

An analysis of syntactic translation error on communication students' abstract in Universitas Bengkulu

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Abstract. This research was purposed to find out the syntactic translation errors from source language (Bahasa Indonesia) to target language (English) in communication students' abstract of Universitas Bengkulu. The method that used by the researcher in this research was qualitative method along with content analysis approach. The error sources of translation were classified as morphological, lexical and syntactic error based on Sager's theory. However, this research focused on the abstracts in thesis which made and translated by the communication students who's graduated on 2019. The researcher found out that there were 52 syntactic errors occurred in 7 abstracts which became the object of this research.

Keywords: communication students, error, syntactic, translation

INTRODUCTION

In 1965, Catford defines that translation process as the interchanging of textual material from a source language (SL) into a textual material of the target language (TL). In terms of psycholinguistic point of view Catford also states that mainly, the focus problem is an effort in finding out the meanings of phrases of source language as equal as the meanings of phrases of another language or the target languages.

According to what have been stated in Oxford Advanced Learner's Dictionary (2000) translation is stated as the process to change something from one language, written or spoken, into another language. Rochayah (2000) in Hijriyah's explains that translation is the changing of textual meaning in one language by equivalent meaning in another language. Newmark (1988) in Ilzamudin's also states that translation is a process of rendering the meaning of a text into another language in the way that the author intended the text. All of the explanation shows that, we can conclude the translation process as a meaning transferring activity of language that also includes the linguistic entities, from SL into TL without forgetting their sense of equivalences.

The translation itself also could be said as an "art" process, because there is a close relationship between a writer's language taste and a translator's language taste. So, it also can be said that the translation is a representative of "fashion" of someone's thought. If the fashion is good and suitable to the context and situation, it would be beautiful, interesting and meaningful. The most basic thing in translating is the ability to think and the way to transfer the result of thoughts into good sentences and expressions which also has some principles on it.

Talking about several principles in translation that could be used as the guidelines during the translation process, Duff (1989) divides these principles in translation activity as: Meaning, Form, Register, Source Language Influence, Style and Clarity and Idiom.

In terms of meaning, the translation needs to reflect or portray the meaning of the original text accurately, what does it mean by this is; Even though part of the meaning could be transposed but nothing should be haphazardly added or removed as in the translation process we should maintain honest attitude so later on the rendering result between the TL and SL would be similar to each other. The next one is form; in this principle, the words order or the sequence of ideas in translation process should equal to the original one as accurately as possible, this would be very crucial if we are concerning or talking about translating for example the legal documents or contracts.

Then, register principle, in here the languages are often being classified greatly regarding to their level of formality within the context which is given, meaning that in translation process it should be distinguished between the personal and the formal or the fixed expression. Meanwhile in "source language influence" principle, translation is stated as a condition where the translators thought in the process related to the choice of words molded by the original source languages as one of the most frequent or common criticism in the translation is that nature of the language.

After that, the style and clarity; in here the translation process, we should not change the style of the text from the original text, we as the translator just should correct the defect or flaw from the form which are in the source language text for the purpose giving the clarity to those who read the text, and the last is idiom, in this principle, we could not translate the source language to target language directly as it consists several idiomatic expressions such are colloquialism, jargon, metaphors, phrasal verbs, proverbs, sayings and similes. In order to translate these, we should maintain its original words and giving literal explanations in brackets also by inverting comas, using plain prose or non-idiomatic translation.

Larson (1998) expresses that the good quality translation should meet the three aspects, those are aspects of accuracy, aspects of acceptance and legibility aspect. Because these three components linked to each other and hold very crucial place in translation process, Larson also explains that in order to provide the appropriate meaning there are some steps that we should do in doing translation, the first one, the translation should mastering or evaluating the communication context or situation, cultural matters, grammatical structures, and lexicon between the source and target language, then in order to determine the meaning, the source language is being observed, after that doing the restructure process of the same meaning by using compatible grammatical structure, lexicon that also match to the culture context. This also indicates that in translation process, we as translator could possibly face several problems such as error in translation, there are several problems and errors which could be found in translation process, for instance: Do not understand about the translation process, ambiguity, Interlingua, morphological error, lexical error, syntactic error, cultural error and many more.

When we are talking about error or problems, it indicates the mistake or misunderstanding that might happen when we do something, the same goes to the text translation process, there are some problems of transfer or differences problems that could happen along with the errors, for instance: Do not understand the purposes of the translation, Ambiguity problems in the texts, forgetting the cultural sensitivity when translating; In translating a text, it is necessary for us as translator to make sure about the purpose of the text and to

understand that the end goal as it will help the translation process to be successful and accurate. For example, a text which is translated for legal purposes should follow its original text. It is different from the text which is translated for marketing purposes. Translating the text with marketing purpose must require certain ideas and feelings of the source content, just like the language which used that probably.

The same case when in translating a poem or a song, the people will face more difficulty, because it not only reflects the meaning but also sound, soul and energy of the original text. Meanwhile the ambiguity problem in the text related to very specific vocabularies and certain grammatical structure which can be the cause of difficulty in translating which cause unclear meanings. An experienced translator with good knowledge of both languages (source language and target language) can avoid the difficulty, ensuring that the document translated reflects the original meaning and context. The last one is cultural sensitivity, as the language is intrinsically related to culture. So, it is important for us to know that translation pays close attention to it before, especially when translating traditional texts, texts about cultural practices or even humor; even a professional human translator can struggle with translation difficulties. They are aware of the differences in terms of structure, grammar and context of two languages.

Then there is the Interlingua; the errors which are caused by the interference of someone's native language (Richard cited in Eka et al., 2010). Interlingua translation is considered as a "real translation", which means the whole source language is translated into target language both meaning and form, for example the sentence *seorang anak pergi ke sekolah setiap hari* from Bahasa Indonesia as source language must be translated a child goes to school every day in English as the target language.

Certainly from the explanation above there are some errors or problem that could happen, and might be found during the translation text process, it is supported by the statement from Vilar at al cited in Susanti (2018) that divides the errors into five errors categories in translating, such as missing words, word order error, incorrect word, unknown word and punctuation error, the source of the errors itself may vary, according to what have been stated by Sager(1983) that was also could be seen in Amalya (2018), the source of the translation sources of error are being classified as three error sources, those are; syntactic, morphological and lexical error.

The morphological error is the error caused by word forms and morphological process as the result of the students who do not fully understand the structure of target and source language which becomes ambiguous, for instance: the plural term for woman is women and not womans. The next one is lexical error; it is related to the diction, choice of words, idiom and register, as these examples: the word love could be translated as cinta in noun class or also cinta but in verb context, or in Bahasa Indonesia the word bisa could be translated as can/could if the context is verb, but needs to be translated as venom/ poison if the diction is regarding to the noun. Meanwhile Syntactic error here means the error that has relation to the clause and sentence constructions, phrase construction and word order, multiple connecting words within the compound sentences, and word order, for example the word *gaun merah* from Bahasa Indonesia should not be translated as dress red but red dress, because we should follow the rule of the target language that put the order of adjective first then noun this also related to the grammatical structure such as articles, conjunction, the choice of tenses that should be used, etc.(Hafiz, S.M , et al 2018).

METHOD

By conducting this research, the researcher would like to find out about the source of error in translation, specifically syntactic error. The method of this research was descriptive qualitative research where in this kind of method, most data would be explained deeply in form of words rather than in form of numbers by the researcher, in line with what has been stated by Ary et al (2002) where he says that qualitative research deals with the data that are in the form of words, rather than number and statistics, so in this research, the researcher explained about the result data dominantly with words rather than number. The objects of this research itself were 7 abstracts of communication students' who graduated in 2019 from Universitas Bengkulu.

In this qualitative research the researcher also act as an instrument of the research which in line with what has been stated by Moleong(2009) "when the researchers conduct a qualitative research, the writers acts as the main instrument"; Meaning that the researcher has role to plan, collect, analyze and to describe the research finding or data, while another instrument in this research (observation table) used as media to help the researcher in taking data, the data itself could be in the form of oral or written .

In this research, the first step done by the researcher was finding out the abstracts to be analyzed; seven communication students' abstract who graduated in 2019 from Universitas Bengkulu were chosen as the samples/ objects. Then, after collecting the objects, the researcher did the identification process; this process was carried out to determine and to analyze the source of error in translation, to classify the result, the researcher used the theory from Sager (1983) which also similar to one of the theories that used in Amalya (2018). This theory classifies the error sources in translation as syntactic, morphological and lexical error, however in this mini research, the researcher only focused at finding out whether there was error in syntactic or not and elaborate about it, for example why we could say that as syntactic error and the amount of this error happen in each sample. For this case, the researcher used two observation tables below. The researcher used the first observation table to find out the syntactic error for each abstract in order to elaborate it one by one; the researcher also explained why the words or sentences could be categorized as an error, then the researcher calculated the number or amount of the error in students' abstracts. When the researcher finished analyzing the abstract one by one, the researcher then put the result to another observation table (which also completed with the abstract's writers initial) with the aim to calculate the total amount of the syntactic errors which were happened in the research.

FINDINGS AND DISCUSSION

In this result and discussion part the researcher presented the data finding and discussed about it, this showed the data obtained as the result of Communication students abstract from bahasa Indonesia as the source language and English as the target language. So, to answer the research questions "Is there any syntactic error occurred on the abstract writing" The result of this research showed that there were syntactic errors occurred in all seven abstracts that were observed by the researcher. And to answer "how many times syntactic error happens on the research?", the result could be seen through the table below.

Table 1 Syntactic errors

No	Data Initials	Total Amount of Syntactic Error
1	1 (AWP)	15
2	2 (ASAD)	2
3	3(AD)	11
4	4(AAP)	8
5	5(BEH)	7
6	6(AAAF)	4
7	7(DDS)	5
		52

Based on the table above, there were **fifty two** syntactic errors as the total amount of the error after the researcher did the research to seven abstracts of the communication students in Universitas Bengkulu, Even though the researcher found out there were syntactic error in each abstract but only the syntactic error caused by the tense, word order, grammatical (incomplete sentence structure), conjunction structure pattern that appeared in this research, if we compared to the first previous study ; it was different from the research which was conducted by Hafiz, S.M , et al (2018) with the title “Analysis of Syntactic Errors in English Writing: A Case Study of Jazan University Preparatory Year Students” got more variation in syntactic order errors; subject verb agreement, tense, auxiliary and preposition , however it could be influenced by the different objects of each research and the location of the researchers were being conducted. In this previous research, the students were given test and tested by asking them to write the compositions on different topics which related to their academic or their day-to-day life. Then the previous answer scripts were being analyzed; this process was also part of research to trace out common pattern made by the students and the research did not give the exact number of each syntactic errors that occurred. Meanwhile in this research, the researcher used the abstracts which were being written already by the students; in here the dominant syntactic error appeared to be more specific; because of the tenses pattern and the exact total amount was also provided by the researcher.

If the researcher compared to the next previous study which was conducted by Amalya (2018) both of the researchers used the same theory to categorized or classified the sources of error; Sager theory, however this research specifically focused on the syntactic error and elaborated it, but the previous thesis explained about the morphological and lexical as well, in this previous research the researcher also showed that syntactic error also happened for big amount of number, which were 425 error on text 1 and 227 errors on the

text 2, the differences between the previous research and this current research were the objects along with the “scoop of the research” ; the previous researched was conducted by observing 30 students as the samples in school and the students were asked to translate the text that were given to them.

The explanations bellow show about individual abstract that were taken as the samples by the researcher. The table below showed a glimpse of the data that analyzed by the researcher for the first abstract. The biggest syntactic error amount of was found out in the Data 1 (AWP) abstract, for the first abstract data, the researcher found that there were 15 syntactic errors on that. Look at the table below as an example.

Abstract 1 (AWP)

No	Syntactic Errors words/sentences	Explanation	Amount
1	The approach of this research is a qualitative approach that is descriptive.	The researched which already being carried out supposed to use the past tense, but here they used form of present tense, and then there's word order problem <i>a qualitative approach that is</i> <i>Descriptive could be changed as 'a descriptive qualitative approach' to be more efficient.</i>	2 (1 tenses 1 word order)

There were two syntactic errors found on the table above; first it had relation to the tense, the research which was already being conducted should be explained by using past form of tenses, meanwhile as we could see the writer of that abstract used present tense form on the abstract. The next one was the word order error that could be seen on the table as well. Out of fifteen errors in the first abstract, fourteen of them were caused by the tense used and one caused by the word order error.

For the next example, the researcher took the data 3 (Ad), as we could see on the table below, there were explanation about the syntactic errors itself.

Abstract 3 (AD)

No	Syntactic Errors words/sentences	Explanation	Amount
1	The approach of this research is a quantitative approach Obtaining information in this study through a survey using a questionnaire	The researched which already being carried out supposed to use the past tense, but here they used form of present tense, and then there's grammatical problem incomplete sentence structure; obtaining information supposed to be the information in this study obtained through a survey using a questionnaire, as the previous one caused a bit ambiguity	2 (1 tenses 1 grammatical problem)

In here, the researcher also found the error caused by the incomplete sentence structure that we supposed to change, because it had the chance to lead the meaning becoming ambiguous. The last data which was being elaborated was taken from the fourth sample.

Abstract 4 (AAP)

4.	Data analysis techniques are done by reducing data..... This research using the data validity test by The results of this study indicate that strategy branding	Three tenses error; supposed to use the past tense, but here the researcher used form of present tense and one word order problem, instead of strategy branding the writer needed to write "branding strategy"	4
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There were found three tenses form error here, which was supposed to be written in past form, the researcher also found the word order problem here where the word strategy branding needs to be written as branding strategy.

CONCLUSION

This research concerned with syntactic errors, the highest number appeared for each individual abstract was 15, and meanwhile the lowest number of syntactic errors was 2. However, through this research, it was found that all of the syntactic error happened in each data. The dominants syntactic error was caused by the tense form problem, the total

amount of syntactic error in this research was fifty-two, besides the tense problem, the researcher found out the syntactic problem had caused because of the word order, incomplete grammar and conjunction problem. If the next researchers interested in analyzing this kind of topic, the same research could be conducted with using the different objects, or the next researchers could carry the research which focuses more on other sources of error such as morphological and lexical error by using the same objects as the researcher.

The result of this research also showed that it is important for those who teach English to the non-English students to teach or explain about what kind of tenses needed in academic writing as well, specifically about the abstract, because though they would not use English to write down their thesis, they still need that for writing on the abstract of their thesis.

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Students' participation on speaking online class (a case study)

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Abstract. This paper aims to reveal factors that affect the students' participation in a speaking online class. The subjects are the second and fourth semester students of English department, Language and Culture Faculty, UNTAG Semarang. The research was held during the even semester of the academic year 2020/2021. The research method used in this study is a qualitative method. The data was based on the interview and the questionnaires filled by the students. Some technical issues came up in the online class such as internet connection which mostly became the hottest issue and also the device being used which was sometimes not compatible to the program used in the teaching and learning process. Those issues somehow have affected the online teaching and learning process. The other issues affected in online learning are students' contribution and students' condition. For those, it is hoped that the research will give a clearer explanation especially for the teachers who are struggling on teaching the online class and face a similar situation. Therefore, they can cope and handle it better.

Keywords: online learning, participation, speaking class

INTRODUCTION

University students who take English as their major will learn various subjects to support their English skills, such as; speaking, writing, reading, listening and many more. One of the interesting classes for them is speaking class. This class gives the opportunity for them to improve their ability in speaking English and explore their creativity during class activities. However, not all the students have self-confidence to speak English in front of the class or to their classmates. According to (Riasati, 2018), one of the factors that make students not active to speak during teaching and learning processes is that they are shy to speak using English. Other problems on speaking English are mentioned by (Noprival, 2017), those are (1) inadequate vocabulary knowledge, (2) grammar as a stumbling block, (3) fear of negative response from others, (4) low self-esteem to speak in English, and (5) feeling anxious to speak in English. All those problems can be solved by well-designed teaching methods. Therefore, teachers need to improve their teaching techniques to stimulate them to be active in class. This has become complicated after the pandemic, they cannot do their activity of teaching and learning in class anymore.

Pandemic is not over yet and online class still becomes the choice for the learning and teaching process. The online class seems to have the same problem, one of them is the lack of students' participation. Why do the students choose not to contribute in the online class

even when their participation is graded? The goal of this study is to uncover the factors that affect the students' participation in online speaking classes.

Online class during the pandemic created some problems such as anxiety, stress and depression among the university students as stated by Mridul, et al. in their research because the learning processes were done in virtual without physical movement, the mental illnesses such as; depression, anxiety and stress were triggered. The research came out with the results that 16,98% students experienced moderate depression, 16,98% experienced anxiety and 14,46% got stress due to online classes. (Mridul et al., 2021). From that research, we can conclude that those illnesses could be the reason why in some occasions students do not participate as it is expected. As the students' participation determines their speaking ability.

