methods in research*. Maryland: University Press of America, In.
- Toro, V., Minuche, G. G., Tapia, E. P., & Paredes, F. (2018). The use oh the communicative language teaching approach to improve students' oral skills. *English Language Teaching*, 12(1), 110-118. Canadian Center of Science and Education.
- Wulanjani, A. N. (2016). The use of vocabulary-games in improving children's vocabulary in English language learning. *Transformatika*, 12(1), 76-83.
- Yopi, A. (2003). *A study on the use of media in teaching vocabulary to young learners*. (Unpublished Thesis) Muhammadiyah University of Malang.

**EFL LEARNERS` READING HABIT AND THEIR READING COMPREHENSION  
ENHANCEMENT THROUGH PARTNER READING**

**Yentri Anggeraini\*<sup>1</sup>, Nurhasanah<sup>2</sup>, Darningwati<sup>3</sup>, Tania Madenta<sup>4</sup>**  
<sup>1,2,3,4</sup> Universitas Baturaja

**Abstract**

Various kinds of collaborative learning can be applied in teaching English. One of them is a partner reading strategy which allows the students to read in pairs. This research aimed at exploring the significant enhancement of partner reading strategy on the eighth-grade students` reading habit and their reading comprehension. The quasi-experimental design was used in order to gather the data and the two classes were selected through cluster random sampling as the experimental and control group. The independent sample t-test result indicated that the comparison of students` reading habit and reading comprehension in the experimental and control group with sig. (2-tailed) or p-value (0.00) was less than the alpha value (0.05). It can be concluded that the use of partner reading strategy significantly enhanced the eighth-grade students` reading habit and their reading comprehension. The partner reading strategy made the teaching and learning process more joyful and meaningful so that it can be applied as one of the activities to promote reading habit and reading comprehension.

**Keywords:** Partner Reading, Reading Habit, Reading Comprehension, Narrative Text

**INTRODUCTION**

Reading is very crucial because through reading person can get the key point of the information sent or read from the printed page and people who read a lot will have knowledge and latest information to facilitate in having good speaking, writing and listening. Reading is a key factor affecting intellectual and comprehensive widening. comprehending the text will provide various result of the reader because the reader has the different ability, knowledge, age, and gender. Besides that, there is another thing that also gives effect to the reader in comprehending the text that is strategy because it is the guidelines for the readers in getting the ideas of the text. Some research focused on the improvement of learners` reading comprehension such as (Sajid & Fraidan, 2019); (Ofuani & Gbenedio, 2016) ; (Kamalia, 2016) ; (Long & Szabo, 2016) ; (Anggeraini & Afifah, 2017). It indicated that the proposed strategies were effective in order to improve the students` reading comprehension. Moreover, (Yazar, 2013) found out that reading strategies are more effective and useful for EFL learners and suggested that EFL teachers should

---

\*correspondence Address

E-mail: anggeraini.yentri@yahoo.com or yentri\_anggeraini@fkip.unbara.ac.id

provide the reading strategies to the learners and apply them in the teaching and learning process. The teaching reading strategies that are applied during reading lessons give a positive effect on the students' achievement in reading skills. Furthermore, (Konza, 2014) suggested that the teacher should provide the students' opportunities to promote their independent reading. It can be concluded that comprehending the English reading passage, learning materials, and texts is a must for the students to absorb the experience and knowledge. The people who read well have at their command for mental horizons widening and for enlarging experience.

Some research focused on the students' reading habit (Iftanti, 2012);(Skenderi & Ejupi, 2017);(Maharsi et al., 2019);(Kutay, 2014);(Iftanti, 2012). Moreover (Rosli et al., 2018) proposed that reading habit provide a chance to determine the connection between the learners' reading attitudes and how the neighbours might affect their learning activity especially in school practices. Moreover, (Anggeraini, 2017) found out that most of the students read when they did assignments from their teachers. Reading by increasing their own reading habits and by demonstrating the art of reading to the younger generation. The role of teachers is particularly important in this context. The teachers should be readers themselves, motivate the learners to read by selecting appropriate materials (Alyousef, 2006), and guide them to read more because the level of reading habit of the student was in intermediate level (Sengul, 2017) and (Kutay, 2014). Furthermore, (Loan & Shah, 2017) indicated that adolescents like reading on electronic media. From these results, it can be concluded that the teachers need to promote the students' reading habit in order to achieve recent knowledge and update information in learning English.

Reading is an important thing to enlarge our knowledge. (Johnson, 2008) mentioned that reading is the act of linking one idea to another, integrates visual and nonvisual information, and is the act of linking one idea to another. The students' skill achievements depend on how creative the English teacher in managing the class. Teacher should know a suitable approach, method, or strategy in order to make English class meaningful and joyful. Besides that, the teacher has to give reading materials based on students' level. There are many strategies in teaching reading, one of them is partner reading strategy. The previous research on the use of partner reading strategy in improving the students reading comprehension was conducted by (Aridana, 2015) and (RahmaYeni et al., 2019) found that partner reading strategy could improve the students' reading comprehension of recount text. It is stated that the partner strategy made the students more active in the learning process. Furthermore, (Meisinger et al., 2004)



mentioned that partner strategy provides the role of partner as supporter and reader by having a turning taking procedure. This research aimed at exploring whether or not the use of partner reading strategy for enhancing the eighth grade students of junior high school reading habit and their reading comprehension of narrative text. The result of this research provided the practical impact to the teaching reading to the junior high school in OKU regency South Sumatera, the English teacher can apply partner reading in large classroom, every student can read a lot during the process in order to promote their reading habit, and students could improve their reading comprehension of narrative text achievement. The students can use the partner reading in comprehending the whole narrative text, story, or novel.

### **RESEARCH METHOD**

This research was conducted in the form of a quasi-experimental design to the eighth-grade students of junior high school with the total number of seventy students and it divided into two groups (experimental and control group). It was selected through a cluster random sampling method from the population with the total number of 130 students (eight classes). In order to take the data, the researchers did some steps. First, the researchers trained the English teaching on the use of partner reading strategy. The second, the researchers delivered ten questions of reading comprehension of the narrative text, and then in the next meeting, the researchers administered a closed-ended questionnaire as the pre-test. Before the test was administered to the sample students, the test had been tried out to students from the other school as the sample to find out the reliability of the test. The reading test was already valid and reliable and the questionnaire was validated by expert judgment. The third, the English teacher gave the treatments (partner reading) in 12 meetings. Fourth, the researchers delivered a post-test (reading test and the questionnaire of reading habit). The last step was analyzing the data and concluding the result of the research. In analyzing the data, the researchers used SPSS 21 program.

#### **Teaching Procedure of the Partner Reading Strategy**

In doing this research, there some procedures were applied:

(1) Pre-Activities

- a. teacher asked some questions related to the materials (narrative texts).

(2) Whilst-Activities

- a. The teacher gave the title of narrative texts to the students

- b. The teacher mentioned the role and activities during the implementation of partner reading strategy
- c. The teacher divided the students into groups within the classroom
- d. The teacher mentioned the roles of the learner and his/her partner
- e. The teacher asked the leader in the selected group to read aloud and other partner repeated after him /her.
- f. The teacher asked the group randomly to preview and predict about the narrative texts and they share about the orientation, complication and resolution.
- g. The teacher delivered the questions to each group
- h. The teacher guided the selected group to discuss, generate an answer questions about what they have read, listen and then they summarize it and share the moral values to the others

(3) Post-Activities

The teacher summarized and ended the lesson.

**RESULT AND DISCUSSION**

**Result**

**The Result of the Reading Comprehension**

The Result of the pre-test and post-test of reading of narrative text in the experimental group is described in the table 1

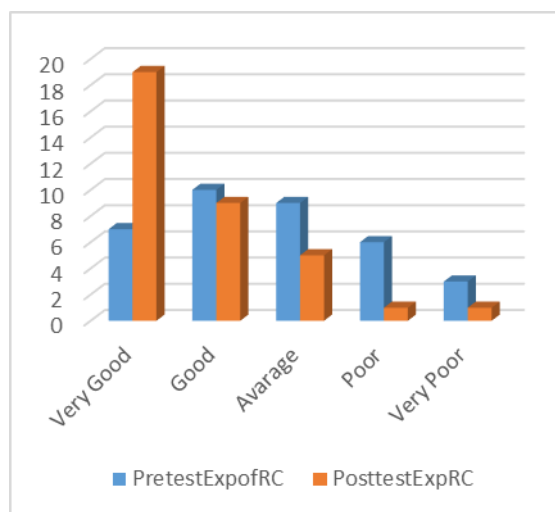
**Table 1.** Descriptive Statistic of Reading Comprehension of Narrative Text

|             | Range | Min | Max | Mean  | Std. Deviation |
|-------------|-------|-----|-----|-------|----------------|
| PretestExp  | 86    | 10  | 70  | 63.86 | 18.430         |
| PosttestExp | 63    | 33  | 96  | 77.63 | 15.272         |
| PretestCon  | 43    | 40  | 83  | 57.34 | 11.422         |
| PosttestCon | 50    | 36  | 86  | 59.86 | 11.123         |

The table 1 presented that the result of pre-test and post-test of the students` reading comprehension of narrative text. In the experimental group, it showed that the lowest score in the pre-test was 10, the highest was 70, and the range was 86. The mean score was 63.86 and the standard deviation was 18.430. Moreover, the statistical data also described the result of post-test of the students` reading comprehension of narrative text. It showed the lowest score was 33, the highest score was 96, and the range was 63. The mean score was 77.63 and the standard deviation was 15.272 Furthermore, In the control group, it showed that the lowest score in the pre-test was 40 , the highest was 83, and the

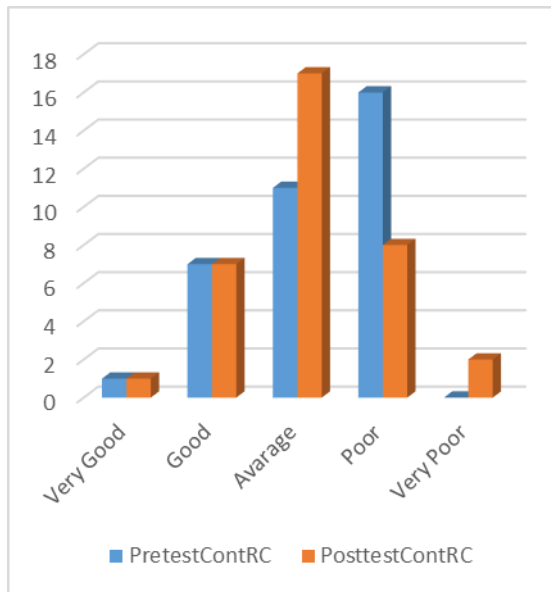
range was 43. The mean score was 57.34 and the std deviation was 11.422 . Moreover, the statistical data also described the result of post-test of the students` reading comprehension of narrative text. It showed the lowest score was 36, the highest score was 86, and the range was 50 .The mean score was 59.86 std deviation was 11.123.

The score distribution and the percentages of pre-test and post-test of the eighth grade students` reading comprehension of narrative text in the experimental group are shown in the chart 1.



**Chart 1. The Result of Reading Comprehension in the Experimental Group**

The chart 1 presented the percentage of pre-test of the eighth grade students` reading comprehension achievement of narrative text. It showed that 8 % (3 students) were in very poor category, 17% (6 students) were in poor category, 26% (9 students) were in average category, 29% (10 students) were in good category, and 20% (7 students) were in very good category. It means almost students were in average and poor category in the pre-test. The next is percentage of post-test of the students` reading comprehension achievement of the narrative text. It showed that 3% (1 student) was in very poor category, 3% (1 student) was in poor category, 14 % (5 students) were in average category, 26 % (9 students) were in good category, and 54% (19 students) were in very good category. It means that the teacher`s strategy of the process of teaching and learning influence the eighth grade students` comprehension the text. It can be concluded that there was a progress of the eighth students` reading comprehension scores after the treatment (partner reading strategy).



**Chart 2. The Result of Reading Comprehension in the Control Group**

The chart 2 provided the percentage of pre-test of the eighth grade students' reading comprehension achievement of narrative text in the control group. It showed that 0% (none of the students) was in very poor category, 46% (16 students) were in poor category, 31% (11 students) were in average category, 20% (7 students) were in good category, and 3% (1 student) were in very good category. It means almost students were in average and poor category in the pre-test. The next is percentage of post-test of the eighth grade students' reading comprehension achievement of the narrative text. It showed that 6% (2 student) was in very poor category, 23% (8 student) was in poor category, 48% (17 students) were in average category, 20% (7 students) were in good category, and 3% (1 student) were in very good category.

### **The Analysis of Independent Sample T Test Result of Reading Comprehension**

**Table 2.** Independent Samples Test of Reading Comprehension

|                       | F     | t     | df | Sig (2-tailed) | Mean Difference | Std. Error Difference |
|-----------------------|-------|-------|----|----------------|-----------------|-----------------------|
| Reading Comprehension | 4.265 | 5.565 | 68 | .000           | 17.771          | 11.299                |

The table 2 delivered the result of post-test scores of the eighth grade students' reading comprehension achievement of narrative text in the experimental group and control group were compared by using independent simple t-test. The independent sample test shows the comparison of post-test of experimental group and control group displayed the difference between scores. It was identified that sig. (2-tailed) or p value

(0.00) was less than alpha value (0.05). It means that there was significant difference in the eighth grade students' reading comprehension achievement of narrative text between students who were taught by using partner strategy and those who were taught by using conventional strategy. The value of t-obtained was 5.565, mean difference was 17.771 and std. error difference was 11.299 and it was identified that sig. (2-tailed) or p value (0.00) was less than alpha value (0.05). It can be concluded that partner reading strategy gave enhancement on the students' reading comprehension of narrative text.

### The Result of the Reading Habit

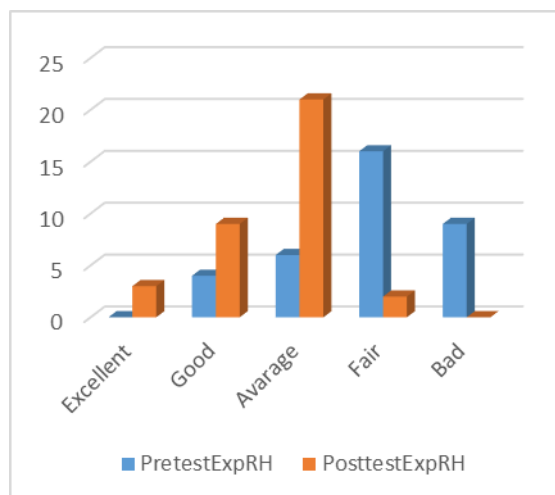
The Result of the pre-test and post-test of the eighth grade students' reading habit in the experimental group is described in the table 3.

**Table 3.** Descriptive Statistic of the Pre-test and Post-test of the Reading Habit

|             | Range | Min | Max | Mean  | Std. Deviation |
|-------------|-------|-----|-----|-------|----------------|
| PretestExp  | 45    | 30  | 75  | 50.26 | 11.579         |
| PosttestExp | 30    | 50  | 80  | 65.43 | 7.413          |
| PretestCon  | 35    | 35  | 70  | 55.43 | 8.692          |
| PosttestCon | 40    | 35  | 75  | 57.71 | 7.107          |

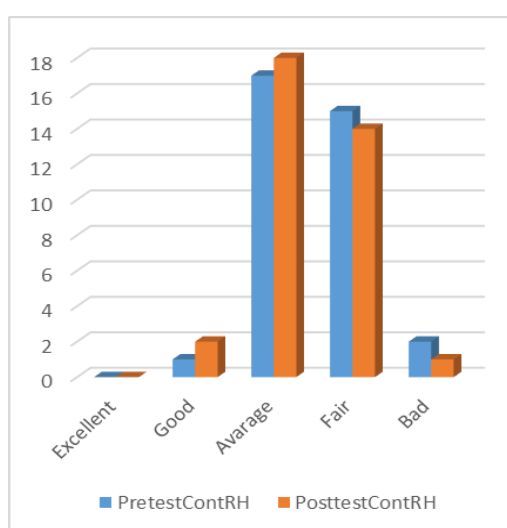
The table 3 delivered the result of pre-test and post-test of the eighth grade students' reading habit. In the experimental group, it showed that the lowest score in the pre-test was 45, the highest was 75, and the range was 45. The mean score was 50.26 and std. deviation was 11.579. Moreover, the statistical data also described the result of post-test of the eighth grade students' reading habit. It showed the lowest score was 50, the highest score was 80, and the range was 30. The mean score was 65.43 and std. deviation was 7.413. Furthermore, In the control group, it showed that the lowest score in the pre-test was 35, the highest was 70, and the range was 35. The mean score was 55.43 and std. deviation was 8.692. Moreover, the statistical data also described the result of post-test of the students' reading habit. It showed the lowest score was 40, the highest score was 75, and the range was 40. The mean score was 57.71 and std. deviation was 7.107.

The score distribution and the percentages of pre-test and post-test of the eighth grade students' reading habit scores group are shown in the chart 3.



**Chart 3. The Result of Reading Habit in the Experimental Group**

The chart 3 delivered percentage of pre-test of the eighth grade students' reading habit in the experimental group. It showed that 26% (6 students) were in bad category, 46% (16 students) were in fair category, 17% (6 students) were in average category, 11% (4 students) were in good category, and none of the students was in excellent category. It means almost students were in poor category in the pre-test. The next is percentage of post-test of the students' reading habit. It showed that none of the student was in bad category, 6% (2 students) was in fair category, 60% (21 students) were in average category, 9% (26 students) were in good category, and 8% (3 students) were in excellent category. It can be concluded that there was a progress of the students' reading habit after the treatment (partner reading strategy).



**Chart 4. The Result of Reading Habit in the Control Group**

The chart 4 delivered percentage of pre-test of the eighth grade students` reading habit in the control group. It showed that 6% (2 students) were in bad category, 43% (15 students) were in fair category, 48% (17 students) were in average category, 3% (1 student) was in good category, and none of the students was in excellent category. It means almost students were in very poor and poor category in the pre-test. The next is percentage of post-test of the students` reading habit. It showed that 3% (1 student) was in bad category, 40% (14 students) was in fair category, 51% (18 students) were in average category, 6% (2 students) were in good category, and none of the was in excellent category.

### The Analysis of Independent Sample T Test Result of Reading Habit

**Table 4.** Independent Samples Test

|               | F     | t     | df | Sig (2-tailed) | Mean Difference | Std. Error Difference |
|---------------|-------|-------|----|----------------|-----------------|-----------------------|
| Reading Habit | 4.265 | 5.565 | 68 | .000           | 17.771          | 11.299                |

Table 4 delivered the result of post-test scores of the eighth grade students` reading habit in the experimental group and control group were compared by using independent simple t-test. The independent sample test shows the comparison of post-test of experimental group and control group displayed the difference between scores. It was identified that sig. (2-tailed) or p value (0.00) was less than alpha value (0.05). It means that there was significant difference in reading habit between students who were taught by using partner strategy and those who were taught by using conventional strategy. The value of t-obtained was 5.565, mean difference was 17.771 and std. error difference was 11.299 and it was identified that sig. (2-tailed) or p value (0.00) was less than alpha value (0.05). It can be concluded that partner reading strategy gave enhancement on the students` reading habit.

### Discussion

The result indicated that there was significant difference in the eighth grade students` reading comprehension achievement of narrative text between the students who were taught by using partner reading strategy and those who were taught by using conventional strategy. It can be seen from the scores of post-test in the experimental score and control group. Furthermore, students` reading habit after being taught by using Partner Reading strategy in experimental class enhance. It indicated that the result of students` score on post-test is better than on pre-test. While at students` reading habit

taught without using partner reading strategy from the post-test score of control class is lower than post test score of experimental class. Moreover, the partner reading strategy could enhance the students' reading habit. It is contrast with (Aridana, 2015). Besides, giving enhancement to the reading comprehension of narrative text, partner reading strategy can enhance the learners' reading habit.

There were some reasons why partner reading strategy gave significant contribution to help the students in comprehending the narrative text and enhance their reading habit. First, on the use of partner reading strategy the researchers saw the students in the experimental group were very active in telling what they have known about the text given. The students in the experimental group were given and asked to discuss some narrative texts and delivered the moral value. The different achievement also might be caused by the different teaching strategy used by the experimental and control group. The experimental group students used partner reading strategy, whereas the control group student only used conventional strategy. It different from (RahmaYeni et al., 2019) that mentioned partner reading strategy could increase the students' comprehension of recount text, the result of this research indicated that the partner reading strategy enhance the students' reading comprehension of narrative text and their reading habit. Moreover, partner reading strategy made students enjoyable and interesting in learning reading of the narrative text in a group in line with (Meisinger et al., 2004). The second, partner reading strategy helped the students getting the detail information about narrative text so that it can make them be easier in sharing it to other people and make them read a lot. They worked with partners based on the instructions from the English teachers. In this activity, the students could discuss and learn together. It was very interesting for them. The last, the partner reading strategy could enhance the eighth grade students' reading habit. The progress of the students' reading habit after getting treatment was in average category of reading habit meanwhile before the treatment was in fair category of reading habit.

## ***CONCLUSION AND SUGGESTION***

It can be concluded that the partner reading strategy significantly enhanced the students in comprehending the narrative text and their reading habit. It can be seen from the analysis of the data gathered during the experiment and after the experiment. The students who are taught by using a reading partner could improve their reading comprehension achievement of narrative text and their reading habit significantly. Most



of the students in the experimental group could share the information of the next to their classmates. So, in the post-test, they got better reading achievement of narrative text. The researchers believed that the achievement reached by the students was purely caused by the partner reading strategy applied by the researchers. In addition, the suggestion overs to the school and teacher that must maximize the role of the library by providing various reading materials in various levels of reading. Moreover, the school must send the teachers of English to attend workshops, trainings, and seminars related to English teaching and learning activities to improve the teacher`s English proficiency, teaching skill, and class management.

## REFERENCES

- Alyousef, H. S. (2006). Teaching reading comprehension to ESL / EFL learners. *Journal of Language and Learning*, 5(1), 63–73.
- Anggeraini, Y. (2017). Faculty of teacher training and education students` reading habit : A case study in University of Baturaja. *ELTE Journal (English Language Teaching and Education)*, 4(1).
- Anggeraini, Y., & Afifah, N. (2017). Digital storytelling as a teaching medium in reading classroom. *Language Circle: Journal of Language and Literature*, 12(1), 83–89. <http://journal.unnes.ac.id>
- Aridana. (2015). Improving the students reading comprehension in narrative text through patterned partner reading. *Exposure Journal*, 4(2), 140–155.
- Iftanti, E. (2012). A Survey of the English reading habits of EFL students in Indonesia. *TEFLIN Journal*, 23(2), 149–164. <https://doi.org/10.15639/teflinjournal.v23i2/149-164>
- Johnson, A. P. (2008). Teaching reading and writing: A guidebook for tutoring and remediating students. In *Reading for Life*. Rowman & Littlefield Education. <https://doi.org/10.4324/9780429490767-21>
- Kamalia. (2016). Improving reading comprehension using reading strategies. *English Education Journal (EEJ)*, 7(4), 549–564. [https://doi.org/10.5176/2251-3566\\_l316.48](https://doi.org/10.5176/2251-3566_l316.48)
- Konza, D. (2014). Teaching reading: Why the “ Fab Five ” should be the “ Big Six .” *Australian Journal of Teacher Education*, 39(12), 153–169.
- Kutay, V. (2014). *A survey of the reading habits of Turkish high school students and an examination of the efforts to encourage them to read*. University of Loughborough.
- Loan, F. A., & Shah, R. un nisa. (2017). Survey of the literature reading habits and preferences of adolescents: A study of a public school in India. *Libres*, 27(2), 80–96.
- Long, D., & Szabo, S. (2016). E-readers and the effects on students’ reading motivation, attitude and comprehension during guided reading. *Cogent Education*, 3(1), 2–11. <https://doi.org/10.1080/2331186X.2016.1197818>
- Maharsi, I., Ghali, M. I., & Maulani, S. (2019). High school students` reading habit and perception on reading for pleasure. *International Journal of Indonesia Education and Teaching*, 3(2), 80–89.
- Meisinger, E. B., Schwanenflugel, P. J., Bradley, B. A., & Stahl, S. A. (2004). Interaction quality during partner reading. *Journal of Literacy Research*. <https://doi.org/10.1207/s15548430jlr3602>
- Ofuani, F. N., & Gbenedio, U. B. (2016). The effectiveness of three methods of teaching reading on students’ achievement in comprehension. *Journal of Educational and Social Research*, 6(1), 17–21. <https://doi.org/10.5901/jesr.2016.v6n1p17>

- RahmaYeni, Purwanti, I. T., & Marzuki. (2019). The effect of partner reading strategy on the second year students` reading comprehension in recount text at junior high school 40 Pekanbaru. *JOM FKIP*, 6(1), 1-8.
- Rosli, N. A., Razali, N. F., Zamil, Z. U. A., Noor, S. N. F. M., & Baharuddin, M. F. (2018). The determination of reading habits among students: A concept. *International Journal of Academic Research in Business and Social Sciences*, 7(12), 791-798. <https://doi.org/10.6007/ijarbss/v7-i12/3710>
- Sajid, M. K. M., & Fraidan, A. Al. (2019). Effectiveness of reading aloud strategies for inferential reading comprehension skills and text difficulties of saudi students at university level. *International Journal of Innovative Technology and Exploring Engineering*, 9(1), 2983-2989. <https://doi.org/10.35940/ijitee.A9120.119119>
- Sengul, B. T. (2017). A study on reading habits of social studies and history teachers in Turkey. *Educational Research and Reviews*, 12(10), 569-582. <https://doi.org/10.5897/err2017.3245>
- Skenderi, L., & Ejupi, S. (2017). *The reading habits of university students in Macedonia*. <https://www.researchgate.net/publication/328492200>
- Yazar, U. (2013). Teaching reading to EFL students to make them better readers. *Journal of Studies in Education*, 3(3), 35-48. <https://doi.org/10.5296/jse.v3i3.3895>

## ENGLISH TEACHING MATERIALS DURING GLOBAL PANDEMIC: A SURVEY ON ONLINE LEARNING AT VOCATIONAL SCHOOLS IN LAMPUNG

Nyanuar Algiovan<sup>\*1</sup>, Ahmad Subhan Roza<sup>2</sup>

<sup>1</sup>Lampung University

<sup>2</sup>State Islamic Institute of Metro

### Abstract

Coronavirus spread around the world affects many things. Education is one of many affected sectors. Indonesia is a country which mostly effected by Coronavirus. Thousand students throughout the nations left the schools and start adapting a distance learning. It forces all teachers and students to learn and adapt to online learning. English teaching materials play a role in providing students with contextual knowledge. By far, English learning materials have only been inserted about moral values and other values. Though, English teaching materials are considered possible to be a means of learning students on issues related to disaster education. This research investigates the media platforms and materials used by English teachers during the pandemic in vocational high schools in East Lampung. The study used Cross-sectional Designs Survey with questionnaires as data collection techniques. Participants of 27 vocational schools of English teachers. The survey was done in the beginning of first semester. The aims are to know the materials and platforms which are used also to see the teachers' understanding regarding the disaster education during a global pandemic. The findings gained are (1) Most teachers use WhatsApp in providing teaching materials. (2) The majority of respondents were aware of disaster education but only limited to COVID issues. (3) English teachers have not understood the overall disaster education. There are three main suggestions of this current work : Incorporating of teaching materials integrated with disaster education, environmental, and natural issues. Maximizing the fore on the application of online learning. Enhancing of disaster education at all levels of education

**Keywords:** Coronavirus, Disaster Education, English Teaching Materials

### INTRODUCTION

Corona Virus transmission makes all sectors of human life change radically. Corona virus was firstly reported at Wuhan- China (Shereen et al. 2020). Then, three months after the first case, WHO stated that the world is facing a global pandemic. WHO notes, the Coronavirus has infected more than 18 million citizens of the world, with mortality rates of more than half a million people (World Health Organization, 2020). The global pandemic obligates humans to start a new life and should coexist with a deadly Virus.

---

\*correspondence Address  
E-mail: Nyanuaral26@gmail.com

World Health Organization asked all government of over the world carried lockdown, social distancing, and self-isolation to restrict the covering the illness (Iyengar et al. 2020). Human interactions are restricted, as well as movement and growing economies freefall in the recession waves and growing human resources, has to meet steep paths. Those are all the real force of the global pandemic, Covid-19.