The teacher's expectation on the students' speaking outcome learning is to be able to speak English fluently. As stated by (Byrne HUH, n.d.), speaking fluency is the ability to express oneself intelligibly, reasonably, accurately, and without too much hesitation. However, it is really hard to achieve if students cannot participate actively in speaking during teaching and learning processes. Teaching speaking has been elaborated by Susanto (2021) about using hand puppets as media to improve students' speaking skill through narrative text: a case of eighth students of SMP N 16 Semarang in academic year of 2016/2017.

According to Ur, there are some problems faced by the learners in speaking activity (Ur, 1996). Those problems can be explained as follows:

1. Inhibition
Unlike in reading, writing and listening activities, speaking requires some real time exposure to audiences. Commonly, learners are often inhibited from trying to say things in a foreign language such as feeling worried about mistakes, fearful of others' criticism, or ashamed of the attention that their speech attracts.
2. Lack of theme to be spoken
Some learners get the difficulties in thinking of anything to say, they have less motivation to express themselves beyond the guilty feeling that they should be spoken.
3. Lack of participation
Mostly, in a large group of people or in a certain situation that includes some people such as in the classroom, at least a person only who speaks while others are just the listeners dominantly. This situation makes for an unlive conversation among them. It means that the skill of speaking is not supported yet sufficiently.
4. The use of mother tongue
In several classes, the learners usually say something in the mother tongue. They may tend to use it for some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak in a foreign language to one another. Lastly, they feel less "exposed" if they are speaking their mother tongue. When they are talking in small groups, it can be quite difficult to keep using the target language.

In order to solve the problems above, the students should practice as much as possible. Here in this research, the writers will look for some factors that make them not participate in their speaking class and offer some suggestions dealing with these factors.

METHOD

This study was aimed to uncover the factors which affect the students' participation in online class especially in speaking class. By revealing those factors, it is hoped that especially for educators, they will get a better understanding of the situation then can handle it in better ways.

Research Design

This study uses a qualitative method to analyze the research question. This study includes qualitative research because it was relying on the collection of qualitative data. The data was collected from interviews and questionnaires filled by the second and fourth semester students of Language and Culture Faculty of 17 Agustus 1945 Semarang (UNTAG) University.

Click here to enter text. state descriptive research will aim at providing as accurate an account as possible of what current practice is, how learners do learn, how teachers do teach, what classrooms do look like, at a particular moment in a particular place. Therefore, this kind of research method is suitable to describe the related matter which are being discussed in this research. The study was conducted during the even semester of the academic year 2020/2021.

Subject of Study

There were 28 respondents in this study, and they were asked to fulfil a questionnaire containing 10 questions and answer 5 other questions in an interview. The respondents were the students of semester two and four of the Language and Culture Faculty of UNTAG Semarang. The questions on both questionnaires and interviews were about the respondents' contribution during the online speaking class they had in the even semester of academic year 2020/2021.

Instruments

This research collected the data from events, respondents, and documents. The event refers to the process of implementation of teaching speaking online. The respondents refer to the lecturer and the students of semester two and four of the Language and Culture Faculty of UNTAG Semarang. The documents were the speaking materials from the lecturer, the question sheets, and the video of discussions section in speaking class.

Data Analysis

The writers used an interactive model of analysis that includes three main components, namely the reduction of the data, the display of data, and conclusion or verification. In this system, the writers always move among three-analysis components during collecting the data. After collecting the data, the writer moves among the three components of analysis by using the rest of the time (SUTOPO, 2006). The data analysis model is shown in the figure one below.

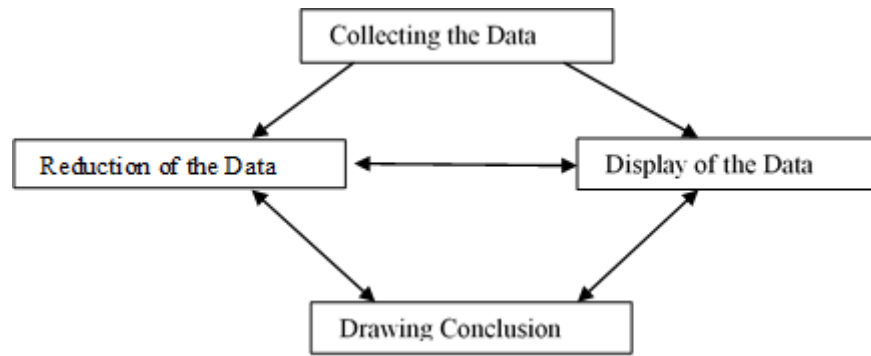


Figure 1 Interactive Model of Analysis

FINDINGS AND DISCUSSION

Research Findings

Online class has been conducted for almost two years since the pandemic. There are some advantages and disadvantages in the process. Some technical issues also came up such as internet connection which mostly became the hottest issue and the device being used which was sometimes not compatible to the program used in the teaching and learning process. Those issues somehow have affected the online teaching and learning process. The other issues affected in online learning are students' contribution and students' condition. They will be explained from the diagrams below.

1. Students' Contribution

To know the students' contribution in the class discussion, the researchers provided three questions in the questionnaire. They are question number one, number six, and number seven.

How often do you participate in class discussions?

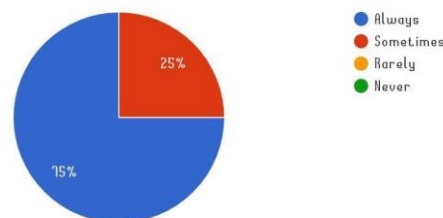


Figure 2 Students' Participation in Class Discussions

In question number one, it has been asked how often the students participate in class discussions. The answer from question number one can be seen from figure two. Surprisingly, 75% of the students always participate in class discussions and only 25% of the students sometimes participate in class discussions. On the other hand, based on the observation data, which was taken from interviewing the lecture, there are less than 75% students who always participate in class discussions voluntarily. The other students want to

participate, if the lecturer asks them to speak. They do not want to participate although they know that the participation is graded.

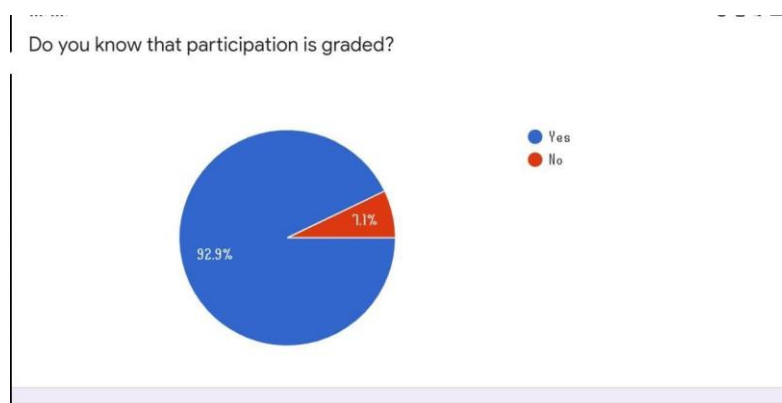


Figure 3 Graded on the Participation

As what has been asked in question number six, whether the students know that participation is graded. In figure two, it can be seen that 92,9% of the students understand that their participation is being graded. Referring to that data, the ideal class situation would be very active with the students' participation in class discussions. However, the data also shows that there are 7,1% respondents who did not aware of this crucial information.

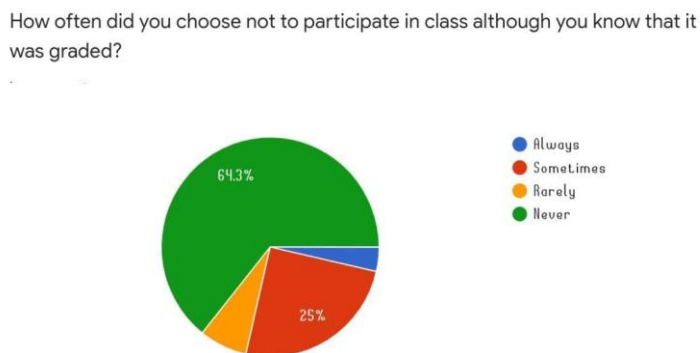


Figure 4 Rejection to Participation

In figure four, we can see that 64,3% of the students never choose not to participate in class discussion because it will be graded. But there are still many students who sometimes choose not to participate in class discussions although they know that it was graded. From the questionnaire asking about the students' condition, it can be seen that most of the students understand that their participation in the class is being graded. But 25% of the students sometimes choose to participate in class discussions, 7,1% of students rarely participate, and 3,6% or 1 student said that he/she never participates. To know the students' reason for not participating in class discussions, it can be seen from the students' condition below.

2. Students' Condition

Another issue affected in online learning is the student's condition. To know the students' condition, the researchers provide six questions in the questionnaire. They are question number two, four, five, eight, nine and ten.

How often do you feel reluctant to participate in class?

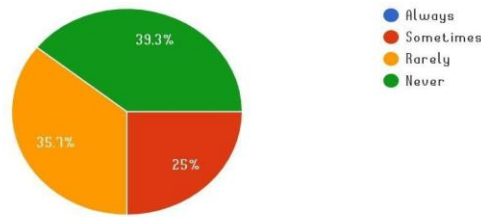


Figure 5 Reluctance

Many factors affected the students' participation in speaking class. Reluctance becomes one of the factors that affect the respondents' participation. 35,7% said that they rarely feel reluctant to participate and 25% said sometimes. However, 39,3% said that they are never reluctant to participate. It means, they are willing to participate in class discussion with their own will and they do it happily as they also enjoy the class activities. Those numbers show that although reluctance is one factors that determines the respondents' participation in speaking class, it does not give too much influence.

What is the main reason why you don't participate in class discussion?



Figure 6 The Reason Why the Students Don't Participate

The writers tried to provide some questions to know the things that influence students in the participation. Based on question number nine, it is found out that 50% of the respondents chose not to participate in speaking class because they were worried of making mistakes. The fact that it was being told so many times not to have that thought could not affect the whole class. It is a pity since learning languages needs to be practiced. Moreover, by doing so they missed the opportunity to get better. The other half of the respondents gave their answer under three different reasons as follows; 7,1% said they did not get a chance to participate, 3,6% or 1 respondent said that he/she did not like the lesson, and 39,3% said that they never skip to participate.

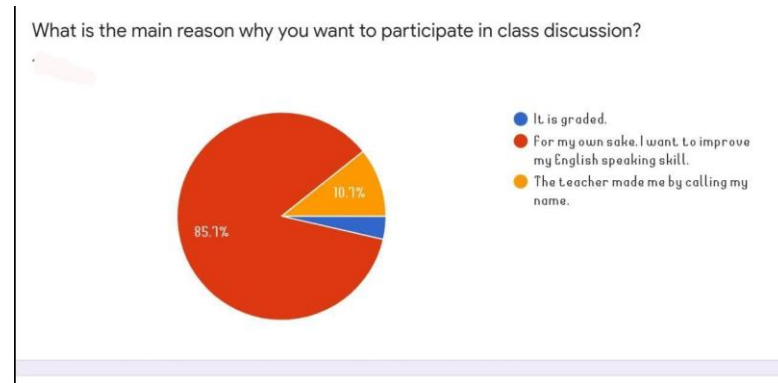


Figure 7 The Reason Why Students Want to Participate in Class Discussion

Based on question number eight, that is about the reason why the students want to participate in class discussion. 85,7% of the respondents stated that they participated in the speaking class because they realized that it was for their own good. It shows that the level of participation should be above average considering that they are aware of how important it is to give contribution during the speaking class. However, based on the data, it can be seen that there are some participants who are willing to contributing to the class discussion only when the teacher makes them do that by calling their name. Otherwise, they would prefer to keep on silent and that would be considered as non-recommend behavior because they will lose their opportunity to improve their English-speaking skill.

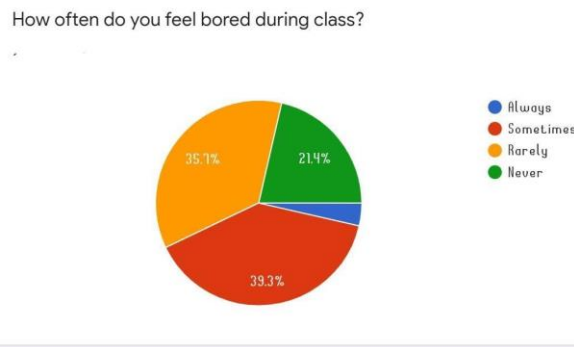


Figure 8 Boredom During the Class

In question number two, it has been asked whether students are feeling bored during class. The number of those who answered rarely and sometimes is almost equal. And those who answered never comes next. Boredom can be caused by many factors such as the teaching method, the teacher's performance, and the student's condition. However, as educators, it is suggested to always come up with better and more lively teaching methods to avoid this situation. Moreover, the teacher should motivate students to be active to participate in the teaching and learning process. Because it never makes sense if we want to speak another language fluently, but we never practice it in our daily life.

What do you think about the statement "if we want to speak other languages fluently, we have to practice it"?

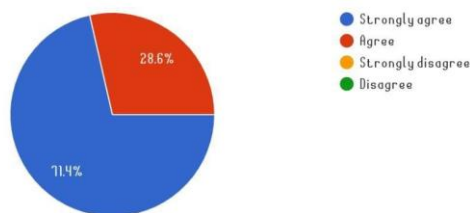


Figure 9 The Students' Awareness About the Importance of Using English in Daily Life

To know the students' awareness about the importance of using English in daily life, the writers provide question number ten. The awareness is shown by the 71,4% of respondents who stated that they strongly agree with the statement "if we want to speak other languages fluently, we have to practice it". This such behavior is believed will lead them to get better achievement and progress.

How often do you speak English in your daily life?

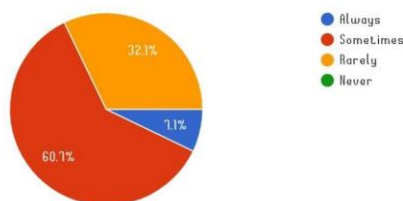


Figure 10 Speaking English in the Daily Life

The writers also want to know whether there is a relationship between their habit in speaking English and their participation in the class. It can be seen in question number five. The number of respondents who have a habit of speaking English in their daily life showed a quite satisfactory number. 60,7% of the respondents said they sometimes speak English in their daily life, but 32,1% said that they rarely do that. Meanwhile, only 7,1% of the respondents said that they always speak English in their daily life which is a very small number out of 100%. Somehow this situation is understood as the participants do not live in English speaking country therefore it is quite difficult to meet people who are able to talk in English with.

In conclusion, the students are actually aware that their participation in the class and their habit of using English in their daily life can help to increase their fluency in speaking. But still many students are reluctant to participate in class discussions. One of the reasons is the students are worried about making mistakes.

3. Internet Issues

Some researchers tried to explore the impact of Pandemic Covid-19 in the educational sector. It led to a big impact after most governments in the world decided to do teaching and learning

online to increase the transmission of Covid-19. One of the big problems which is appeared during this implementation is internet issues and the needs to improve some factors dealing with quality of internet access (Mahat, 2021). This research was conducted to find other issues of online courses faced by the lecture when conducting speaking class. Question number three in the questionnaire is about internet issues. It has been asked whether internet issues influence their participation in the class discussion or not.

How often do you get internet issues that make you unable to participate in class?
28 responses

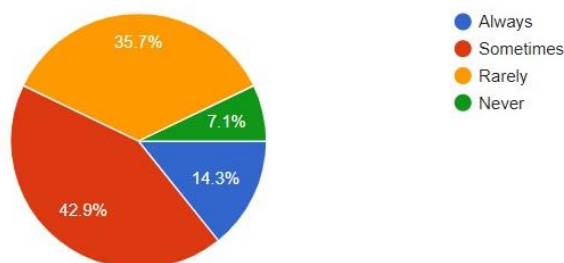


Figure 11 Internet Issues

As it is stated in figure eleven above, only 7,1% out of the 28 respondents have never had a problem related to the internet. The biggest number is shown that the issue came up sometimes for 42,9% out of the respondents. The second biggest number that is 35,7% can be seen on the yellow part, that is the number of respondents who rarely have internet issues. Which actually kind of unsurprising fact since the government also provide internet data subsidy for the students all over Indonesia. The number of respondents who always have internet issues is 14,3%.

From the diagram above we can conclude that the internet issues are not the biggest problem in relating to giving participation during online learning. It is true that we can see the number of respondents with zero internet issues is the lowest, which is not surprising, but the number of respondents with less issues is big.

Discussion

Research has shown that online learning can be as effective as offline courses, but only if learners are provided well-designed interaction activities (Hawkins et al., 2013) Based on the result of the questionnaires and interviewing the respondents, all of the respondents like learning in speaking class. They want to enrich their vocabularies by communicating in English, so that they can speak English fluently. But some of the respondents still feel that speaking class is difficult. It is because they still feel afraid of making mistakes when they speak, they are shy and not confident to say in front of the lecturer and their friends, and they are still confused when making a statement in English. And those problems are becoming a bigger problem because of the pandemic. Almost two years, the teaching and learning process has been conducted in online learning. From the result of interviewing 28 respondents, only 6 respondents like to communicate online rather than offline. They like to communicate offline because they can communicate by seeing each other's gestures and body language, there is no error connection, and they can focus more on the communication

itself. That is the reason why the respondents participate less in the class discussion and choose not to contribute in the online class. Therefore, the role of the lecturers is very important. They have to motivate the students in the teaching and learning process to be more active in participating and giving contribution during the running class activities and they should choose an appropriate teaching method.

CONCLUSION

Referring to the data analysis which covers research finding and discussion, some technical issues came up in the online class such as internet connection, students' contribution and students' condition. Those issues somehow have affected the online teaching and learning process. Internet connection which mostly became the hottest issue and also the device being used which was sometimes not compatible to the program used in the teaching and learning process. Thus, some students like to communicate offline rather than online. The other reasons why they like to communicate offline are they can communicate by seeing each other's gestures and body language so that they can focus more on the communication itself and forget about technical issue caused by digital technology.

Actually, all of the students like learning to speak in English. But some of the students still have difficulties in speaking class. It is because they still feel afraid of making mistakes when they speak, they are shy and not confident to say in front of the lecturer and their friends, and they are still confused when making a statement in English. Here, the role of the lecturers is very important. They have to motivate the students in the teaching and learning process and it is suggested to always come up with better and more lively teaching methods. There are many ways to make the online class better and more lively, such as better presentation using supported applications and interactive games.

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An investigation on students' e-learning readiness in higher education

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Abstract. The main goal of this research was to measure students' readiness in applying E-Learning. Quantitative method was employed in this research. The researcher distributed an online questionnaire to undergraduate students at one of private university in Batam randomly. The collected data was analyzed with statistical software SPSS. The descriptive statistics (percentage, means and standard deviations) were calculated and reported in this research. Four categories of students' readiness are being discussed in this research – students' technology skills, technology access, motivation, and time management. Based on the result, the students were highly ready learn using E-Learning with overall mean 3.34.

Keywords: E-Learning, readiness, higher education

INTRODUCTION

The Covid-19 pandemic has caused major changes in activities at this time. The spread of Covid-19 is now spreading to the world of education quickly. Because of this case, schools and universities require their students to study at home. As Kementerian Pendidikan dan Kebudayaan stated that all sectors including education sector are expected to be done online. Online learning is an effort to prevent the spread of Covid-19 in Indonesia, especially Universities in Batam. By implementing online learning, it limits students do a physical interaction.

Online learning is an absence of regular face-to-face learning by using the computer technology and the Internet. In other words, it shifts the learning activities from traditional face-to-face into an electronic mode of learning. Clark and Mayer (2011) add that computer or mobile device is a digital device to support learning process. It facilitates students and lecturers to carry out learning activities and interact each other either synchronous or asynchronous.

One of learning technology which helps students and lecturers during online courses is E-Learning. The use of E-Learning enhances teaching and learning activities (Doculan, 2016). It is considered as a solution to increase students' ability to study on their own and become thinkers in a sheltered environment who need not rely on teacher's instruction. Besides allowing learners more self-directed, E-Learning increases accessibility of education, cost, and productivity for their educational requirements. Chitra and Raj (2018) adds E-Learning is importantly relies upon graphics, video, audio and gasification that enables students not rely on text book and expands their knowledge.

Although E-Learning has enormous benefits, a massive problem arises such as students' experience and motivation, environment, and technology. A number of preparations before implementing E-Learning is required in order to secure that the E-Learning processes run

successfully. In other words, the known levels of students' readiness, IT skills, continuous student support, and well-anticipated by institutions could affect educational stakeholders and its academic quality. Moreover, some students has lacked computer literacy and self-motivation, and they might feel isolated from the instructor (Mohamed Ali, 2016). In fact, some students most likely have experienced traditional classroom environments for most of their primary and secondary education that make them do not have sufficient experience for E-Learning in higher education.

Previous research about students' readiness for E-Learning experience have ever been completed by a number of researchers. Küsel et al (2020) evaluated two different university students in using digital media and online learning in their tertiary education. They compare German students with students from the United States. The result showed that U.S. students being more ready for online learning rather than Germany university students. Mafunda and Swart (2020) also conducted research in Africa in which they focused on students' efficacy and direction in improving their E-Learning experience. Rasouli et al. (2016) investigated art students' readiness in applying E-Learning which focused on gender, university, and subject. As above mentioned, the previous studies on E-Learning have rarely focused on the quality of academic and the use of ICT. Therefore, Students' readiness was evaluated in three dimensions: technology skills and access, time management, and motivation.

METHOD

This research used quantitative procedures and design to investigate students' readiness for E-Learning experience. This research dealt with quantifying and analysis of numerical data using specific statistical variables to gain the result. As Aliaga and Gunderson (2002) describes quantitative research employs a strategy of the issue or phenomenon through collecting data in numerical treatment and analyzing with the aid of statistical methods in order to support or refute alternative knowledge claims.

The data of this research was obtained at one of private university in Batam. This place was chosen because the researcher had easy access to this university. Due to Covid-19 pandemic, this university decided not only to have online courses but also to learn management system or E-Learning. In addition, the students had used this e-Leaning system more than one year. The sample size was 126 undergraduate students who had an experience in using E-Learning. A random sampling approach was conducted to reach students in different major.

Google form, an online questionnaire tool, was the platform to collect the data from respondents in this research. The researcher used this type of tool because it had specific characteristics such as technological, demographic, response rate. This questionnaire was developed by Tuntirojanawong (2013) and Ngampornchai and Adams (2016). Moreover, the total of the questions were 25 items in four subscales: (i) technology access, (ii) technology skills, (iii) time management, and (iv) students' motivation. These items were taken to measure students' readiness for E-Learning experience on a 4-point Likert scale: 1 (Strongly not Ready), 2 (not Ready), 3 (Ready), 4 (Strongly Ready).

In collecting data, the questionnaire was distributed among students randomly. The researcher vocalized that the respondents were voluntary, and they dropped out anytime. Then, they were

requested to state their readiness for E-Learning by choosing one of the scales provided in the questionnaire. In addition, the data was collected within 15 days between May and June of 2021.

The data was analyzed with statistical software SPSS. In order to answer research questions, descriptive statistics (percentage, means and standard deviations) were calculated and reported for the four subscales. Statistic interpretation of students' readiness is showed in Table 1.

Table 1 Interpretation of Students' Readiness for E-Learning experience

Mean Score Range	Interpretation of Readiness
1.00-1.75	Strongly Not Ready
1.76-2.51	Not Ready
2.52-3.27	Ready
3.28-4.00	Strongly Agree

FINDINGS AND DISCUSSION

The total of the participants was 126. All participants were undergraduate students from various department. Of the 126 students in this research were between 18 – 25 years old. 65% were female and the rest were male. All responses had ever enrolled E-Learning in learning process. Furthermore, the result of students' E-Learning readiness can be shown in Table 2 as follows.

Table 2 Students' E-Learning Readiness

Category	Mean	STD
Technology Access	3.46	0.71
Technology Skills	3.41	0.69
Time Management	3.34	0.66
Motivation	3.13	0.79
Overall	3.34	0.71

Three out of four categories of students' readiness were rated at the strongly ready. The readiness of the students to succeed E-Learning format assisted the development of practical skills. In other words, Students successfully utilized and participated a classroom course using ICT in a two-way communication in which they could carry out conveniently from home, work or anywhere else at any time. As Ikpe (2011) states that E-Learning as one of innovative ICT support tools indirectly replace part of traditional classroom and solve practical problems in learning experience. It also can be stated that the students had high motivation and participation in learning process in which they are familiar with technology access and skills. This statement is in line with Ali and Magalhaes (2008) who highlight frustrated students are mostly the ones who have low participation and insufficient understanding of using ICT especially in the area of adopting e-learning.

Technology readiness is another critical dimension on academic performance. The overall technology access and skills was categorized as strongly ready. Although 25% of the students were not aware and relatively new with technology, the rest of them had still awareness towards ICT context. It means that the respondents were highly ready to learn using E-Learning admits Covid-19 Pandemic. As Moftakhari (2013) states that students' technology readiness is essential

to accomplish goals in learning which influence the level of success especially in E-Learning. In contrast to Moftakhari, Ngampornchai and Adams (2016) states that there is no relationship between the familiarity of ICT knowledge and the acceptance of e-learning. They further add that incorporating technology in the learning process may or may not have positive perception toward E-Learning.

On average, students reported high level on time management. The mean of this category was 3.337 that shows students were strongly ready when using E-Learning. Students' time management is one of the most important terms in the educational process. Dealing with personal time management plays key role in the educational process in which it helps students to study continuously and efficiently (Foltynek & Motycka, 2018). 18 out of 126 students admitted that they did not have the self-discipline to log in and participate in an online course several times a week. It means that no more than 15% of the students had inconsistent pattern of time management success. The ones who are not able to efficiently organize and deal with their time will not have sufficient time for learning that cause quality decrease (Davis, 1993).

This research further revealed students' motivation in E-Learning experience was at ready status ($M=3.13$). 80% of the students had highly motivation in using E-Learning. However, students who are highly familiar with various types of technology do not guarantee motivated students (Samir Abou El-Seoud et al., 2014). It can be said that how familiar students in using ICT support tools is not contingent upon students' motivation to adopt E-Learning. It can be quite difficult to assist their motivation because teacher should be extra effort to avoid the lack of personal contact between the students and teacher. In contrast, the result showed that most of the students were interested and fun in learning lesson through E-Learning. It could increase their confidence to share their opinions with others. More than 70% of them pointed out they learnt from their mistakes, could remain motivated even though the instructor is not online all the time and would be able to complete their study even when there are online distractions. This result is in line with previous research which stated that learning in an asynchronous language course which is integrated into language learning at an increasing rate to boost students' motivation and maximize their understanding of the content (Harandi, 2015; Meşe et al., 2021).

CONCLUSION

As clarified in the findings and discussion, this research has reported some important findings about students' readiness towards E-Learning. Four categories are being discussed in this research – students' technology skills, technology access, motivation, and time management. The researcher can conclude that students were highly ready learn using E-Learning.

Although the students reported high level on using E-Learning, it is not guarantee they can achieve their goal in learning. In other words, E-Readiness factor is not the only factor which influence students learning success. Support factors and pedagogical factors such as goal analysis, design approach, learning styles, interaction methods, appropriateness of support services to learners' needs, pedagogical, technological and responsiveness of learner support services and staff to learners' inquiries and others are also essential throughout the learning journey. Therefore, further researchers hopefully conduct the research not only determining ICT support tools, motivation, and time management but also investigating support factors, pedagogical factors, and institutional factors as additional roles to gain students' achievement throughout E-Learning readiness.

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The analysis of SQ3R in reading learning process for mechanical engineering students of Politeknik Harapan Bersama

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Abstract. This research was motivated by low ability in English subject, reading comprehension in particular among students in Mechanical Engineering study program. Politeknik Harapan Bersama. Based on some related studies, SQ3R technique is as one of learning techniques that proved to enhance reading skills. This research was conducted with the assumption that the technique was able to improve reading comprehension. Therefore, the purpose of the current study was to determine the effect of SQ3R technique on students' reading comprehension. The research presented 2 variables namely SQ3R technique (X) and reading comprehension (Y). Pre-Experimental method of One Group Pretest-Posttest Design was implemented with one class of Mechanical Engineering consisting 26 male and 1 female student involved during the study. Data were gained through cloze test and observation sheet. All data were then processed and analyzed quantitatively to determine the effect of the SQ3R technique on the students' ability to comprehend the passage. The results showed that t_{count} (5.001) was greater than t_{table} (2.080). Thus, this can be concluded that SQ3R technique has positive effect (54.4%) on the students' reading comprehension.

Keywords: SQ3R technique, reading, understanding

INTRODUCTION

Many reading methods are offered by experts, but in this study the author will discuss one of them, the SQ3R method. The SQ3R method provides a strategy that begins with building an overview of the material being studied, raises questions from the title, and continues with reading to find answers to questions. Reading with the SQ3R method consists of five processes, namely: Survey or review, Question or ask, Read or read, Recite or tell, and Review or repeat. Several previous studies that are appropriate and support learning using the SQ3R model (Survey, Question, Read, Recite and Review), including: (Tarigan et.all, 2020) in his research conveys the effect of the SQ3R learning method on student learning outcomes on the theme of the beauty of togetherness, the influence of learning methods SQ3R on student learning outcomes has a high influence. there is a positive and significant influence between parental attention to student learning outcomes (Aziz, 2020).

The implementation of using SQ3R is very helpful in improving reading comprehension skills. Students can also quickly find important topics. Students are also more familiar with reading material as a whole (Syahrudin et.all, 2019). The combination of the TPS and SQ3R learning models can improve student learning outcomes. The learning outcomes of students who use a combination of the Think Pair Share model with Survey Question Read Recite Review are better than Think Pair Share and Survey Question Read Recite Review.

(Indah et.all, 2021) In research that has been conducted at SMA Negeri 1 Gunung Meriah regarding the comparison of learning achievement using the SQ3R learning method and the discussion method, it can be concluded that there is a significant difference between learning achievement using the SQ3R learning method and the discussion method, and in this study the method SQ3R learning is better than the discussion method. (Rahmadani, 2020). (Survey, Question, Read, Recite and Review) assisted by ethnomathematics-oriented worksheets towards the ability to understand students' mathematical concepts and are better than lecture and discussion methods. The application of learning using the SQ3R model assisted by ethnomathematics-oriented worksheets provides better results in improving students' mathematical concept understanding abilities. (Maesaroh, n.d, 2021) there was a positive behavior change in students after participating in learning using the SQ3R method. Changes in student behavior are based on the elaboration of character values, namely activeness, self-confidence, cooperation, independence, and positive responses. Teaching reading has been conducted by Susanto (2013), in his study he said about The Teaching Analysis of Reading Comprehension: a Case of the Eight Grade Students of SMP PGRI 01 Semarang.

Positive behavior changes are evident from the results of observations, teacher journals, student journals, interviews, and photo documentation in cycle I and cycle II (Atikah et.all, 2017). Based on the results of teacher performance at the planning and implementation stages, student activities, and student learning outcomes have increased each cycle. Thus, it can be concluded that the application of the survey, question, read, recite, review (SQ3R) method with this rainbow post game can improve student learning outcomes in concluding the content of the story (Sobri, 2017). Based on the results of his research, it can be concluded that the SQ3R method can improve students' reading comprehension. This proves that students become active and focused readers so that they can understand the implied and explicit content of reading effectively, there is an increase in students' communication skills.

The SQ3R method is very appropriate to use in learning to read to improve reading comprehension optimally (Aminah & Emilda, 2020). After learning using the SQ3R method there was an increase, the average post-test score was 91.4, the standard of completeness was 100% from the number of students as many as 20 people (Juliawati, 2017). The results showed that reading comprehension skills using the SQ3R method were higher than reading comprehension skills using the discussion method. It can be concluded that the SQ3R method is more effective than the discussion method. Based on the research results that have been mentioned, the researcher assumes that research on the SQ3R method is an interesting research to do because previous studies have shown that the SQ3R method is effective on students' reading comprehension skills. However, in the research that has been mentioned, there are differences with the research that will be carried out by the researcher. The difference lies in the population and research sample, the time of the study, the material to be delivered and the place of research.

METHOD

This study intended to describe the effect of the SQ3R technique on students' reading comprehension skills. Therefore, the study applied experimental research methods. The experimental research method was chosen in order to find the effect of certain treatments in Pre-Experimental with One-Group Pretest-Posttest Design. The research located in DIII Mechanical Engineering Study Program, Politeknik Harapan Bersama of 4A class totaling

27 students as sample in the study. The class was chosen because of their lack of ability in comprehending reading passage consisted of 26 males and 1 female.