The global pandemic also impacted deadly aspects of the basic human life ranging from the economic, social, cultural, and educational. Education is as a highly impacted sector. ILO records that at least 91.4% of enrolled students across the globe leave school and initiate distance learning or online learning as the solution (International Labour Organization 2020). The institution was later shut down, worried about being the epicentre of the virus spread. The steps of countries differ in addressing the impact of a pandemic on education. From closing all schools and shutting students to implementing technology as a way of adjusting during the disaster (hundred.org/ OECD 2020).

Indonesia is one of the countries attacked by Coronavirus. Demographics of Indonesia as the island nation with the four largest population of the world and more than 68 Million Indonesian students are affected and they have to do online learning during the global pandemic.

In Indonesia, online learning has been running before the existence of a global pandemic. Universitas Terbuka is a prototype of the implementer's learning distance for the students. As a public higher institution, Universitas Terbuka has implemented a distance learning since 1984 (Lubis, Idrus, and Rashid 2020). By MOOC, it has provided the source of materials, human resources and a curriculum (Arifa 2020). Meanwhile, other colleges provide e-learning pages as an online learning platform.

Nevertheless, for secondary primary education, online learning is not familiar in the teaching process. Face to face learning dominates learning methods. A global pandemic forces teachers and students to adapt to circumstances so that the knowledge transfer process can continue to run. The process of adaptation with different learning atmosphere raises its challenges, especially in remote and *Blank Spot* area (Azzahra 2020).

The Indonesian government is rotating the brain to maximize education. Through the Ministry of Education and Culture, the government issued a policy package, which is distance learning for all levels of education (Yulia 2020). There were four main points of educational policies issued by the government. First, Studying at home through online learning or distance learning implement to provide learning experience without being burdened to complete the curriculum target for grade promotion or graduation. Second,

distance learning might be focused on life skills education for example about Coronavirus. Third, Students activities and tasks can be varied among students in accordance with their interests and condition including learning gaps and facilities at home. The last, proof or product activity should be given feedback which is qualitative and useful for the teachers without giving a score or quantitative grade (Nasional 2020).

The regulations above are exerted as the government rapid movement in advancing the education sectors to continue to run and to participate in protecting all students by providing education-based teaching materials for the prevention of Coronavirus. Learning materials, must be able to encourage life-skills strengthening. In this period of the pandemic, education must play its role in strengthening student life skills (Selby and Kagawa 2012).

Referring to the results of the research, many academic manuscripts are published as a result of linguistic studies. The high-intensity language services have implemented on the integration of cultural, local context, moral values, and even the value of eligibility on English learning materials (Tuna and Razi 2016) (Nguyen 2017) (Nguyen 2017) (DJEBBARI 2012) (Dewi 2017). Meanwhile, the integration of disaster education will be less adequate in the English subjects. If there is, the scope and use of large is still not widely perceived. Then, the integration of disaster education is found in certain subjects such as Science and Geography (Sampurno, Sari, and Wijaya 2015) (Dewi 2020)

Therefore, the author investigated the learning materials in the English language subjects used by the teacher in online learning during a pandemic in vocational high schools in East Lampung. Furthermore, the current study will find and discuss also the online platforms which are utilized.

## **RESEARCH METHOD**

The research was a survey Cross-Sectional Designs. A research survey was a part of quantitative. Research survey was used to get the information about the English Teaching materials. The questionnaire was utilized to collect data. It was shared through online questionnaire on Google Form. The respondents of the study were 27 English teachers from different Vocational Schools in East Lampung who are doing a distance learning.

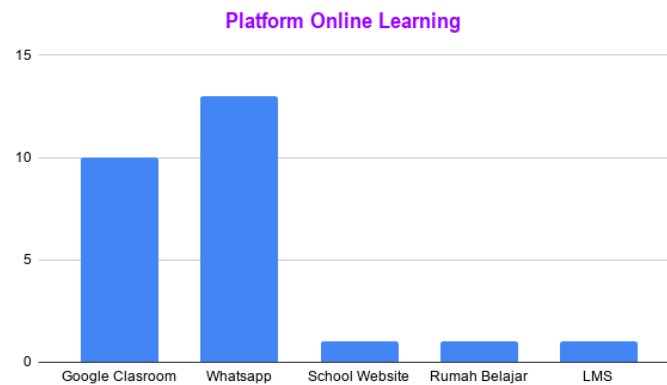
## **FINDING AND DISCUSSION**

In this part, the researcher will elaborate two points. First, the platform were and are being used by English teachers of Vocational High School in delivering an English materials.

Second, teachers' understanding referring disaster education and integrated disaster materials to English Teaching materials.

### 1. Platform of Online Learning

The researcher found that there were a lot platforms which were and are being used by English teachers to distribute the materials during distance learning. The percentages of the platforms are served at the following chart.



**Table 1. Platform were used by English Teachers**

The data showed that the majority of English teachers applied *WhatsApp* as tools in transferring teaching materials. The teachers assumed that social media such as *WhatsApp* made easily to send materials and students can easily provide feedback on each lesson. Even though, other forms of online learning model was like Google Classroom also often used. Meanwhile, the platform like school website and the government-owned platform of *Rumah Belajar* were slightly used by English teachers.

Besides being easy in use, students did not find any difficulties during teaching and learning process through *WhatsApp*. It also has many advantages to be used. There are some features: *Multimedia, Group-Chat, Unlimited Messaging* and *Cross Platform Engagement* (Gon and Rawekar 2017).

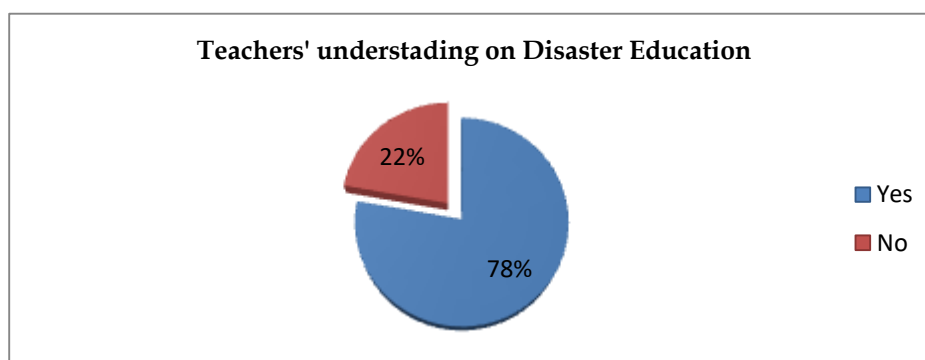
As distance learning, the means of adaptation learning media is straightforward and practical to use, reflecting as a large number of students have already placed *WhatsApp* in their gadgets. Supporting the reason, Hootsuite recently published the number of Internet users in Indonesia where 84% of the total population of Indonesians were being active *WhatsApp* users. (We Are Social & Hootsuite 2020).

A respondents said there are some obstacles encountered during online learning through *WhatsApp*. The classic problems of networking, Internet quota, all teachers provide learning materials in the form of assignments until the constraints of students did not have

*Android* in following online learning, thus the evaluation of each teaching material was experiencing obstacles. The problems were not only felt by the students, parents also complained because the expenditure on the cost of buying the *Internet package* was much greater than the school at normal times. It dealt with the outcome of various surveys concerning online learning (Sadikin and Hamidah 2020) (Purwanto et al. 2020).

Despite of those problems, in many studies, the teaching and learning English through *WhatsApp* showed positive results (Awada 2016) (Salem M. Alqahtani et al. 2018) (Asmara 2020). Nonetheless, the teacher should aspire to either employ or combine other online platforms in order the students also get the new acquaintances during pandemic. The teacher might use a free online platform which has the Learning Management System. It is going to obtain students become discipline and sovereign students due to the deadline on its system.

## 2. The Teachers' Understanding about Disaster Education



**Chart 2. The Teachers' Understanding**

The data above elaborated that 73.1% of English teachers of Vocational Schools at East Lampung comprehended about disaster education. While, 6 English teachers alleged they did not comprehend the disaster education and they just understood that there was a disaster education.

It pointed out, the massif campaign referring to disaster education had not been working in whole educational levels at vocational schools. The researcher bravely admitted that English teachers of Vocational schools also did not have any prior references about other disaster educations in providing English teaching materials such as response to natural disasters: floods, earthquakes, tsunamis, climate change, and environmental issues have vanished from blending on learning materials. Consequently, there are no sustainability learning programs and combinations.



**Table 3.** Teachers' Opinion Regarding Disaster Education

| Questionnaire   | N  | Very Important | Important | Less Important |
|---|----|----------------|-----------|----------------|
| According to you, how important the disaster education during pandemic? | 27 | 8              | 16        | 3              |

The outcomes of the questionnaire also revealed the basis that 30.8% of English teachers reflected that disaster education is very important. The bulk of 61.5% of English teachers replied is important, while 7.7% have not discerned that disaster education is less important. Although, The Ministry of Education and Culture has actually designed a disaster education starting from a few years ago by publishing a disaster response Pocketbook in collaboration with The National Disaster Mitigation Agency (BNPB). It is as a reference for students, teachers, stakeholders and local governments in responding to natural disasters, learning during disasters and learning activities after the disaster (Amri 2017). One of the reasons that the preference recognized appropriate is the inadequacy of information and the absence of socialization that make the teachers in the remote areas found difficult to receive reading materials and references concerning the education of disaster.

### 3. English Teaching Materials during Pandemic

The outcome of a questionnaire from 27 English teachers in East Lampung showed the type of material used in the pandemic obtained results with the following description.

English teachers answered that only occasionally affording and integrating teaching materials in English subjects during the online learning. The teachers assisted mainstream materials like *social distancing*, *use a mask*, and *wash the hands* while outside of the home. When the researcher asked about disaster education in the wider discussion and coverage, they have not grasped the concept of learning and education disaster. While some of them do not present the blended materials about Coronavirus in their English teaching materials in the new semester.

- Stay At Home : I care, You Care, We care.**
- Beware**  
Avoid contact with people who are coughing or sneezing.
  - Cover**  
Cover your mouth. If you cough or sneeze, use a tissue or your bent elbow.
  - Stop**  
Do not touch your face, it is easy to transfer germs to your eyes, nose and mouth.
  - Wash**  
Wash your hands regularly with soap and water, or an alcohol-based hand gel.

**Tetap di Rumah : Saya Peduli, Anda Peduli, Kita Peduli**

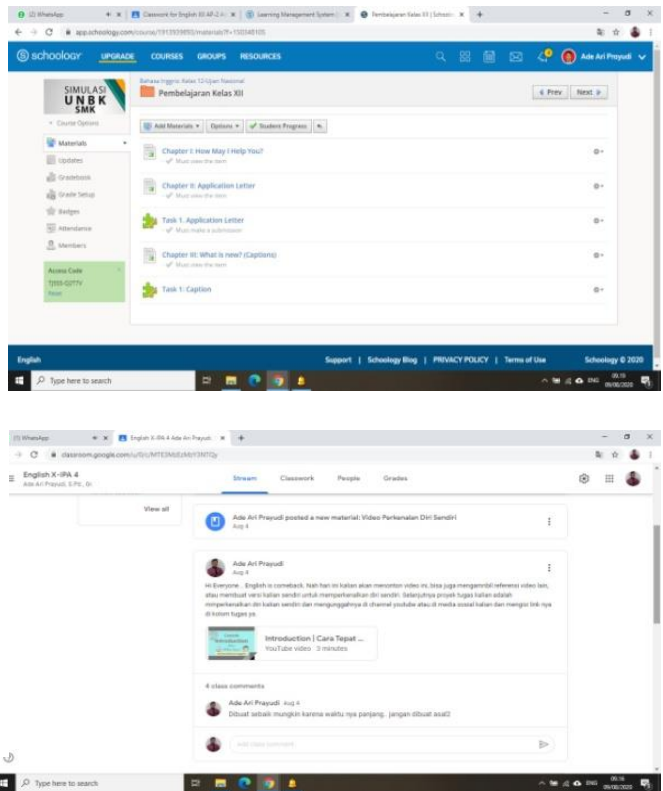
- Waspada**  
Jauhi berhubungan dengan orang yang sedang batuk atau bersin.
- Tutup**  
Tutup mulut, jika sedang batuk atau bersin. Gunakan tisu atau sapu tangan.
- Berhenti**  
Jangan sentuh wajah anda. Hal ini memudahkan pemindahan kuman serta bakteri ke mata, hidung dan mulut.
- Cuci**  
Cucilah kedua tangan anda secara teratur dengan sabun dan air mengalir, atau gunakan alkohol berbentuk gel membunuh kuman.

**TUGAS**

*Tuliskan ini ke satu kertas, dan letakan atau tempel di ruangan atau tempat yang semua keluarga kalian bisa membaca informasi ini.*

*Kirimkan dengan format Foto ke Wa Saya.*

*Terima Kasih. Selamat Belajar*



**Pictures 4. English Teaching Materials were used as Pandemic**

In the situation of the global pandemic as it is currently facing, integrating disaster material on learning, particularly English language learning is a need. Education is expected to be a way to overcome the spread of viruses that are increasingly unstoppable. The problem is whether English teachers understand the education of disaster or even get stuck on the routine conveying routines of the same logs as teaching in normal conditions, which is precisely the essence of a learning process that does not invent anything. Not to mention during online learning, problems and obstacles emerge as a challenge in the implementation of learning in the midst of stressful conditions.

To undertake the circumstance and numerous problems in the online learning adaptations. It is necessary to create learning materials in the form of books that contain material based on a disaster education perspective (Honesti and Djali 2012). The book does not only contain with many hard materials, those can fill games which were successfully helpful in preventing the disaster (Tsai et al. 2015). If experts prognosticate that pandemic will transpire every hundred years, then the design of education at all levels of education should be based on a perspective of disaster, both natural disasters and non-natural disasters such as pandemic which is now being challenged by all countries in the world.

The writer showed that the disaster education has successfully been adopted in Indonesia. Natural Disaster Teaching Module (NDTM) was used as media in teaching English at Junior High School in Aceh after earthquake and tsunami in 2004( Erizar & Azmi, 2017). Thus, the teachers do not only transfer the science items in each of English teaching material but have also to design the learning materials as an education that responds to the some critical issues like disaster education (Hauschild, Poltavtchenko, and Stoller 2012). Disaster education is an amalgamation of the teaching materials of each subject in formal education and disaster education. Disaster education is designed to teach materials taught in learning, whether learning using face-to-face methods or distance learning can be used to reduce the risk of disaster(Muttarak and Pothisiri 2018).

From the finding and discussion above, the researcher offered *Content-Based Instruction* or it was well-known as *Content And Language Integrated Learning (CLIL)* is a reference for English teachers in composing language learning, which can be encountered at the level of education from basic education to higher education.

## **CONCLUSION AND SUGGESTION**

Until this writing was produced, online learning advances to run with challenges and adaptations that teachers and students must endure. The teaching process is not merely a science-based transfer, but the knowledge is able to bring benefits for the students ' real life.

The sense of a pandemic must be maximized to reform the education. Presume, if there is no current technology, how the sector of human life continued. The scheme of education and the integration of teaching materials on language instruction is urgent. Besides, the impact of language mastery for the sustainability of the students must also be given as an understanding of the education of life skills.

The researcher has ideas as a conclusion. First, provisioning of teaching materials integrated with disaster education, environmental, and natural issues. Because, the issues are requiring a thick portion in the educational environment, especially for vocational school students. Second, developing access to teaching platforms. Governments and educational institutions should plan and maximize the fore on the application of online learning. Last, increasing the socialization of disaster education at all levels of education. The disaster cannot be divined when it will attain and will be closed.

## REFERENCES

- A. Erizar, and Mohd Nazri Latiff Azmi. 2017. "The Impact of Natural Disaster Teaching Module (NDTM) on Secondary Schools Students in West Aceh." *International Journal of Academic Research in Business and Social Sciences* 7(4).
- Amri, Avianto. 2017. "Pendidikan Tangguh Bencana." 79.
- Arifa, Fieka Nurul. 2020. "Tantangan Pelaksanaan Kebijakan Belajar Dari Rumah Dalam Masa Darurat Covid-19." *Info Singkat;Kajian Singkat Terhadap Isu Aktual Dan Strategis* XII(7/I):6.
- Asmara, R. 2020. "Teaching English in a Virtual Classroom Using Whatsapp During Covid-19 Pandemic." *Language and Education Journal*.
- Awada, Ghada. 2016. "Effect of Whatsapp on Critique Writing Proficiency and Perceptions toward Learning." *Cogent Education* 3(1).
- Azzahra, Nadia Fairuza. 2020. "Mengkaji Hambatan Pembelajaran Jarak Jauh Di Indonesia Di Masa Pandemi Covid-19." *Center for Indonesians Policy Studies* 19(2):1-9.
- Dewi, Nita Sari Narulita. 2017. "Cultural Values Integration in English Language Learning for Indonesian Young Learners." *Script Journal: Journal of Linguistic and English Teaching* 2(2):145.
- Dewi, Ratih Puspita. 2020. "Fieldwork and Research Impact on Learning of Disaster Risk Reduction." *Universal Journal of Educational Research* 8(8):3718-24.
- DJEBBARI, Zakia. 2012. "Integrating Culture in EFL Classrooms:A Plea for an Integrated Model." *Language Teaching* 1-10.
- Gon, Sonia, and Alka Rawekar. 2017. "Effectivity of E-Learning through Whatsapp as a Teaching Learning Tool." *MVP Journal of Medical Sciences* 4(1):19.
- Hauschild, Staci, Elena Poltavtchenko, and Fredricka L. Stoller. 2012. "Going Green: Merging Environmental Education and Language Instruction." *English Teaching Forum* 50(2):2-13.
- Honesti, Leli, and Nazwar Djali. 2012. "Pendidikan Kebencanaan Di Sekolah - Sekolah Di Indonesia Berdasarkan Beberapa Sudut Pandang Disiplin Ilmu Pengetahuan." *Jurnal Momentum* 12(1):51-56.
- hundred.org/ OECD. 2020. "Spotlight: Quality Education for All during COVID-19 Crisis." *Spotlight: Quality Education for All during COVID-19 Crisis* (April).
- International Labour Organization. 2020. "ILO Sectoral Brief: COVID-19 and the Education Sector." (March):1-8.
- Iyengar, Karthikeyan, Ahmed Mabrouk, Vijay Kumar Jain, Aakaash Venkatesan, and Raju Vaishya. 2020. "Learning Opportunities from COVID-19 and Future Effects on Health Care System." *Diabetes and Metabolic Syndrome: Clinical Research and Reviews* 14(5):943-

- Lubis, Andre Hasudungan, Syed Zulkarnain Syed Idrus, and Salleh Abd Rashid. 2020. "The Exposure of MOOC Usage in Indonesia." *International Journal of Scientific and Technology Research* 9(2):2716-20.
- Muttarak, Raya, and Wiraporn Pothisiri. 2018. "The Role of Education on Disaster Preparedness Case Study of 2012 Indian Ocean Earthquakes on Thailand'S." *Tap Chí Nghiên Cứu Dân Tộc* 18(24).
- Nasional, Ujian. 2020. "C. d. 0.0075 300." 300.
- Nguyen, Trang Thi Thuy. 2017. "Integrating Culture into Language Teaching and Learning: Learner Outcomes." *The Reading Matrix* 17(1):145-55.
- Purwanto, Agus, Rudy Pramono, Masduki Asbari, Priyono Budi Santoso, Laksmi Mayesti Wijayanti, Chi Hyun Choi, and Ratna Setyowati Putri. 2020. "Studi Eksploratif Dampak Pandemi COVID-19 Terhadap Proses Pembelajaran Online Di Sekolah Dasar." *EduPsyCouns: Journal of Education, Psychology and Counseling* 2(1):1-12.
- Sadikin, Ali, and Afreni Hamidah. 2020. "Pembelajaran Daring Di Tengah Wabah Covid-19." *Biodik* 6(2):109-19.
- Salem M. Alqahtani, Mufleh, C. Vijaya Bhaskar, Kesavan Vadakalur Elumalai, and May Abumelha. 2018. "WhatsApp: An Online Platform for University-Level English Language Education." *Arab World English Journal* 9(4):108-21.
- Sampurno, Pandu J., Yessi A. Sari, and Agusta D. Wijaya. 2015. "Disaster (STEM-D) Education for Building Students' Disaster Literacy Climate Change and STEM Education in Indonesia View Project Using Technology to Develop Teaching Material Based on Local Potential in Learning Physics View Project Pandu Joy and Disaster." (September).
- Selby, D., and F. Kagawa. 2012. *Disaster Risk Reduction in School Curricula: Case Studies from Thirty Countries*.
- Shereen, Muhammad Adnan, Suliman Khan, Abeer Kazmi, Nadia Bashir, and Rabeea Siddique. 2020. "COVID-19 Infection: Origin, Transmission, and Characteristics of Human Coronaviruses." *Journal of Advanced Research* 24:91-98.
- Tsai, Meng Han, Ming Chang Wen, Yu Lien Chang, and Shih Chung Kang. 2015. "Game-Based Education for Disaster Prevention." *AI and Society* 30(4):463-75.
- Tuna, ýzlem KaraaLaç, and Salim Razi. 2016. "Integrating Culture into ELT Classes: What, Why, and How?" *Procedia - Social and Behavioral Sciences* 232:41-48.
- We Are Social & Hootsuite. 2020. "Digital 2020." *Global Digital Insights* 247.
- Yulia, Henny. 2020. "Online Learning to Prevent the Spread of Pandemic Corona Virus in Indonesia." *ETERNAL (English Teaching Journal)* 11(1):48-56.

## INVESTIGATING TEACHERS' STRATEGIES TO PROMOTE LEARNER AUTONOMY IN ENGLISH LANGUAGE TEACHING (ELT) PRACTICE

Anisatul Karimah\*<sup>1</sup>  
Universitas Pendidikan Indonesia

### Abstract

More and more educational stakeholders are now concerned on learner autonomy (later will be abbreviated as LA) as a fundamental key to actualize an effective and successful instructional process. While research addressing strategies to promote LA has been conducted in ample amount, this research tries to include a more holistic coverage. This research aims at investigating strategies or activities that teachers implement in English language classroom in fostering LA, what reasons are behind the selection of those activities, and to what extent those activities enable LA to take place. Data were collected from 35 teacher respondents who have taught junior high school or higher levels. Questionnaire and semi-guided interview were employed to yield relevant data. Findings show that activities related to psychological dimension become the most favoured ones to apply in the classroom. It is followed by social, technical, and political dimensions accordingly. Those activities are applicable to certain situations and extent.

**Keywords:** ELT, Dimension Of Learner Autonomy, Learner Autonomy, Teachers' Strategies

### INTRODUCTION

Learner autonomy contributes as one of the most prominent factors affecting English teaching practice. Not only does LA contribute to an effective ELT teaching, it also has a connection with English proficiency. Research conducted by Dafei (2007) and Sakai and Takagi (2009) reveal that LA has positive correlation with students' English proficiency. When students possess high autonomy or responsibility for their learning, they tend to have better competence than those who do not.

In Indonesian context, both teachers and students have not possessed a good understanding on LA and it has not been well-promoted in classroom practice (Lengkanawati, 2015). To some extent, education practice in Indonesia is similar to Hong Kong's about which Chan (2001) states in her research that teachers are perceived as the ones who transmit knowledge and students are driven by examination-oriented learning. This fact is supported by Lengkanawati (2015) who writes that students are mostly only motivated to study prior to a test and they are somewhat dependent to the teacher.

---

\*correspondence Address  
E-mail: anisatul.karimah@upi.edu

In promoting learner autonomy to be existed in classroom practice, a range of activities involving students can be implemented by teachers. Students take part in deciding what, where, and how they learn (Cotteral, 2015). Ways of accomplishing tasks -whether individually or in groups-, independent learning out of class, assessment system, and monitoring learning progress are other actions in which teachers can include students (Borg & Al-Busaidi, 2012). Elizondo and Garita (2013) sum up that it is quite potential to embrace learners in almost all phases in learning started from needs analysis up to evaluation phase.

This research attempts to investigate teachers' strategies to enable the aforementioned activities to occur which are aimed at promoting learner autonomy in ELT practice. This research is intended to figure out the answers of the following questions.

1. What strategies or activities do the teachers use to promote LA in the ELT practice?
2. What reasons become teachers' considerations in choosing the respective strategies?
3. How do those activities work in promoting LA in ELT practice?

In determining the activities that teachers might utilize in the classroom to promote learners' autonomy, the researcher based her framework on the questionnaire used by Borg and Al-Busaidi (2012) which has been previously adapted by Xhaferri et al. The analysis roots from the four dimensions, three dimensions namely technical, psychological, and political dimension proposed by Benson (2007) and the other one called social dimension comes up from Collateral (2008). The researcher modified the questionnaire and combined the concepts to suit her research purpose. Technical dimension activities cover asking students to read and listen to materials in English, correlating the topic with students' experience and existing knowledge, taking notes of important points, etc. Letting students know how to learn particular English areas or topics, making students aware of the learning objective, and encouraging self-evaluation are in psychological area. The social dimension occurs when students can have negotiation due to their learning which then can be translated into activities like working individually or in groups and assessing peers. The political dimension activities are such activities in which students are involved in decision-making regarding the learning content, the topic, place and time of learning, learning activities, etc.

The findings of this research are expected to be a reference for teachers in selecting the activities they might utilize in the classroom to encourage autonomous learning. This investigation will additionally find out the reasons behind teachers' choices and the extent to which those activities function in fostering LA. Thus, teachers might use the result as a leading consideration for transforming LA principles into real practice.

## **RESEARCH METHOD**

This is a descriptive qualitative research aiming at investigating strategies or activities used by English teachers to promote LA, displaying the reasons behind their choices of strategies, and describing how well those strategies function in fostering LA.

The data were collected from 35 teachers who have taught in junior high or higher levels with minimum one year of teaching experience. Questionnaire and semi-guided interview were used as collecting data instruments. The questionnaire adapted from Borg and Al-Busaidi (2012) was distributed online on 1<sup>st</sup> of December 2017. In the questionnaire, teachers make a list of activities they have ever used in their EFL class. Those listed activities covered all the four dimensions as the focuses. To meet the effectiveness and efficiency of the research, only two mostly implemented activities were discussed for each dimension.

After the responses from the questionnaire were collected, some respondents were chosen to be interviewed to gain deeper information. On the questionnaire, the researcher already asked whether or not the respondents would be willing and available for an interview. Thus, the selected interviewees were firstly based on their approval and availability. Second, the consideration for interviewees is the ones with better understanding of LA comparing to others which was as well obtained from the questionnaire. As the researcher's investigation is dealing with LA, the researcher would like to ensure that teachers are aware and possess quite good understanding on LA. Third, the researcher chose interviewees based on the duration of teaching. The researcher assumes that the longer teachers teach, the better understanding they have in terms of recognizing their students and teaching practice. There were around 10 percent of respondents, or approximately 4 participants, were interviewed. Names of respondents written in this research are all replaced by "R.1" until "R.4" in which R stands for "Respondent". Interview was accomplished using Bahasa Indonesia to attain interviewees' convenience. The data of the questionnaire and interview were then broken down to four categories namely technical, psychological, social, and political perspectives on learner autonomy.

## **RESULT AND DISCUSSION**

The data were obtained from 35 respondents who are all English teachers either in junior high, senior high, or university level. 54.3% of respondents had more than five years of teaching experience, 25.7% of them has been teaching in a range between 2 up to 5 years, and 20% of teachers possessed teaching experience with a range 1 up to 2 years. More than 50% of respondents claimed that their students were in beginner and intermediate level. In



terms of their understanding on the concept of LA, from scale 0 up to 4 where 0 demonstrated having no idea of LA and 4 demonstrated a good understanding of LA, the summary was 42.9% in scale 3, 31.4% in scale 2, 20% in scale 4, and 5.7% in scale 1. It can be concluded that the majority of respondents had a quite good understanding on LA. In terms of respondents' perspectives which also came in scale 0 up to 4 in which 0 meant that they had no idea on the significance of LA instructional process and 4 meant that LA was very essential in an instructional practice, the findings showed the same amount of 40% in scale 3 and 4, 17.1% in scale 2, and 2.9% in scale 1. Concisely, most respondents perceived LA to be relatively playing a significant role in teaching and learning process.

The following were the findings obtained from the questionnaire addressing the top two activities for each LA dimension that the teacher respondents employed to foster LA in their classrooms. Further and more detailed discussions are presented in the next part.