The researcher provided three instruments during the study. Some biography passages of mechanical engineering experts were given using SQ3R technique. Meanwhile, a multiple choice answering 20 questions was addressed to measure the student's comprehension on provided text. Correct answer marked 1 score. Thus, the highest score obtained by students was 20. Observation sheets to get further description on their responses and activities during the treatment were addressed. Research procedures were as follow:

1. Students were divided into several groups in pretest;
2. Students were given 2 meetings treatment using SQ3R;
3. Students were given a multiple-choice question in post-test;

FINDINGS AND DISCUSSION

Findings

1. Pre-Test and Post Test Results

Results of the Pre-Test and Post-Test were determined by distributing multiple choice consisting 20 questions. The tests were employed in order to analyzed the ability of students' in comprehending the passages. The results are shown in the following figure:

Student Code	Pre-Test		Post-Test		Gain Score
	Score	Ability Level	Score	Ability Level	
S-1	14	high	20	very high	6
S-2	11	middle	19	very high	8
S-3	17	very high	20	very high	3
S-4	15	high	18	very high	3
S-5	16	very high	18	very high	2
S-6	8	low	14	high	6
S-7	9	middle	15	high	6
S-8	5	very low	14	high	9
S-9	8	low	14	high	6
S-10	15	high	16	very high	1
S-11	12	middle	15	high	3
S-12	8	low	21	very high	13
S-13	7	low	14	high	7
S-14	9	middle	18	very high	9
S-15	9	middle	14	high	5
S-16	14	high	19	very high	5
S-17	10	middle	15	high	5
S-18	11	middle	15	high	4
S-19	9	middle	15	high	6
S-20	5	very low	13	high	8
S-21	5	very low	14	high	9
S-22	13	high	18	very high	5
S-23	17	very high	21	very high	4
S-24	11	middle	19	very high	8
S-25	17	very high	20	very high	3
S-26	15	high	18	very high	3
S-27	16	very high	18	very high	2

Figure 1. Result of Pre-Test and Post Test

According to the above the table, post-test score reaches higher than the pre-test. This can also be observed from different scores gained between Post Test and Pre-Test session. The scores then processed using the SPSS 16.0 statistical calculation. The result is shown on the figure below.

		Pretest	Posttest
N	Valid	27	27
	Missing	0	0
Mean		11.3348	16.8517
Median		10	15
Mode		9	14
Std. Deviation		3.53972	2.59141
Variance		12.53	6.715
Range		12	8
Minimum		5	13
Maximum		17	21
Sum		240	380

Figure 2. Statistical Output of the Pre-Test and Post-Test Results

From 27 students, Mean value before treatment shows 11.33 (pre-test) with Minimum score of 5. Meanwhile, Mean value after treatment shows 16.85 (post-test) with Minimum score of 13. This means that there are different results gained by the students after the implementation of SQ3R technique.

Normality Test

Normality test is a requirement for statistical analysis. Normality test is used to determine whether the data population is normally distributed or not. The normality test was carried out with the help of a computer, namely the Ms. Excel using the chi square formula. Based on the calculation in the expected frequency table, the following data are obtained: 1) Pre-Test: the calculated X^2 value = -21.26 is smaller than X^2 table $X^2 (0.95) (2) = 5.97$, so it can be concluded that the Pre-Test data is proven to be normally distributed ; 2) Post Test: X^2 value count= -38.57 is smaller than X^2 table $X^2 (0.95) (2) = 5.97$ then it can be concluded that the data Post Test proved to be normally distributed. From the calculation results show that the Pre-Test and Post-Test data are proven to be normally distributed. This means that the sample data can be generalized to population. After the normality test was carried out, the homogeneity test was then carried out as a condition for testing the hypothesis.

2. Homogeneity test

Homogeneity test was conducted to ensure that each group being compared was a group that had homogeneous variance. The homogeneity of variance test was carried out by using the Hartley-Pearson F max test. Based on the calculations obtained data $F_{count} = 1.87$ and $F_{table} = 2.047$

Because $F_{\text{count}} = 1.87$ is smaller than $F_{\text{table}} = 2.047$, it can be concluded that the data of the two groups has homogeneous variance. This can be interpreted that the changes that occur that cause differences after treatment are only caused by the treatment.

For further statistical tests, the researchers used parametric statistical tests, because the data on students' reading comprehension scores were normally distributed and the data was homogeneous, which was one of the conditions for the parametric statistical test.

3. Hypothesis Test

Hypothesis testing was carried out using a comparative hypothesis test between two different variables, namely between students' reading comprehension skills before using the SQ3R technique and students' reading comprehension skills after using the SQ3R technique. Researchers tested the hypothesis by using SPSS 16.0. Hypothesis testing was carried out on the scores of the Pre-Test and Post Test results. Because the data are normally distributed and homogeneous, then the hypothesis testing is carried out with parametric statistics using paired t-test (Paired Sample t). The t-test using the SPSS 16.0 program is carried out by comparing t-count with t-table with the following conditions:

$t_{\text{count}} > t_{\text{table}} = H_a$ is accepted and H_0 is rejected
 $t_{\text{count}} < t_{\text{table}} = H_0$ is accepted and H_a is rejected
Based on the significance:

Significance $> 0.05 = H_0$ accepted
Significance $< 0.05 = H_0$ rejected

Before calculating, the hypothesis is formulated as follows:

H_0 : There is no effect of SQ3R technique on students' reading comprehension ability.

H_a : There is an effect of SQ3R technique on students' reading comprehension ability,

From the calculation results, the t-count value is 5,001 and the significance is 0,000. The t table is seen in the statistical table with a significance of $0.05/2 = 0.025$ with degrees of freedom $df = n-2$ or $27-2 = 25$. The results obtained for the t table are 2.080.

Because t arithmetic (5.001) is greater than t table (2.080) and significance (0.000) is less than 0.05, then H_0 is rejected. So, it can be concluded that the SQ3R technique affects students' reading comprehension skills.

4. Coefficient of determination Test

The calculation of the coefficient of determination is intended to determine how much influence the independent variable has on the dependent variable. In this study, researchers conducted a regression test to determine the value of R Square whose calculations were assisted by SPSS 16.0. The results of processing the Regression test data are as follows:

The number $R = 0.737$, it means that the correlation between the variable "Use of SQ3R Technique" and "Students' Reading Comprehension Ability" is 0.737. This means that there is a strong relationship because the R value is close to 1.

The value of $R^2 = 0.544$, it means that the percentage of influence given by the variable "Use of SQ3R Technique" on "Students' Reading Comprehension Ability" is 56.4%.

Discussion

Based on the tests, the results show that scores after the treatment on Post Test is better than the previous score on Pre-Test. Average score on Pre-Test obtained 11.33 with the highest score of 17 and the lowest of 5. Meanwhile, average score on Post-Test obtained 16.85 with the highest score of 21 and the lowest score of 13. This shows that there is a significant effect of the implementation of SQ3R technique on the students' reading

comprehension. This can be seen by the increase average scores between Pre-Test 11.33 (before using SQ3R) and Post Test 16.85 (after using SQ3R).

In addition, hypotheses test resulted t_{count} of 5,001 and t_{table} of 2,080 or $t_{count} > t_{table}$ with t_{value} of 56.4%. This means H_1 is accepted. In other words, learning through the use of SQ3R technique has a positive effect in improving students' ability in comprehending the passage.

CONCLUSION

Learning through the use of SQ3R technique has a positive effect in improving students' ability in comprehending the passage in particular. Furthermore, the techniques proved to have positive influence on their learning experience. Although, the activities carried out within three meetings faced some challenges to meet more enjoyable situation, the technique has successfully boosted the students' involvement. The results will be very beneficial for further researchers to conduct related study in various contexts or subjects.

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Students' emotional engagement in online collaborative writing through google document

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Abstract. Learning writing has been conducted by using various methods. Collaborative writing is one of method that used in writing learning practice. Studies about collaborative writing reveal that online collaborative writing is effective to promote students' writing quality. There are many previous studies have explored the students' perception, effectiveness, and benefits of collaborative writing. However, the study about students' emotional engagement in collaborative writing is limited. This study aims to explore students' emotional engagement during online collaborative writing through Google Docs. The exploration of students' emotional engagement is beneficial to understand students' feelings and emotions during the learning process. Classroom Action Research is used as the research design of the study. Participant of the research is four eleven grade high school students. The research was conducted at the SMA Negeri 1 Cikarang Barat in three weeks. Semi-structured interview and documentation were used for collecting the data. The result of the study showed that online collaborative writing through Google Docs involves students to learn writing enthusiastically. Online collaborative writing also involves students cognitively by acquiring new vocabulary during the online collaborative writing activity.

Keywords: collaborative writing, online learning, students' emotional engagement

INTRODUCTION

Writing is one of the language skills that included in language learning. Writing can be defined as a communication activity to express thought or feeling through written text. English writing activity in Indonesia have been conducted in many ways. In recent English learning classroom, writing activity is conducted by encouraging students to use English spontaneously and students are required to be actively involved in classroom activity. It is based on concept of curriculum that recently used in Indonesia, *Kurikulum 2013* (Ariyanti, 2016). However, in practice, students lack of participation in learning writing. Students lack of participation due to challenges they faced during learning writing. The challenges are students have difficulties in grammar structure and difficulties in delivering the idea using English cultural background (Ariyanti, 2016). It has an effect on students' grammatical structure which students use their mother tongue grammatical structure in English writing. A study about students' and teachers' experience in English academic writing found that there are five problems and challenges in English academic writing. Mukminin (2015) in Ariyanti (2016) stated that one of the problems is students doubt and afraid to face the challenges (lack of cultural background and organizing grammar) that occurs in English academic writing. It means that students have negative engagement (students' doubt and afraid) in English academic writing. To face the challenge,

collaborative writing can be used as learning writing method to build positive engagement during learning writing.

A quality and quantity of students' cognitive, emotional and behavioral reactions to the learning process is called student engagement. Student engagement has been investigated as a multidimensional concept and views all dimensions separately, such as student behavior, emotional, and cognitive (Fredricks, Blumenfeld, and Paris 2004). This study is focused on exploring students' emotional engagement. Students' emotional engagement can be interpreted as students' reactions to school or learning activities that consist of emotions such as interest, anxiety, excitement, and belonging. Study about emotional engagement show that emotional engagement is linked indirectly to learning performance (Voelkl, 2012). Therefore, lower emotional engagement could weaken students' cognitive engagement in learning (Eccles & Wang, 2012). However, students' emotional engagement can be encouraged through the positive relationship between student-teacher and student-peer (Hughes & Kwok, 2006). It indicates that a positive relationship is needed to encourage students' emotional engagement. Therefore, online collaborative writing which involves interaction between students can be used to build a positive relationship between students.

Collaborative writing is a writing activity by two or more people which collaborate to produce a single text (Zhang, 2018). Online collaborative writing involved multiple authors and they can collaborate in all parts of writing aspect such as content, structure, and language (Chao, 2011). It means that students interact and collaborate in making a text and each student can contribute in all aspects of writing. Study about collaborative writing showed that collaborative writing is proven more accurate than individual writing which has less error of writing than individual writing (McDonough, 2018). Online collaborative writing also promotes students' grammatical accuracy in writing (Wigglesworth & Storch, 2009). It is proven that online collaborative writing increasing students' grammatical skills due to the impact of students' interaction and discussion in the online collaborative writing process. The other impact of online collaborative writing is the quality of students' text. Online collaborative writing has impact for content, organization, and vocabulary (Shehadeh, 2011). It means students who collaborate in writing have better content, organization, and vocabulary in writing than students who write a text individually. Not only has an impact on writing aspect, online collaborative writing also assists in developing students' awareness in writing (Zhang, 2018).

The development of technology makes learning activity enable to conduct in online setting. Online collaborative writing also has been affected by technology. Conducting online collaborative writing in online setting is possible to do. Tools that can be used in online collaborative writing are Wiki, Blogs, Google Docs, etc. This study uses Google Docs as online collaborative writing tool. Google Docs is word processor by Google which the user can write, edit, and share the document with other people in online (Sieber, 2018). Google Docs have feature to conduct online editing in real time. It is suitable for online collaborative writing activity which enable to edit, discuss and share the text synchronously. Google Docs also convenient for students because it can be opened in web without install software platform.

Studies about online collaborative writing show positive result. Online collaborative writing in adolescent ELL students revealed positive response which students prefer using online settings to collaborate in writing (Vorobel & Kim, 2017). In addition, online

collaborative writing using *Quip* software platform show that online collaborative writing give opportunity for students to improve their writing organization and interaction skill due to interaction activity in online collaborative writing (Abe, 2020). In conclusion, online collaborative writing both online and face-to-face is a promising method for encouraging students' emotional engagement since online collaborative writing provide many benefits for students. The benefits for students can be writing performance or English learning achievement.

Collaborative writing has been widely studied by researchers. In writing aspect, a study by Mcdonough (2018) show that online collaborative writing more accurate than individual writing which has less error of writing than individual writing. Collaborative writing also promotes students' grammatical accuracy in writing (Wigglesworth & Storch, 2009). In addition, online collaborative writing effected students' content, organization, and vocabulary in writing (Shehadeh, 2011). Outside the writing aspect, online collaborative writing assists students in developing students' awareness in writing (Zhang, 2018). However, there is a limited study about students' emotional engagement of online collaborative writing, especially in online settings. To fulfil the research gap, this research study students' emotional engagement towards online collaborative writing process in online classroom. It can be used by teachers to gain knowledge about students' emotions (feel) and response of online collaborative writing before conducting online collaborative writing in their teaching practice. Furthermore, students' engagement helps teachers to understand how students' emotions during producing a text in group especially in online settings. Moreover, in pandemic era of Covid19, teaching and learning activity is conducted in online settings and this study can help teacher to understand students' emotional engagement of online collaborative writing in pandemic covid19 situation. Based on research background above, the research question of this study is "How does online collaborative writing through google docs engage students' emotional engagement?".

Students' Emotional Engagement

A quality and quantity of students' cognitive, emotional and behavioral reactions to the learning process is called student engagement. In recent years, student engagement has been investigated as a multidimensional concept and regarding all dimensions separately, such as student behavior, emotional, and cognitive (Fredricks, Blumenfeld, and Paris 2004). The three dimensions of student engagement that related each other are emotional engagement, behavioral engagement and cognitive engagement. Behavioral engagement is a positive or negative behavior outcome of involvement and participation in academic task and school activity. Emotional engagement refers to students' reaction of learning activity such as interest, anxiety, happy and sad. Cognitive engagement is student cognitive result in learning process (Fredricks, Blumenfeld, and Paris 2004). Students' emotional engagement is the focus of this study.

Students' emotional engagement is students' reaction to school or learning activities that consist of emotions such as interest, anxiety, excitement and belonging. Students' emotional engagement is focused on the level of negative or positive response toward teacher, peer, school, and academic. Emotional engagement may reveal positive and negative outcome. The positive outcome of emotional engagement is expected to build students' relation with school and affect their awareness to do their work (Fredericks &

McCloskey, 2012). Student' emotional engagement of teacher and peer relationship with positive relation could lead supportive response from teacher and peer, and it effects student learning outcome (Hughes & Kwok, 2006). Study about emotional engagement show that emotional engagement is linked indirectly to learning performance (Voelkl, 2012). Therefore, lower emotional engagement could weaken student' cognitive engagement in learning (Eccles & Wang, 2012).

Collaborative Writing

Collaborative writing appeared because of sociocultural theory from Vygotsky (1978). From sociocultural perspective, learning is social activity and learning can be constructed from social interaction. Collaborative writing is writing activity of two or more students to produce one text by interacting and discussing during the writing process. Collaborative writing involves students' interaction and engagement, sharing ideas, and sharing responsibility in making decision (Zhang, 2018). In collaborative writing, there is peer interaction in all phases of collaborative writing process. The phases are collaborative prewriting discussion, online collaborative writing task, and peer review of written text (McDonough, 2018). Beside the phases, online collaborative writing include strategy in its implementation.

In practice, collaborative writing has five types of collaborative writing strategy. The five types of strategy based on theory from Lowry et.al (2004). The five types online collaborative writing strategy are Group Single-Author Writing, Sequential Single Writing, Parallel Writing, Horizontal Division Parallel Writing, and Reactive Writing. Group single-author writing is the collaboration of writing which member of the group discussed the idea together and one member is the writer of the text. Even though the text writer only one member, but the collaborative interaction still occurs in sharing idea. Sequential single writing is collaborative writing strategy which start with one member writing their text and continue the text into next member consecutively. In this strategy, the text is written by all member of the group consecutively. Parallel writing is collaborative writing strategy which the member of group divided the text into several portion and each member is responsible to write their portion at same time. Horizontal Division Parallel Writing is collaborative writing strategy which each member of the group has their own role in writing process, such as team leader, author, editor, and reviewer. The last is reactive writing. Reactive writing is collaborative writing strategy which member of the group discuss, write, and contribute in writing process synchronously. Teaching writing has been elaborated by Susanto (2017) about teachers' perceptions towards teaching writing using word games; the case study of junior high schools in Semarang, central java, Indonesia

Google Document as Online Collaborative Writing Tool

Google Docs is one of online writing platform that usually used by many people. Google Docs can be defined as word processor by Google which the user can write, edit, and share the document with other people in online setting (Sieber, 2018). Google docs is an appropriate tool for conducting online collaborative writing. The reason is Google Document is easy to use and made for collaboration writing activity. It is in line with Ebadi & Rahimi (2017) point out that students assumed google document is easy to use and appropriate for online collaboration activity. Google Documents has many features that can

helps students to collaborate effectively. The features are sharing document, online editing synchronously, and online chatting. Sharing document is a feature to share the text document and join the writing process through link. Online editing makes students able to edit the text synchronously with the other students. Online chatting is a feature to help students discussing when writing the text synchronously. Those features needed by students to creating a text in online setting. Thus, students can conduct online collaborative writing in effective, efficient, and convenient way.

METHOD

Research design that used in this study is action classroom research. The site take place at SMAN 1 Cikarang Barat which is located in Telaga Harapan, Cikarang Barat, Bekasi. The study was conducted in three weeks. Participants of the study are four second grade language study major of SMAN 1 Cikarang Barat. The four participants based on two groups and each group consist of two members. The detailed information of participant will be informed in participant's demography information.

Table 1. Participant Demography

Participants (Pseudonym)	Gender	Age	Education Background	Length of English Learning Experience	Social Economy Background
Farah	Female	17	Senior High School	10 years	Medium
Gita	Female	17	Senior High School	10 years	Medium
Gina	Female	17	Senior High School	10 years	Medium
Karina	Female	17	Senior High School	10 years	Medium

The data is collected by using semi-structured interview and documentation. Interview is used as primary data collection technique and documentation is used for support and strengthen the data from interview. The data analysis adopted thematic analysis by Braun and Clarke (2006). There are four main steps in analyzing the data; transcribe the data, coding, defining themes, and writing up (interpretation).

FINDINGS AND DISCUSSION

Findings

This study has found online collaborative writing through google docs involves students to learn writing enthusiastically and involves students cognitively. Students were engaged emotionally in google docs mediated online collaborative writing. The features of google document assist student to write a text in group enthusiastically. Students feel happy during writing process since online collaborative writing assist them to learn English and writing indirectly. The chat and the synchronous features cope students to write collaboratively.

They also expressed that there is no burden in writing process. It can be proven by the interview below.

Question : Were you happy in writing text collaboratively using Google Docs?

Participant 1: "I am happy because I know the feature of google document and I can discuss and share my opinion on google document."

Participant 4: "I am happy because it easy to write the text and I learn many things after write the text."

(Interview Data 1)

The interview data shows that students agreed and admitted that they were delighted during the online collaborative writing process through google docs. They expressed that in the writing process they can discuss and share their ideas. The factor that makes them felt happy refers to valuable features in google docs. In addition, online collaborative writing also assists them to learn a new thing about making text.

In online collaborative writing process, the students were facilitated to share their writing ideas virtually. Thus, they could practice peer feedback. Students found that google document assist them in learning to write collaboratively. It is in line with dialogue interview which is presented below.

Question : Did you interested in writing a text in pair using Google Docs? Why?

Participant 1: "I am interested because in this pandemic situation, google docs helped me to write a text online."

Participant 4: "Yes, because when I write a text by myself, I have problem in developing the idea. So, if I write the text collaboratively it easier to develop my idea and discuss in a group using google document."

(Interview Data 2)

The interview transcription indicates that students interested in learning to write collaboratively through google docs. They expressed that google document assist them to write a text collaboratively in online setting. They also felt that online collaborative writing helped them to develop their idea by discussing the topic together.

This study also found students also enjoyed online collaborative writing activities through google document. They expressed that google document assisted them in writing collaboratively. Synchronous Writing feature in google docs made students able to write a text together at the same time. Thus, students had a good relationship with pair and it helped them to enjoy the writing process. It can be proven in the interview below.

Question : Did you enjoy writing a text in pair using Google Docs? Why?

Participant 2: "Yes, because I used to write a text with my pair and share ideas together. So, I enjoy the writing process."

Participant 3: "Yes, I enjoy it, because I think using Google documents is easier and we can chat too, so we can pour our ideas and type it at same time."

The interview presents students' enjoyment during online collaborative writing through google document. Students felt that they enjoy writing a text collaboratively using google document. Google document assists them in facilitating their writing activity. In addition, students found that they enjoyed online collaborative writing because their pair is their close friend. It helped them to communicate well and have an enjoyable environment during the writing activity. To strengthen students' statement in the interview, photograph below show students' facial expression during online collaborative writing activity.



Figure 1 Students' facial expression during online collaborative writing

The photograph above shows students' facial expression during online collaborative writing activity. In the photograph, students smile and it indicates that online collaborative activity is fun and enjoyable. It is in line with students' statement that they are happy, enjoy and interested in online collaborative writing. In sum up, students have positive emotion during online collaborative writing through google docs such as happiness, interest, and enjoyment. It also reveals that Google docs mediated online collaborative writing involved them learn to write enthusiastically.

This study also found that online collaborative writing through google document involves students cognitively. Students were engaged cognitively in learning to write through google document. Online collaborative writing indirectly effect students' English ability both in vocabulary and writing quality. After the online collaborative writing activity, students think they acquire new vocabulary and satisfied with the text that written collaboratively. It is presented in the interview transcription below.

- Question : Is there any positive outcome after writing a text in pair using Google Docs? Why?
- Participant 1: "Yes, I learn new vocabulary, words or parables that I don't know before from my friend"
- Participant 2: "I think when I was assigned my first poem (individually), I thought it wasn't like it, and I more like it (text in collaborative writing) than before (individually)."
- Participant 3: "Yes, when I write it, I felt like I learn new vocabulary."
- Participant 4: "There are many positive things, yesterday I learned about how to write a text properly, how is structure should be and how to use the vocabulary."

(Interview Data 4.6)

The interview indicates that students have positive outcome in English and writing ability. Students agree that online collaborative writing help them acquiring new vocabulary

during writing activity and the writing quality of collaborative writing is better than individual writing. They learn new vocabulary from the discussion during writing process. It proven by photograph that showed students peer discussion in room chat Google document.

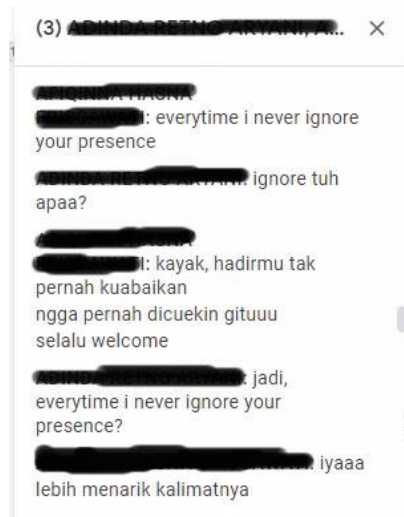


Figure 2 Students' discussion during online collaborative writing

The photograph above shows students' discussion in google document chat feature during online collaborative writing. In the students' discussion, the participant shares a new vocabulary to her pair. The first participant asked her pair "what's the meaning of ignore?", then her pair tell the meaning of "Ignore". It means they share new vocabulary with each other and indirectly acquire a new vocabulary. It is in line with students' statement in the interview that they learn new vocabulary during the discussion in online collaborative writing activity.

Online collaborative writing also improves their writing quality. In the interview, the participant agree that online collaborative writing improve her text quality. She admits that the text she made with her pair have better quality than the text she made individually before. It means that online collaborative writing could improve students' writing quality since online collaborative writing includes sharing idea and discussion session.

Discussion

Students were engaged enthusiastically in online collaborative writing through google document. This study found that students feel happy, interested and enjoy the online collaborative writing activity. The positive outcome of emotional engagement is expected to build students' relation with school and affect their awareness to do their work (Fredericks & McCloskey, 2012). It means the students have awareness in doing writing task since students were delighted during online collaborative writing activity. One of positive outcome in emotional engagement is students feel happy during online collaborative writing. The factor that makes them felt happy refers to features in google document. It is in line with Ebadi & Rahimi (2017) point out that students assumed google document is easy to use and appropriate for online collaboration activity. Moreover, students have interest in online collaborative writing due to friendly-user feature of google document. Students also expressed that online collaborative writing is enjoyable. It

confirms Shehadeh (2011) finding that students in collaborative writing situation responded positively, enjoyed the writing process, and expressed that collaborative writing mediated their English learning.

Online collaborative writing also indirectly engage student cognitively. It is in line with Voelkl (2012), emotional engagement is linked indirectly to learning performance. Students admit that online collaborative writing assist them to acquire new vocabulary and improve their writing quality. Collaborative writing provides students' sharing idea, developing idea, discussion, and peer feedback which produce better text (Shehadeh, 2011). It means collaborative writing has better writing product than individual writing. In addition, students experience new vocabulary acquisition during online collaborative writing process. It is same with Kim (2008) findings in Zhang (2018) point out that collaborative writing assist students to acquire new vocabulary.

CONCLUSION

Students' emotional engagement has important role in learning activity. To built positive emotional engagement, appropriate learning method is needed. In learning writing, there is collaborative writing that can be used as learning method. Sharing and discussion session in collaborative writing assist students to easier writing a text. Challenge of using collaborative writing during online learning which is conducted during pandemic Covid19 can be solved by using Google Document. Online collaborative writing through Google Document creates enthusiastic feeling for students. It can be seen from students' statement that they feel happy, interested and enjoy the online collaborative writing activity. Online collaborative writing also indirectly effect students cognitively. Students acquire new vocabulary from the discussion session in online collaborative writing. Google Document as a tool in online collaborative writing, assist students in facilitating their writing activity. Features in Google document helped students to create a text synchronously. Therefore, google document is appropriate tool for online collaborative writing to build a positive emotional engagement for students.

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EFL teachers' perception towards online classroom interaction during covid-19 pandemic

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Abstract. The spread of Covid-19 is affecting education systems around the world and transform the learning from face-to-face to online learning. Interaction is important pattern to share knowledge between teachers and students. Previous research has said that interaction could also encourage students to master the subject matter. This study aims to describe the EFL teachers' perception towards classroom interaction during Covid-19 pandemic especially on how the interaction between teacher-student, student-teacher, and student-student synchronously which is assisted by Google Meet. The research method used in this study is descriptive case study and taking data by conducting observation, interview, and documentation. Based on research result, teacher perceive online classroom interaction in balance emotion, exploratory talk tends to be implemented in online classroom interactions, Indirect talk of asking questions is the dominant online classroom interaction.

Keywords: Online Classroom Interaction, Online Learning, teachers' perception

INTRODUCTION

The spread of Covid-19 outbreak in almost all countries around the world recently has affected the learning systems of some educational institutions from face-to-face into online learning (Rusmiati et al., 2020; Pokhrel & Chhetri, 2021). According to Verawardina et.al (as cited in Alkhalil et al., 2021), state that by using the internet and communication tools, online learning methods allow students to learn virtually. This allows students to access subject matter without limitation of time and place and helps them to limit their physical contact. Based on Leederman (as cited in Mishra et al., 2020), said that, due to the Covid-19 crisis and through digital intelligence, teachers and students are in a situation that forces them to embrace digital academic experiences as a concise teaching and learning virtually. Interaction is an important pattern in language classroom because it contact between students and teachers to share information and knowledge. This leads to an effective language learning and teaching process because the funds for active participation between students and teachers are two-way involvement in the classroom activities (Rido, Akhyar & Sari, 2018).

There are 4 types of interaction in online learning based on Akarasriworn & Ku (as cited in Alamri & Tyler-Wood, 2017) that are including the interaction between students and interfaces, student interaction with content, student interaction with instructors, and interactions between students and students. Canter , Voytecki, & Rodri'iguez (as cited in Alamri & Tyler-Wood, 2017) add that the common method of communication is the online interaction between students and instructors. In online learning, there is real-time interaction between instructors and students, such as video streams, audio streams, and chat. Besides, it can be in an asynchronous form which is a method of interaction at different times such as discussion boards, e-mails, and forums. Guidance, support, evaluation, and encouragement are several forms of this kind of interaction. Roberts, Irani,

Telg, & Lundy, 2005 (as cited in Hasan & Khan, 2020), claim that the interaction between students and teachers, peers, material, teaching method, technical support, and support service are factors that influence students' satisfaction with online learning. Cole, Shelley, & Swartz (as cited in Hasan & Khan, 2020) add that although convenience is an advantage of online learning, based on the students, lack of interaction is the biggest disadvantage of online learning implementation. Compared to face-to-face interactions, online interactions have a better time to interact and can increase closeness (Febrianto et al., 2020). However, this is contrary to the results of a study conducted by Febrianto, Mas'udah & Megasari (2020). In their study, respondents stated that face-to-face learning is better than online learning. This shows that in the implementation of online learning, interactions in the classroom should receive attention.

Classroom interactions have recently been studied among researchers. A study conducted by Sundari, (2017) reports that both classroom, institutional, and national context policies related to language teaching and learning, directly and indirectly, can influence and have implications for teacher preferences in building interactions with students and classroom discourse itself. Using Flander's Interaction Analysis Categories (FIAC), Huriyah & Agustiani (2018) found out that the English teacher dominates in the classroom by giving lots of questions and the language that is dominantly used is Indonesian. In Some-Guiebre (2020) study, elicitation techniques and controls exercised by the teacher determine the nature of the interaction but often limit opportunities for communication. In investigating the quality of interaction and feedback, Vattøy & Gamlem (2020) found out that there was an interdependent relationship between the quality of feedback and instructional dialogue despite the difficulties in supporting student feedback internally and self-regulation. Improving dialogue feedback in L2 is a challenge for EFL teachers. A Study Conducted by Wang (2016) to identify how interactive approach may enhance English learning and investigate the relationship between interaction and English Learning in China. To encourage English learning for Chinese EFL classrooms can be used an interactive approach. In addition, interaction can also encourage students to master the subject matter. Teaching EFL at school has been elaborated by Susanto (2019) about a qualitative study of efl english teacher's perceptions towards teaching vocabulary using word games for junior high schools in Semarang central java: to use or to reject?

Teachers not only act as mentors, facilitators, and advisors in the classroom (Rido, Akhyar & Sari, 2018). Rido (as cited in Rido, Akhyar & Sari, 2018), mentioned that when teachers do their activities, they also have to give suggestions and ask questions They provide examples of target languages, set the direction and pace of learning, monitor and improve student performance (Rido, Akhyar & Sari, 2018). This means that teachers have a crucial role in teaching and learning activities as well as in establishing good interactions in the classroom. Considering the importance of the teacher's role in the classroom, therefore it is important to know the teacher's perception of online classroom interaction. Learning activities that teachers use to improve classroom interaction can affect student learning outcomes then become input for the next learning process (Solheim et al., 2018). Several studies have found that incompetent teachers in English are a major problem in English classes. The teacher does not provide effective interactions. The consequence is that students fail to understand the material (Rido, Akhyar & Sari, 2018). It means that teacher not only competent in language but also competent in creating classes with good interactions to avoid students' difficulty in understanding the teaching materials.

Flanders developed interaction analysis categories to investigate verbal classroom interaction. Students and teachers utterances are recorded during the teaching and learning process. Divided into three, verbal classroom interaction consist of teacher talk, students

talk, and silence or confusion, FIACS consists of ten categories for classifying verbal interactions (Girija, 2020). Flanders draws the categories as follows.

Table 1. Flander's Interaction Analysis Categories

		Category number	Activity
Teacher talk	Response	1	Accept feeling: Students' feelings and tone both positive and negative are accepted and clarified in a non-threatening way.
		2	Praises or encourages: give praise and encouragement to students such as nodding their head or saying 'umhm?'. give jokes that can reduce stress without sacrificing others.
		3	Accepts or uses ideas of pupils: provide clarification and develop ideas given by students. If students' ideas are included but the teacher gives more of their own ideas, then it belongs to category 5.
		4	Ask questions: give questions to students about the material or procedures with the aim that students respond with answers.
		5	Lecturing: give opinions or suggestions regarding materials or procedures including giving personal ideas and asking questions in a rhetorical form.
		6	Giving direction: requests, directions, or instructions with the aim of make students to obey.
		7	Criticizing or justifying authority: give a statement with the intention of changing student behavior from bad behavior to a good one.
Pupil talk	Response	8	Pupil talk in response to teacher: student's utterance in responding to the teacher. Teacher try to interact with students and asks student statement
	Initiation	9	Pupil talk initiated by the pupil; students initiative in giving statements or utterance. This can determine the student's turn to speak. The observer must be able to determine whether the student wants to speak. If yes this category can be used.
	Silence or confusion	10	Silence or confusion: short periods, pauses, or confusion in communication and the observer does not understand the situation.

(Adopted from Girija, 2020)

METHOD

This present study used a descriptive case study as a research design. The goal of descriptive case study is to provide a complete, context-specific view of specific phenomena (Lamb, 2011). It means this design portrayed online classroom interactions thoroughly. The participants for the study were four EFL teachers in one of Vocational school in Bekasi. The participant and site of the research presented in anonymous. The detailed information informed in participants' demography information.

Table 2. Participant demography information

Participants	Gender	Age	Linguistics background	Educational Background	Length of English	Socioeconomic Background
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					Learning experience		
Mr.A	Male	27	Indonesian English	Undergraduate studies	10 years	Mediocre socio-economic status	
Mr.B	Male	55	Indonesian English	Undergraduate studies	35 years	Mediocre socio-economic status	
Mrs.M	Female	31	Indonesian English	Undergraduate studies	13 years	Mediocre socio-economic status	
Mr.S	Male	53	Indonesian English	Undergraduate studies	35 years	Mediocre socio-economic status	

(Adopted from Yanto & Pravitasari, 2020)

To collect the data, observation, interview, and documentation were conducted as a technique of data collection. The researcher observed teaching and learning activities. The researcher included as a participant in teaching and learning activities but the function is only to observe and taking field notes of the online learning activity which is assisted by Google Meet. To support the observation researcher also used documentation. The interview was conducted face-to-face after the observation and documentation were complete. The researcher used open-ended interviews or in-depth interviews to explore EFL teachers' perceptions towards online classroom interaction during Covid-19 pandemic deeply, especially about teacher talk, student talk, and silence that occur during teaching and learning activities. The observation and interview refer to FIACS (Flanders interaction analysis categories).