**Table 1.** Distribution of the Questionnaire Items Based on the Four Dimensions

| Dimension               | Activities   |
|-------------------------|--|
| Psychological dimension | Teacher makes students aware of the learning objectives.<br>Teacher asks students to conduct self-evaluation.  |
| Technical dimension     | Teacher asks students to read and listen to things in English outside the class.   |
| Social dimension        | Teacher asks students to take notes of important points.<br>Teacher asks students to do collaborative work.  |
| Political dimension     | Teacher asks students to accomplish tasks individually.<br>Teacher lets students decide what, when, and how to learn.<br>Teacher lets students decide what activities to do. |

### **Teachers' Strategies to Promote LA in Psychological Dimension**

#### *Making Students Aware of the Learning Objective*

Based on the result of the questionnaire, activities related to psychological and social dimension spotted the most frequently used activities by teachers to foster LA in everyday class. Particularly in psychological version, the most preferable activity to use was making students aware of the learning objectives which took 77.1% of respondents. They argued if students had known the specific aim of the learning, they would have a clear focus and will not go anywhere out of the topic. Students would likely have assumption on what they were going to do and which strategies were best used during the lesson. Not only ideas on activities and tasks did students have the assumption on, but they would also recognize what kind of output and competence they were expected to accomplish at the end of the meeting. Another respondent added a good point that by making students aware of the learning objective, this respondent wanted to motivate students by saying,

“In raising students’ awareness of the learning objective, I feel there is an urgency that the students have to feel like getting something new and useful for their self-learning”. (Interview, R.1)

When students had the feeling that they are going to learn something new and useful, it tended to give them reason and motivation to be involved in the teaching learning process.

Using this activity to raise students’ awareness was seen as an effort to realize psychological dimension of giving attention and directing themselves to the learning content. In further explanation, respondents said that by being aware of the objective, it gave guidance for students to search for additional materials related to the topic. Students’ awareness of learning something new would motivate them to learn and later when they found something missing and needed to improve, it would lead them to find out more inputs. Other teachers claimed that this kind of activity could recall their existing knowledge and previous experience regarding the materials including in terms of linguistic aspect.

“Let’s say for example the learning objective is being able to do presentation. When students are aware of the objective, students then can share background knowledge, existing knowledge and also experience of presenting something”. (Interview, R.2)

“... If they do, they can use the existing knowledge and experience. They will remember the linguistic features they might have known”. (Interview, R.3)

In short, awareness of learning objective fosters LA in a sense that students were encouraged to recollect information, experience, and linguistic aspect they had previously known and learned.

#### *Conducting self-evaluation*

Another 68.6% respondents chose self-assessment as a means to foster LA to students. Most respondents had a sound understanding on LA that they thought one of vital characteristics of LA was students’ ability to evaluate themselves. Self-assessment also forced students to review what they have been learning so that to some extent, this was very beneficial to them. Another teacher argued that evaluating oneself became a way to figure out whether his learning was successful or not.

The extent to which self-assessment plays a role in promoting LA was the recognition of learners’ progress, strength, and weaknesses in their learning. The process of evaluating themselves was a form of LA itself.

“What I understand about LA is that students know what they are learning, they know why they learn that, and they evaluate their learning”. (Interview, R.2)

Once learners recognized their strength, they would maintain it and kept themselves on the track. When they identified what their weaknesses were or in which parts they needed to improve, they searched for strategies they could apply to cope with these drawbacks. When learners figured out they were successful, they tended to be encouraged to make more progress. On the other hand, if they found out that they were not so successful, if they were motivated enough, they would discover ways to be better.

“One of characteristic of LA is able to assess themselves. It means they know their strength and weaknesses. They will know what they need to develop, what material they need to search, which part to improve. In the future, they will find a way to learn by themselves to improve themselves. Knowing what you are and your weaknesses will contribute more to how you will learn by yourself”.

(Interview, R.4)

“When they can measure themselves, it helps them to improve on certain parts”.

(Interview, R.3)

To sum up, in teaching and learning practice self-assessment encourages students to maintain their achievement, make more progress, search for strategies to improve the weak parts, and find additional materials to support their learning. Those actions are surely fostering the implementation of LA in the classroom.

### **Teachers’ Strategies to Promote LA in Social Dimension**

#### *Encouraging Students to Do Collaborative Work*

50% of interviewees viewed that group work promoted LA better than the individual one. However, one of those three teacher respondents pointed out that it worked especially with a big size class in which handling each student was a quite complicated thing to do. Working in groups meant that the teacher shared her responsibility with students as those students with better capability could provide assistance to those who were weaker than them. One crucial idea to consider was that in implementing group work in the classroom, the teacher needed to make sure that every student had contribution to the group, which meant the teacher was required to monitor the process. By doing so, some teachers’ anxiety related to the group members who only relied on them who were considered to have more advanced capacity can be reduced.

Collaborative activities and tasks enabled the teacher to promote LA in a way that students had social responsibility in which they felt obliged to give contribution to the group. When everybody provided input, students felt the urge that they needed to do at least the same.

“There is a social responsibility in group work so that it raises learners’ awareness to study more”.

(Interview, R.5)

Another contribution of collaborative work in fostering LA in the classroom was that it enabled students to give comments, recognize what others' strength and weaknesses, and provide correction to others based on what they had learned or the experience they had. Students might be motivated to make improvement as they saw their peers who were better or as they noticed their peers who were weaker than them so that they felt the need to maintain their competence. Group work also provided a big chance for students to exercise their decision-making skill; what part each student should do, what aspect should be discussed more, what points should be presented to the class, what language function should be used, what are the accurate grammar, correct pronunciation, and appropriate expressions, etc. If learners get used to this, it seems that the development of LA will take place.

"I think it is group, in general, tasks which can promote LA better. In group, when it comes to problem solving, they can do correction to their peers when solving the problem, division of work, evaluating each other".  
(Interview, R.2)

"Students have more freedom to determine what they ought to do in a discussion".  
(Interview, R.6)

#### *Accomplishing Tasks Individually*

Because some teachers found it challenging enough to maintain each student's contribution in a group work, they preferred individual tasks in fostering LA. They argued that the responsibility the students held in individual work was greater than in collaborative work. Whether students wanted it or not, they had to complete tasks by themselves. They could not irresponsibly be dependent to other students with more superior capability. Despite longer time that learners might need in completing personal tasks, it would exercise them to shape their own responsibility for then being ready for a group work as each of them was aware of their responsibility in the group.

"In individual work, the responsibility is on each student. They will feel they have to accomplish the task as they might need the score, or need to understand the lesson. Responsibility in individual work is greater".  
(Interview, R.4)

The extent to which working alone could foster LA, it could be seen from students' effort to accomplish the tasks. As they could not rely on anybody else, they tended to do their best; recalling their memory, opening their note, checking the dictionary, confirming the sources, etc. The teacher was expected to assist students to discover how they could accomplish the task in an effective and correct manner.

## **Teachers Strategies to Promote LA in Technical Dimension**

### *Encouraging Students to Do Extensive Listening and Reading Out of the Class*

Technical dimension of LA is very much linked with practical strategies done by students in learning independently. One endeavour teachers frequently do was asking their students to be considerably exposed to inputs of English outside the class. Respondents claimed this was one effective way to make progress and increase their willingness to learn. Learners had a wide choice of resources and suited those resources to fit their interest. They might pick songs, videos, movies, TV programs, newspapers, novels, short stories, and many others. However, teachers might need to set a pre-determined procedure to reassure students to do this for example by conducting a sharing session. The teacher held a sharing session each day for students to communicate what they had got outside the class.

Students were mostly doing extensive listening and reading in a relaxed, stress-free and more casual situation compared to classroom environment. Instead of learning the language, they were acquiring the language unconsciously which has a tendency to leave more impression to students' memories. Once students found it very advantageous and enjoyable at the same time, LA was significantly growing here.

“Students are usually reluctant to learn by themselves. But once they find something interesting to them in English, they will keep doing that. The teacher just directs them to find the appropriate input for them”.

(Interview, R.6)

In this type of activity, the teacher played her role as an initiator, counsellor, and resource. Students were not really exposed to English out there possibly because they had not found sources which fitted their interest. The teacher might have to offer students plenty of various sources for then students could find which one they were really into. If students did this in a consistent way, it would greatly foster LA to happen.

### *Taking Notes of Important Points*

40% of respondents felt that taking note of crucial points in learning was beneficial. Some students had a habit of taking notes while some other did not. They just listened and recorded everything in their memory. Students took notes when they felt that those points were crucial to them. One of respondents said that she rarely asked students to take notes. However, once she asked students to note important details, she argued that students would automatically sort which ones were important and which ones were not or what points they have understood and which parts students needed to further study about.

“When students think there are things new, important, and needed to know, they feel like need to note that. Other points that they have understood, they might not note that. Students' note will vary and they will learn to recognize from the note

which parts I still need to improve to check their weakness and strength. That will also notify them new things in which they need to find out more".  
(Interview, R.3)

In other words, taking notes built students' perspectives on the materials they were learning; perspectives on what were important and what were not, which parts they were good at and which sections required further learning.

Correlating the note-taking activity with encouragement of LA in the classroom might be viewed from students' responses when they saw their notes. At a point of time, when they had an access which then enabled them to realize that some points were not so clear to them, they would find additional sources. Another respondent came up with a good idea that the notes would be very supportive for students in out-of-the-class learning. Students had a guidance and a resource for their independent learning. The notes might be useful in the future as well. When students reviewed their learning progress and materials, the notes could help them to understand certain topics and function as a learning source to them.

"In the future when students review the lesson, the note will be useful for them. Let say they learn about grammar, there are the formula and function that they write before, they can search for additional materials on the topics they haven't got a good understanding on the grammar. It supports them when they learn outside the class".  
(Interview, R.4)

### **Teachers Strategies to Promote LA in Political Dimension**

#### *Deciding What, When, and How to Learn*

Political dimension of TA takes place when students possess the authority to decide any aspects of learning by themselves. They may decide the topics, inputs, activities, tasks, time, and duration of the learning process. However, out of 35, there was only one respondent who applied this strategy of political dimension in the classroom. The majority stated some reasons regarding this finding. First, it was somewhat impossible for them to do so because they were limited by educational system; the curriculum, syllabus, schedule, time allocation, and institution regulation. Especially for the scope of materials, it was already abundant to accomplish in one semester that the teacher did not have any space for students to make decision on the learning process. One of respondents said,

"Teachers are restricted by curriculum and objectives which should be achieved at the end of program that they are worried if decisions are on students' hands then the objectives is left unfinished"  
(Interview, R.6)

Second, with typically big size classes in Indonesia, it was hard for the teacher to accommodate numerous views coming from students. If the teacher picked up a certain decision from a student, other students might assume that they were less important or less intelligent than that one student. One teacher presented her argument due to this reality.

“The class is big, meaning each student has various opinions on their decision. Teacher will feel impossible to give them the chance as students might consider the subject to be not so important, or the topic will be too broad if students choose by themselves”. (Interview, R.4)

Third, since most students of the respondents were beginner, those respondents did not put much belief on students’ decisions. Let’s say students were to make decision on activities in the classroom, those tasks students chose might not be connected to the topic or skill they were learning. One respondent pointed this out in the interview.

“Mostly, my students are beginner, then I don’t really believe them to choose the content and activity. The activities and objective might not be relevant to each other”. (Interview, R.2)

This finding is in contrast with some researches results of Borg and Al-Busaidi (2012), Madrunio et. al (2016), and Lengkanawati (2016) which state that giving students freedom to decide what and how to learn is highly feasible to apply. In reality, teachers rarely do this due to the aforementioned reasons.

Despite those arguments that teachers have stated, another teacher still put a faith on students to make decision. One characteristic of LA was that when students had freedom to some extent to select materials, activities, or time for study. Logically, as students picked up their preferred aspects, they gained the responsibility to accomplish what they had previously set. This one respondent presented an argument that when students acquired a sense of responsibility for their choice, they would feel the urge to complete the tasks or understand the materials. She said,

“Letting students decide some aspects in their study is a good exercise to promote LA. The most crucial point is that it raises their responsibility and awareness; I choose this activity, I have to finish this”. (Interview, R.6)

Providing students with the power to make decision is in nature a very effective way to promote LA. Students set their own rules and purpose which means it indirectly commits them with responsibility. What needs to be done by the teacher is that she needs to make sure that the activities are relevant to the topic, the tasks are doable, and no student feels being underestimated.

## **CONCLUSION**

In general, teachers who took part in this present research had a respectable understanding and perspectives towards LA. They confirmed that LA became a vital aspect to promote in ELT practice. From the questionnaire, it was shown that 40% of respondents put their belief on the importance of LA in the classroom in scale 4 and the same amount of 40% in scale 3. As a consequence, teachers felt the urge to transform their effort in fostering LA into the activities in everyday teaching and learning process. Those activities were based on the four dimensions proposed by Benson (2007) namely psychological, social, technical, and political dimensions.

Findings showed teacher respondents established activities in terms of psychological perspective as the ones which were repeatedly used. This finding concurs with a research conducted in Thailand by Tapinta (2016). The two top activities were making students aware of the learning objective and conducting self-evaluation. Encouraging learners to do collaborative work and accomplishing tasks individually were the two activities respondents preferred to implement in their classroom to promote LA in terms of social dimension. Technical dimensions covered two activities which were encouraging students to do extensive listening and reading and taking notes of important point. The last dimension is political in which it presents authority for students to make decision. Letting students decide any aspects in learning turned out to be the least chosen due to some reasons. Teacher respondent who applied this claimed that this action raised awareness on their responsibility.

The activities above are the examples of activities based on the four dimensions that teachers apply in their classroom to promote LA. Those activities are applicable to certain situations and effective to promote LA in particular extent. In adapting the strategies that teacher respondents use in this research, other teachers might want to consider the reasons behind it and the extent to which these activities work in promoting LA in ELT practice. Teachers can make the findings as a reference with their own consideration.

Data collected in this research were from questionnaire and interview. Further research is suggested to include observation to confirm the interview data. Moreover, the research limits its scope in only two activities for each dimension of learner autonomy. Further studies can extend the scope by including more activities that teachers employ in fostering learner autonomy.



## REFERENCES

- Benson, P. (2007). Autonomy in language teaching and learning. *Language Teaching*, 40, 21-40.
- Borg, S. & Al-Busaidi, S. (2012). Teachers' beliefs and practices regarding learner autonomy. *ELT Journal*, 66(3), 283-292.
- Chan, V. (2001). Readiness for learner autonomy: What do our learners tell us? *Teaching in Higher Education*, 6(4), 505-518.
- Cotteral, S. (2008). Autonomy and good language learners. In C. Griffiths, *Lessons from good language learners* (110-120). Cambridge: Cambridge University Press.
- Dafei, D. (2007). An exploration of the relationship between learner autonomy. *Asian EFL Journal*.
- Elizondo, L. B., Garita, C. O. (2013). A closer look into the EFL classroom. *Revista De Lenguas Modernas*, 325-343.
- Lengkanawati, N. S. (2016). Teachers' beliefs about learner autonomy and its implementation in Indonesian EFL setting. In R. Barnard & J. Li, *Language learner autonomy: Teachers' beliefs and practices in Asian contexts* (134-149). Phnom Penh: IDP Education Cambodia Ltd.
- Loi, N. V. (2016). Learner autonomy in Vietnam: Insights from English language teachers' beliefs and practices. In R. Barnard & J. Li, *Language learner autonomy: Teachers' beliefs and practices in Asian contexts* (134-149). Phnom Penh: IDP Education Cambodia Ltd.
- Madrurnio, M. R., Tarrayo, V. N., Tupas, R., & Valdez, P. N. (2016). Learner autonomy: English language teachers' beliefs and practices in the Philippines. In R. Barnard & J. Li, *Language learner autonomy: Teachers' beliefs and practices in Asian contexts* (114-133). Phnom Penh: IDP Education Cambodia Ltd.
- Sakai, S. & Takagi, A. (2009). Relationship between learner autonomy and English language proficiency of Japanese learners. *The Journal of Asia TEFL*, 6(3), 297-325.
- Simjanoska, D. K. (2015). The role of the teacher in fostering learner autonomy. In B. Xhaferri, et al, *Promoting learner autonomy in higher education* (51-62). Tetovo.
- Tapinta, P. (2016). Thai teachers' beliefs in developing learner autonomy: L2 education in Thai universities. In R. Barnard & J. Li, *Language learner autonomy: Teachers' beliefs and practices in Asian contexts* (96-113). Cambodia: IDP Education Cambodia Ltd.
- Xhaferri, B., Waldispuhl, M., Hotz, B.E., & Xhaferri, G. (2015). Students' and teachers' beliefs about learner autonomy at SEEU Tetovo, Macedonia, and PH Zug, Switzerland: A comparative study. In B. Xhaferri et al, *promoting learner autonomy in higher education* (9-38). Tetovo.

## THE EFFECT OF LEARNING STRATEGY AND INITIAL KNOWLEDGE ON THE ABILITY TO DEVELOP WRITING SKILLS ASSESSMENT INSTRUMENTS

Edi Puryanto<sup>\*1</sup>, Yumna Rasyid<sup>2</sup>, and Fathiathy Murtadho<sup>3</sup>  
<sup>1,2,3</sup>Universitas Negeri Jakarta

### Abstract

This study was aimed at identifying the the effect of learning strategies and initial knowledge on the ability in developing writing skills assessment instruments for students in the Indonesian Language and Literature Education Study Program, FBS, UNJ. The method used in this research was experimental research with 46 samples. Sample 3 PB1 was treated with metacognition strategy and sample 3 PB2 was treated, with strategy advance organizer. The research instrument was a test of the ability to develop writing skills assessment instruments and a test of initial knowledge. After testing the hypothesis with the ANOVA test, in the 2 X 2 calculation table,  $F_{\text{count}} (\text{Inter-A}) 6.008 > F_{\text{table}} 4.200$  at the level of  $\alpha = 0.05$ , indicating that  $H_1$  is accepted and  $H_0$  is rejected. This means that there are differences in ability to develop writing skills assessment instruments between students who are treated with metacognition strategies and strategies advance organizer. Furthermore, testing the hypothesis about the effect of the interaction of learning strategies and initial knowledge on the ability to develop writing skills assessment instruments and testing prior knowledge, data shows  $f_{\text{arithmetic}} (\text{AxB interaction}) = 5.485 > f_{\text{table}} = 4,200$  on the level of  $\alpha = 0.05$ ,  $H_1$  accepted and  $H_0$  rejected. That is, there is an interaction effect between learning strategies (metacognition strategies and strategies advance organizer) and initial knowledge (high and low) on the ability to develop writing assessment skills instruments. The learning outcomes of the ability to develop students' writing assessment skills instruments are influenced by learning strategies and initial knowledge.

**Keywords:** Learning Strategy, Initial Knowledge, Writing Skills, Assesment

### INTRODUCTION

The use of appropriate assessment instruments, Kusnadar (2013) will produce valid and accurate information on the achievement of student competencies. Arikunto (2013) good evaluation result can evaluate the actual situation. The writing skills assessment instrument used to show learning outcomes. The existence of writing skills instruments is expected to be a measure of achievement accurately and completely.

The assessment of Indonesian language learning is multifaceted. Ariyana (2019) explained that the assessment of Indonesian language and literature learning is a process of gathering information during learning activities. The emphasis of the assessment is on the four aspects of listening, reading, speaking and writing skills. The four aspects of language

---

\*correspondence Address  
E-mail: edipuryanto@unj.ac.id

skills are considered in developing assessment instruments. However, this study only focused on the preparation of writing skills assessment instruments.

The writing skills assessment instrument as a performance-based measurement tool can be a product. Performance appraisal instruments in writing skills need to pay attention to several elements, namely the grading grid, performance assignment instructions and assessment rubrics. Things that need to be considered in the preparation of writing assessment instruments include the formulation of competency achievement indicators, assessment objectives, and standard performance criteria to be used, making performance assignments, in the form of instructions or orders, and assessment rubrics as assessment guidelines.

In the practice of assessment, teachers still encounter many difficulties. Hajaroh, Islam, & Mataram (2018) explained that the problem faced in assessment is the difficulty of changing the teacher's paradigm regarding what assessment should be carried out. The teacher only knows the assessment instrument in the form of a test and needs to be done after the students have done the learning process. Bisri & Ischsan (2017) in their research found that 50% of teachers in Bogor Regency experienced difficulties in making context-based instruments. In conducting the test, it has not paid attention to whether the results of students' abilities are in line with the set standards. Ansari (2018) explains that the form of questions for Indonesian language and literature exams to measure the achievement of language and literature learning outcomes has not been proportional, both in form and number of questions. Even if there are items that test language and literature material, it is more on mastery of cognitive aspects.

Regarding the development of writing skills assessment instruments, it turns out that Indonesian language teachers and students as prospective teachers, especially the Indonesian Language and Literature Education Study Program, the Language and Arts Faculty, state of Jakarta University are still experiencing difficulties. In particular for students, these difficulties include the preparation of a question grid, which includes formulating question indicators, determining the technique and form of assessment, making question instructions and item questions, and compiling assessment rubrics and scoring guidelines. This difficulty occurs partly because educators do not choose the right learning strategy. For that, it needs to be overcome by using effective learning strategies. Strategies that are appropriate and relevant to the above problems are metacognition strategies and advance organizer strategies.

Dawud (2008: 82) argued that metacognition strategy is an effort to use cognitive knowledge and organize learning through planning, monitoring and assessing learning for himself. Murtadho (2013) adds that this process consists of planning activities, cognitive monitoring activities and evaluation activities of what has been done. So, this strategy is based on how learning is presented so that students understand the concept of the subject matter by organizing their knowledge in the planning, monitoring, and evaluation stages.

Werdiningsih's (2015) showed that the use of metacognition strategies is effective in language skills. Elementary students can focus on learning, study planning, and evaluate progress and learning outcomes in achieving success in learning Indonesian. The effectiveness of using metacognition strategies is shown by Alshammari (2015). The results of the study proved that the metacognitive strategies help students' understand and develop better the learning skills in high school students in Saudi Arabia.

In addition, using metacognition strategies, develop writing skills assessment instruments can use strategies, *advance organizer*. Ausubel in Suprahatiningrum (2017), the *advance organizer* can be analogized as a bridge that connects initial knowledge with new knowledge. Naibaho (2016) explains that using an advance organizer when starting a lesson will help students see the "big picture" of what will be taught and how the meaning of related information is. So, the strategy *advance organizer* is a learning process to achieve a learning goal through action or the process of connecting existing material concepts with new material concepts so that teaching and learning activities can be carried out effectively and efficiently. Ernaeni & Gunawan's (2019) proved that the strategy *advanced organizer* has a significant effect on the creative thinking skills of students at SMP Negeri 33 Bandar Lampung.

Learning to develop writing skills assessment instruments will be achieved well if students already have initial knowledge. Pamungkas, Setiani, & Pujiastuti (2017) explain the initial knowledge of abilities or knowledge that students have before learning takes place. Initial ability is a prerequisite that will be used in following further learning.

The purpose of this study was to determine (1) the differences in the ability to develop writing assessment instruments between students who were treated with metacognition strategies and strategies advance organizer. (2) the effect of the interaction of learning strategies and the level of initial knowledge on the ability to develop instruments for assessing students' writing skills.

## RESEARCH METHOD

This research is designed to test hypotheses to prove a causal relationship between two or more variables. In experimental research, a treatment (independent variable) is tested whether the treatment has an influence on other variables (dependent variable). This hypothesis test using ANOVA calculations. The data collection technique used the ability test instrument to develop writing skills assessment instruments and initial knowledge tests.

The ability to develop a writing skill assessment instrument is the student's ability to compile a tool used to assess skills in expressing ideas in the form of writing in the form of assessment grids, instructions and items, and an assessment rubric.

## RESULTS AND DISCUSSION

There are three variables in this study, namely the ability to develop writing assessment instruments as the dependent variable, learning strategies as independent variables, and students' prior knowledge (high and low) as attribute variables. The following is a brief description of the data from statistical calculations.

**Table 1.** Data Description Hypothesis Testing for

| Capabilities | Description  | Learning Strategies |                        | Total   |
|--------------|--------------|---------------------|------------------------|---------|
|              |              | Metacognition (A1)  | Advance Organizer (A2) |         |
| Early        | n            | 8                   | 7                      | 15      |
|              | $\Sigma X$   | 706                 | 573                    | 1279    |
|              | Average      | 88.30               | 81.85                  | 72.571  |
|              | SD           | 5,175492            | 3,412163               | 8.5     |
|              | Var          | 26.8                | 11.6                   | 38.4    |
| Height (B1)  | $\Sigma X^2$ | 498436              | 328329                 | 826765  |
|              | N            | 8                   | 7                      | 15      |
|              | $\Sigma X$   | 618                 | 508                    | 1126    |
|              | Average      | 77.30               | 72.60                  | 149.8   |
|              | SD           | 1.8                 | 5.02                   | 6.8     |
| Low (B2)     | Var          | 3.5                 | 25.3                   | 28.762  |
|              | $\Sigma X^2$ | 381924              | 258064                 | 639988  |
|              | N            | 16                  | 14                     | 30      |
|              | $\Sigma X$   | 1324                | 1081                   | 2405    |
|              | Average      | 165.5               | 154.4286               | 319.929 |
| Total        | SD           | 7.03                | 8.4                    | 15.481  |
|              | Var          | 30.3                | 36.9                   | 67.2    |
|              | $\Sigma X^2$ | 880 360             | 586 393                | 1466753 |

Based on these data that test the ability to develop assessment instruments writing skill metacognition strategies on students group that has a high level of knowledge gained an average value of 88, 3 and in the group of students who have low-level knowledge of 77.3. The ability to develop writing skills assessment instruments with and strategy advance organizer in the group of students with high-level knowledge obtained an average score of 81.85 and for the group of students with low-level knowledge of 72.6.

Summary descriptions of frequency and percentage of data on the ability to develop instruments Assessment of writing skills of students who are treated with metacognition strategies, both groups of students who have high or low initial knowledge, can be seen in the following table.

**Table 2.** Frequency Distribution Capabilities Developing Student Writing Skills Assessment Tools with Metacognition Strategy

| Class Interval | Frequency Absolute | Frequency Cumulative | Frequency Relative (%) |
|----------------|--------------------|----------------------|------------------------|
| 73.0 to 76.9   | 3                  | 3                    | 18.8%                  |
| 77.0 to 80.9   | 5                  | 8                    | 31.3 %                 |
| 81.0-84.9      | 2                  | 10                   | 12.5%                  |
| 85.0-88.9      | 1                  | 11                   | 6.3%                   |
| 89.0-92.9      | 3                  | 14                   | 18.8%                  |
| 93.0-96.9      | 2                  | 10                   | 12, 5%                 |
|                | 16                 |                      | 100%                   |

From the table, the calculation of the results of the test of the ability to develop a writing skill assessment instrument with metacognition strategies from the two groups of initial knowledge levels (high and low) has a range of scores of 1-100; the number of students is 16 students; the lowest score is 73 and the highest is 94; and an average score of 82.75. Class ranges of 21; the number of interval classes is 6 classes; and the length of the interval 4.

Furthermore, a summary description of the frequency and percentage of data on the ability to develop instruments for assessing writing skills of students who are treated with strategies, advance organizer both groups of students with the high and low initial knowledge, can be seen in the following table.

**Table 3.** Frequency Distribution of Ability to Develop Student Writing Skills Assessment Instruments with Advance Organizer Strategy

| Class Interval | Absolute | Frequency Cumulative | Frequency Relative(%) |
|----------------|----------|----------------------|-----------------------|
| 65.0-69.9      | 2        | 2                    | 14.3%                 |

|           |    |    |       |
|-----------|----|----|-------|
| 70.0-74.9 | 3  | 5  | 21,4% |
| 75.0-79.9 | 2  | 7  | 14.3% |
| 80.0-84.9 | 7  | 14 | 50.0% |
|           | 14 |    | 100%  |

From the calculation of the results of the test the ability to develop writing skills assessment instruments for groups of students who take classes with and strategy advance organizer from both groups the high and low initial knowledge levels have a range of scores of 1-100; the number of students is 14 students; the lowest score is 65 and the highest is 84; and an average score of 77.2. The class range is 19; the number of interval classes is 4 classes, and the length of the interval 5.

Next, a statistical test was conducted to see the effect of the interaction between learning strategies and the level of initial knowledge on the ability to develop writing assessment instruments. Testing this hypothesis using two-way analysis of variance (ANOVA) technique. Analysis of variance used two-way analysis of variance (2 X 2) to test the effect (interaction effect) of the independent variables, namely metacognition strategy and strategy advance organizer on the dependent variable, namely the ability to develop writing skills assessment instruments.

The results of the calculation of the two-way ANOVA test can be briefly seen in the following table.

**Table 4.** Summary of Two-Path ANOVA Calculation Results of

| Variance Source   | JK       | db | RJK     | F <sub>o</sub> | F <sub>(0.05; 26)</sub> |
|-------------------|----------|----|---------|----------------|-------------------------|
| Between A1 and A2 | 228,809  | 1  | 228,809 | 6,008          | 4,200                   |
| Interaction AB    | 77.12    | 1  | 5,485   | 5,486          | 4,200                   |
| Within            | 441,571  | 26 | 16,983  |                |                         |
| Total             | 1527,800 | 29 |         |                |                         |

Kriteria Fcount to test the difference between A1 and A2 and AB Interaction

If  $F_{count} > F_{table}$ , then  $H_0$  is rejected,  $H_1$  is accepted

If  $F_{counts} < F_{table}$ , then  $H_0$  accepted,  $H_1$  rejected

Based on calculations in the table 4, the following will describe each of these hypotheses.

1. There are differences in the ability to develop writing assessment instruments between students who are treated with metacognition strategies and strategies advanced organizer

Statistically, the first hypothesis formulated as follows:

$H_0: \mu A_1 \leq \mu A_2$

$H_1: \mu A_1 > \mu A_2$

In the table above the ANOVA 2 X 2 calculation above, between A1 and A2  $f_{\text{count}} = 6.008 > f_{\text{table}} = 4.200$  at  $\alpha = 0.05$ , then  $H_1$  is accepted and  $H_0$  is rejected. This means that there are differences in the ability to develop writing skills assessment instruments between students who are treated with metacognition strategies and strategies advance organizer. This right proves that the learning outcomes of the ability to develop writing skills assessment instruments for groups of students treated with metacognition strategies are different from groups of students treated with advance organizer strategies.

Judging from the acquisition of average scores, the group of students who studied with metacognition strategies was 82.8 and those treated with advance organizer was 77.25. The average value of the ability to develop an instrument for assessing students' writing skills in the group treated with metacognition strategies was higher than those treated with the strategy of advance organizer.

When it is compared with the pre-test scores of students who were treated with the metacognition strategy, the mean scores for final test showed a significant improvement. The pre-test average score of this group was 61.2, while the average score for the final test increased by 82.8. This increase was due to the effectiveness of the metacognition strategies used in the treatment.

The initial test was given to determine the initial ability to develop writing skills assessment instruments that students had before being given treatment. At the end of the lesson, students are given a test to determine the final learning outcome. This final result is an indicator of the influence of the strategy used. In this study, two strategies can affect the ability to develop writing skills assessment instruments. However, these two strategies have different levels of effectiveness. Metacognition strategies are more effective than strategies advance organizer in increasing the ability to develop students' writing skills assessment.

2. There is an interaction effect between learning strategies (metacognition strategies and strategies advance organizer) and initial knowledge (high and low) on the ability to develop student writing assessment instruments

Statistically, the second hypothesis can be formulated as follows.

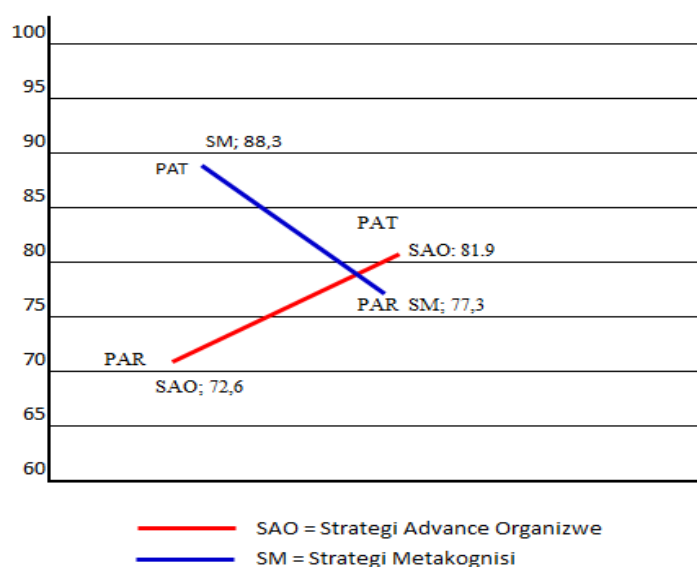
$H_0: INT A \times B = 0$

$H_1: INT A \times B \neq 0$



In the ANOVA 2 X 2 calculation table above 4, the interaction of AB  $f_{\text{counts}} 5.486 > f_{\text{table}} = 4.200$  at the level  $\alpha = 0.05$ , then  $H_1$  is accepted and  $H_0$  is rejected. That is, there is an interaction effect between metacognition strategies and strategies advance organizer and initial knowledge (high and low) on the ability to develop instruments for writing assessment skills.

The results of the calculation of the average value of the ability to develop writing skills assessment using metacognition strategies in the group of students who have high initial knowledge ( $A_1B_1$ ) was 82.25 and in the group of students who have low initial knowledge ( $A_1B_2$ ) amounted to 77.3. Meanwhile, using strategies advance organizer in the group of students with high initial knowledge ( $A_2B_1$ ) was 81.9 and in the group of students who had low initial knowledge ( $A_2B_2$ ) was 72.6. This interaction can be described in the following graph.



**Figure 1. The interaction between Metacognition Strategies, Strategies Advance Organizer, and Initial Knowledge of the Ability to Develop Students' Writing Skills Assessment Instruments**

Based on the ANOVA calculation, there is an interaction effect of learning strategies and initial knowledge on the ability to develop writing skills assessment. The application of this strategies and students' initial knowledge level interacts are affects toward the ability to develop writing skills assessment instruments. This means that the metacognition strategy and advance organizer was affect the student's ability to develop writing skills assessment instruments if they match the level of initial knowledge (high and low) the student has.

Each student has differences in mastering the material in developing writing skills assessment instruments. These differences are influenced by internal and external factors. The internal factors referred are the level of initial knowledge, while the external factors are learning strategies, namely metacognition strategies and strategies advance organizer. The students who were treated with metacognition strategies has an interaction between the metacognition strategies and two groups of students with high and low levels of initial knowledge. This interaction affects the ability to develop writing skills assessment instruments as abilities resulting from this process. Likewise, in the class, the students was treated with strategy advance organizer got interaction with two groups of students, namely students who had a high level of initial knowledge and those who had a low level of initial knowledge. Initial knowledge affects learning outcomes to develop writing skills assessment instruments. This is consistent with the research of Muammar, Harjono, & Gunawan (2017), the diversity of students' backgrounds and experiences causes their initial knowledge is not the same. Students who have high initial knowledge can learn better than their peers who have average and low abilities.

## **CONCLUSION**

Based on the calculation of the results of hypothesis testing, it has been stated that there are differences in the ability to develop writing skills assessment instruments between students who are treated with metacognition strategies and strategies advance organizer. This proves that the ability to develop writing skills assessment instruments for groups of students treated with metacognition strategies is different from groups of students treated with advanced organizer strategies. Learning strategies and students' initial knowledge level interact and influence the ability to develop students' writing skills assessment instruments. This means the metacognition strategy and advance organizer used by the lecturer in learning affect the ability to develop writing skills assessment instruments if they match the level of initial knowledge (high and low) possessed by students.

## REFERENCES

- Ansari, K. (2018). Assessment of Learning Indonesian Literature with High Level Thinking Skills (HOTS). *National Seminar on Indonesian Language and Literature Education I* (pp. 21-34). Medan: State University of Medan. Retrieved from U
- Alshammari, MK (2015). The effect of Using Metacognitive Strategies for Achievement. *International Journal of Education, Learning and Development*, 3(7), 47-54.
- Arikunto, S. (2013). *Basics of Educational Evaluation*. Jakarta: Earth Literacy.
- Ariyana. (2019). Evaluation of Indonesian language and literature learning. In *the National Seminar on Language Month (Semiba) 2019* (pp. 1-21), Bisri, & Ischsan. (2017). *Authentic, Practical and Easy Assessment*. Bogor.
- Dawud. (2008). *Indonesian Language Learning Perspective*. Malang: State University of Malang Press.
- Djiwandono, (2008). Soenari. (2011). *Language Tests: A Handbook for Language Teachers*. Jakarta: Index Press.
- Ernaeni, L., & Gunawan, I. (2019). Advanced Organizer Model: Its Effect on Creative Thinking Ability. *Indonesian Journal of Science and Mathematics Education*, 2(1), 7983. <https://doi.org/10.24042/ij sme.v2i1.3974>
- Hajaroh, S., Islam, U., & Mataram, N. (2018). Teacher Difficulties in Implementing. *Journal of the PGMI Department*, 10(2), 131-152.
- Kusnadar. (2013). *Authentic Assessment (Assessment of Student Learning outcomes based on the 2013 Curriculum)*. Jakarta: RajaGrafindo.
- Muammar, H., Harjono, A., & Gunawan, G. (2017). The Influence of the Assure Learning Model and Initial Knowledge on the Science-Physics Learning Outcomes of Class Viii SMPN 22 Mataram. *Journal of Physics and Technology Education*, 1(3), 166. <https://doi.org/10.29303/jpft.v1i3.254>
- Murtadho, F. (2013). Critical Thinking and Metacognition Strategies: Alternative Tools for Optimizing Argument Writing Exercises. In *Critical Thinking and Metacognition Strategies: Alternative Optimizing Argumentation Writing Exercises Tools for* (pp. 530-541).
- Naibaho, T. (2016). "The Influence of Advance Organizer Model Based on Naturalist Intelligence on Learning to Write Poetry", 2, (1) 104-112 Check Language (March). <https://doi.org/10.17509/Rb.V2i1.8779>.
- Nurgiyantoro, B. (2013). *Assessment of competency-based language learning* (Vol.). Yogyakarta: BPFE.
- Nurmasyitah, & Hudiyatman. (2014). Teachers' Constraints in Formulating Assessment Instruments in IPS Learning In Accordance with Affective Domains in Cluster I SD

Negeri Uteun Pulo Seunagan Timur Nagan Raya. *Pesona Dasar Journal*, 2(4), 48-62.

Pamungkas, AS, Setiani, Y., & Pujiastuti, H. (2017). The Role of Early Knowledge and Mathematical Self Esteem on Thinking Ability Student Logical: *Kreano, Journal of Creative-Innovative Mathematics*, 8(1), 61-68.  
<https://doi.org/10.15294/kreano.v8i1.7866>

Suprahatiningrum, J. (2017) *Learning Strategies: Theory and Application*. Yogyakarta: Ar-Ruzz.

Werdiningsih, D. (2015). Keywords: metacognitive strategies, intensity, intercorrelations, the effect of education. *Horizon Pe Education*, XXXIV(1), 107-117. Writing Arguments. In *Critical Thinking and Metacognition Strategies: Alternative Tools for Optimizing Argumentation Writing Exercises* (pp. 530-541).

## UNIVERSITY STUDENTS' CRITICAL THINKING ABILITY IN LISTENING SKILL

Elsa Ernawati Nainggolan\*<sup>1</sup> and Hanifah<sup>2</sup>

<sup>1,2</sup>Universitas Maritim Raja Ali Haji

### Abstract

The present study analysed university students' critical thinking ability on their listening skills. With this purpose in mind, 25 students taking listening subject participated in the study were chosen as the sample of this study. To gather the data, the essay test of critical thinking skill developed by Facione were administered to the participants after they had listened to related audio of conversation and/or monologue. The obtained data were then analysed using holistic critical thinking scoring rubric. The results showed that the core critical thinking skill of interpretation possessed by the students is 61% categorized as low, analysis skill is 65% classified as medium, inference skill holds 68% ranked as medium, evaluation skill gets 56% categorized as low, explanation skill is 54% classified as low, and self-regulation is 68% classified as medium. To add, the total average of students skill related to critical thinking is 62% and is categorized as low. Considering that students in higher education is faced with complex problem and decision making, education practitioner are called to develop critical thinking in language teaching particularly listening skill. Thus, the development of critical thinking in listening would contribute to successful communication.

**Keywords:** University Students, Critical Thinking, Listening Skill

### INTRODUCTION

For EFL students, it is a necessity to understand how a new language works. Taking this into account, EFL learners need to see foreign language beyond verbs, vocabulary, or even daily live conversation in another language. Hughes (2014) points out that the language learners must possess the ability of problem solving and critical thinking to internalize a new language. As 21st century skill, critical thinking in language classroom helps create communicative language task, comprehend meaning from authentic task, and build students' critical literacy such asking critical question. From this view, if language learner possess the ability of such high order thinking skill, it will help them analyse, examine, and express their view with reason which boost their acquisition in language learning.

One of the skills that are crucial to language learning is listening. Mendelson in Yildirim (2016) stated that listening takes 40-50% in communicating. As a consequence,

---

\*correspondence Address  
E-mail: elsanainggolan@umrah.ac.id

listening holds the key to the effective communication. In language classroom listening provides input for the learner, and any learning can simply begin if students comprehensively get that input. Listening involves interpretation and reasoning as the main foundation for making the listener able to fully capture the message. Here is why, listening is not only the process of receiving as the message would be superficial if it stops at this point. Devito (2019) points out that the process of listening is a chain of receiving, understanding, remembering, evaluating, and giving feedback. With those in mind, critical thinking plays significant part in kind of process.

Critical thinking promotes the ability to evaluate information and do reflective reasoning. According to Ennis (2015), the way of thinking critically is actually the process of applying, analysing, synthesizing, which comes from the observation, experience, reflection, reasoning, as a guide to belief and action. This view is supported by Facione (2020) who points out that critical thinking includes judgment resulting in interpretation, analysis, inference, evaluation, explanation, and self-regulation or conceptual considerations upon which the judgment is based. Further, Facione stresses those points into critical thinking cores. The core of critical thinking skills is explained in the table 1.

**Table 1.** Core Critical Thinking Skill and Sub-skill

| <b>Core Critical Thinking Skills</b> |  |  |
|--------------------------------------|--|--|
| <b>SKILL</b>                         | <b>Experts' Consensus Description</b>  | <b>Sub-skill</b>   |
| <b>Interpretation</b>                | "To comprehend and express the meaning or significance of a wide variety of experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures, or criteria"  | Categorize<br>Decode significance<br>Clarify meaning                                       |
| <b>Analysis</b>                      | "To identify the intended and actual inferential relationships among statements, questions, concepts, descriptions, or other forms of representations intended to express belief, judgment, experiences, reasons, information, or opinions"  | Examine ideas<br>Identify arguments<br>Identify reasons and claims                         |
| <b>Inference</b>                     | "To identify and secure elements needed to draw reasonable conclusions; to form conjectures and hypotheses; to consider relevant information and to reduce the consequences flowing from data, statements, principles, evidence, judgments, beliefs, opinion, concepts, descriptions, questions, or other forms of representation" | Query evidence<br>Conjecture alternatives<br>Draw logically valid or justified conclusions |
| <b>Evaluation</b>                    | "To assess the credibility of statements or other representations that are accounts or descriptions of a person's perception, experience, situation, or intended inferential   | Assess credibility of claims<br>Assess quality of arguments that were                      |

|                        |   |  |
|------------------------|---|--|
|                        | relationship among statements, descriptions, questions, or other forms of representation”   | made using inductive or deductive reasoning              |
| <b>Explanation</b>     | “To state and to justify that reasoning in terms of the evidential, conceptual, methodological, criteriological, and contextual considerations upon which one’s results were based, and to present one’s reasoning in the form of cogent arguments”   | State results<br>Justify procedures<br>Present arguments |
| <b>Self-Regulation</b> | “Self-consciously to monitor one’s cognitive activities, the elements used in those activities, and the results educed, particularly by applying skills in analysis, and evaluation to one’s own inferential judgments with a view toward questioning | Self-monitor<br>Self-correct                             |

Source : APA Report: Expert Consensus Statement on Critical Thinking. (ERIC ED 315-423)

Critical thinking has become an issue in the foreign language teaching particularly in the listening skill. For many reasons, some researcher has brought critical thinking into deep discussion. Hashemi & Reza (2012) attempted to figure out if critical thinking enhances students’ receptive skills. After measuring students’ critical thinking using test, the study revealed that critical thinking plays crucial part in EFL learners’ high proficiency levels. This finding is further confirmed by Mohammadi and Zare (2015) who investigated the relationship between critical thinking and listening comprehension ability of Iranian EFL learners. The study noted that the students with low critical thinking ability tend to have poor performance in their listening comprehension ability and vice versa.

In the higher education, the ability to think critically is an important aspect in the process of learning. Critical thinking can be used to explore information, compare data, and even criticize judgment. For that reason, Critical thinking would affect how students think rationally, independently, and reflectively which help the students observe, interpret, analyze, and explain the information that they get from listening. However, it is important to examine students’ critical thinking ability as a first step to measure students’ capability in listening skill. In line with that, this study has purpose to analyze students’ critical thinking ability in listening. This study is necessarily conducted as an initial input for teachers and education practitioners in order to develop students’ critical thinking ability and design a learning process based on critical thinking for listening subject.

## RESEARCH METHOD

The study was conducted under the umbrella of descriptive qualitative research. Qualitative research deals with the setting and efforts to explain human's behavior. Moreover, it also explores a problem and develops a detailed understanding of a central phenomenon (Creswell, 2012).

The subjects in this study were the students of Universitas Maritim Raja Ali Haji. There were 25 students selected and they are taking listening subjects at their first semester. The instruments used for collecting data, analyzing data, and drawing the conclusion are test for critical thinking skill and holistic critical thinking scoring rubric.

The test for critical thinking skill involves 6 essay questions adjusted to the indicator of critical thinking skill. The procedures to measure students' critical thinking on listening were (1) playing the audio recording in the form of conversation, monologue, and/or interview; (2) administering the test to students in the form of multiple choice, filling the blank, composing picture, and essay. The researcher only analyzed the question in the form of essay to investigate students' critical thinking in listening. The analysis was based on holistic critical thinking scoring rubric-HTCSR adapted from Facione and Noreen (2011).

Based on the scoring rubric, the level of students' critical thinking ability is then measured to determine whether the students meet the indicator of critical thinking ability or not. The method for calculating percentage values is as follows.

$$\text{Percentage values} = \frac{\text{score obtained}}{\text{maximum score}} \times 100$$

The percentage values obtained by the students are then categorized based on the table 2.

**Table 2.** The Percentage Category of Critical Thinking Skills

| Percentage (%)         | Category  |
|------------------------|-----------|
| $81.25 < X \leq 100$   | Very High |
| $71.50 < X \leq 81.25$ | High      |
| $62.50 < X \leq 71.50$ | Medium    |
| $43.75 < X \leq 62.50$ | Low       |
| $0 < X \leq 43.75$     | Poor      |

## RESULT AND DISCUSSION

### Result

Based on the data analysis, it is found that the average critical thinking ability of students in listening skill is on the low level. The result was obtained from the students' work on the essay test of critical thinking skill. The average values of students critical thinking skill on listening is displayed in table 3 below.



**Table 3.** The Average Values of Students' Critical Thinking Skill

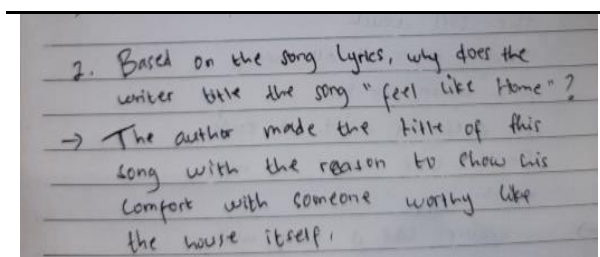
| Core Critical Thinking Skill | Percentage | Category |
|------------------------------|------------|----------|
| Interpretation               | 61 %       | Low      |
| Analysis                     | 65 %       | Medium   |
| Inference                    | 68%        | Medium   |
| Evaluation                   | 56%        | Low      |
| Explanation                  | 54%        | Low      |
| Self-Regulation              | 68%        | Medium   |
| <b>Total Average Value</b>   | 62 %       | Low      |

As shown in the table 3, the average values of students' critical thinking skill is 62% categorized as low. The percentage of interpretation skill is 61% which is on low category, analysis aspect holds medium level in 65%, inference aspects is 68% categorized as medium, evaluation aspects is 56% categorized as low, explanation aspect gets 54% classified as low, and self-regulation aspect which has 68% categorized as medium. Each core critical thinking skill possessed by the students would be discussed in reference to the critical thinking theory proposed by experts as follow.

## Discussion

### Interpretation

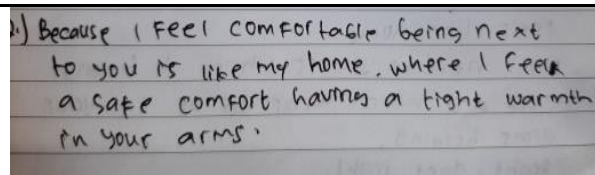
The level of students' critical thinking ability for interpretation is 61%. This percentage is categorized as low. The excerpts of students' answer are presented in the picture 1. To measure the core of critical thinking skill in the aspect of interpretation, a song is played for the students. Having listened to the song, the students were asked to complete the missing lyrics of the song and then assigned to decipher why the writer entitled the song "feels like home".



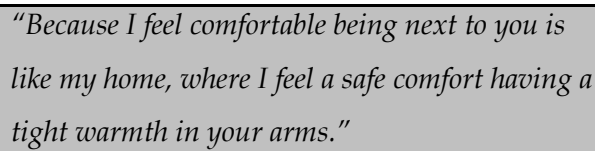
*"The author made the title of this song with the reason to show his comfort with someone worthy like the house itself."*

**Picture 1.** Students excerpt 1

Interpretation demands one's comprehension of data, situation, judgment, events, conventions, belief, or procedures (Facione, 2020). It is exemplified with paraphrasing someone's idea, clarifying the sign or graphs, or identifying an author's purpose, theme, or point of view. In essay test of listening skill, the students are expected to explain why the author entitled the song with "feels like home" with their own words. However, based on the answer sheet (excerpt 1), the student failed to give deep interpretation by only writing "someone worthy like the house itself". This view should be supported by the details of what is meant by "worthy like the house"? as the interpretation would be accurate by giving reasons followed by the evidence. Another example of students' answer in interpreting the title of the song is displayed below.



2) Because I FEEL COMFORTABLE being next to you is like my home, where I feel a safe comfort having a tight warmth in your arms.



*"Because I feel comfortable being next to you is like my home, where I feel a safe comfort having a tight warmth in your arms."*

**Picture 2. Students' Excerpt 2**

As seen in picture 2, the students failed again to give strong interpretation to the song's title. Even worse, the student rewrote the song lyrics instead of deciphering the lyrics into judicious conclusion. From the data presented above, it could be said that the students' critical thinking ability on interpretation is significantly weak.

### **Analysis**

From table 3, the core critical thinking skill of analysis holds 65%. This percentage places the students' ability on analysis as medium level. To figure out students' critical thinking skill of analysis in listening skill, the students are assigned to answer the question of "are you addicted to social media or smartphone? What makes so"? This question was delivered after the students listened to the audio of tech addiction where they were supposed to complete the missing words/ or phrase from the conversation, decide whether the sentence true or false based on the conversation, and finally describe their view if they are addicted to social media and give supporting reason which is in purpose to measure their analysis of critical thinking skill.

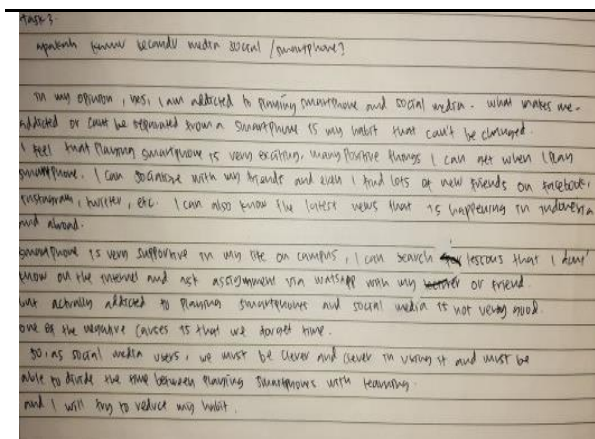
(TAKE 3)

If addicted in here mean that I always check my phone every 2 minutes, it's a yes. Same reason as any other teenager around me, social media and smartphone now days become life necessities because a lot of information and news is uploaded daily on social media, even that the news haven't updated on TV. We can't avoid the fact that even kids now who in elementary school has already got a new phone, is more like we take the current of this technology era and it's kinda hard to fight against it. This days not like ~~at~~ few years ago like we can only use phone for texting or calling. Now people's got lots more creative, making video, interesting content, writing story and making comic when the old days we only can use or buy books. Also lot of information about our school material is on the internet that can help us with homework and tips daily life, funny and interesting content video. People also promote and making money through social media, we don't have to fight against using phone or social media. Maybe we can less use them so it doesn't affect us any negative side because there is not always a good content inside the internet. It depends on us how useful we use and take the benefits of it.

*"If addicted mean that I always check my phone every two minutes, it's a yes. Same reason as any other teenager around me, social media and smartphone nowadays become life necessities because a lot of information and news is uploaded daily on social media, even that the news haven't been updated on tv. We can't avoid the fact that even kids now who in elementary school has already got a new phone, is more like we take the current of this technology era and it's kinda hard to fight against it. This day not like few years ago like we can only use phone for texting or calling. Now people get more creative making video, interesting content, writing story and making comic when the old days we only can use or buy books. Also lot of information about our school material is on the internet that can help us with homework and tips daily life, funny and interesting content video. People also promote and making money through social media. We don't have to fight against using phone or social media. Maybe we can less use them so it doesn't affect any negative side because there is not always a good content inside the internet. It depends on us how useful we use and take benefits of it."*

**Picture 3. Students' Excerpt 3**

As displayed in picture 3, the student is able to formulate a clear and precise personal point of view about what makes him/her addicted to his/her smartphone. His/her claim is supported by providing evidence that smartphone assists his/her college life in learning the material. Moreover, the fact that social media can be used to produce money is acceptable. Unfortunately, the statement “maybe we can less use them so it doesn’t affect any negative side” enacts misinterpretation. Using social media with little time does not guarantee that the user could always avoid the negative side as what it takes is what kind activity that the user prefer to do, whether it is productive or not.



*“in my opinion, yes, I am addicted to playing smartphone and social media. What makes me addicted or can’t be separated from a smartphone is my habit that can’t be changed. I feel that playing smartphone is very exciting, many positive things I can get when I play smartphone. I can socialize with my friends and even I find lots of new friends on facebook, instagram, twitter, etc. I can also know the latest news that is happening in Indonesia and abroad. Smartphone is very supportive in my life on campus. I can search for lessons that I don’t know on the internet and ask assignment via whatsapp with my lecturer or friend. But actually addicted to playing smartphones and social media is not very good. One of the negative causes is that we forget time. So as social media users, we must be clever in using it*

*and must be able to divide the time between playing smartphones with learning, and I will try to reduce my habit."*

**Picture 4. Students' Excerpt 4**

Another discussion is presented in picture 4. As described in picture 4, the student formed his/her judgment by presenting the observable facts that he/she used smartphone to socialize with their friends, get information around the globe, and occupy smartphone as supportive tools in their campus life. Furthermore, his/her claim is followed by relevant arguments in which he/she provides pros and cons about the use of smartphone and in the end, this point of view is closed with compatible conclusion.

Analysis demands the students to understand a case and properly explain reasons and claims (Facione, 2020). This core critical thinking skill of analysis counts examining ideas and/or analyzing arguments. Based on the data presented above, it is revealed that the students were actually able to identify pertinent argument and draw non-fallacious conclusion. However, well-built arguments are needed to establish strong analysis of critical thinking skill. This is why the core critical thinking skill of analysis possessed by the students only reaches to medium level.

**Inference**

Moving the discussion into other core of critical thinking skill, inference takes 68% ranked as medium level. Inference deals with drawing the conclusion based on the evidence and facts. To figure out students' inference skill in listening skill, the audio recording about Live on Mars was played. The students were then asked to complete the missing words/phrase from the audio transcription and describe their views on the essay test. The essay test was designed in which the students have to form conjecture or hypothesis by presenting their view on "Do you think man will live on mars one day? Explain your reason? The students' answers are shown as follow.