FINDINGS AND DISCUSSION

The researcher found that there are some general pattern findings of this study. The first was online classroom interaction perceived by EFL teachers in balance emotions. The implementation of online classroom interactions was perceived in balance emotions. That is the implementation of ineffective online classroom interaction for some reason. It is demonstrated in the representative of interview transcription below.

Teacher A: A lot of people are still confused, whether they really understand or stay confused. How do I handle it I'll just ask directly, do you understand or not? If you don't understand which one do you not understand? Because it's a bit difficult, it's even difficult in this online learning. Talking directly and direct interaction that's so hard.

Teacher B: Of course. Especially we don't meet face to face, it's difficult for them to understand, and there are some materials that they don't answer, no one responds, either because they're shy or because they don't understand or they aren't there, so some of them are only joint but they really don't attend or maybe there are those who join too but they don't understand, so they are shy to ask questions like that.

(Interview data 1)

Based on the interview transcription above, it is clearly stated that the implementation of online classroom interaction was difficult for some reason. Teachers perceived students tend to be silent in the classroom because they are shy or did not understand the material. Besides that, students were silent because some students only join the online learning but did not participate in learning activities or because they have not finished the task. This is also supported by the results of the observations below.

Teacher: Could you present directly please?

Students: ... (Silent)
Teacher: Hello, where is TKJ 4? Hello, I will wait, don't be too long, come on.
Students: ... (Silent)

(Observation data 1)

Based on the observation result above, student interaction in online learning looked passive. Even though the teacher tried to encourage students to participate in online learning, but students still did not participate. The teacher looked difficult to ask the student to interact with him. It is in line with the result of (Wut & Xu, 2021), research which found that online interaction and behavior of students was limited because of hesitant student behavior to participate in learning using public platforms. Affective social presence also could not be formed because of some students hiding from the camera or not even attending online meetings at all. Moreover, another teacher perceived that students were difficult to monitor because of large size classes and time constraints. This is evidenced by the results of the documentation of the implementation of online learning below.

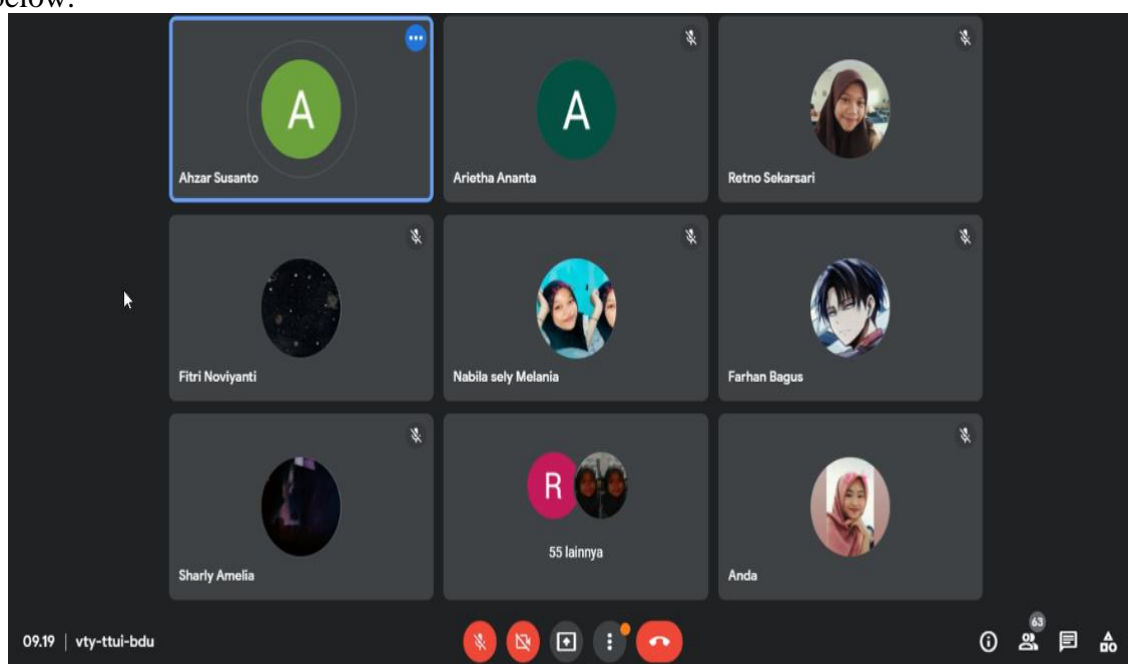


Figure 1 Number of students attending online learning

From the picture above, it could be seen that the implementation of online learning was attended by 63 students. The student consisted of several classes at the same level. Therefore, the teacher should check the attendance of students by calling students randomly to make sure they still participate in the learning activities. It is same as the result of Sundari (2017). She also found that class size also affects the interaction between teachers and students. Teachers preferred to choose whole-class interaction in large classes rather than interacting with students one-on-one because of time constraints.

On the other hand, the implementation of online classroom interaction creates an attractive atmosphere. Teachers create fun online learning in their own way to reduce the tense of the learning atmosphere. The detailed information is presented in the interview transcription below.

Teacher: Yes, we can turn a tense situation into a responsible and fun atmosphere. Of course, we as a teacher have to give what is called an interlude in learning whether it is a song, a puzzle, or a riddle, but in English so that the students is not too stress in learning English.

Obviously, there must be jokes, including those that make the situation not tense because the students need a comfortable and fun situation. Learning must be fun, not stressful.

(Interview data 2)

From the interview above, it could be seen that during online teaching and learning process, teachers used various ways to create an interesting learning atmosphere. The teacher also gave jokes to reduce the tense of the learning situation. It is supported by the observation result below.

Teacher: Are you twins deva devi? Are you twins?
Student: No, Mrs
Teacher: Pardon? Twins?
Student: No, Mrs
Teacher: Oh, No hahaha okey

(Observation data 2)

In the results of these observations, the teacher gave a joke to the students. This is enough to reduce a stressful situation after listening to the teacher's directions and materials. This condition was also found by (Rido et al., 2020) in their research. To provoke student participation and motivation, the teacher used funny things and jokes so that the learning environment becomes conducive. According to Lovorn & Holaway (as cited in Rido et al., 2020), in facilitating the relationship between teachers and students in learning, using humor in icebreaking was considered effective.

The second finding is exploratory talk tends to be implemented in online classroom interactions. The implementation of online classroom interaction, exploratory talk occurs a lot in the classroom. English teachers stimulated learners involved actively in classroom interactions through exploratory talk. It was described in the teacher's statement below.

Teacher: If students answer, I usually don't directly give them a score but I give it to other students first. I let the other students provide their opinions about the answers of the first students. After that may be one to five students who will provide their opinion and response to the first student's answer. I, as the mediator will answer, fairly the correct answer.

(Interview data 3)

From the interview transcription above, it concluded that there is exploratory pattern that occurs in the classroom. That was in the form of people sharing relevant information. Before assessed the students, the teacher allowed students to give their opinion. Then, some students respond to other students' ideas. In the end, the teacher acts as a mediator who provides the correct answers to the students. This can also be seen in the results of the observations below:

Teacher: I said before that in general, the suggestion was in the form of a statement and the offer was in the form of a question. It is usually like that. However, it is not always like that. I will give two examples that are not like that. So, for example like this. Can someone answer this? Who can answer, I will give a score. Come on.

Student: Isn't it B, sir?

Teacher: B is not correct

Teacher: Who? Try to say your name

Student: I'm Mr. Elisabeth. The C is not it, sir?

Teacher: Elisabeth? Yes, the answer is C. Why don't we go to the library?. Let's take a look at this sentence first. Why don't we go to the library? Do you think it's a suggestion or an offer?

Students: Offer

Teacher: Suggestion. That's a suggestion. Suggestion to take him to the library but he is in the form of a question. Yes, in the form of a question like I said before.

(Observation data 3)

Based on the results of these observations, it could be seen that the teacher provided opportunities for students to provide their opinions through questions. Students tried to answer questions based on their ideas. Other students tried to justify the incorrect answer from other students. Then the teacher gave directions for the correct answer. This was also found in research conducted by (Rido et al., 2020) which found that teachers provide opportunities for students to speak. Besides sharing relevant information, exploratory talk also appears in the form of students encouraged to contribute to the teaching and learning process. Teachers encouraged students to contribute by provoking the students' initiation to express their opinions in various ways. It is presented in the interview transcription below.

Teacher: To provoke students to submit an opinion related the teaching materials of course, through questions. Questions asked by the teacher to students in order to they really search for the answers. Maybe the answer is based on their opinion either correct or incorrect we need to respect it because it could be they are in the learning stage or maybe they don't understand what the teacher say. Then they consider to ask about the material that has been taught.

(Interview data 4)

Based on the interview above, teachers provoke students' initiative to express their opinions by asking questions. The questions were given in the hope that students seriously search and found the answers. Every student's answer is appreciated by the teacher because the student was still in the learning stage or the teacher realized that the explanation given by the teacher was not clear enough and made students ask questions to make it clear. This could be proven from the results of the observations.

Teacher: So here are five of the many expressions used in suggestions. The first is let's which means come on. Then I suggest, I suggest. I recommend I recommend. Then I purpose, does anyone know what purpose means? Who knows I will give an additional value for the daily test. What about? Yes, who?

Student: Elisabeth

Teacher: Oh yes Elisabeth, what does purpose mean?

Student: Propose

Teacher: Yes, purpose. Thank you Elisabeth.

(Observation data 4)

In the results of these observations above, the teacher gave questions to students about the teaching material. The students answer the question with their initiative. The student's answers were appreciated by the teacher with thanks. In addition, appreciation was also found in this online classroom interaction. The teacher appreciates every student's idea or opinion. It could be seen from the interview transcription below.

Teacher A: I really appreciate those who ask and give the answers. I'm happy if they respond to me like that.

Teacher B: All ideas are limited to the ability of students, we still respect that if the student gives a good answer, we give the reward. Give one reward to the student who does not give an imperfect answer, we still give or make an incorrect answer. We value it.

(Interview data 5)

Based on the interview result, the teacher perceived that the ideas from students either correct or incorrect treated with respect by the teacher. Teachers accepted student's opinions or ideas. The teacher also rewarded the students as a form of appreciation. Either the answer is correct or incorrect, the teacher still gave his respect to students. It could be supported by the observation results below.

Teacher: I want to hear, try it. Like Samuel, it was good.

Student: Hello everyone I want to introduce myself to you all guys. My name is Kahfi, you can call me Kahfi. I was born in Bekasi, December 17th, 2005. I live in Bekasi at Duren Jaya, RT 17 RW 05 number 17 Bekasi Timur. My ambition is to be a film producer and my impression during online learning is quite pleasant because I can..... thank you.

Teacher: Very good, that's good, It can be seen that the pronunciation is also pretty good, the content looks pretty good, the speech is quite understandable. Samuel and Kahfi were good enough. I'm glad although you don't study offline, you can introduce yourself. You should be able to do it. Don't let you can't do it at all especially if you have the good material. Come on whom else? Zakia? Are you ready Zakia?

(Observation data 5)

From the observations, the teacher gave appreciation to students who were brave to participate and interact in the online classroom. The teacher gave praises the student for their ability. The teacher gave praise to students to motivate other students to contribute and participate in online classrooms. This is in line with research conducted by Sagita (2018) where the teachers accepted and used student's ideas. Furthermore, the implementation of online classroom interaction, students also asked questions to the teacher after the teacher delivered the teaching material. The teacher facilitated the students to have more questions. It is represented in this interview transcription below.

Teacher: Yes, of course, I expect that the student's attitude after finishing the lesson is the student will ask what parts they don't understand from the material that I have delivered because the teacher is very happy if the students want to ask after the explanation process. If there are students who do not understand, the teacher is very receptive and very responsive to the student's questions to the teacher. On the contrary, fewer students are asking, maybe because they don't pay attention or something like that I don't know but the one who automatically asks is surely they who are listening, maybe my explanation is not clear, so there are questions.

(Interview data 6)

From the interview transcription above, teachers perceived that most students were silent rather than asked a question. However, teachers perceived that there were students who asked questions. Students who asked questions were usually students who pay attention to the teacher's explanation and he felt unclear so he asked to the teacher. Even though the teacher expected questions from students, unfortunately students rarely asked questions to the teacher. It could be proven from the observation results below.

Teacher: Do you have any questions? I suggest you ask me so you will understand better or would you like help on this topic. Is there anything you want to ask? Is it understandable?

Students: ... (silent)

(Observation data 6)

In the result of the observation below, the teacher seemed to provide opportunities for students to asked questions at the end of the lesson to checked their comprehension of the

teaching materials. However, students tend not to ask questions and prefer to be silent whereas by asking questions students would be able to better understand the topic of learning. To create natural classroom interactions and to check students' comprehension and attention, asking questions is also a form of teacher talk and a fundamental discursive tool in communication (Rido, Akhyar & Sari, 2018).

The third finding was indirect talk of asking questions was the dominant online classroom interaction. In the implementation of online classroom interactions, the thing that often happens in classroom interaction is asking questions. Ask questions from the teachers to the students. The questions asked varied from asking about the students' condition and health, student readiness in learning, student comprehension, to asking questions related to the teaching material. It is similar to the teacher's statement in the interview transcription below.

Teacher B: t's not much different when we teach either in the offline class or through online learning. First, we did say hello, after that we ask some students how were their condition and how they were prepared to study and how their health conditions were.

Teacher D: It's always in starting learning, it should ask about their condition, how well they were and their health because learning requires health and readiness to learn.

(Interview data 7)

The teacher describes that teacher asking questions related to students' condition or feelings, health, and readiness for learning. Teachers should ask this question because in learning students must have the readiness to learn. It could be seen from the observation results.

Teacher: Hello, good morning class
Students: Morning
Teacher: How are you today? I hope everyone is fine. For the next year with me again. Do you still remember me?
Students: Of course

(Observation data 7)

Before started the lesson, the teacher asked the students conditions or feelings. This is done with the hope that students are in good condition to attend the online learning activity. Moreover, the teacher also asks students questions related to the material. In giving questions to students, every teacher has their way. It is similar to the interview transcription below.

Teacher: To ask a question, it is usually in the form of volunteers. For example, if there is a question, then I give it to the forum that who are students who brave to answer or not. From there, they will respond if there is no response at all, then I will point it out to students whose English skills were already seen from the start.

(Interview data 8)

From the interview above, the teacher asked questions to the students and students can answer voluntarily to make students respond to teachers' questions. If there is no response, the teacher gave the opportunity for students who have good English skills to answer the question. It is supported by the observation result below.

Teacher: The third is I'd like to introduce myself. Let me ask you, there is a coma in I'd, what is the abbreviation for?

Student: I do
Student: I would

Student: I would like

Teacher: I would like. You give a round sign there guys that stand for I would like. The word I would like. The word would like is the same as want, but in the formal version, so basically want. So you can use number one, number two and number three it's up to you. Ok for example like good morning I'd like to introduce myself my name is Martha Astuti, you can call me Mrs. Marta like that. I want to mention a little about the greeting problem. Below that you write greeting. Do you know what are greetings mean? What are greetings, guys?

Students: Greetings

Teacher: Greetings, that's right. Greetings in English are good morning, what else. Good afternoon, good evening, and good night. My question is do you know good morning?

Student: Good morning

Teacher: Okay, good morning. What about good afternoon?

Student: Good afternoon

(Observation data 8)

From the results of the observations above, it could be seen that the teacher gave questions to students. The teacher provided opportunities for all students to asked questions. Students answer them voluntarily based on their knowledge. This condition is also found in the research conducted by Winarti (2017) that asking questions was the thing that dominates teacher talk that occurs in the classroom. This results in the conclusion that asking questions and responding to specific questions from teachers dominate teaching and learning activities. Even though students speak one word, sentence, or longer words in conversation, asking questions by the teacher can encourage students to speak and provide space for verbal interaction in the classroom (Al-Zahrani & Al-Bargi, 2017).

CONCLUSION

This present study investigates teacher's perception towards online classroom interaction during Covid-19 pandemic. Teachers perceived that they experience several obstacles in online classroom interactions both from students or factors outside of students. However, the teacher tried to create a pleasant learning atmosphere for students. Implementation of online classroom interaction was still dominated by teachers. Exploratory talk occurs in online classroom interaction appeared in the form of sharing relevant information, encouraging students to contribute in teaching and learning, appreciating student's opinions and ideas, and asking questions. Asking questions of teacher were the most common in online classroom interactions.