Dec 13, 2019

Human will absolutely be on mars in the future. Because mars is more Earth-like than any other planet in solar system. Their a lot of similarities between Mars and Earth, like the time, martian day (or sol) is very close in duration to Earth's. A solar day on Mars is 24 hours, 39 minutes and 35.244 seconds. The season, Mars has seasons much like Earth, though on average they last nearly twice as long because the Martian year is about 1.88 Earth years. Also according to observations by NASA's Mars Reconnaissance Orbiter, ESA's Mars Express and NASA's Phoenix Lander confirm the presence of water ice on Mars. But to live there we might have some obstacles situation like we need to wear space suit all the time because weather on mars is extreme. We have to get used to dust storm, about every 26 month it's summer on Mars, meaning prime dust season. The different between monday and Tuesday could be 170 degrees, the average temperature is well below zero. The air is also largely carbon dioxide-- good for planets bad for people. We need to blast of from Mars and return. I think human can live in Mars one day, the reason might because condition of earth.

*"Human will absolutely be on mars in the future. Because Mars is more Earth-like than any other planet in solar system. There are a lot of similarities between Mars and Earth, like the time, martian day (or sol) is very close in duration to Earth's. A day on Mars is 24 hours, 39 minutes and 35.244 seconds. The season, Mars has seasons much like Earth, though on average they last nearly twice as long because the Martian year is about 1.88 Earth years. Also according to observations by NASA's Mars Reconnaissance Orbiter, ESA's Mars Express and NASA's Phoenix Lander confirm the presence of water ice on Mars. But to live there we might have some obstacles situation like we need to wear space suit all the time because weather on mars is extreme. We have to acclimate to dust storm, about every 26 month it's summer on Mars, meaning prime dust season. The different between day and nights could reach 170 degrees, the average temperature is below zero. The air is also largely carbon dioxide-- good for planets bad for people. We need to blast from Mars and return. I think human can live in Mars one day, the reason might because condition of earth."*

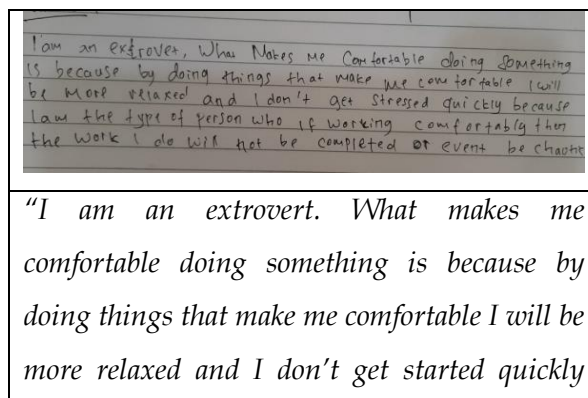
**Picture 5. Students' Excerpt 5**

In excerpt 5, the student accurately interprets the difference and similarity between planet earth and mars. She/he starts by comparing time, weather, water existence, temperatures which are the factors supporting life. She/he also comes to reasonable conclusion that based on the presented data. Actually, the students identifies all the main issues that is crucial to promote life on mars but not summarize the issues clearly enough.

According to Norvig (2009), an inference is defined to be any assertion in which anyone who receives the information (in this case listener or reader) comes to believe to be true as a result of listening/reading the texts. In line with critical thinking skill, inference means to identify elements needed to make conclusion, to form hypothesis, and to disclose the consequences flowing from data, statements, judgments, belief, etc. From the students' excerpt, it is found that the student formulates a clear personal point of view concerning the life possibility on mars, and seriously discusses weakness as well as its strength. Unfortunately, the students fail to provide new data or information for consideration. It seems that she/he just repeated some information input from the monologue about Live on Mars.

### **Evaluation**

Evaluation holds 56% and is categorized as low. Facione (2020) points out that the purpose of evaluation is to assess the credibility of statements or other representations which are accounts or descriptions of a person's perception, experience, situation, judgment, belief, or opinion. To rate students' critical thinking of evaluation, the monologue about Personality (introvert and extrovert) is played. The students were then charged to answer some question based on the audio and were also required to give answer on question of "Are you more of an extrovert or an introvert? What makes you comfortable to fit in in doing something?" This question would stimulate the students to make judgment if the evidences presented supported their claim referring to the core critical thinking skill on evaluation.

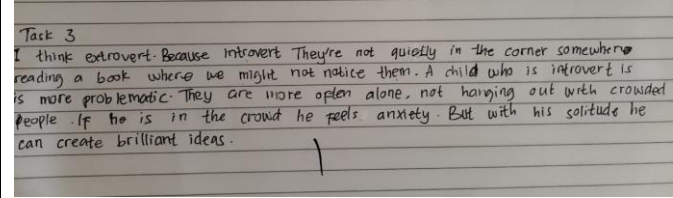




*because I am the type of person who if working comfortably then the work I do will not be completed or even chaotic."*

**Picture 6. Students' Excerpt 6**

As seen in picture 6, the students claimed that she/he is a type of introvert person. However, the claim made was not provided by strong evidence that supports her/his statement. The reasons are also not explained nor justified that makes this as poor evaluation of critical thinking skill. Evaluation is action of judging if an argument's conclusion follows with certainty from its premises (Facione, 2020). In reference to this, the lack of conception put on in the answer of essay test build hostility to reason and makes the claim fragile. Another excerpt is displayed in picture 7.



Task 3  
I think extrovert. Because introvert They're not quietly in the corner somewhere reading a book where we might not notice them. A child who is introvert is more problematic. They are more often alone, not hanging out with crowded people. If he is in the crowd he feels anxiety. But with his solitude he can create brilliant ideas.

*"I think extrovert. Because introvert, they're not quietly in the corner somewhere reading a book where we might not notice them. A child who is introvert is more problematic. They are more often alone, not hanging out with crowded people. If he is in the crowd he feels anxiety, but with his solitude he can create brilliant ideas."*

**Picture 7. Students' Excerpt 7**

In the excerpt 7, the students misjudged the target questions. She/he fails to explain the claim made and argues using unwarranted claim. The purpose of evaluation is to judge if an argument is relevant or has the implication for the situation at hand. Unfortunately, the purpose of this core of critical thinking skill is not achieved by the students by misleading the answer too far.

After interpreting, analyzing, doing inference, and evaluating, there are two more of critical thinking core. They are explanation and self-regulation. The data from both cores are analyzed as follow.

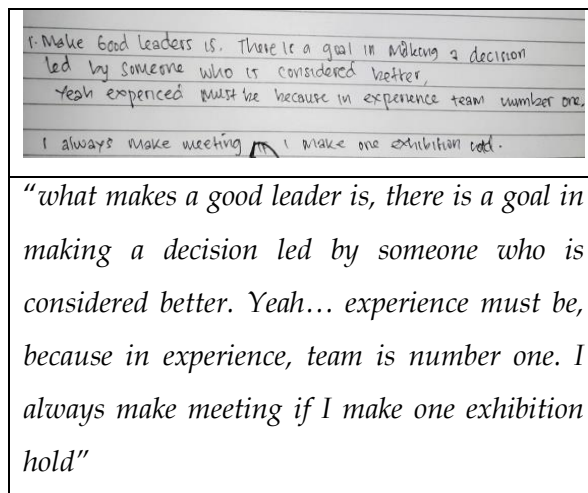
### **Explanation**

Anderson; Krathwohl (2010) points out that explanation is about reason of a happened occurrence. Explanation insists students to have a competence to explain what



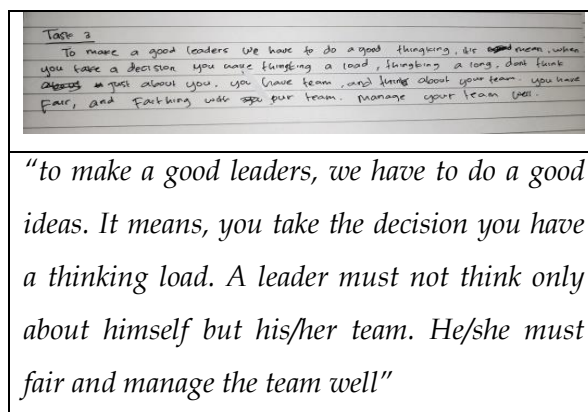
they think and how they get into that conclusion. In this type of skill, the students have to explain about what makes good or bad leaders. This essay test is completed after they listened to a monologue about talking about rumor and then were assigned to complete the missing words/phrase and decide true or false sentences based on the audio.

As displayed in the table 3, the core critical thinking skill of explanation gets 54 %. This places the explanation skill in low level. It means the students offers biased interpretation of evidence, statements, information, or point of view. The students' excerpts are provided in picture 8 and picture 9 below.



**Picture 8. Students' Excerpt 8**

In doing the explanation, the students must present arguments so the others could get a full look at the big picture. However, this purpose is deficiently achieved by the students. As seen in students' excerpt 8, the students defines what is so called as good leader as someone who is considered better and has goal in making decision. This statement tends to be bias as they are not followed by the evidence/data. Besides, the terms "someone better" can refer to any different perception. The information indicating good or bad leaders must be presented to make the explanation clear.



**Picture 9. Picture Excerpt 9**

In students' excerpt 9, another unwarranted view contributes to poor students' explanation skill. The explanation would be strong by thoughtfully analyzing and evaluating major alternatives point of view. Unfortunately, there were no analysis or evaluation provided in the students' explanation. The students need to pour the views of 'good idea' or 'fair' in concrete example to avoid views based on self-interest or preconception.

### **Self-Regulation**

The last core of critical thinking skill is self-regulation. Facione (2020) argues that self-regulation means self-consciously to monitor how well someone seem to understand or comprehend what they are reading or experiencing. By the same token, self-regulation is reconsidering our own interpretation or judgment based on the further analysis of facts.

To analyze the core critical thinking of self-regulation, the students were asked to listen to the conversation about Diversity. There were some tasks that they have to complete. Firstly, guessing the missing words/phrases based on the audio that they hear. Secondly, choosing the true or false sentences. Thirdly, circling the best answer of multiple choices based on the conversation. And finally, they have to answer the question "how diverse is your environment? How can diversity benefit yourself?". This last activity provided data to be analyzed which is in purpose to find out students critical thinking of self-regulation.

As seen in the table 3, self-regulation gets 68%. This means that students' ability relating the core critical thinking skill of self-regulation is on medium level. In picture 10, students present testimony to describe the diversity of her/environment from the difference of tribe to religion. She/he furthers explain the benefits of diversity to herself/himself by identifying relevant argument in which all the difference actually makes her/him respect the diverse of her/his environment.



Dec 6, 2019

#### Diversities in my Village

The people in my village have much diversity, I can see ethnicities, religions, and also how they think And it's also how they think about each other's lives. Diversity in my village can be seen when their culture emerges as to the bataknese and Javanese like when they talk one another, bataknese it sounds like they're rude in speaking but it's not like that and Javanese, they're subtle in speech. And in religions, they do respect how their own religion do the worship of Gods. Christian and Chatolic go to church, Moeslim go to mosque.

The diversities in my village have many benefits in myself. For example when bataknese respect their traditions in a wedding party, help them to do their traditions, etc. Javanese also do the same things. The differences that happen in my village, make me realize to respect other Cultures, the unique tradition we have made. That shows that we are rich in Cultures that must continue to our generations so, all of that will not go away.

Thank you very much

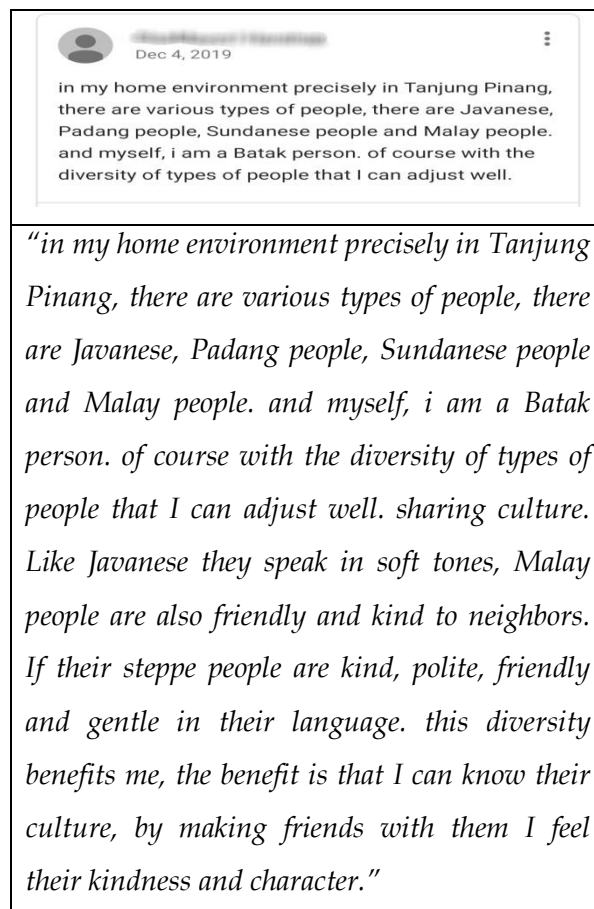
#### *Diversities in my Village*

*The people in my village have much diversity, I can see ethnicities, religions, and also how they think And it's also how they think about each other's lives. Diversity in my village can be seen when their culture emerges as to the bataknese and Javanese like when they talk one another, bataknese it sounds like they're rude in speaking but it's not like that and Javanese, they're subtle in speech. And in religions, they do respect how their own religion do the worship of Gods. Christian and Chatolic go to church, Moeslim go to mosque. The diversities in my village have many benefits in myself. For example when bataknese respect their traditions in a wedding party, help them to do their traditions, etc. Javanese also do the same things. The differences that happen in my village, make me realize to respect other Cultures, the unique tradition we have made. That shows that we are rich in Cultures that must continue to our generations so, all of that will not go away."*

**Picture 10. Students' Excerpt 10**

In the end of the argument, she/he also comes to the conclusion that the people as community should keep preserving the culture as the wealth that we must protect. Even though the arguments presented not strong enough as the interpretation made not supported by salient argument, the claim is still acceptable.

Another students' excerpt is displayed in picture 11. The students started the reasoning by describing the culture diversity in her/his environment such the diversity in culture and how the culture affects the people's character. However, how this diversity brings benefit to her/him personally is not deeply analyzed by the students. Moreover, there is no drawn conclusion from the statements.



**Picture 11. Students' Excerpt 11**

Self-regulation concerns with self-correction (Facione, 2020). Asking question like "how well did I follow it?" or "what am I missing?" is a form of self-consciously that resembles the good quality of thinking. The students' ability in self-regulation is one of the pieces indicating the critical thinking skills. Hence, the medium level of self-regulation possessed by the students is an early signs to build this core skill to improve students' critical thinking skill.

The six core of critical thinking skill started from interpretation, analysis, inference, evaluation, explanation, to self-regulation have been presented and analyzed. It is then revealed that the average student's ability of critical thinking skill holds only 62% and is classified as low. This means that the students only justified few results, seldom explained reasons, failed to identify strong arguments, and misinterpreted the evidence or statements.

Critical thinking skill is fundamental needs in the higher education. This skill allows individuals to understand the problem, find solution to the problem, and be able to choose the most effective solution (Casiraghi, 2017). This way of thinking promotes the competence to think actively and independently, view situations from different perspective, identify relevant idea, and support the arguments with facts. Likewise, critical thinking is life skill that assist student for wise decision-making and problem solving. Higher education is a place where the students are prepared for professional which also means requiring the students to manage complex problem that may occur in the process of learning.

As one of the important skill in language learning, listening has been long neglected compared to speaking, reading, and writing (Gilakjani and Narjes, 2016). This situation makes it harder for EFL learners to comprehend listening. Listening is not limited to the process of receiving or taking input. In contrast, what someone is presenting depends on what input she/he absorbs before. By this means, paying attention to listening would affect other language skill improvement.

Critical thinking and listening skills are a set related to each other. Critical thinking develops students' reflective thinking in deciding what to do and how to do it without any misconception. To that end, the ability to think critically can be used to understand and assess the information given in the listening to draw logical connections between ideas. Thus, if this is achieved, successful communication would be a reward.

## **CONCLUSION**

Critical thinking is the act of reasoning. What makes students good as critical thinker is based on the quality of the reasoning itself. In 21st century, students at higher education are obliged to possess critical thinking skill. This would prepare them to solve complex problems and wisely take decision. Listening is a domain where the students could get many input or information. How well they absorbed the input will be determined by how well they present or express the information received. Certainly, the output does not go only that way. There are complex process occurs starting from receiving, understanding,

evaluating, remembering, and responding. Accordingly, critical thinking is required along with that process to produce successful communication.

The poor critical thinking possessed by the students is an alarm for the education practitioner to put the eyes on critical thinking development. Critical thinking can and should be learned. Thus, it is necessary to develop learning material for listening skill integrated with critical thinking to enable the students make logical deductions helping them strengthen their arguments and acquire knowledge which is crucial in the higher education.

## REFERENCES

- Anderson, L. W; Krathwohl, D. R. (2010). *Kerangka Landasan Untuk Pembelajaran, Pengajaran, dan Asesmen*. Agung Prihantoro (penerjemah). Yogyakarta: Pustaka Pelajar.
- Casiraghi, B. (2017) Fundamentals of Critical Thinking Evaluation in High Education. *Journal of Education and Human Development*. September 2017, Vol. 6, No. 3, pp. 98-103.
- Creswell, J.W., (2012) *Educational Research. Planning, Conducting and Evaluating Quantitative and Qualitative Research*. USA: Pearson Education, Inc.
- DeVito, J.A., (2019). *The Interpersonal Communication Book* 15<sup>th</sup> ed. USA: Pearson Education, Inc.
- Ennis, R. H. (2015), "Critical Thinking", *The Palgrave Handbook of Critical Thinking in Higher Education*, Palgrave; Macmillan.
- Facione, P.A. (2020) Critical Thinking: What It is and Why It Count. Retrieved from <http://www.insightassessment.com/content/download/1176/7580/file/what/26why2010.pdf.2020>.
- Facione, P.A., & Noreen, C.F., (2011) *The Holistic Critical Thinking Scoring Rubric-HCTSR*. USA: The California Academic Press/Insight Assessment.
- Gilakjani, A. P., Narjes, B.S., (2016). *Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review*. Canadian Centre of Science and Education.
- Hashemi, M.R., & Reza, Z., (2012) *Does Critical Thinking Enhance EFL Learners' Receptive Skill?* *Journal of Language Teaching and Research*. January 2012, Vol. 3, No. 1, pp. 172-179.
- Hughes, J. (2014). *Critical Thinking in the Language Classroom* - © ELI
- Karim, N. (2015). Kemampuan Berpikir Kritis Siswa dalam Pembelajaran Matematika Dengan Menggunakan Model Jucama di Sekolah Menengah Pertama. *Edumat jurnal Pendidikan Matematika, volume 3, No 1, April 2015*. 92-104.
- Mohammadi, N., Esmaeel, Z., & Zahra. (2015). The relationship between Critical Thinking Ability and Listening Comprehension Ability of Iranian EFL Learners. *International Journal of Research Studies in Language Learning* 2015 July, Volume 4 Number 3, 47-59.
- Norvig, P. (2009). *Inference in Text Understanding*. Berkeley : University of California.
- Yildirim, S., & Osgur, Y. (2016). The importance of listening in language learning and listening comprehension problems experienced by language learners: A literature review, *Journal of Abant İzzet Baysal University, Faculty of Education* 2016 (4), 2094-2110.

**TEACHING ENGLISH AT SMPIT ACEH BARAT  
(A Descriptive Study of Teaching and Learning English)**

**Rina Syafitri\*<sup>1</sup>, Puan Tursina<sup>2</sup>, and Endah Anisa Rahma<sup>3</sup>**  
<sup>1,3</sup>Teuku Umar University  
<sup>2</sup>STKIP Muhammadiyah Aceh Barat Daya

**Abstract**

The purposes of this study were to describe the ways of teaching English at SMPIT Aceh Barat in terms of pre activity, main activity and post activity, to discover the methods or techniques used by the English teachers at SMPIT Aceh Barat, and to seek the difficulties faced by the English teachers at SMPIT Aceh Barat. This study used qualitative method in nature. The research subjects of this study were two English teachers at SMPIT Aceh Barat who taught at seventh grade, eight grade and ninth grade. Observation and interview were used to collect the data. The data were analysed and interpreted through qualitative procedures. The results showed that the teachers who teach at SMPIT Aceh Barat have to be always creative and innovative and the school has to provide the good facilities in order to support the teaching and learning process becomes enjoy and fun.

**Keywords:** Teaching English, Methods or Strategies, Teachers' Difficulties

**INTRODUCTION**

English has an important role in education system in Indonesia in facing global competition in the 21st century. Especially, in Aceh English has been taught starting from junior high school to university. Teaching English at junior high school level is considered as the first stage in developing foreign language skills. In addition, the success of teaching English to junior high school has a great influence on motivation and interest of students in improving English language skills at the next level of education. Now, Indonesia's curriculum named as curriculum 2013 which is the development of the previous curriculum called as Kurikulum Tingkat Satuan Pendidikan (KTSP) curriculum. Curriculum 2013 has an aimed to adjust teaching and learning process based on students' needs and characteristic. The purpose of teaching English for junior high school level is to train and motivate students to be able to speak English fluently based on students' needs and interest for their future career (Kurikulum, 2013). So, the teachers' challenge in teaching English is to integrate the four language skills namely: listening, speaking, reading and writing into teaching and learning process.

---

\*correspondence Address  
E-mail: rinasafitri@utu.ac.id



Therefore, teachers are expected to be creative and innovative in teaching activities such as: pre activity, while activity and post activity in order to stimulate students to be active, and to create an interactive class. In addition, teachers have an important role in creating successful teaching and learning process so that they are required to have knowledge about the principles of innovative teaching methods and be able to create learning activities based on students' needs and context as well as curriculum demands. However, this could be a challenge for teachers especially in implementing the curriculum. Regarding to the facts, the study of implementing the curriculum is very important to be conducted in teaching and learning activities.

Based on the explanation above, it can be summarized that the implementation of methods and approaches which could attract students' needs, they could also determine teaching and learning activities successfully for students. According to Zuraida (2005) who conducted a study entitled the implementation of Kurikulum Tingkat Satuan Pendidikan (KTSP) at school in Surakarta figured out that: (1) Students haven't achieved the target, (2) Teachers' center which influence students become passive students and they don't have chances to give their idea, (3) Students' assessment are conducted by using "paper and pencil". The findings of the study emphasized that the implementation of teaching and learning process has not yet achieved the characteristic of KTSP Curriculum. Therefore, the researchers are interested in doing a study about the implementation of methods and techniques which are used by teachers and to figure out the teachers' difficulties in implementing those methods and techniques. This study will be conducted at one of private junior high schools in west Aceh, SMPIT Aceh Barat which implement two curricula namely Islamic curriculum and K13 Curriculum.

The Islamic curriculum contains of Islamic value such as memorizing the holy book (Qur'an), Dhuha and Zuhur prayers together. This curriculum has been designed to improve the students' ability in acquiring special skills after graduating. Meanwhile the school curriculum only demands the students to be able to master four language skills; reading, listening, writing and speaking. Besides, this study was related to the previous study which was conducted at SMPIT Nurul Islah, Banda Aceh and the result showed that the students use communication strategies in learning English (Syafitri, 2018).

Based on the previous research, a study focusing on teaching English at SMPIT Aceh Barat, with the following research questions in mind:

1. How is the implementation of teaching English at SMPIT Aceh Barat?
2. What kinds of methods or strategies used by the English teachers at SMPIT Aceh Barat?

### 3. What are the teachers' difficulties in teaching English at SMPIT Aceh Barat?

English has been teaching as foreign language in Indonesia. Teaching English requires not only the skill, knowledge of subject, methods and strategies but also infrastructural facilities like language laboratory, teaching materials and teaching media such as books and audio-visual aid etc. The effective of teaching and learning will depend on the use of suitable teaching aids and teachers' competence in choosing methods and approaches. In addition, teachers must be able to play many roles in the classroom. For instance, they are required to focus on teaching the lesson at understanding level of students. Also, they have to complete the syllabus given time and assess the learning of the students in the classroom.

There are numerous different methods or strategies of language teaching that can be implemented by the teachers in the classroom. As mentioned by Fatiloro (2015), one way to alleviate the students' problems in teaching English is teachers must use variety ways of methods or strategies in teaching English. Besides, an effective teaching process could happen in the classroom by implementing various methods or techniques. Also, it could help teachers to find an appropriate method or technique which relates to a certain topic, (Pande, 2013). To sum up, when teachers understand or are able to figure out the best teaching method or technique for the students' needs, automatically they will feel enjoy and happy to learn a new language.

There are many problems faced by teachers in teaching English and those problems might be categorized into three issues such as students' problems, teacher's problems and the school's facilities problems. Many teachers believed that students' problems in learning English are the students are not able to master vocabularies, cannot focus on the topic, have no good discipline, and low of motivation. On the other hand, the teachers' problems might come from teachers' experiences, language proficiency, limited mastery of teaching methods, are not able to use IT, and lack of professional development. Moreover, the highest schools' problem in which need to be considered in this era is the facilities issues including inadequate resources and facilities, and time constraint (Songbatumis, 2017).

Moreover, Khan (2011) added that teaching English as a foreign language is a demanding task. It was shown by the researchers' teaching experience in several schools in Aceh. They encountered various problems in teaching English, namely lack of English exposure, classroom size, and shortage of English teachers. Since there is a great number of English graduates in Indonesia, particularly in Aceh Barat (West Aceh) regarding to shortage of English teachers should not have happened however many schools in the rural area need teachers.

In addition, Emery (2012) agreed that crowded class could be one of the most problems happened in the world especially in Asian countries. When the class are fulfilled by a lot of students, it is hard for the teacher to handle and monitor his or her students so that they have a chance to play or pretend to study. Furthermore, class size refers to the number of students being taught by a teacher in one class. Each country has various limits for the student-teacher ratio for both practical and theoretical lessons. For practical lessons in which the students are under the instruction of one teacher, the number of students should not exceed 35 in the case of Cameroon. However, in the case of Ireland, England and Wales, they should not exceed 20 students. On the other side, for a non-practical class, Northern Ireland recommends that the students not exceed 30. Cameroon suggested that the students should be 60 per class: while it is suitable for a secondary general class to have 30 students in a classroom. Moreover, class size gives an impact to individualization when a teacher teaches his or her students (Wilson, 1996) in which it can influence the time that is offered for students. In brief, classroom management such as classroom size is very crucial to help teachers to create or design the practical activities that can be applied while having the class, decide the appropriate teaching method in order to get students easily receive the lesson and manage the time.

## **RESEARCH METHOD**

### **Participants**

The present study was based on two English teachers who taught at SMPIT Aceh Barat, one teacher taught at the seventh and ninth-grade classes and another one who taught at the eighth-grade class.

### **Instrumentation**

To answer the research questions, in this study, the researchers used observation and interview to collect the data. The observation was conducted for once in every class within 2 x 40 minutes per meeting. The researcher used the 5 Likert scale observation sheet which consisted of three items of activities. The first item was focused on the teachers' pre activity, the second item was focused on while activity and the last item was focused on post activity. On the other hand, interview was used to get the information about teachers' background, teaching preparation, teaching and learning process, teaching materials, teaching media, and assessments for students.

### **Data Analysis**

The researchers analyzed the observation sheet, watched the videos that were recorded by the researchers, described the activities, double checked if the activities were

related to the written lesson plan or not and took a summarize about the teaching English process. On the other hand, for the interview, the researcher interpreted the data and took the conclusion.

## **RESULT AND DISCUSSION**

### **Result and Discussion**

RQ1: The Implementation of Teaching and Learning English at SMPIT Aceh Barat .

#### **Pre- Activity**

Regarding to data observation in terms of pre-activity, it can be summarized that both of the teachers do the same activity; greeting the students by saying “Assalammu’alikum” (Muslim’s greeting) or good morning and checking the students’ attendance list before starting the lesson, those activities were written on their lesson plan as well.

#### **While- Activity**

In terms of while activity, it can be assumed that each teacher has his or her ways to teach their students. They used different techniques in different classes although there was one teacher who had to responsible for two classes, he still used different techniques to teach his students.

#### **Post- Activity**

Finally, the post-activity, both of the teachers used the simple activities, T1 described that he only says “ Wassalamu’alaikum (Muslim’s way in closing the class)” to end his class while T2 only described that she just says “ time is up” to end the class. It was totally contradicted to the written lesson plan in which the teachers were required to review the lessons before closing the class. This part must be taken as an evaluation for the teachers to manage the activity and time to end the class. For detail information, please refer to Table 1.

RQ2: What kinds of methods or techniques used by the English teachers at SMPIT Aceh Barat?

Regarding to the observation from T1 who taught at the seventh and ninth grade students of SMPIT Aceh Barat, it can be described that the teacher used communication strategies such as correcting pronunciation, practicing to write and pronounce words in English or it can be known as appeal for assistance. Instructors respond to these appeals in a variety of ways, depending on the type of assistance requested. Appeals for assistance either elicited a specific response (‘Is x correct?’ ‘Which is correct, x or y?’ or ‘How do you say x?’) or a more open-ended response, ‘What does x mean?’). In the following example, the learner makes a limited appeal for assistance. In brief, all that is required of the teacher as the instructor is identification of the correct form. He provides only the assistance requested by the learner and resumes the lesson, (Houston, 2006).

Meanwhile the teacher who taught at the eighth-grade students implied one common method used by a lot of English teachers such as the cooperative learning method especially Number Head Together (NHT). The teacher divided the students into five groups and did some activities such as discussing the story which was written in the envelope, finding difficult words and giving the meaning of them. As mentioned by Maman & Rajab (2016), cooperative learning method was developed based on the learning theory of cooperative constructivist. This can be seen on one of Vygotsky's theory is the emphasis on the sociocultural nature, on the other words it trains students to work cooperatively in a group. Another purpose of it is to create a situation to individuals for the success fuelled by the function and the role of their group to achieve the three of learning objectives, the academic ability, the acceptance of individual differences, and social skill development. As a conclusion, it can be stated that each teacher implied different method or strategies in teaching English. The more information could be seen on the Table 1.

**Table 1.** The implementation of teaching at SMPIT Aceh Barat

| Participants | Pre-Activity   | While-Activity   | Post-Activity   |
|--------------|--|--|---|
| Teacher I    | <ul style="list-style-type: none"> <li>▪ Attendance list</li> </ul>  | <p>Topic: Time</p> <p>Materials: clock and watch</p> <ul style="list-style-type: none"> <li>▪ Correcting pronunciation</li> <li>▪ Introducing number 1-60 in English</li> <li>▪ Asking the student to write down the numbers on the white board</li> <li>▪ Practicing to write and pronounce the numbers in English such as the teacher asked the students to write number 31-40, 21-30, 41-50, 51-60 and</li> <li>▪ Correcting the students' answer</li> <li>▪ Asking students to translate the sentence "I have 15 cats"</li> <li>▪ Differentiating "15" and "50"</li> <li>▪ Giving time for students to take notes within +- 15 minutes</li> </ul> <p>Tool:</p> <ul style="list-style-type: none"> <li>▪ Only white board</li> </ul> <p>Evaluation:</p> <ul style="list-style-type: none"> <li>▪ Asking students to write the clock in English for example: 08.30 a.m, 10.40 a.m, and 07.50 a.m.</li> </ul> | <ul style="list-style-type: none"> <li>▪ With video</li> </ul>                |
| Teacher II   | <ul style="list-style-type: none"> <li>▪ Attendance list</li> </ul>  | <p>Topic: Modality (MUST)</p> <ul style="list-style-type: none"> <li>▪ Explaining the usage of MUST</li> <li>▪ Giving the examples of the usage of MUST</li> <li>▪ Using media (an envelope written a story)</li> <li>▪ Giving the envelope to students</li> <li>▪ Dividing students into 5 groups (Number Head Together)</li> <li>▪ Discussing the story from the letter</li> <li>▪ Finding difficult words and the meaning of them</li> <li>▪ Returning the letter</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Closing time (time is up)</li> </ul> |
| Teacher III  | <ul style="list-style-type: none"> <li>▪ Attendance list</li> <li>▪ Opening the book</li> <li>▪ Asking the student to write the topic on the white board</li> <li>▪ Returning students' tasks by calling students' names one by one</li> </ul> | <p>Topic:</p> <ul style="list-style-type: none"> <li>▪ Present Continuous Tense</li> <li>▪ Asking what is present continuous tense?</li> <li>▪ Introducing action verbs</li> <li>▪ Asking the example of verbs, for instance: <ul style="list-style-type: none"> <li>▪ Cook---cooking = <del>memasak</del> memasak</li> <li>▪ Put---putting = <del>meletakkan</del> meletakkan</li> </ul> </li> <li>▪ Differentiating "look and see"</li> <li>▪ Explaining the usage of <del>look</del> "is/am/are"</li> <li>▪ Correcting the words written on the white board.</li> <li>▪ Differentiating "ride and drive"</li> <li>▪ Asking the usage of ride and drive for "bicycle"</li> <li>▪ Reading sentences written on the white board</li> </ul>   |   |

RQ3: What are the teachers' difficulties in teaching English at SMPIT Aceh Barat?

### **Interview**

There were two teachers interviewed by the researchers. The first teacher called T1, he taught at the seventh and ninth grade students at SMPIT Aceh Barat while the second teacher called T2, she taught at the eighth-grade students of SMPIT Aceh Barat. The interview had six sections; the first section was aimed to describe the information about the teachers' background, second teachers to evaluate the students' achievement in learning English.

### **Background of the Teachers**

T1 only graduated from bachelor degree, meanwhile T2 graduated from master degree. T1 has been teaching English for 9 (nine) years since T1 took his study, while T2 had no any teaching experience when she took her study, so she only had two years experiences in teaching English. In addition, both of the teachers had an experience in attending workshops or training. Also, both of them only taught English at SMP IT Aceh Barat (West Aceh).

### **Teaching Preparation**

Regarding to both of the teachers' responses. It can be implied that both of teachers did a good preparation before having the class. First, lesson plan; T1 stated that he follows the previous lesson plan. On the other hand, T2 expressed that she always prepares everything needed in teaching before the new semester will be started. In addition, in terms of lesson plan, she designs the lesson plan per chapter for one semester meanwhile she prepares the weekly lesson plan one week before the schedule and follow the government format. Second, curriculum; both of the teachers totally agreed that they use K13 Curriculum. Third, teaching design, T1 expressed that he follows the guidance book (booklet of K13 Curriculum). On the other side, T2 responded that she thinks of the purpose of learning. Fourth, materials; both of the teachers used various teaching materials and media, for example: T1 said that he uses Erlangga and Kemendikbud textbooks. Besides, he took some materials from internet and his laptop document. T2 described that she combines the materials taken from the school textbook and the authentic materials from other sources. Fifth, media; T1 expressed that he brings his own laptop and speaker because the equipment is not available at the school for the listening skill. Meanwhile, T2 mentioned that she uses the school and her own equipment. Sixth, choosing material; both of the teachers had the same responses that they choose the material based on the students' needs. Seventh, asking partner; to know the students' problems in learning English, both of the teachers will ask to each other or other English teachers.

## **Teaching and Learning Process**

As the data taken from the teachers, the answers indicated that both of the teachers have similar thought and procedures in teaching and learning process. First, time; T1 and T2 agreed that they follow the time regarding to the time written in their lesson plan (RPP). Second, informing the activities; both of the teachers mentioned that they inform the students about what they are going to do at the beginning of the class. Third, out-class learning; T1 stated that he never has a course outside of the classroom but he never asked the students to have an activity such as finding vocabularies.

Meanwhile the T2 explains that she ever held the class outside of the classroom. Fourth, technique; to attract the students' attention in teaching and learning English, both of the teachers use similar technique such as game, song, video and audio. Fifth, passive students; talking about this issue, T1 and T2 have different opinion, T1 said that he felt unhappy if the students are so passive but he does not want to show his true feeling to his students. While T2 expressed that she is okay if the students are so passive, she believes the students need process to be active in learning their non-native language.

## **Teaching Materials**

All of data taken from the two teachers implied that first, school textbook; T1 and T2 only focused on using one textbook from the school and other materials taken from other sources. Second, no textbook; both of the them stated that they ever taught the students without using the textbook. Third, reason of choosing the textbook; Surprisingly, the two teachers have different opinion in choosing and using the textbook. T1 said that the textbook is better than the Kemendikbud textbook and it is more organized, at the same time, T2 explained that the textbooks provided by school was not good recently.

## **Teaching Media**

The data showed that T1 and T2 have different habits in using media for teaching. First, frequency; T1 said that he often uses media in teaching while T2 stated that she usually uses it twice in four meetings.

Second, media's product; T1 said that he often uses his own media in teaching and learning meanwhile T2 mentioned that she uses both her own media and school. Third, kinds of media; both of the teachers are so creative in using different types of media, for instance: T1, he likes to use speakers, laptop, smartphone, while T2 she likes to use pictures, sound recording, video, dictionary, etc. Fourth, students' media product; both of them ever asked their students to create the media based on the students' needs, for example: asking them to make Pop Up Cards for giving an invitation topic. Fifth, electronic media, T1 said that he uses laptop and speakers. On the other

hand, T2 uses video.

### **Teaching Assessment**

Regarding to the teachers' responses about the teaching assessment, it can be assumed that all students have no improvement but the English course is not a difficult subject for students. As can be explained first, types of assessment, T1 described that besides written and oral assessment, he also assesses the students' attendance, the students' activeness, and attitude. Meanwhile T2 expressed that she only focuses on written and oral assessments. Second, deciding the score, both of the teachers explained that their standardization score is passing grade (KKM score) in which arranged at the beginning of the year. Third, English students' ability, compared to the students' previous performances, T1 said that there is no significant improvement about their English ability only a few students who get an improvement. Meanwhile T2 had different opinions she stated that the students' English ability can be categorized as fair because English can be found easily anywhere. It can be assumed that all students had no improvement but the English course is not a difficult subject for students.

To conclude, it can be figured out that there are two difficult problems faced by the teachers who taught at SMPIT Aceh Barat; the first one was the teaching material, in this study, the teaching material means the use of the textbook. Based on one of the teachers' confession, it reveals that the school needs to provide more or variety of textbooks so that the teacher could have various references to choose the appropriate teaching materials for students' need. Also, Songbatumis (2017) mentioned that one of the highest problems in school in which need to be considered in this era is the facilities issues including inadequate resources and facilities. Therefore, as one of essential teaching resources, teachers agree that the textbook has fundamental role in teaching, especially in providing the material for the students (Herlinda, 2014).

Another problem was the teaching electronic media in which one of the teachers who taught at that school always used his own equipment whenever he needed them for teaching. It is recommended for the school to provide the sufficient teaching media. Choosing the required materials based on a country's cultural and episodes of sacred texts converted into visual might help students to know the real objects (Oroujlou, 2012) and motivate them to learn a language, unsurprisingly visual things speak more than words, (Mishra, 2015).

### **CONCLUSION**

Teaching and learning English is not an easy task, teachers are required to think about what are the best methods or techniques or strategies could be used to deliver the topic in the classroom. Besides, to make the process run smoothly, teachers need sufficient teaching



materials and sophisticated teaching media or technology to create a fun learning environment. In addition, even if those requirements could be provided by the schools, teachers still need to consider about the students' proficiency level or students' ability in choosing the materials and preparing the classroom. On the other words, school needs professional teachers who are able to be creative and innovative teachers for their students.

#### ***ACKNOWLEDGEMENT***

Authors would like to say big thank you to Principal and Teacher at SMPIT Aceh Barat. This research was funded by internal funding of Teuku Umar University in Penelitian Dosen Muda (PDM) grant.

## REFERENCES

- Emery, H. (2012). A global study of primary English teachers' qualifications, training and career development. *ELT Research Papers*, 1-32.
- Fatiloru, O. F. (2015). Tackling the challenges of teaching English language as second language (ESL) in Nigeria. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 26-30.
- Herlinda, R. (2014). *The use of textbook in teaching and learning process (a case study of two EYL teachers)*. The 61 TEFLIN International Conference. UNS: Solo.
- Houston, T. (2006). Communication strategies in the foreign language classroom. *Applied Language Learning*, 16(1), 65-82.
- Khan, I. A. (2011). Challenges of teaching/learning English and management. *Global Journal of Human Social Science*, 11, 68-79.
- Maman, M., & Rajab, A. A. (2016). The implementation of cooperative learning model ' Number Heads Together (NHT) ' in improving the students' ability in reading comprehension. *International Journal of Evaluation and Research in Education (IJERE)*, 5(2), 174-180.
- Mishra, B. (2015). Innovative ways of English language teaching in rural India through technology. *International Journal of English and Literature*, 6(2), 38-44.
- Nurkamto, J. (2003). Problema pengajaran bahasa Inggris di Indonesia. *Jurnal Ilmiah Masyarakat Linguistik Indonesia*, 21(2), 288-307.
- Oroujlo, N. (2012). The importance media in foreign language learning. *Procedia-Social and Behavioral Sciences*, 51, 24-28.
- Pande, V. B. (2013). Problems and remedies in teaching English as a second language. *Confluence*, 416-421.
- Songbatumis, A. R. (2017). Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia. *Journal of Foreign Teaching & Learning*, 2(2), 54-67.
- Syafitri, Rina (2018). Strategi komunikasi pembelajaran bahasa Inggris untuk meningkatkan kemampuan berbahasa di SMPIT Nurul Islah Banda Aceh. *Jurnal Ilmu Komunikasi*, 4(1), 92-103.
- Wilson. (1996). Wilson wants smaller third grade classes. Retrieved from <http://www.thefreelibrary.com/Wilson+wants+3rd-Grade+classes.-a083950716>

## TEACHER'S PERSPECTIVES TOWARD GOOGLE CLASSROOM AS A TOOL FOR IMPROVING ELT CLASSROOM INTERACTION

Imam Tyas Sansinadi<sup>1</sup> and Winarko<sup>2</sup>  
<sup>1,2</sup>Universitas Ahmad Dahlan Yogyakarta

### Abstract

Google Classroom as a tool that connects teachers and students which encourage interaction with each other through a virtual online class that offers various features. This study was conducted to investigate the effects of using Google Classroom in the ELT class for improving classroom interaction through the teacher's perspectives. By using the phenomenological qualitative research with a sample of one private junior high school teacher in Yogyakarta, data collected were obtained using open-ended and semi-structured interviews. The analysis was done by reading each transcript, rereading, and looking for common words that fit the category. The result revealed that the use of Google Classroom in ELT class is beneficial in the learning process, it can increase students' attention. However, some students did not pay attention to the learning process, and the students used English to communicate if the teacher asked them in the learning process.

**Keywords:** Teacher's Perspectives, Google Classroom, Classroom Interaction

### INTRODUCTION

In recent years, the use of technology is needed because it would continue to develop in facilitating personal work as well as in facilitating the teaching and learning process. In line with this, technology is an essential issue in the 21<sup>st</sup> century, one of which is in the field of education (Ghavifekr & Rosdy, 2015). The utilization of technology in learning must be adapted to the needs of the environment where the learning process takes place. Likewise, Shah (2013) argued that the integration of education and technology makes the education process more innovative and enjoyable and also creates a new learning environment. The technology used in education aims to facilitate the learning process. Thus, the function of technology as a learning facility can achieve its goal of improving learning performance.

Säljö (2010) stated that the role of technology is not only a tool in helping the learning process but also changes how learning happens in the classroom. In this case, there will be different how learning happens with technology, and without technology

---

\*correspondence Address  
E-mail: imamtyass@gmail.com

used in the learning process. Because the technology used can change the style of learning that occurs depends on what type of technology. For example, when it is possible to carry out distance learning, it will use internet media to connect students and teachers. The teacher will be helped in explaining their material to students. Moreover, Kozma (2003) advocated that it is vital for teachers to learn in using the technology itself and apply it correctly to interact with students in the classroom for better teaching and learning.

According to Bahadur Rana (2017), if the teacher can use technology appropriately, it will be more useful for students in the learning process. Furthermore, technology in the hands of a great teacher can be beneficial, and that technology will not replace that teacher (Roy, 2019). Technology enhances learning is exceptionally useful when teachers can operate technology related to the material taught in class. There is a relationship between the technology used by the circumstances of students in receiving material so that the material delivered by the teacher to students through the technology used can be easily accepted.

The existence of technology will enhance student participation and learning outcomes. Hence, the traditional approach applied by the teachers in their classroom making students will be passive in the learning activity; if compared with the technology used in the classroom, students will become more active (Hicks et al., 2001). However, it has become a challenge for many countries to change traditional approaches to technology-enhanced ones (Kurt, 2014). The profound impacts on learning goals will occur in the application of technology implemented by teachers and students. Besides, Hwang et al. (2015) mentioned that many advantages in supporting students to achieve the desired learning goals if they combine innovative teaching strategies with the technology used in the classroom. Furthermore, technology facilitates the improvement of learning activities with the help of teachers with suitable learning strategies.

Recently, the use of technology as a teaching strategy for English Language Teaching (ELT) is becoming popular to improve comprehension skills in a course. Traore & Kyei-Blankson (2011) declared that in language classes, technological devices are used. With the various types of technological devices that students need to learn, they will be motivated, and a sense of freedom will emerge (Genc Ilter, 2009). Furthermore, technology plays an essential role in supporting and enhancing language. For instance, using the internet can create online communities to connect teachers and learners wherever they are. Wang (2004) stated that it helps in developing students' language skills in the ELT class and meeting their communication needs.

There are many types of technology that can be used in the ELT class for better learning and teaching. Many developers have developed technology to make it easier for teachers and students to learn. All those technology can be found in service providers that are already widely spread and easy to find. Also, many schools have implemented technology-based learning systems, and success helps in the learning process. Technologies that can be used in the ELT class are communicative tools such as e-mails, chat rooms, discussion boards, and internet conferences (Traore & Kyei-Blankson, 2011). Those helps teachers and students to interact with each other in distance learning.

Interaction between students and students or teachers and students in the ELT class is essential even though they are not facing to face. Because interaction is the foundation of second language learning, in which learners work both to develop their communicative skills and to create their identities socially in cooperation and negotiation (Brown, 2007). Therefore, this is very important in the process of the learning process in the ELT class to receive material from the teacher to students so that students can understand the material given. In a way, students are involved in the interaction. So, there will be a balance between teacher and students of the learning process in the ELT class. Therefore, not only will the teacher be active in the learning process, but also students will participate. Thus, classroom interaction is vital to reach learning goals (Taous, 2013).

Sukmawati & Nensia (2019) defined that the delivery of learning material will be carried through the telecommunications system when the teacher and students are in different places or distance learning. Many technology tools can be used to help ELT teachers and students connect wherever and whenever to transfer information. Forth, Martin & Parker (2014) claimed that many faculties offer online virtual classes that allow them to interact in real-time. One of the ways to convey that information in the ELT class is to use Google Classroom. According to Harjanto & Sumarni (2019), Google Classroom as a tool that connects teachers and students, which encourages interaction with each other through a virtual online class that offers various features. Thus, the presence of Google Classroom in the learning process of the ELT class will help distance learning to be more effective. The relationship between teacher and student will be maintained even though the distance separates them.

Google Classroom is a free platform provided and developed by Google as a media for teaching and learning activities. Teachers and students can visit <https://classroom.google.com> in their web browser to access Google Classroom, and they also can download it in their mobile phone via Play Store (Android) or App Store (IOS).

Shaharane et al. (2016) asserted that Google Classroom facilitates teachers to be able to interact with their students easily and can organize and provide feedback on assignments given to students more efficiently. Therefore, Google Classroom can be an alternative media for ELT class, considering that it can connect teachers and students wherever and whenever to create an effective and efficient class.

Further, many researchers have conducted a study about the effect of Google Classroom in ELT class. Each study has a different purpose in providing opinions. One of which is (Mualim et al., 2019) that involved 135 students taking courses of critical reading and essay writing with the purposive sample of their study. They found that most of the students enjoyed using Google Classroom, but some students did not feel comfortable and confident. The study conducted by Iftakhar (2016) used the perception of teachers and students in using Google Classroom at Daffodil International University. The result was that Google Classroom could create functional interactions between teachers and students because of the learning material easily. Another study is conducted by Ratnaningsih (2019), analyzing five students of Musi Charitas Catholic University, Palembang. The finding was that Google Classroom enhances writing and speaking skills in the form of tasks, based on their life experiences. The teacher can give feedback on students' work. Using Google Classroom can improve the teaching and learning process (Harjanto & Sumarni, 2019; Mafa, 2018; Shaharane et al., 2016; Sukmawati & Nensia, 2019).

The purpose of this study was to investigate the effects of using Google Classroom in ELT class for improving classroom interaction for private junior high school students, Indonesia, through the teacher's perspectives. The phenomenological approach using open-ended and semi-structured interviews will be used in this study because it is suitable for exploring participant experiences according to the context in which it happened (Eddles-Hirsch, 2015). To guide this study, there will be a research question, namely: What is the view of teacher about using Google Classroom in the ELT class to improve classroom interaction?

## **RESEARCH METHOD**

This study was designed with phenomenological qualitative research to explore the perspective of junior high school teacher in using Google Classroom in the ELT class to improve classroom interaction. This approach is for qualitative research that focuses on participants' life experiences according to the context (Eddles-Hirsch, 2015). The

fundamental goal of the phenomenological approach is to describe the nature of certain phenomena (Cresswell, 2012). Von Bertalanffy originally developed the phenomenological approach. He defined that in phenomena, there is a pattern that creates a system, and then the system provides greater insight into a phenomenon (Drack, 2009).

There was only 1 participant in this study, a teacher who taught English courses at one private junior high school in Yogyakarta. The research instruments used were open-ended interviews and semi-structured interviews. This interview focused on the research objectives. The participant was interviewed because of one semester of experience in using Google Classroom in the ELT class so that it would be more comfortable and more understanding in explaining the perceived experiences. The participant does not mind being interviewed and received no reward; this is pure as a volunteer. Interviews were conducted by telephone.

Interviews were transcribed verbatim, and during interviews, notes were taken to help the data analysis phase to look for categories throughout the interview. The analysis was done by reading each transcript, rereading, and looking for common words that fit the category. The next phase of analysis makes the first list of categories so that several categories emerge as a conceptual picture of the participant's experience.

The participant provided honest responses according to the questions asked. To validate the data, the threat of bias and conclusions is minimized. To verify the accuracy of participant responses, the participant was given the option to provide feedback in reviewing their transcript to check its accuracy, but the participant does not provide feedback.

## ***RESULT AND DISCUSSION***

### **Result**

The findings are the result of Interpretive Phenomenological Analysis, which is a life experience and certain phenomena of the answer given in open-ended and semi-structured interviews. The discussion is summarized in the three categories identified in the functionality, students' attention, and the use of English in communication.

#### **Category 1: The Functionality of Google Classroom**

When participants are asked about the function of Google Classroom, participants explained that Google Classroom is very useful for distance learning. Google Classroom can also be accessed easily.

*"Google Classroom helps me as a teacher to easily provide subject matter to students. It becomes more effective and efficient in time. So students can be more disciplined in collecting assignments because there are due dates for assignment collection" (YP)*

It indicates that the use of Google Classroom as a medium in conveying learning material is comfortable. Before the teacher gives an assignment, the teacher can distribute the material as reading material for students in an increasing understanding of the topic of the assignment to be given. Therefore, this can be a discussion in the ELT class which is useful to deepen their knowledge of the topic. The teacher can also provide feedback after the class session ends which can be accessed by students anytime and anywhere. Students can also see the material given when they forget. Moreover, this can save their time (Sukmawati & Nensia, 2019). With one click, all material can be accessed by all students at the same time.

### **Category 2: Students' Attention in Google Classroom**

The participant felt that Google Classroom had a positive impact on students' attention in the ELT class. Nevertheless, the participants also assumed that some students lacked attention in Google Classroom because the students did not answer the questions given by the teacher.

*"ELT class conditions in Google Classroom are quite good. Some students pay attention to the teacher when explaining the material. However, some students ignore the lesson. But they work the assignments that given by the teacher" (YP)*

The statement from the participant above implies that there are positive and negative effects on the use of Google Classroom in the ELT class on students' attention. Most of them pay attention or answer every question asked by the teacher in Google Classroom. However, some students do not pay attention or answer the questions given. Moreover, the students who did not pay attention still keep working on and collecting the assignments into Google Classroom. Thus, the implementation of the use of Google Classroom in the ELT class is felt to be somewhat effective in catching the attention of students in giving lessons (Harjanto & Sumarni, 2019).

### **Category 3: The Use of English For Communication in Google Classroom**

The participant stated that by using Google Classroom in ELT class, most students use English to communicate with teachers and friends. However, some students still use Indonesian when communicating or asking questions and answers because they are not required to use English in the classroom.



*"Some students use English in an inactive class in Google Classroom, unlike when they are face to face. Some other students still use Indonesian in the discussion when the learning process" (YP)*

It can be found that some students in using Google Classroom do not use English actively to communicate, but they are more active in using English when face to face in active learning. Some of them communicate using English but do not pay attention to grammar. Participants noted that Google Classroom was less efficient in arousing students to communicate in English more actively.

### **Discussion**

The purpose of this study was to investigate the use of Google Classroom in ELT classes in improving classroom interaction in one private SMP, Yogyakarta. Based on the findings in this study, it can be concluded that the use of Google Classroom in ELT class is beneficial in the learning process, both in the discussion, giving and receiving material, as well as gathering assignments. Students only send assignments to the place provided without meeting directly with the teacher. Al-Marouf & Al-Emran (2018) stated that students could submit assignments given by the teacher in Google Classroom. Students will also get notifications if there are material, assignments, and due dates of the assignments, to the score feature in Google Classroom. Students can get and see their scores from assignments that have been done by them in Google Classroom (Iftakhar, 2016). In general, the teacher agreed that Google Classroom is easily accessible anywhere and anytime in providing material. So students can increase their knowledge because this application can be accessed via their laptop or smartphone with various types of operating systems that are running on their devices. According to Hausammann (2017), Google Classroom is compatible with Windows, Linux, Android, IOS, etc. Besides, teachers and students need not fear to lose their assignments or materials because they can be stored very well. It is better if they use printed paper which can sometimes be lost or damaged (Carley, 2015). the form of the material can be Word, PowerPoint, and Pdf. Students can also reopen the material if they forget. Therefore, Google Classroom is also very easy to use. The features in it are simple so that anyone will be easy to operate (Harjanto & Sumarni, 2019).

Classroom interaction requires communication between teacher and student. In helping to improve classroom interaction, the teacher uses Google Classroom as an application that helps in interaction in the ELT class. The findings above show that Google

Classroom can increase student attention in the learning process. As defined by Sukmawati & Nensia (2019) that teachers and students can interact with Google Classroom. In long distances, they can still communicate with each other. By conducting discussions or question and answer sessions in the room that is available, the teacher can get the attention of students with the answers from students when the teacher asks about a particular topic. Hence, students can do interactions related to the topic. There is also room for interaction between students and other students. If there are students who are shy to comment in the room that there are other students, they can comment in a private room provided by the teacher.

Moreover, some students do not pay attention to class because they do not reply or comment when there is a material delivered by the teacher. In the absence of online and offline features in Google Classroom, this makes it difficult for teachers to control their students when there is a discussion in class. So no class interaction runs like a face-to-face class. One of the factors causing students not to enter Google Classroom is that there is no internet connection problem (Mualim et al., 2019). This is in line with Nagele (2019) that Google Classroom provides several benefits, namely using paperless, and it can be accessed anytime and anywhere when a device used is connected to an internet connection.

The use of Google Classroom in ELT class has a role for students to communicate using English. Some students communicate using English when the teacher asks questions even though they do not pay attention to the grammar used. Some students also did not use English when there is a discussion or question and answer session. In the findings above, they will be active in using English in class face to face. It also depends on the teacher's instructions; if the teacher does not ask students to use English to communicate with other students or the teacher, then some of them still use Indonesian in the ELT class. Some of the students also had difficulties in understanding the material or questions given by the teacher. Therefore, the use of English to communicate has problems because there are no friends or teachers who are close to them to ask questions directly. Accordingly, Mualim et al. (2019) stated that the role of Google Classroom as an application in effective learning is challenging to achieve due to student constraints in conducting independent learning.

## **CONCLUSION**

The findings and discussions of this phenomenological study provide an insight on the teacher's perspective toward the use of Google Classroom in ELT classes for improving classroom interaction. It can be seen that there are three categories discussed in this study, namely the functionality of google classroom, students' attention in google classroom, and the use of English for communication in google classroom. It can be concluded that in category 1, Google Classroom makes it easy for teachers to provide material or assignments to students. Students can see their grades in google classroom with feedback provided by the teacher. In category 2, mostly students pay attention and give respond when there is an ongoing discussion even though there are some students who do not answer questions from the teacher because they did not pay attention. In category 3, the students use English to communicate when there was the instruction from the teacher. Otherwise, they used Indonesian to communicate both in asking and answering. This research has a positive influence on teachers to use Google Classroom in their learning models. It's like the findings made by Almio Susetyo Harjanto and Sri Sumarni (2018) that teachers use it as a facilitation tool to manage student assignments, organize classes, and accommodate student interactions. Using Google Classroom is very helpful for hosting virtual classes. By maximizing the features in the google classroom, it has benefits for their professional development. For a teacher, these findings can contribute to the realm of English language teaching in offering some insights for designing learning activities through virtual classrooms and also providing a sound understanding of the use of technology to develop specific English learning.