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Students' perceptions towards native and non-native english speaker teachers

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Abstract. There was an argument that native English teachers have many advantages than non-native English teachers and students preferred native to non-native teachers; however, the argument had to be assessed. Many researchers had been exploring students' perceptions of native and non-native English teachers worldwide in formal education institutions. This study aimed to explore students' perceptions of native and non-native English teachers in a non-formal education institution. This was a qualitative study based on a descriptive approach conducted using three instruments: close-ended questionnaire, semi-structured interview, and documentation. The study revealed that native and non-native English teachers had their own specific roles in the Indonesian context. Students needed native more than non-native teachers because the latter were bilingual having the same mother tongue as them, and they enabled a successful learning process because of the effective learning strategies they shared. Also, non-native teachers helped students deal with difficulties and challenges in their learning process.

Keywords: *Perception, native English teachers, non-native English teachers*

INTRODUCTION

English is the most popular international language used all over the world. For this reason, English must be taught in all education levels. People are required to speak like a native. Hence, many parents send their children to non-formal education institutions, like English courses, to let them learn English more intensively. In this case, the existence of English courses in Indonesia is growing rapidly years to years with the presence of native and non-native teachers. Many institutions employ these two types of teachers to promote the language learning process. "The competencies of English teachers as Native English Speaking Teachers (NESTs) and Non-Native English Speaking Teachers (NNESTs) have become a significant matter of discussion" (Tsou & Chen, 2019). This case happens worldwide including in Indonesia which uses English as a foreign language.

The issue about the effectiveness of the NESTs and NNESTs is not a new case in English teaching and learning. It has become a questionable and debatable issue in EFL and ESL studies over the years since it contains two opposite points of view and has been a researchable issue by many scholars, not only in EFL but also in ESL contexts; (Tajeddin & Adeg, 2016), (Novianti, 2018); (Lourie, 2019); (DY & Oladele, 2019). The debates are

about the thought to decide whether NESTs or NNESTs compete with each other in terms of teaching preferences.

English education in various settings has been connected to the instructors' capacities, and it is believed that teachers who communicate in English as their first language can be more powerful study hall professionals than those whose first language isn't English. Besides that, there is a worldwide negative bias against NNESTs around the world (Tosuncuoglu, 2017). NESTs are frequently decided to be predominant to the NNESTs, both by people who have not reflected fundamentally on the natural contrasts between realizing how to utilize a language and knowing how to teach a language and by people who accept that NNESTs are not accurate speakers. In non-language English country especially in the classroom situation, there is a big picture that portrays NESTs as better teachers or lecturers considering their inherent language English ability (Lourie, 2019).

Notwithstanding, research on the marvel of NESTs and NNESTs shows that the last can be more powerful a direct result of their experience of being language students. Further, teaching a language is not really connected with the teachers' status; native or non-native. Teaching a language requires people to be trained and prepared to be teachers since teachers are made not born, whether native or non-native. As a result, NESTs are not a guarantee that they are much better than NNESTs in teaching the language. However, we can see some advertisements around us promoting English courses with the natives. This is because of the claim mentioned previously.

In fact, since English is recognized as the international language that is taught worldwide across varieties of education levels, the number of NNESTs is increasing gradually all over the world and recent information reveals that they have outnumbered the NESTs, including in Indonesia. Even, as cited in Jaber (2016), Richardson states that nine out of ten English teachers around the world are non-native and Freeman, et al (as cited in Floris and Renandya (2020) add that 80% out of the 15 million English teachers are NNESTs. It may indicate that more people put more trusts on the NNESTs.

There have been various investigations in the field of NESTs and NNESTs all throughout the places. Be that as it may, since there is no solid observational demonstrate to point whether NESTs or NNESTs can add to the learning aftereffects of EFL students, more assessment is required, (Chun, 2014). In fact, there has been a few clear investigations in the East Asia, Central Asia and South Asia context raising different issues (Sun, 2017); (Nguyen, 2017); (Tajeddin, 2018). Further, currently, very few studies on students' perceptions exist on NNESTs and their professional status has raised an area of interest. Therefore, in this study, the researchers tried to explore students' perceptions towards their native and non-native English teachers. The purpose of this study was to investigate the perspective or perceptions of students based on the NESTs and NNESTs in EFL teaching. While other similar studies focused on the formal education institutions, this study focused on the non-formal education institution which referred to as English course that hired both native and non-native English teachers.

Native English Speaker Teachers (NESTs) and Non-Native English Speaker Teachers (NNESTs)

A native speaker of a language is someone who has obtained the language as their first language since early childhood. They are considered to master their language instinctively and to utilize it precisely, smoothly, and appropriately.

All in all, a long way from being a goal name, the English “local speaker” is labelled with the political and social conditions of its introduction to the world. Therefore, a native speaker is noticed as an ideal speaker-listener in a completely homogeneous speech community who knows the language perfectly and is unaffected by grammatically irrelevant conditions such as memory limitations, distractions, shifts in attention and interest, and errors (random or characteristic) in applying his language knowledge in actual performance (Lowe, 2020).

On the other hand, a non-native English speaker is a person who does not speak English as his first language. He uses English as the second or foreign language instead. According to Medyges as cited in (Novianti, 2018), a non-native English speaker teacher is defined as a person who: (1) learned English as a second or a foreign language; (2) works in an EFL (English as a Foreign Language) environment; (3) teaches mostly monolingual students; (4) speaks the same mother tongue as his students.

For short, it could be said that native English speakers are those who born with the first language (L1) is English, and communicate along with this language since they were child. On the contrary, non-native speakers refer to those whose first language is not English and they learn English as their additional language (L2). Concerning this study, NNESTs refer to those whose first languages are not English, yet they have learned the language and prepared to be teachers in an organized educational system. On the other hand, the term NESTs is used to describe those whose first language is English and have been prepared to be teachers in an organized educational system.

Table 1 The Difference Between Native and Non-Native Teacher (Meidita, 2019)

No	Native Teacher	Non-Native Teacher
1	Attitude Positive: self-confidence, open argument, humorous, caring, good relation Negative: indiscipline, ignoring	Attitude Positive: self-confidence, humorous, caring, Negative: punisher
2	Teaching Performance Positive: innovative, good outcome Negative: too patient	Teaching Performance Positive: innovative Negative: monotonously
3	Feeling Positive: unique Negative: confuse	Feeling Positive: understanding Negative: play favor

In the English teaching profession, it can be found that the tendency for native speakers is based on the belief that NESTs are the perfect teachers. One of the causes is because they were born and raised within the environment in which English is utilized persistently and intensively in all situations so that they are suitable as ideal models for language learning.

Sound, commotion, pitch, musicality, length, crossroads and stress are among complement's numerous highlights; all of which group speaker expectation as they encode semantic and rambling importance: emphasize is a medium, through which we project singular style and sign our relationship to conversationalists. Much more comprehensively, it reflects social character along different unmitigated lines (Davies, 2017). On the contrary, NNESTs tend to be determined as inadequate speakers of English with imperfect grammatical and pragmatic knowledge, bad pronunciation, and inferior knowledge about foreign culture.

Nowadays, the number of NNESTs overwhelms NESTs. Hence, it is not appropriate to mention that a native speaker is more valid and trustworthy than a non-native speaker. This perspective is indicated in the hiring practices of educational institutions, news media, and other interested parties. Reference on NNESTs also reveals that the reason program administrators emphasize nativeness is that they believe that students choose NESTs over NNESTs. The viewpoint of the NNESTs as the inferior factor of language teaching and the negative perspective about them has caused them to feel low self-confident in their language classes. The address of NESTs or NNESTs has to be examined more as the request for well quipped and qualified English teachers are developing. The perspective should be that both the NESTs and NNESTs have abilities and qualities that suits the students'needs.

According to Medyges (as cited in Novianti, 2018), the superiority of the NNESTs are as follow:

1. NNESTs are good learner models. If they had not effectively mastered English, non-native English speakers would have not been qualified to be English teachers. All the process and achievement can inspire the learners to achieve the same or indeed way better results.
2. NNESTs will teach more efficient techniques for learning. Unlike the native who just gets it, NNESTs possess a lot of encounters and understand how to learn the language through deliberate process. Hence, they may apply and share their strategies of learning with their students.
3. NNESTs can give more English language knowledge for learners. It's due to the fact that NNESTs have learned English form piece of information and within the process, they comprehend how English works. NNESTs have bilingual or multilingual competencies.
4. NNESTs are more skilled to predict the challenges faced by learners in the learning process. NNESTs know precisely how to deal with the challenges and difficulties faced by their students from their own learning experiences. They are able to foresee and avoid the students' linguistic problems.
5. NNESTs tend to be more sympathetic about the concerns and needs of students. The similar experience enables NNESTs more receptive and understanding, and they can share their tips and strategies.
6. By using the same mother tongue as the students, NNESTs have certain advantages. There has been a notion in the past that a good lesson has to be delivered entirely in English. Now, however, scholars think that the use of L1 could enable the teaching and learning process more effective.

For these reasons, (Chun, 2014) recommends that native speakers should not be hired solely because they are native speakers, and that they should not be given preference over NNESTs. It is because sharing the same mother tongue as the students would bring its own

advantages in teaching learning process, also, becoming an English teacher is not fundamentally related to the status of nativeness. Even though the English proficiency level is a vital component in professionalism, becoming a teacher is not something born. Regardless of their first language and proficiency level, teachers should have satisfactory training to teach a language. In other words, they should be trained in an organized educational system and prepared to be English teachers.

As the researchers mentioned previously, there have been numerous studies in the field of NESTs and NNESTs. The study was initiated by Medyges in London in 1992 who found out that most of his respondents preferred NNESTs to NESTs. Since then, many researches have been conducted with the same issues, Gurkan & Yuksel (2012) who conducted a study on the performance of NNESTs and NESTs in the classroom. The results showed that the NNESTs and the NESTs are not different in the terms of pedagogy. Then, Brown (2013) carried out a similar study in Sweden which showed that both NESTs and NNESTs were confident in their language abilities and there were significant differences of perception among the respondents towards their NESTs and NNESTs. The results of the study showed that students thought that it did not matter whether the teachers were native or non-native as long as they were good teachers.

In a study conducted by Walkinshaw & Oanh (2014) to university students in Vietnam and Japan, it was found that students viewed NESTs as models of pronunciation and correct use of language, but also found that NESTs were poor in explaining grammar and created tension between their different cultures. NNESTs were regarded good grammar teachers and were willing to revert to the first language of the students if necessary. Students considered classroom experience with NNESTs easier since they share cultures. Pronunciation of the NNESTs was inferior to that of NESTs, yet easier to understand. Some students recommend learning from both NESTs and NNESTs according to the skills and abilities taught to the learners. Other research was conducted by Novianti (2018) to the 4th grade students of English Department at a university in Cimahi, West Java. The study showed that students have positive perceptions towards NESTs and NNESTs, though, in some conditions, students face few issues in their learning process, so that both NESTs and NNESTs were required to overcome the difficulties experienced by students

METHOD

A qualitative analysis based on a descriptive approach was used to investigate the perspectives of the students on NESTs and NNESTs. The students' views on NESTs and NNESTs were gathered in the form of standardized questionnaire data (quantified for analytical purposes) to answer the research questions because the researchers wanted to examine rather than evaluate specific attitudes and beliefs (Denzin & Lincoln, 2005). To endorse the questionnaire, interviews were also used. Furthermore, the researchers decided to leverage the evolving nature of the qualitative analysis, keeping the design relatively loose and flexible to respond to evolving knowledge (Dörnyei, 2011). This section describes the technique used in this study, including the participants, instruments, and data collection methods.

Participants

The study participants were students from EF English First Cilegon, Banten Province since both NESTs and NNESTs were recruited. The participants were chosen by using a purposive sampling technique. The samples were 20 students whose classes had ever been accompanied by both NESTs and NNESTs.

The Instruments

A close-ended questionnaire was employed to gather data on students' perceptions of NESTs and NNESTs. This instrument allowed for the collection of a significant amount of data in an easily processed format, and it followed the same methodology as other questionnaire-based research on the issue (Brown, 2013; Tajeddin & Adeh, 2016; Novianti, 2018). The questionnaire was in the form of scaled questions by using *Likert-scale* from 1 to 5 ranging from "strongly disagree" to "strongly agree." The questions were structured by paying attention to the indicators forming the theories, the concepts of writing the questionnaires, such as the contents and aims of the questions, the vocabulary used, styles and forms of the questions, the length of the questions, the order of the questions, and the questionnaires' physical appearance. In addition, a semi-structured interview and documentations were used to elicit more detail information on the study and triangulate the collection of data.

Data Collection Procedures

As demonstrated by DÖrnyei (2011), this research may well be thought of a quantitative one because it included data collection procedures primarily resulting in numerical data which was then analyzed primarily using statistical methods. Since it used a 5-point *Likert-type scale*, it was referred to as quantitative. The responses of students were counted and translated into percentages; however, a descriptive method of the study was performed, and, based on probability theory, descriptive statistics were not advanced. The qualitative information was used to address the research questions. The data from the semi-structured interview with the director of EF English First Cilegon belongs to qualitative.

Furthermore, the writers employed some procedures in this study, they were: (1) planning, (2) gathering the data, and (3) processing and analyzing the data. In the planning process, the study method and the participants were determined by the writers, as well as organizing the questionnaire and the delivery technique of the questionnaire, also the method and data collection technique. In this study, there was only one variable: the perspective of students on the NESTs and NNESTs. A close-ended questionnaire to collect the quantitative data was conducted while collecting the data. Next, using a semi-structured interview, the qualitative data was carried out and documentation was used to generate more detailed information and triangulate the data.

To address the research questions, both descriptive and inferential statistics were used to evaluate the questionnaire and interview data that were obtained in the second step of this inquiry. The descriptive statistics including frequency counts and percentages were determined. Interview data was then analyzed by using content analysis. To promote research, answers were carefully read, keywords were highlighted, and documentation was used.

FINDINGS AND DISCUSSION

Students' Perception towards Native English Speaker Teachers (NESTs)

Referring to the students' personal opinion about their preference for having the NEST (Q1), 45% of students agree that the NEST is necessary for their learning process since they speak English more fluently. Even, 10% of students strongly agree with this statement. As to meet their learning needs (Q2), 55% of students agree that clear and accurate pronunciation of the NEST will affect their natural ability to speak in English. So, they need more exposure to meet their learning need; that is being able to speak in English fluently with clear and accurate pronunciation in a natural way. This is supported by the interview result with the director of EF English First Cilegon who stated that,

"They [the NESTs] have been exposed to English since childhood, so their language is more natural. This natural is something that we want our children to have. So we apply English here in EF also to make our students more natural in becoming a speaker,...we bring natural here to give more exposure to our students from natural English." (I1)

In the second indicator (Q3 & Q4), 55% of students agree that the idioms used by the NESTs motivate them to enhance their learning skills, especially in speaking. The same number of students also agrees that those idioms make them want to learn English more to enhance their skills. However, for young learners, the idioms do not seem to play an important role in their learning process, and even for the adult learners, memorizing idioms as they are will not work. We have to bring the idioms into the contexts as the interview result showed,

"I'm not sure about idiomatic grammar because we have so many young learners here. We cannot use idioms here in the class. But our native teachers try to motivate the students using fun activities, like games or songs or chants. So, it will motivate them more rather than using language they don't understand." (I2)

For the third indicator saying that native speaker understands and uses the standard language, 35% students agree, and even 45% of them strongly agree, that the NESTs understand their utterances even though they pronounce the words incorrectly (Q5). Moreover, 40% of students agree that their NESTs can make immediate correction according to the standard language even though the NESTs themselves have different accents, dialects, pronunciation since they come from different places of origin (Q6). The interview revealed that:

"Well, based on my opinion, yes [native speaker understands and uses the standard language]. But we have to remember that they have special accents as well and sometimes it's different from the common language or general English language that we learn...but for grammatically correct, I can say yes...sometimes they have different accents, dialects, pronunciation even though they come from the same country." (I3)

In the next indicator, 40% of students agree that their NESTs' spontaneous discourse can enhance the communication flow in the learning session (Q7). Most students (40%) also think that the wide range of communicative competence possessed by the NESTs enhances their language skills (Q8). For example, students can speak much longer, write varieties of ideas with a wide range of vocabulary, understand better various types of texts, and understand better the meaning of spoken communication during listening sessions. All of

those language skills developments must consider the level of the learners as the interview added that,

"...yes, because it's their first language; their mother tongue. So, of course, it will be different but sometimes we have to find out sentences to give instructions to the children...So the communicative competence should be adjusted to the learner levels and also the language proficiency of the audiences." (I4)