## REFERENCES

- Al-Marouf, R. A. S., & Al-Emran, M. (2018). Students acceptance of google classroom: An exploratory study using PLS-SEM approach. *International Journal of Emerging Technologies in Learning*, 13(6), 112–123. <https://doi.org/10.3991/ijet.v13i06.8275>
- Bahadur Rana, K. (2017). *Use of Educational Technologies in Teaching and Learning Activities: Strategies and Challenges A Nepalese case*. 77. <https://www.duo.uio.no/bitstream/handle/10852/60803/HEM4390.pdf?sequence=1&isAllowed=y>
- Brown, H. D. (2007). Principles of Language Learning and Teaching. In *Language* (Vol. 57, Issue 3). <https://doi.org/10.2307/414380>
- Carley, H. (2015). Going Green: The Paperless Classroom. *Newsletter of the "Global Issues in Language Education" Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT)*, 91, 10–13.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. (4th Ed.). Boston, MA: Pearson.
- Drack, M. (2009). Ludwig von Bertalanffy's early system approach. *System Research & Behavioral Science*, 26, 563–572. DOI:10.1002/sres.992
- Eddles-Hirsch, K. (2015). Phenomenology and educational research. *International Journal of Advanced Research (IJAR)*, 3(08), 251–260.
- Genc Ilter, B. (2009). Effect of technology on motivation in EFL classrooms. *Turkish Online Journal of Distance Education*, 10(4), 136–158. <https://doi.org/10.17718/tojde.37730>
- Ghavifekr, S., & Rosdy, W. A. W. (2015). Teaching and learning with technology: Effectiveness of ICT integration in schools. *International Journal of Research in Education and Science*, 1(2), 175–191. <https://doi.org/10.21890/ijres.23596>
- Harjanto, A. S., & Sumarni, S. (2019). Teacher's Experiences On The Use Of Google Classroom. *3rd English Language and Literature International Conference (ELLiC)*, 3, 172–178.
- Hausammann, P.B. (2017). Beginning Google Classroom and the Paperless Classroom. <https://www.fetc.org/materials/W013.pdf> (retrieved June 26, 2020)
- Hicks, M., Reid, I., & George, R. (2001). Enhancing on-line teaching: Designing responsive learning environments. *International Journal for Academic Development*, 6(2), 143–151. <https://doi.org/10.1080/713769258>
- Hwang, G.-J., Lai, C.-L., & Wang, S.-Y. (2015). Seamless flipped learning: a mobile technology-enhanced flipped classroom with effective learning strategies. *Journal of Computers in Education*, 2(4), 449–473. <https://doi.org/10.1007/s40692-015-0043-0>
- Iftakhar, S. (2016). Google Classroom: What works and how? *Journal of Education and Social Sciences*, vol.3, pp. 12-18.

- Kozma, R. B. (2003). Technology and classroom practices: An international study. *Journal of Research on Technology in Education*, 36(1), 1–14.  
<https://doi.org/10.1080/15391523.2003.10782399>
- Kuh, G. D., & Hu, S. (2001). The relationships between computer and information technology use, selected learning and personal development outcomes, and other college experiences. *Journal of College Student Development*, 42(3), 217–232.
- Kurt, S. (2014). Creating technology-enriched classrooms: implementational challenges in Turkish education. *Learning, Media and Technology*, 39(1), 90–106.  
<https://doi.org/10.1080/17439884.2013.776077>
- Mafa, K. R. (2018). Capabilities of Google Classroom as a Teaching and Learning Tool in Higher Education. *International Journal of Science Technology & Engineering* |, 5(5), 3–8.
- Martin, F., & Parker, M. (2014). Use of Synchronous Virtual Classrooms: Why, Who, and How? *Journal of Online Learning and Teaching*, 10(2), 192.
- Mualim, M., Ma'rufah, D. W., & Sartika, E. (2019). The Strengths and Pitfalls of Google Classroom Application to Gen-Z Students' Learning Hybridity. *Proceeding International Conference on Islamic Education (ICIED)*, 4(1), 297–301.  
<http://conferences.uin-malang.ac.id/index.php/icied/article/view/1108>
- Nagele, N. (2019). Teaching with Google Classroom. UdeMy:  
<https://www.udemy.com/googleclassroom/> (retrieved June 08, 2020)
- Ratnaningsih, P. W. (2019). The Use of Google Classroom Application for Writing and Speaking in English Education Class. *Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature*, 5(1), 93–110.  
<https://www.journals.iobmresearch.com/index.php/JoEED/article/view/2154>
- Roy, A. (2019). Technology in Teaching and Learning. *International Journal of Innovation Education and Research*, 7(4), 414–422. <https://doi.org/10.31686/ijier.vol7.iss4.1433>
- Säljö, R. (2010). Digital tools and challenges to institutional traditions of learning: Technologies, social memory and the performative nature of learning. *Journal of Computer Assisted Learning*, 26(1), 53–64. <https://doi.org/10.1111/j.1365-2729.2009.00341.x>
- Shah, S. A. (2013). Making the Teacher Relevant and Effective in a Technology-Led Teaching and Learning Environment. *Procedia - Social and Behavioral Sciences*, 103, 612–620. <https://doi.org/10.1016/j.sbspro.2013.10.379>
- Shaharane, I. N. M., Jamil, J. M., & Rodzi, A. S. S. M. (2016). The application of Google Classroom as a tool for teaching and learning. *Journal of Telecommunication, Electronic and Computer Engineering*, 8(10), 5–8.
- Sukmawati, S., & Nensia, N. (2019). The Role of Google Classroom in ELT. *International Journal for Educational and Vocational Studies*, 1(2), 142–145.

<https://doi.org/10.29103/ijevs.v1i2.1526>

Taous, B. (2013). *The Role of Classroom Interaction in Improving the Students' Speaking Skill*. 100.

Traore, M., & Kyei-Blankson, L. (2011). Using Literature and Multiple Technologies in ESL Instruction. *Journal of Language Teaching and Research*, 2(3), 561–568.  
<https://doi.org/10.4304/jltr.2.3.561-568>

Wang, Y. (2004). English magazines, motivation, and improved EFL writing skill. *English Teaching Forum*, 42(1), 24-29.

## EXPLORING LEARNERS' AUTONOMY IN ONLINE LANGUAGE-LEARNING IN STAI SUFYAN TSAURI MAJENANG

Pipit Mulyah<sup>\*1</sup>, Dyah Aminatun<sup>2</sup>, Sukma Septian Nasution<sup>3</sup>,  
Tommy Hastomo<sup>4</sup>, Setiana Sri Wahyuni Sitepu<sup>5</sup>, Tryana<sup>6</sup>

<sup>1</sup>STAI Sufyan Tsauri Majenang

<sup>2</sup>Universitas Teknokrat Indonesia

<sup>3,5,6</sup>Universitas Pamulang

<sup>4</sup>STKIP PGRI Bandar Lampung

### Abstract

The impact of the coronavirus outbreak on the education system is inevitable that higher education institutions choose to transform their instructional practices to entirely online using specific platforms. This shifting comes with challenges to students as they are demanded to be independent and autonomous. This study investigated the students' readiness and perception towards being an autonomous learner in online language-learning. This case study investigated 25 students who joined online language learning by the WhatsApps group in an English department of STAI Sufyan Tsauri Majenang. The data were gained by giving an online questionnaire, having an online interview with some students who were chosen randomly, and also assigning students self-report. The data showed that the students do not have enough autonomy in online language-learning. It means that the students are not ready to be autonomous learners in online language learning. The result of the study indicated that the students prefer having a face to face class and direct guidance from the teacher where 66.9% of the same students prefer learning in class or face to face meeting. In comparison, only 18.5 % who share no problem having an online class. 14.6% of them enjoy both options. This finding suggests that teachers need some strategies to promote and foster students' learner autonomy to achieve learning objectives in online language learning.

**Keywords:** Case Study, Autonomy Learning, Online Language-Learning

### INTRODUCTION

The year 2020 was commenced by a coronavirus outbreak that gives an impact on the education system across the globe. Indonesia through the ministry of education has issued some restrictions for schools and campuses to conduct classroom-situated instructional practices. Consequently, all teaching and learning activities are shifted to distanced learning or some other names with an equal concept such as online learning, virtual learning, or learning from home. Consequently, the pedagogical decisions are mostly directed to generate individuals to go through lifelong learning and the ability to taking

---

\*correspondence Address  
E-mail: pipitmulyahoke@gmail.com

control of any situation (Begum, 2018). It potentially results in a negative impact on learning quality but at the same time impacts the home lives of teachers, students, and their parents (Onyema, et.al, 2020)). The shifting of the educational system by digital and online learning is implemented as the impact of the pandemic demands student-centered learning rather than teacher-centered learning. Online learning has been the only choice for ongoing instructional practices during the covid-19 crisis.

As natural as it is, online learning fosters independence as learners are separated from the school and instructor by space. It benefits them to the extent of a more convenient self-learning environment, individual learning style, and pace flexibility of scheduling, together with access to unlimited internet resources. However, some drawbacks are also there to challenge such as the absence of organized, mandatory, bonding, face-to-face classroom activities (Serdyukova & Serdyukov, 2013) which may affect their ability for autonomous learning. On the negative side, students have limited communication with their instructor, little opportunities to work collaboratively with their peers, restricted from engaging in face-to-face interactions with other participants within their learning community as well as critically important instantaneous feedback which is easily feasible in a classroom-situated environment. Moreover, the lack of face to face interactions does not foster the development of personal relationships in the class, which inhibits the feeling of belonging to a community and trust among peers. This event may negatively affect learning outcomes as learning is a social activity that requires participation in a social group and interaction with members of the group (Wenden, 1997). Class Live Pro, SKYPE, Zoom, Whatapps group, telegram, google meeting, and other telecommunication technologies may be useful in this situation. However, they do not significantly give real and authentic connection.

Due to this condition, the students are demanded to be independent learners as they cannot directly have guidance from the teachers or lecturers. Independent students are also known as autonomous learners (Aminatun & Oktaviani, 2019). Autonomous learners are people who can take charge of their learning act independently, to make decisions about what to learn (Merawati, 2016), and are motivated in the learning process (Smith, Kuchah, & Lamb, 2017). Lengkanawati (2017) states three points in LA: (1) autonomy should be inculcated among learners; (2) its concept, accordingly, should not be misinterpreted as learning without a teacher instead of learners' making choices about how they learned and what activities they did; and teachers involve students to decide what and how to learn could promote autonomy among learners. Smith, Kuchah, & Lamb (2017) argue that



autonomous learners are people who can take charge of their learning act independently, and are motivated in the learning process. The most well-known one is from Holec (1981) in (Aminatun & Oktaviani, 2019) who defined learner autonomy as the “ability to take care of one’s learning”. Another definition is stated by Littlewood that learners’ autonomy as learners’ ability and willingness to make choices independently (Little & Little, 2002). Furthermore, according to Smith, LA is activated when learners have the power and right to learn for themselves (Smith et al., 2017). In line with this, Benson described learners’ autonomy as the ability to take responsibility for, take charge of, or control over the learning on their own (Reinders, 2010). Promoting students to become autonomous learners in language learning can be a way which helps them to acquire English successfully as LA is based on the idea that if students are involved in decision making processes regarding their language competence.

LA gains its popularity in European countries where Sinclair (1997); Kubota (2002); and Holliday (2003) believe that the implementation of autonomous modes of learning particularly concerning the perceived imposition of western values of educational pedagogy on to Asian learners. In Indonesia, Learner autonomy in any educational institution has not commonly been listed as significant, and most teachers seem to be hardly acquainted with LA (Lengkanawati, 2017). Holliday (2003) and Littlewood (2000) argue that Asian learners, although influenced by teacher-led and exam-oriented school learning experiences, do have at their disposal critical and autonomous learning strategies. . It is in line with Borg and Busaidi (2012) that although LA has been a key theme in the field of foreign language learning for over 30 years, the space for the availability of extensive literature is limited (Adamson & Sert, 2012).

Accordingly, this study initiates the investigation to LA in the different nuances of learning mode regarding the outbreak of coronavirus disease. Accordingly, this study is specified to investigate learners’ autonomy in learning virtually which is not frequently gauged lately. Accordingly, the students’ perception of learners’ autonomy in online learning is investigated.

## **RESEARCH METHOD**

This is a case study aiming at investigating the students’ perception of being an autonomous learner in online learning due to the coronavirus pandemic. The participants of this study were 25 students in the second semester. The instructional practices were held using the WhatsApps Group. This platform allows learners and teachers to share

multimodal texts such as written text, voice notes, pictures, and videos. The application is used in all, but not limited to, the meetings where the learners are demanded to participate actively. This study used an online questionnaire to obtain data, online interviews, and self-report. The participants filled ALQ (Autonomy Learner Questionnaire), which is adopted from Karagol (2018) in (Reinders, 2010) and five random students were selected for the interview. Descriptive analysis will be used to interpret the data gained from an interview. In scoring the data, the scales from the Likert Scale were ranked, and each scale has a different point. "Always true" weighed five points, "mostly true" weighed four points, "sometimes true" got three points, "rarely true" has two points, and "never true" got one point. In the interview session, the questions we are asking about students' understanding, perception, the importance of learner autonomy, and online learning.

### RESULTS AND DISCUSSIONS

The distributed questionnaire aims at investigating the learners' perception of readiness for self-direction. The data from the questionnaire is analyzed and showed in Table 1.

| Dimension  | Items  | Almost true | Mostly true | Sometimes true | Rarely true | Never true | Weighted average |
|--|--|-------------|-------------|----------------|-------------|------------|------------------|
| <b>Readiness for self-direction in online learning</b> | Online learning gives us flexibility especially in terms of time   | 14          | 7           | 4              | 0           | 0          | 4.12             |
|  | Online learning period does not reduce the interactivity and communication between lecturer and students | 12          | 10          | 3              | 0           | 0          | 4.36             |
|  | Online learning helps me all the time  | 6           | 8           | 5              | 6           | 0          |                  |
|  | Online learning motivates me to learn  | 8           | 6           | 6              | 5           | 0          |                  |

The first dimension concerns students' readiness for self-direction in online learning and their perception of the benefits of online learning. The mean of this first item showed 4.12, which is dominated by the students' perception that online learning gives them flexibility in terms of time. While the mean of the second item is higher than the first item that most of the students stated online learning still keeps their communication. In short, the students are ready to do self-direction while they have online learning. However, they have some difficulties in online learning, as stated in the third item. Thus, the interaction in online learning does not help the students all the time while in language learning the interaction must increasingly be learner-to-learner and raising the need (Mackness et al., 2010) in (Serdyukova & Serdyukov, 2013). Autonomy, motivation, and learning resources are three elements within language learning which influence each other. Autonomous learners are motivated and ready for self-direction in their language learning (Ushioda, 1996). So, in online language learning teachers also share the responsibility of developing students' motivation (Dornyei, 2001).

Another view to analyze is the students' perception of the nature of independent work when learning the language. Three questions were given and Table 2 shows the students' perception towards independent work in language teaching.

**Table 2.** Students' perception of independent work in language learning

| <b>Independent work in language learning</b> | <b>Items</b>   | <b>Almost true</b> | <b>Mostly true</b> | <b>Sometimes</b> | <b>Rarely true</b> | <b>Never true</b> | <b>Weighted average</b> |
|--|--|--------------------|--------------------|------------------|--------------------|-------------------|-------------------------|
|  | I would like to continue online learning on my own without a teacher | 4                  | 3                  | 9                | 9                  | 0                 | 3.96                    |
|  | By online learning, I can learn to work on my own                    | 6                  | 5                  | 11               | 3                  | 0                 | 3.8                     |
|  | By online learning, I can solve my problem                           | 8                  | 6                  | 5                | 4                  | 1                 | 3.46                    |

The statement in the second dimension concern with learners' beliefs relating to the independent work in language learning. From 3 items, the highest mean is in the first item, which showed that most of the students are not having the willingness to continue online learning, and they need the teacher to guide them. The second item showed that most of the students are not able to learn to work on their own by online learning, supported by the last item which indicated that some of the students could not solve their problem without teacher help. In brief, the students' beliefs about independent work in language learning are still low. It is different from the theory that students who have learner autonomy can take responsibility for, take charge of, or control over the learning on their own (Reinders, 2010). Autonomous learning and independent learning are often used as synonyms (Morrison, 2011; Murase, 2015). Not only having self-direction, online language learning which demands learner autonomy also need their learning strategies and self-regulation. By reviewing the result of the second dimension statement, there are contradictory findings between students' responses and autonomous learner theory.

Further, the absence of classroom situations, as well as teachers in person, may have an impact on the learners. Accordingly, their perception of these factors is delved and the students' perception towards the significance of classroom and teacher is portrayed in Table 3.

**Table 3.** Students perception of the importance of classroom and teacher

| <b>Importance of class/ teacher</b> | <b>Items</b>   | <b>Almost true</b> | <b>Mostly true</b> | <b>Sometimes</b> | <b>Rarely true</b> | <b>Never true</b> | <b>Weighted average</b> |
|-------------------------------------|--|--------------------|--------------------|------------------|--------------------|-------------------|-------------------------|
|                                     | I need face to face guidance rather than online guidance from my teacher | 11                 | 8                  | 3                | 2                  | 1                 | 2.88                    |
|                                     | I can learn English only when the teacher beside me                      | 12                 | 10                 | 3                | 0                  | 0                 | 4.36                    |
|                                     | I always need to work and study with my friends                          | 11                 | 7                  | 6                | 1                  | 0                 | 4.12                    |

The third dimension which concerns on importance of class/ teacher showed that the highest mean is in the second item. It indicated that the students most need the teacher beside them. It is supported by the first and third item that they prefer to have face to face learning to get direct guidance from the teacher and work together with their friends. It is concluded that the students still consider the importance of class and teacher. It is in line with the jobs of the instructor is to facilitate, aggregate, review, summarize, and reflect on class activities (Rodriguez, 2013) in (Mısır, Koban Koç, & Engin Koç, 2018). Online language learning is associated with “individualism” as it limits the students to engage their teachers and peers.

To be more specific, the absence of teachers directly has probably affected the learners but the role should remain the same. Accordingly, Table 4 shows their perception of the role of the teacher in language learning.

**Table 4.** Students’ perception of the role of teacher

| <b>Role of teacher:</b>         | <b>Items</b>                                       | <b>Almost true</b> | <b>Mostly true</b> | <b>Sometimes</b> | <b>Rarely true</b> | <b>Never true</b> | <b>Weighted average</b> |
|---------------------------------|--|--------------------|--------------------|------------------|--------------------|-------------------|-------------------------|
| <b>explanation/ supervision</b> | I always need teacher explanation                  | 10                 | 9                  | 4                | 2                  | 0                 | 4.08                    |
|                                 | I like direct feedback rather than online feedback | 8                  | 12                 | 3                | 1                  | 1                 | 4.00                    |
|                                 | I like being controlled directly by the teacher    | 6                  | 12                 | 6                | 1                  | 0                 | 3.92                    |

The fourth dimension concerns teachers’ roles related to explanation and supervision. It showed that the highest mean is in the first item. It indicated that the students need the teacher explanation. They also prefer to have direct feedback rather than written feedback in online learning. It is supported by the third item that they like to get direct supervision from the teacher. It is concluded that the students count on teachers’ roles in explanation, supervision, and support. This finding is contrary to the statement that learners have the power and right to learn for themselves (Smith et al., 2017) but in line with Anggia and Nahdaleni (2017) that supervision to learning English is considered necessary. Online language learning changes teachers’ role from delivering information to becoming a

learning facilitator (Dornyei, 2001). The teacher's central role (Balcikanli, 2008) in the students' lives is strongly significant in instructional practices as they are often seen as their model of language learning, mentors, and advisors (Adamson & Sert, 2012). The students' perception in the fourth dimension is contradictory to the demand for online language learning. Teachers are acknowledged that their central role was as a facilitator, but being a facilitator in online and face to face meeting is different as media used limits the engagement.

The questionnaire result concluded that in general students are still weak for being autonomous learners. From the fourth dimension, most of the students still need teachers' guidance and prefer to have face to face meeting rather than an online meeting which show students dependency on language learning. The result has a different idea with the theory which said that autonomous learners could learn by themselves in any condition (Benson, 2006) (Alonazi, 2017). There are two proposed pedagogy for students' autonomy, weak and robust version (Smith, 2003). Weak version autonomy is regarded as "capacity which students currently lack and so need training, or identify it with a mode of learning, for example, self-access, which students need to be prepared for.

In contrast to the weak version, the stable version assumes "students are, to greater or lesser degrees, already autonomous, and already capable of exercising this capacity". Then the role teacher may perceive students as having either strong or weak autonomy, and this affects their teaching practice. Teachers who perceive learners as having substantial autonomy may choose pedagogies that enhance their students' current level of autonomy. In contrast, those who perceive their students have weak autonomy may teach students strategies to enable them to become autonomous. Under these circumstances, autonomy can be seen more as a product of instruction (Smith, 2003). Teachers have to teach students perceived to be lacking in autonomy to be autonomous, and their autonomy is therefore constructed through learning activities that are created by teachers (Holliday, 2003).

The data from an online interview tried to investigate students' perceptions of learner's autonomy in online learning. Five students are chosen randomly and interviewed online. The first question is about their understanding related to learner autonomy. Almost all of them gave their opinion, such as "... learner autonomy is when the learners can learn by themselves'. "...when the students get material and understand it without teachers help" or when we can learn something individually, no need any guidance". The first question indicated that most of the students understand learners' autonomy.

Regarding their perception of being an autonomous learner in online learning, some of them stated that "...online learning is interesting, but I cannot have enough interaction with my lecturer and friend". "... I cannot work collaboratively with my friends, and sometimes I cannot solve my problems". "the class is too large, so I cannot have one-to-one communication". "... I need teacher help and explanation directly". This item showed that they generally understand learner autonomy. Still, they assumed that online learning does not facilitate them because they are active in real class rather than in online classes, which limits their interaction. The students do not seem eager to learn autonomously as they lack willingness in reading and searching material on their own in online learning. It revealed that 66.9% of the same students prefer to study in class or face to face meeting, while only 18.5 % do not mind having online class even fewer, 14.6%, enjoy both options. In online language learning, students need to have the willingness (motivation and confidence) and ability (skills and knowledge) to achieve learning objectives together (Reinders, 2010). The interview result indicated that students did not feel comfortable with online language learning and were anxious about doing their role. The learners' level of motivation is seen as the effect and be affected by their level of autonomy.

Wenden (1998) as cited by Thanasoulas (2000) states that self-useful in raising students' awareness of their learning strategies. The kinds of self-reports: a reflective report in which students are asked they are thinking while they are performing a task; and retrospective participants are asked to think back or retrospect on their learning. In self-reports, students answer prepared-table related to their feeling particular things, problem techniques to tackle these problems, and their views on optimal reacquiring specific skills and ways of dealing with learning tasks. The instructor can ask their students to write a self-report to do a particular activity or task in the class to make the students conscious of having done in their learning. Table 5 shows the result of students' self-report

**Table 5.** Students' Self-Report

| Meetings        | Self-learning | Time management | Self determination | Planning | Self confidence | Independency | Self - starter |
|-----------------|---------------|-----------------|--------------------|----------|-----------------|--------------|----------------|
| 1 <sup>st</sup> | Good          | V               |                    |          |                 |              |                |
|                 | Average       |                 | V                  | V        |                 | V            |                |
|                 | Poor          |                 |                    |          | V               | V            | v              |
| 2 <sup>nd</sup> | Good          |                 |                    |          |                 |              |                |
|                 | Average       | v               |                    | V        |                 |              | v              |
|                 | Poor          |                 | V                  | V        | V               | V            |                |
| 3 <sup>rd</sup> | Good          |                 |                    |          |                 |              |                |
|                 | Average       | V               |                    | V        | V               |              |                |
|                 | Poor          |                 | V                  |          | V               | V            | V              |

The result of the self-report reveals that, in the first meeting, the students had already possessed good self-learning criteria. It can be seen how they managed to search, read, and make the task given by the lecture. In terms of time management, self-determination, and independence, the findings showed that these three criteria had applied at an average level. This case was characterized by students' ability to work on their task individually, but at certain times, they also need the support of their lecturer. In terms of planning, self-confidence, and self-starter, students showed a poor performance. It is because of their lack of willingness to participate in online activities such as question and answer sessions. Students seemed to be afraid to put themselves forward as a volunteer to present their tasks.

In the second meeting, the self-learning and independence criteria had already possessed by students. Their ability to learn independently is still low, but they can solve some problems as they can find some sources related to their tasks from the internet. The rest of the criteria, such as time management, self-determination, planning, self-confidence, and self-starter, were on the average level. At this meeting, the student's self-report showed behaviors that were not much different from the first meeting.

Self-report from the third meeting reveal that students' behavior in terms of self-learner, self-determination, and independence criteria are still on an average level, even some are at a poor level. They stated in the interview session that they are bored with online learning and tired because many lecturers gave them assignments. Thus, in terms of time management and, self-confidence, planning, and self-starter, they had a reduced level. They are not able to manage their time to have an online class, plan, and do their assignments.

By reviewing students' self-report, the result showed that the students have reactive autonomy. There are two versions of autonomy that comprise *proactive* and *reactive autonomy* (Littlewood, 1999). Proactive autonomy is prioritized in the West, and it covers the capacity suggested by Holec (1979) of "determining the objectives, defining the content and progressions, selecting methods and techniques to be used, ... [and] evaluating what has been acquired". In contrast, reactive autonomy "does not create its directions, but, once a direction has been initiated, enables learners to organize their resources autonomously to reach their goal". Some examples of independent learning activities conducted by students possessing reactive autonomy include learning vocabulary, working through past examination papers, and collaborating in groups to do assignments.



## **CONCLUSION**

The present study focused on exploring the students' perception of learner autonomy in online language learning in STAI Sufyan Tsauri Majenang. This finding was achieved through investigating online language learning as the solution to preventing coronavirus spreading, which demanded students to be autonomous in language learning. It revealed that 66.9% of the same students prefer to study in class or face to face meeting, while only 18.5 % of them found no trouble having an online class. The other 14.6%, enjoy both options. These results suggest a promising future for learner autonomy in a particular context. It reflected that the current instructional practices in online language learning demand a transmission period from the traditional approaches to student-centered approaches. The research findings clarified that the students learning autonomy is weak and cannot demand to be autonomous learning as instant. The students still need direct support and guidance, like in face to face meeting. It also demands teachers' role as a knowledge provider, facilitator, manager, resource, and counselor. The findings of this study suggested that English language teachers must encourage autonomous learners in their online classrooms. Moreover, the findings showed that teachers were hindered by some difficulties including learners' lack of independent learning skills, rules and regulations applied in schools, and teachers' lack of basic strategies to encourage autonomous learning. For further researches, there is a need to investigate the factors which influence the students' lack of independence in online learning.

## REFERENCES

- Adamson, J., & Sert, N. (2012). Autonomy in learning English as a foreign language. *International Journal of Global Education*, 1(2) 23-27.
- Alonazi, Saleema M. (2017). The role of teachers in promoting learner autonomy in secondary schools in Saudi Arabia. *English Language Teaching*. 10(7), 183-190. Doi: 10.5539/elt.v10n7p183
- Aminatun, D., Oktaviani, L. (2019). Memrise: Promoting students' autonomous learning skills through language learning application. *Metathesis: Journal of English Language, Literature, and Teaching*. 3(2), 214-220. Doi: 10.31002/metathesis.v3i2.1982
- Anggia, A., Nahdaleni, I. (2017). Learners' Autonomy in Out-of-Class English Writing Learning Activity of the Third Semester Students of English Education Study Program of Universitas Bandar Lampung. *English Education: Jurnal Tadris Bahasa Inggris*. 10(2). 227-241.
- Balcikanli, C. (2008). Fostering learner autonomy in EFL classrooms. *Kastamonu Education Journal*, 16(1), 277-284.
- Begum, J. (2018). Learner Autonomy in EFL/ESL Classrooms in Bangladesh: Teachers' Perceptions and Practices. *International Journal of Language Education*. 2(2), 96-104.
- Borg, S. & Al-Busaidi, S. (2012). Learner autonomy: English language teachers' beliefs and practices. London, England: British Council & the University of Leeds.
- Holliday, A. (2003). Social autonomy: Addressing the dangers of culturism in TESOL. In D. Palfreyman, & R.C. Smith, (Eds.), *Learner Autonomy Across Cultures: Language Education Perspectives*. (pp. 110-126), New York: Palgrave Macmillan.
- Kubota, R. (2002). The author responds (Un) Raveling racism in a nice field like TESOL. *TESOL Quarterly*, 36 (1), 84-92.
- Lengkanawati, N. S. (2017). Learner Autonomy in the Indonesian EFL Settings. *Indonesian Journal of Applied Linguistics*, 24(2), pp. 222-231.
- Littlewood, W. (2000). Do Asian students really want to listen and obey? *ELT Journal* 54(1), 31-36.
- Little, D. (2002). Learner autonomy and language learning. *Studies in English Language & Literature*. 28(1), 229-242.
- Merawati, M.J. (2016). Language Learning Autonomy and Language Research. *Jurnal Bahasa Inggris Terapan* 2(2). 1-8
- Mısır, H., Koban, K., Didem., Engin K, Serdar. (2018). An analysis of learner autonomy and autonomous learning practices in massive open online language courses. *Arab World English Journal*. 4(4), 24-39. Doi: 10.24093/awej/call4.3

- Onyema, E.M., Eucheria, N.C., Obafemi, F.A., Sen, S., Atonye, F.G., Sharma, A. and Alsayed, A.O. (2020). Impact of coronavirus on education. *Journal of Education and Practice*, 11(13), 108-119.
- Reinders, H. (2010). Towards a classroom pedagogy for learner autonomy: A framework of independent language learning skills. *Australian Journal of Teacher Education*. 35(5), 40-55. Doi: 10.14221/ajte.2010v35n5.4
- Serdyukova, Nataliya., Serdyukov, Peter. (2013). *Student autonomy in online learning*. CSEDU 2013 - Proceedings of the 5th International Conference on Computer Supported Education. Vol. 2, 229-233.
- Sinclair, B. (1997). Learner autonomy: The cross-cultural question. *IATEFL Newsletter*, October-November, 139, 12- 13.
- Smith, R., Kuchah, H., Lamb, M. (2017). Learner autonomy in developing countries. *Autonomy in Language Learning and Teaching: New Research Agendas*. 3(3), 7-27. Doi: 10.1057/978-1-137-52998-5\_2
- Wenden, A. L. (1997). Autonomy in language learning. *System*. 25(4). 584-588. Doi: 10.1016/0346-251x(97)90169-x

## THE RELATION OF CONCENTRATION TOWARDS THE JAPANESE LANGUAGE LISTENING SKILLS ON STUDENTS OF RIAU UNIVERSITY

**Merri Silvia Basri<sup>\*1</sup>, Zainal Rafli<sup>2</sup>, Fathiaty Murtadho<sup>3</sup>**  
<sup>1,2,3</sup>Universitas Negeri Jakarta

### **Abstract**

The aim of this study is to find out the relationship between concentration and Japanese listening skills. This research is conducted on Japanese language students at Riau University. The research method used in this study was quantitative approach, survey methods with measurement and test techniques, while the analysis technique used was path analysis approach. The population of the target population was all fourth semester Japanese language students at Riau University, which are 52 students. The sampling was done with total sampling techniques. The relationship between concentration and Japanese listening skills is 0.309. It is concluded that: There is a positive relation between concentration and listening skills in Japanese language of Riau University students.

**Keywords:** Concentration, Japanese Language Listening Skills

### **INTRODUCTION**

Japanese language learning aims to have learners who have good and correct in Japanese language skills, and able to access information. Not a few learners say that Japanese language is difficult language to learn because there are differences between the mother tongue and the language of the learners, which has differences in the utterance, sentence structure, and use of Japanese letters (hiragana, katakana, and kanji).

The listening skill (choukai) becomes a difficult skill because listening is not only just listening, but also a process of interpreting and understanding the meaning contained orally. Listening skill (choukai) requires special attention in a good and calm situation during the listening activities. Learners have to listen 1-3 times in understanding choukai material. The importance of listening in communicative interactions is very real indeed. To be able to engage in communication, people have to be able to understand and react to what they have to be said. Consequently, besides engaging in interactional activities, the learners need to practice the listening skills. (Henry Guntur Tarigan, 2011)

---

\*correspondence Address  
E-mail: merrisilviabasri@gmail.com

With listening skill usually requiring a considerably long period of time to acquire, normally involving the student experiencing a variety of emotions ranging from depression and frustration through to exhilaration and pride, teaching listening skills is one of the most difficult tasks that a teacher faces. (Natasha Walker, 2014)

Natasha said that listening skill usually requires a fairly long period of time to master, usually by involving the students so they can experience varieties of emotion from depression and frustration through excitement and pride in learning it. Teaching listening skill is one of the most difficult tasks faced by a teacher in the learning process.

Ebubekir (2017) suggests that, especially for long listening passage, students need to keep motivated to concentrate. Students need to use highlight some parts of a tape-script to get information relevant to their answers. This kind of practice enables students to maximize their concentration, yet it is suitable for long listening passage and the difficult one. Therefore, the lecturer needs to assign this task only when students need to do so.

Listening is the most basic thing in relation to some abilities that have to be mastered. Since a new born baby, human begins their activities by listening first to the words they have heard. Likewise with foreign language learning, first of all learners will listen immediately and listen to what is said with their interlocutors. Then listen to understand the meaning of what has been conveyed then try to imitate what they have obtained. This concept is essential, because naturally, listening comprehension is the language skill that must be prioritized before other language skills. It can be indication for the lecturer to provide enough authentic listening materials and listening practices. Unlike in real native speaker communication, the lecturer in the classroom has to pay attention to some language learning difficulties for teaching purposes. The problems that students face can be related to accent, pronunciation, speed, vocabulary, concentration, anxiety, and even bad quality of recording

The results of the study showed that accent, pronunciation, speed of speech, insufficient vocabulary, different accent of speakers, lack of concentration, anxiety, and bad quality of recording were the major listening comprehension problems encountered by EFL Saudi learners. Understanding students' learning difficulties may enable EFL teachers to help students develop effective learning strategies and ultimately improve their English listening abilities. Suggestions are made for addressing problems regarding how teachers can help their students overcome listening comprehension problems. ( Arafat Hamouda, 2013)

This statement is in line with EIDaoua and El-Shamieh's findings (2015), which say that students need sufficient vocabulary in order to comprehend what they listen to in Japanese language classroom. However, they can make their vocabulary more effective in listening

comprehension when they have good motivation and know which ones in the listening practices are given more focus. This enables them to pay more attention, and focus on relevant stimuli and ignore the irrelevant ones, which makes their listening comprehension better. Furthermore, by having enough vocabulary, students can grasp the main points in the listening comprehension, even when the accent or the speed is too fast for them. It suggests how important students need to use relevant stimuli combined with vocabulary mastery to recognize difficult messages and to solve the problems in listening comprehension.

Arafat Hamouda said that accent, pronunciation, speed of speech, inadequate vocabulary, different speaker accents, lack of concentration, anxiety, and poor recording quality were the main listening comprehension problems faced by Saudi EFL participants. Understanding students learning difficulties might enable EFL teachers to help students in developing effective learning strategies and ultimately improve their English listening skills. Suggestions are made to overcome problems to how teachers can help their students overcome the problem of listening comprehension.

Through field observations to the third semester students at the Japanese Language Education Study Program of Riau University shows that students have a tendency of low concentration. This matter can be seen when answering questions from lecturers. As one example, after lecturers explain a material, they are less responsive or maybe cannot answer the questions raised by the lecturers. Students also do not really understand conversations or discourse on the recording, even though they have listened to it several times.

Listening skills in understanding Japanese texts require concentration in managing mind to stay focused by ignoring other things which are not important, so that the mind is only focused on the goals and information to be achieved in Japanese language learning. When the listening process is going, sometimes the learners have to deal with conditions that demand to concentrate and ignore the factors that are disturbing so they can obtain maximum information from the reading.

In concentration of Japanese listening skills, the students still cannot pay full attention or make mistakes because of carelessness in doing the given task. They have difficulties in constantly focusing while studying. Not paying attention when learning to listen and not respecting others who are talking. Not being able to follow the instructions or directions given to them in doing the task given not due to his inability to understand, however it is by cannot paying attention to the learning and is reluctant to finish the task. Students are easily distracted by noise, moving objects or other stimuli and even forgetful during the learning process.

Yuichi (2017), indicates that the lecturer needs to allocate students enough time to self regulate themselves. To improve their skills in listening comprehension, they must be sure that by focusing on what they are doing and eliminating distraction can make them good listeners. This self regulation system can work properly when the lecturer is able to keep their motivation high.

Motivation is a prerequisite in language learning, especially in listening comprehension skills, because it determines students' attitudes in classroom activities. Students' motivation can be the basis for the lecturer to predict students' language performance after a certain period of time. It can help students to concentrate better (Sumiyoshi and Svetanant, 2017).

In other words, concentration plays very important roles in language learning. It suggests that to concentrate well, students need to be motivated in various listening comprehension activities. That is why the lecturer needs to monitor whether her students concentrate or not, which indicates how learning process is happening in the classroom. The lecturer is not allowed to underestimate students' concentration as she can predict student's listening comprehension achievement by looking at how students concentrate in the classroom.

The ability to concentrate is a strong predictor of listening comprehension. Using structural equation modeling, concentration was found to be a strong predictor of listening comprehension in a sample of 345 sixth graders in Switzerland. In contrast, the ability to concentrate did not predict successful reading comprehension. The most important predictor of both listening and reading comprehension was vocabulary. (Christine Wolfgramm, Nicole Suter, and Eva Göksel, 2016)

Christine Wolfgramm said that the ability to concentrate is a strong predictor for listening comprehension. By using structural equation modeling, concentration is found to be a strong predictor for listening comprehension in samples of 345 sixth grade students in Switzerland. Conversely, the ability to concentrate does not predict successful reading comprehension. The most important predictor of listening and reading comprehension is vocabulary so students will concentrate in comprehending the listening.

It is important to note that the listening practices must be able to stimulate students with meaningful questions. It can make students comfortably explore the language to understand the messages than to memorize unnecessary phrases (Salem, 2017).

This problem is also found in the low concentration in listening to the conversation and the lack of conversation practice to be able to understand the meaning of the conversation quickly, and long texts, as well as high or low intonation in speech that is less understood.

In order to make students more active to participate in listening practices, students need non threatening learning environment. This can motivate students to learn the language properly without too much hesitation (Tanrikulu, 2020).

### **RESEARCH METHOD**

The subjects of this study were all 52 semester III Japanese Language study program students. This research used path analysis research. Data collection conducted in this study was using one instrument and one Japanese listening skill test, which were: concentration test instruments and measurement test of Japanese listening skills. The test sheets were conducted to measure the extent of Japanese language listening skills of the students. To collect research data, research instruments were used. The research instrument was pursued in a number of ways, which were (a) compiling indicators of the research variables, (b) compiling the instrument lattices, (c) testing the instrument, (d) testing the validity and reliability of the instrument.

In line with the variable types involved in the study, to get the processed data in this study, the instruments used were (1) Japanese listening skills test (Y) Japanese listening skills sheets, (2) concentration ( $X_2$ ) by using instrument sheet with a questionnaire, the questionnaire tests were arranged based on Likert scale. A journal published by Ms. Sonika Lamba (2014) Result shows that 44% students had good attention and concentration, 46% students had an average attention and concentration and 10% of students had poor attention and concentration score during the teaching - learning activities. From the finding of this study, it can be concluded that most of the students lose attention and concentration during lengthy teaching learning activities and there was no significant association between sample characteristics with attention and concentration score of the students.

A finding from a journal published Shima M. Hwaider. (2017) The results showed that the teaching of the listening skill in the context of the study suffers a set of problems; linguistic and non- linguistic. These non-linguistic problems are represented in the unavailability of the facilities, the learners, the classroom environment, lack of training and practice, the teachers, as well as the time devoted to English language teaching. In addition, there were also the linguistic problems which included pronunciation represented in stress, intonation and the sound system, vocabulary as well as syntactic structure.



## RESULT AND DISCUSSION

### Result

The data description from the results of the study aims to provide a general description of data distribution, in the form of location measurements of frequency distribution. The data which presented after processed from raw data using descriptive statistical methods are the maximum value, minimum value, range, average, standard deviation and variance. The summary of statistic calculation can be seen as follows:

**Table 1.** Summary of research result

| Statistics                 | Variables      |         |
|----------------------------|----------------|---------|
|                            | X <sub>1</sub> | Y       |
| Total                      | 52             | 52      |
| Samples(n)                 |                |         |
| Maximum Value              | 90             | 100     |
| Minimum Value              | 45             | 30      |
| Range                      | 45             | 70      |
| The Average (X)            | 71.98          | 79.23   |
| Standard Deviation (s)     | 9.803          | 17.360  |
| Variants (s <sup>2</sup> ) | 96.098         | 301.357 |

Description:

X : Concentration

Y : Japanese Language Listening Skills (Y)

#### Japanese Language Listening Skills (Y)

According to the research data on Japanese language listening skills (Y) the lowest score is 30, the highest score is 100, so that the range is 70. From the statistic calculation, the average value is 79.23, standard deviation (s) is 17,360 and variance is 301,357.

From 52 research samples, if the results of each respondent are compared with the average, it turns out that those who gained Japanese language listening skills (Y) above the average group are 21 people (82.69%), below the average group are 4 people (7.69%), and 5 people (9.62%) are in the average group.

#### Concentration (X)

According to research data about concentration (X) the lowest score is 45, the highest score is 90, so the range is 45. From the statistic calculation, the average value is 71.98, the standard deviation (s) is 9.803 and the variance is 96.098.

From the 52 research samples, if the results of each respondent are compared with the average, it turns out that those who get concentration (X) above the average group are 31

people (59.62%), below the average group are 14 people (26.92%), and 7 people (13.46%) are in the average group.

### **Testing Requirement Analysis**

To see whether the data obtained from each of the research variables is normal or not, a normality test is conducted by Liliefors test. If the results of the highest  $L_{count}$  score ( $L_0$ ) of the group of variables examined are smaller than the  $L_{table}$  ( $L_i$ ) in the list, then the data is considered as normally distributed.

The meaning of  $L_{count}$  ( $L_0$ ) is the difference between the largest absolute score between the opportunity of raw data and the proportion of raw data. For more details, the normality calculation results of the variables examined will be presented using the liliefors test at the significance level of  $\alpha = 0.05$

### **Normality Test**

#### **Normality X Test**

According to the calculation results of liliefors normality test, the  $L_0$  score is 0.1002. Where the critical score of  $L_0$  in the Liliefors table for sample size ( $n$ ) = 52 with  $\alpha = 0.05$  obtained score of 0, 122. When compared to the calculated  $L_0$  score it turns out to be smaller than the  $L_0$  table, so it can be concluded that the normality X test is considered as normally distributed.

#### **Normality Y Test**

According to the calculation results of the liliefors normality test, the  $L_0$  score is 0.1171. Where the critical score of  $L_0$  in the Liliefors table for sample size ( $n$ ) = 52 with  $\alpha = 0.05$  obtained score of 0.122. When compared to the calculated  $L_0$  score it turns out to be smaller than the  $L_0$  table, so it can be concluded that the normality Y test is considered as normally distributed.

### **Regression linearity and significance test**

For linearity requirements if  $F_{count} < F_{table}$ . While to fulfill the significance of regression if  $F_{count} > F_{table}$ . Correlation coefficient score is a calculation number which states the level of relationship strength. The strength of correlation has an accepted significance level if  $t_{count} > t_{table}$

### **Testing (X) to (Y)**

According to the results of the calculation of the regression linearity test which is obtained by the price F (regression linearity test), it gets the score of -13,158. The  $F_{table}$  is obtained the score of 2.8024. When compared to the value of  $F_{count}$ , it turns out to be smaller than  $F_{table}$ , so it can be concluded that the linear regression X to Y test is considered as normally distributed. The regression significance test is obtained the F score of 5.2668. The  $F_{table}$  is obtained the score of 4.03. When compared to the  $F_{count}$  score, it turns out to be greater than

$F_{table}$ , so it can be concluded that the regression significance X to Y test is considered as normally distributed.

### Hypothesis Test

1. Linear regression equation:

**Coefficients<sup>a</sup>**

| Model |            | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|-------|------|
|       |            | B                           | Std. Error | Beta                      |       |      |
| 1     | (Constant) | 39.881                      | 17.301     |                           | 2.305 | .025 |
|       | X          | .547                        | .238       | .309                      | 2.295 | .026 |

a. Dependent Variable: Y

From the SPSS output above, the constants and coefficients of the linear regression equation are obtained from column B, so the regression equation:  $\hat{Y} = 39.881 + 0.547X$ . From the analysis results obtained  $t_{count} = 2.295$  and  $p\text{-value} = 0.026 / 2 = 0.013 < 0.05$  or  $H_0$  is rejected. Thus, "concentration has a positive effect on Japanese listening skills."

2. Regression equation linearity and significance test:

**ANOVA Table**

|   |                           | Sum of Squares | df | Mean Square | F           | Sig.        |
|---|---------------------------|----------------|----|-------------|-------------|-------------|
| Y | Between Groups (Combined) | 7565.897       | 23 | 328.952     | 1.180       | .335        |
|   | * Linearity               | 1464.661       | 1  | 1464.661    | 5.256       | .030        |
| X | Deviation from Linearity  | 6101.236       | 22 | 277.329     | <b>.995</b> | <b>.498</b> |
|   | Within Groups             | 7803.333       | 28 | 278.690     |             |             |
|   | Total                     | 15369.231      | 51 |             |             |             |

Statistic Hypothesis:

$H_0: Y = \alpha + \beta x$  (linear regression)

$H_1: Y \neq \alpha + \beta x$  (non-linear regression)

Linearity test of the regression line equation is obtained from the line of *Deviation from Linearity*, namely  $F_{count} (T_c) = 0.995$ , with  $p\text{-value} = 0.498 > 0.05$ . This means that  $H_0$  is accepted or the regression equation Y for X is linear.

**ANOVA<sup>b</sup>**

| Model |            | Sum of Squares | df | Mean Square | F     | Sig.              |
|-------|------------|----------------|----|-------------|-------|-------------------|
| 1     | Regression | 1464.661       | 1  | 1464.661    | 5.267 | .026 <sup>a</sup> |
|       | Residual   | 13904.569      | 50 | 278.091     |       |                   |
|       | Total      | 15369.231      | 51 |             |       |                   |

a. Predictors: (Constant), X

b. Dependent Variable: Y

Statistic Hypothesis:

$H_0: \beta = 0$  (non-significance regression),  $H_1: \beta \neq 0$  (significance regression)

The significance test of the regression line equation obtained from the 5th column *Regression* row, which is  $F_{cal} (b / a) = 5,267$ , and  $p\text{-value} = 0.026 < 0.05$  or  $H_0$  is rejected. Thus, the regression of Y for X is significant or concentration influences Japanese language listening skills.

### 3. Correlation coefficient significance test of X and Y

Statistic Hypothesis:

$H_0: \rho = 0$

$H_1: \rho \neq 0$

Model Summary

| Model | R                 | Adjusted R Square | Std. Error of the Estimate | Change Statistics |          |     |     |               |
|-------|-------------------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
|       |                   |                   |                            | R Square Change   | F Change | df1 | df2 | Sig. F Change |
| 1     | .309 <sup>a</sup> | .095              | 16.676                     | .095              | 5.267    | 1   | 50  | .026          |

a. Predictors: (Constant), X

The significance test of the correlation coefficient is obtained from the *Summary Model* table. It can be seen in the first line the correlation coefficient ( $r_{xt}$ ) = 0.309 and  $F_{count} (F_{change}) = 5.267$ , with  $p\text{-value} = 0.026 < 0.05$ . This means that  $H_0$  was rejected. Thus, the correlation coefficients X and Y are significant. While the coefficient of determination from the table above is seen in the second row, which are R Square = 0.095, which implies that 9.5% of the variation of the concentration variable can be influenced by the Japanese language listening skill variable.

### Discussion

According to the results of test of all hypotheses that have been conducted in the hypothesis test section, it can be stated that: the hypothesis can significantly influence of concentration on listening skills in Japanese language. Structural equation from the path analysis results of concentration on Japanese language listening skills  $Y = 0.309 \epsilon_1$ .

The ability to concentrate is a strong predictor of listening comprehension. Using structural equation modeling, concentration was found to be a strong predictor of listening comprehension in a sample of 345 sixth graders in Switzerland. In contrast, the ability to concentrate did not predict successful reading comprehension. The most important predictor

of both listening and reading comprehension was vocabulary. (Christine Wolfgramm, Nicole Suter, and Eva Göksel, 2016)

These findings indicate that it needs to improve concentration of Japanese language listening skills after testing the significant hypothesis. According to the results of hypothesis test, the concentration has a significant influence in Japanese language listening skills, other variables that can influence Japanese language listening skills include factors that influence the listening process effectively and efficiently based on: physjapaical, psychological, experience, attitude, and environmental factors.

Listening is not merely to process selections of important information to comprehend what students heard. They need metacognitive competence, which urges them understand cultural contexts. This competence can be enhanced through awareness, planning, and checking the listening passages in some practices until their listening comprehension culturally makes sense. (Arezoo, et al, 2016).

It means that students need more practices in order to expose them with enough experience in learning. It indicates that the classroom should provide learning environment which gives some information about Japanese culture. The lecturer can play some Japanese songs or movies, or she can put posters related to topic in Japanese listening comprehension practices. This conducive environment suggests comfortable feelings and can boost students' concentration.

Concentration is one of the supporting factors in language listening skills because concentration is the ability of people to focus on something they are learning. Therefore concentration plays an important role in realizing these learning purposes. Concentrated is closely related to both comprehension and memory or how to remember facts.

Students can remember well when they are not nervous, so that the lecturer has to motivate her students, but she should never make them too tense (Avei and Doghonadze, 2017). One kind of training that can help students to feel relaxed and can concentrate more is through meditation. Sometimes a lecturer does not realize that instruction and discipline in the classroom makes students afraid of making mistakes. For this reason, the lecturer should not be too formal. She may need to introduce relaxing learning technique, such as meditation, even when neither the curriculum nor the text book recommends the lecturer to make students meditate.

Meditation helps concentration and mindfulness and; concentration and mindfulness help better learning. Concentration and mindfulness are essential for better learning. These are purely the mental process. One needs to control someone mind on to an object or reality.

When you concentrate on any object, avoid tension anywhere in the body or mind. Think gently of the object in a continuous manner. Do not allow the mind to wander away. Concentration can be done only if you are free from all distractions. Meditation is the best method to help concentrate and mindfulness. You have select form of yoga according to your choice. (Dr.Dalvinder Singh Grewal, 2014)

It indicates that learning is not always about assigning a textbook according to the syllabus, but more crucial is to develop students' mental process. It takes long process to accomplish this, but through intensive training, students will be able to independently increase their motivation through meditation. However, since it requires long process, the lecturer must allocate enough time and pay more attention so that students' ability to concentrate though meditation can significant help their listening comprehension.

The contribution of the concentration variable (X) had a direct contribution of  $0.309^2 \times 100\% = 9.55\%$ . This finding indicates that to improve Japanese language listening skills students have to reach concentration score of 9.55% to improve their Japanese language listening skills.

## **CONCLUSION**

According to the research findings with exogenous variables of concentration (X), endogenous variables of Japanese listening skills (Y), the relations between concentration and Japanese listening skills is 0,309. So, there is a positive influence between concentrations (X) on Japanese language listening skills (Y) on Japanese language students at Riau University.

Thus, Japanese language listening skills can be improved through the improvement of concentration. As concentration is essential in listening comprehension for Japanese classroom, the lecturer needs to prepare her listening activities with some helpful techniques to enhance students' concentration. However, further investigation about the influence of concentration in Japanese listening comprehension class needs to be conducted in some language researches in the near future.

## **ACKNOWLEDGMENT**

The writer would like to thank the Rektor of University of Riau and the Dean of the Faculty of Education and lecturers who have facilitated researchers in using this sample of research, and all those who have provided many valuable suggestions in this research

## REFERENCES

- Avei, Rauf and Doghonadze, Natela. The Challenges of Teaching EFL Listening in Iraqi (Kurdistan Region) Universities. *Universal Journal of Educational Research* 5(11): 1995-2004, 2017. DOI: 10.13189/ujer.2017.051116
- Badrie Mohammad Nour ELDaoua and Sara Ibrahim El-Shamieh, The Effect Of Playing Chess On The Concentration Of ADHD Students In The 2nd Cycle, *Procedia - Social and Behavioral Sciences*, 192 (2015 ) 638 – 643, 1877-0428 © 2015 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).
- Bozavlı, Ebubekir. Vocabulary Teaching in Foreign Language via Audiovisual Method Technique of Listening and Following Writing Scripts. *International Education Studies*; Vol. 10, No. 5; 2017
- Christine. Nicole Suter. and Eva Göksel. (2016). Examining the Role of Concentration. Vocabulary and Self-concept in Listening and Reading Comprehension. *International Journal of Listening*. ISSN: 1090-4018. <http://www.tandfonline.com/loi/hijl20>
- Grewal, Dr Dalvinder Singh. (2014). Improving Concentration and Mindfulness in Learning through Meditation. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)* Volume 19. Issue 2. Ver. V. PP 33-39 e-ISSN: 2279-0837. p-ISSN: 2279-0845. [www.iosrjournals.org](http://www.iosrjournals.org)
- Hamouda, Arafat. (2013). An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. *International Journal of Academic Research in Progressive Education and Development*. Vol. 2. No. 2 ISSN: 2226-6348. [arafathamouda77@gmail.com](mailto:arafathamouda77@gmail.com)
- Ms. Sonika Lamba,. Impact of Teaching Time on Attention and Concentration, *IOSR Journal of Nursing and Health Science (IOSR- JNHS)* e-ISSN: 2320-1959,p- ISSN: 2320-1940 Volume 3, Issue 4 Ver. I (Jul-Aug. 2014), PP 01-04 [www.iosrjournals.org](http://www.iosrjournals.org)
- Rafie, Arezoo, et al. An Investigation of the Relationship between Iranian EFL Learners' Cultural Intelligence and Their Performance on the IELTS Listening Modules. *Advances in Language and Literary Studies*. ISSN: 2203-4714. Vol. 7 No. 3; June 2016
- Salem, Ashraf Atta Mohamed Safein. Engaging ESP Students with Brain-Based Learning for Improved Listening Skills, Vocabulary Retention and Motivation. *English Language Teaching*; Vol. 10, No. 12; 2017. ISSN 1916-4742 E-ISSN 1916-4750
- Shimaa M. Hwaider. Problems of Teaching the Listening Skill to Yemeni EFL Learners. *International Journal of Scientific and Research Publications*, Volume 7, Issue 6, June 2017 ISSN 2250-3153
- Sumiyoshi, Hideki and Svetanant, Chavalin, Motivation and attitude towards shadowing: learners perspectives in Japanese as a foreign language, *Asian-Pacific Journal of Second and Foreign Language Education* (2017) 2:16, DOI 10.1186/s40862-017-0039-6
- Tanrikulu, Fatih. The Effect Of L2 Listening Texts Adapted To The Digital Story On The Listening Lesson. *Turkish Online Journal of Distance Education-TOJDE* January 2020 ISSN 1302-6488 Volume: 21 Number: 1 Article 1

- Tarigan, Henry Guntur. (2011). *Menyimak sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Todaka, Yuichi. Self-Efficacy of English Listening Skills in Japanese College EFL Learners: Quantitative and Qualitative Analyses. *European Journal of English Language Teaching*. 2017. Volume 2, Issue 1.
- Walker, Natasha. (2014). Listening: The Most Difficult Skill To Teach. *Encuentro* 23. Issn 1989-0796
- Wolfgramm, Christine. Nicole Suter. and Eva Göksel. (2016). Examining the Role of Concentration. Vocabulary and Self-concept in Listening and Reading Comprehension. *International Journal of Listening*. ISSN: 1090-4018. <http://www.tandfonline.com/loi/hijl20>



*Journal*  
*Getsempena English Education Journal*

**GEEJ**

Kampus STKIP Bina Bangsa Getsempena  
Jalan Tanggul Krueng Aceh No 34, Desa Rukoh, Kecamatan Syiah Kuala  
Banda Aceh  
Laman: [geej.stkipgetsempena.ac.id](http://geej.stkipgetsempena.ac.id)  
Pos-el: [pbi@stkipgetsempena.ac.id](mailto:pbi@stkipgetsempena.ac.id)



9 772354 004003