In the fifth indicator, 45% of students agree, and even 20% of them strongly agree that the NESTs are competent in writing to expose students to different text types, for example descriptive, narrative, and recount (Q9). Students are also involved in regular classroom activities and a two-week-program of writing class in which they must enrol creative writing sessions, writing news items, and writing essays. The curriculum and program are also linked to the NESTs writing competency, so that it will produce the better result of students' writing ability. In other words, the NESTs support the students in improving their writing skills (Q10). As the interview mentioned,

"...we had a program for writing only and it's only two weeks program. In the programs, they [the students] created many kinds of writings like creative writings, news, and essay... students will have specific session for writing about something and they will discuss first and decide the topic, the main idea, the supporting sentences. And after that they will write..." (I5)

In the last indicator (Q11), 40% of students agree that their NESTs can interpret oral texts in speech form to help them understand the materials better, for example in giving instructions and doing exercise. Also (Q12), the same numbers of students agree that the NESTs can easily explain the meanings of unfamiliar words found in written materials or texts in a more comprehensible way to the students without looking up to the dictionary. However, from the teacher's point of view, this is not the case. Interpreting and translating texts need hard work at the beginning and a lot of trainings as the interview mentioned,

"Maybe it's not easy for the first time...they will take time at the beginning while they join EF, but here at work, I think they will be more flexible in the lesson because they already know the strength or weakness, or the cracking point they can fit in...so it's not easy in the beginning but as the time passes by, it will be a lot easier for them..." (I6)

Table 2 Students' Perception towards Native English Speaker Teachers (NESTs)

Item No.	Statement	SD	D	U	A	SA
1	I prefer native English speaker teachers because they speak English more fluently.	1 (5%)	3 (15%)	5 (25%)	9 (45%)	2 (10%)
2	Since the native English speaker teachers acquire the language from early childhood, they pronounce words clearly and accurately which I need for my learning.			4 (20%)	11 (55%)	5 (25%)
3	The idioms used by the native English speaking teachers give me motivation in learning English.			3 (15%)	11 (55%)	6 (30%)
4	The idioms used by the native English speaker teachers make me want to learn English more.			4 (20%)	11 (55%)	5 (25%)

5	The native English speaker teachers understand my utterances though I mispronounce them.	4 (20%)	7 (35%)	9 (45%)
6	The native English speaker teachers can correct immediately when I make errors or mistakes in my learning process.	2 (10%)	7 (35%)	8 (40%)
7	The native English speaker teachers teach spontaneous discourse that enhances communication skills.	3 (15%)	5 (25%)	8 (40%)
8	The native English speaker teachers possess wide range of communicative competence which helps me promote the language skills.	2 (10%)	6 (30%)	8 (40%)
9	The native English speaker teachers have great ability to write many various types of texts that help me to recognize the genre of English texts.	1 (5%)	6 (30%)	9 (45%)
10	The native English speaker teachers have great ability to write many various types of texts that support me to improve my writing skills.	3 (15%)	7 (35%)	8 (40%)
11	The native English speaker teachers have a great ability in interpreting oral texts that help me to understand the materials better.	1 (5%)	7 (35%)	8 (40%)
12	The native English speaker teachers have a great ability in translating texts that help me to understand the materials better.	1 (5%)	2 (10%)	6 (30%)
			8 (40%)	3 (15%)

Below is some documentation of the classroom activities with the NEST.



Figure 1 NEST and the young learners



Figure 2 NEST and elementary school students (High Flyers Class)



Figure 3 NEST and teen students (Front Runner Class)

Students' Perception towards Non-Native English Speaker Teachers (NNESTs)

Based on the questionnaire result in the first indicator of the NNESTs, 45% of the students agree that the NNESTs are the perfect examples of fruitful English students. Moreover, 20% of the students strongly agree with the statement (Q13). Then, most of the students (55%) believe that the language competencies and the success of the NNESTs have motivated them to attain the same or indeed way better skills than theirs (Q14). This is in accordance with the interview result saying:

"Well, yes I believe because if they are not successful, they will not be teachers. They are models of successful language learners because they can master the second language and they can share it. Many people can master English, but it's only for themselves...however, teachers master the English skills for themselves and they can share those skills with the students. So they make other people successful in learning English." (I7)

As for the next indicator, most students (45%) strongly agree, without any doubt, that the NNESTs can instruct more viable learning strategies in the English teaching and learning activities (Q15). This is very helpful for the students, both for the low level and the higher level ones. Further, there is no question that the NNESTs have numerous encounters and recognize how to explore the language by applying aware process since they were language learners in the past, just like their students in the present time (Q16). This is supported by the interview result as stated below:

"Well, of course, because they have been there; learning the same materials...and they face the difficulties. They can be successful and they can share their experience when their students are facing the same difficulties because I believe

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that these things are not something that is experienced by the native teachers...they [NNESTs] can share also with the students, their strategies or like 'If you face these difficulties try to do this one, or if you face this or learn this, try to do that one'. It will be more effective." (I8)

In the next indicator, 55% of the students agree that their NNESTs continuously give further data about the lessons being delivered (Q17). This is very helpful for the students to deal with issues that would appear in the future related to the language being learnt and to understand how language works. Moreover, 40% of the students agree that their NNESTs possess bilingual or multilingual competencies. This may be beneficial in terms of the language learning and teaching process since the teachers have already understood how languages work (Q18). From the interview, it could be found that,

"As teachers, I believe that they understand how language works. If they do so, then it will be easier for them to teach or to deliver the materials. If they don't understand, then they don't have ideas of how to deliver the expected materials for the students." (I9)

In the fourth indicator, 50% of students agree and even 25% of them strongly agree that their NNESTs are more capable to predict learners' challenges during the language learning. This is because they have similar experiences as past language learners (Q19). Further, 45% of students agree and 25% of them strongly agree that their NNESTs know precisely how to figure out the obstacles and challenges experienced by them. Again, this is related to their previous status of language students. As the interview showed,

"...They have been through all of these difficulties so they can predict. For example, if they have materials about past tense saying about holidays, they will warm up the students first then show pictures about tourism object. It will relate to the students' background knowledge to the materials being learnt. This is an example of prediction activity given by the NNESTs." (I10)

In the following indicator, 45% of the students think that in the learning process, the NNESTs express more sympathy toward their learning issues and learning needs (Q21). This may be because the NNESTs had experienced similar matters in the past so that they could manage it well. Most students even think that their NNESTs are more sensitive and understanding to them and they are eager to share appropriate tips and strategies of learning English as well (Q22). This result is supported by the interview which highlighted,

"Yes, I guess because they have already been there, they understand the problems that matter in learning English to meet the learning needs. For example, students cannot really memorize the words, so maybe the teachers can reflect their experience...They have to motivate [the students] from behind." (I11)

In the last indicator, most students, 45% agree and 30% strongly agree, think that they can understand what their NNESTs are saying because the way they speak and explain the materials are easy to follow (Q23). Further, 50% of the students agree and 35% of students strongly agree that the background of the first language of the NNESTs enables them to be more successful in their language learning process since they share the same mother tongue (Q24). However, the interview reveals that:

"When you are learning English, you have to familiarize your ears to English words, English pronunciation. So if you explain something and you have difficulties in explaining the materials, or the students have difficulties to understand what you mean, then you have to simplify the words, find the examples,

or even find the pictures...In English, if you want to be fluent in speaking, they need to build up their confidence.”(I12)

Although students think that they can be successful learners in hands of the NNESTs who have the same background language as theirs, the institution policy requires the learners to have more interaction with the NESTs. Besides that, the NNESTs must use full English in the teaching-learning processes to build students' confidence in productive skills. Hence, they can have similar procedures and activities in learning English at EF English First Cilegon.

Table 3 Students' Perception towards Non- Native English Speaker Teachers (NNESTs)

Item No.	Statements	SD	D	U	A	SA
13	I believe that non-native English speaker teacher is the best model of successful language learner.	1 (5%)	6 (30%)	9 (45%)	4 (20%)	
14	The skills and the success of non-native English speaker teachers inspire me to achieve the same or even better competence than theirs.		4 (20%)	11 (55%)	5 (25%)	
15	I am sure that non-native English speaker teachers can teach more effective learning strategies.		3 (15%)	8 (40%)	9 (45%)	
16	There is no doubt that non-native English speaker teachers have many experiences and know how to learn the language through a conscious process.		5 (25%)	9 (45%)	6 (30%)	
17	My non-native English speaker teachers always provide more information about the materials taught.		5 (25%)	11 (55%)	4 (20%)	
18	My non-native English speaker teachers have bilingual or multilingual competences.		6 (30%)	8 (40%)	6 (30%)	
19	Non-native English speaker teachers are more capable to anticipate my difficulties in learning.		5 (25%)	10 (50%)	5 (25%)	
20	Non-native English speaker teachers know exactly how to solve the problems and difficulties encountered by students.	1 (5%)	5 (25%)	9 (45%)	5 (25%)	
21	Non-native English speaker teachers show more empathy toward my learning problems and learning needs.	1 (5%)	6 (30%)	9 (45%)	4 (20%)	
22	Non-native English speaker teachers tend to be more sensitive and understanding, and they can share their tips and strategies.		2 (10%)	8 (40%)	10 (50%)	
23	The way non-native English speaker teachers talk and teach is easier to understand.	1 (5%)	4 (20%)	9 (45%)	6 (30%)	
24	I can be more successful in learning because I share the same mother tongue with the non-native English speaker	2 (10%)	1 (5%)	10 (50%)	7 (35%)	

teachers and it's beneficial for my English language learning.

Below are the classroom activities with the NNESTs and the interview session with the Director of EF English First Cilegon who is also part of the NNESTs:



Figure 4 Classroom activity with the NNEST: being a chef



Figure 5 NNEST and the adult learners (Front Runner Class)



Figure 6 Interview Session with the Director of EF English First Cilegon

CONCLUSION

Based on the findings, it could be concluded that both NESTs and NNESTs have their own specific roles in English language teaching in Indonesian context. In students' perspectives, they need NNESTs more than NESTs because they share the same background of the first language. They believe that NNESTs can bring successful teaching-learning process since they truly understand the appropriate strategies in learning the language. Further, the NNESTs are helpful in dealing with students' difficulties in learning.

On the other hand, the institution does not really differentiate between NESTs and NNESTs. They hope that the students will have the same experience in learning English in fun ways. Nevertheless, the existence of the NESTs is the best way to give more exposure of natural English to the students. Hence, the students will be motivated and confident in their English ability.

The suggestion that can be drawn from this research that the NESTs should reduce the speed of speaking when explaining the material, to better balance the students to make it easier to follow the learning process, then re-explain the vocabulary related to the material to be discussed, so that students are not confused. In addition, it is also recommended to study students in their class so that they can memorize and understand the characteristics of their students, and make it easier for the learning process. In other hand, NNESTs use students' mother tongue effectively and are more disciplined and consistent with time and manage classes appropriate. In addition, it is also recommended to practice speaking with proper English spelling and accent to provide the correct example to students.

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Development of news writing learning module based on contextual approach for students of PBSI

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Abstract. This research was conducted to describe the process of developing a news writing learning module based on a valid, practical, and effective contextual approach for students of PBSI (Indonesian Language and Literature Education). This type of research is development research (R&D). The development model used is 4-D (definition, design, development, and deployment). This research was conducted at the Indonesian Language and Literature Education Study Program, Faculty of Language and Arts Education, Universitas of PGRI Semarang with a total of 30 students. This development process produces a product in the form of a news writing learning module based on a valid, practical, and effective contextual approach. The overall module validity value is 85.36% with a very valid category. Practical scores were obtained in three ways, 86.22 % from lecturers in the very practical category, 93.12% from students in the very practical category, and 88.59% in student activity assessments in the very practical category. The assessment of the effectiveness of the module was obtained through a pretest and posttest design. Based on data analysis, it is known that the news writing learning module based on a practical and effective contextual approach is used in improving the ability to write news in PBSI Study Program students.

Keywords: learning module, news writing, contextual approach

INTRODUCTION

Learning to write is more about designing and applying five concepts of knowledge in the learning process of writing, namely knowledge of content, systems, processes, types of text (genre), and context. Hayland (2004: 27) states that learning to write means trying to achieve a goal through identifying the social context by using a language called a genre/type of text. Therefore, writing not only emphasizes accuracy and linguistic aspects but also emphasizes the context of a meaningful situation with its real purpose.

The result of writing has an eternal power that is far more solid than thoughts, speech, and actions. Thoughts, speech, and actions will remain unseen unless written down. The movement of thoughts, speech, and actions is a cultural practice. "In this case writing is recording and perpetuating human cultural practices" (Khoiri, 2014: 8).

Rolnicki's (2015: xi-xii) states that journalist students today still need basic knowledge of how to write good news, knowledge of the value of news, how to write interesting news headlines, how to write correct news core, and so on according to standard journalistic rules. . This basic knowledge applies to all media, including online and broadcast media. There is no point in student journalists being able to write unless they know how to write good news. Therefore, the basic knowledge of journalism about writing news is still very important, both past, present, and future.

Writing news as basic journalistic knowledge is a necessity for students, especially students of the Indonesian Language and Literature Study Program (Prodi PBSI). Writing ability is

one of the most complex language skills because it involves various cognitive and linguistic abilities. Based on observations, the learning material for writing news as basic journalistic knowledge that is presented tends to be introductory without involving intensive training such as good news headline writing techniques, interesting news writing techniques, techniques for creating a complete and in-depth news body. Almost no journalistic writing from students is published in journalistic media, so learning to write news as basic journalistic knowledge does not have good practical implications. Learning to write news as basic journalistic knowledge also cannot be applied in life on campus. This is also due to the relatively inadequate facilities and infrastructure for journalism learning in tertiary institutions. Not all tertiary institutions have student activity units (UKM) that specifically develop student journalistic abilities.

The learning method of writing news as basic journalistic knowledge is still very monotonous, namely in the form of one-way lectures and less varied assignments. This causes learning to be meaningless and boring. Students are not motivated by what they learn. Without motivation to learn, students will not learn and ultimately will not achieve success in learning.

So far, learning to write has emphasized more on the results in the form of writing, not on what students should do when writing. Students immediately practice writing without learning how to write. The lecturer asks students to write according to the basic competencies in the curriculum. When finished, the students' writings were collected, corrected, and assessed by the teacher. This activity is continuously carried out which results in students feeling bored and not enthusiastic in participating in writing learning. As a result, students' writing skills are very low.

One of the efforts to motivate students in learning to write news is to make the learning more meaningful, one of which can be expressed through contextual learning. According to Sutikno (2007: 99) that there are two important things in meaningful learning, namely "cognitive structures and new knowledge material." The cognitive structure is all knowledge that students have as a result of past learning activities. In meaningful learning, new knowledge must have a relationship or be associated with its cognitive structure. This relationship occurs because of the similarity of content and in an orderly manner. The two characteristics of the relationship indicate the logical meaning of the material to be studied. So this logical truth is the nature of the material to be studied, but it does not mean that it is meaningful to students. Learning writing also said by Susanto (2017) in his study he discuss about teachers' perceptions towards teaching writing using word games; the case study of junior high schools in Semarang, central java, Indonesia.

Johnson (2002: 24) states that "CTL is a holistic system. Its consists of interrelated parts that, when interwoven, produce an effect that exceeds what any single part could achieve ". CTL is a comprehensive system, CTL consists of parts that are connected. When these parts are intertwined with each other, an effect that exceeds the yield of their separate parts will result. This contextual approach is an educational process that aims to help students understand the meaning of the learning material they are learning by connecting the material with the context of daily life, personal life, social life, and cultural environment.

Miller (2006) states that the use of CTL-based teaching materials is also considered effective for improving learning outcomes related to the achievement of learning objectives through the achievement of predetermined graduate competencies. The CTL approach presents

contextual learning that guides students to relate the concepts they get to everyday life so that they will better understand the concepts compared to those who learn by memorizing. Understanding the learning material will have an impact on improving student learning outcomes.

Based on the problems raised, it is necessary to develop a module based on a contextual approach. Learning modules that present material systematically and obey the rules are certainly needed by students. The development of this learning module is expected to be an alternative that can help students understand learning to write news.

Based on the background of the problems raised, the objectives of this study are as follows. First, describe the process of developing a contextual-based module that is valid, practical, and effective in learning to write news for students of the PBSI study program. Second, produce a module based on a contextual approach to learning to write news for students of the PBSI study program that is valid, practical, and effective.

METHOD

This development research uses the 4-D model (four-D models) proposed by Thiagarajan (in Rochmad, 2012:60). The development process is carried out in 4 stages, namely (a) definition, (b) design, (c) development, and (e) dissemination, but the dissemination stage was not carried out in this study. Initially, the 4-D model design was used for the development of learning tools, especially teaching materials aimed at training lecturers for children with exceptional children. Thiagarajan, Semmel, and Semmel, all three at that time worked at the Center for Innovation in Training the Handicapped at Indiana University, Bloomington, Indiana. In general, the purpose of writing the sourcebook is to assist readers in designing, developing, and distributing instructional materials used for training for lecturers for children with exceptional children. Often the development of science, the model is modified and used to develop teaching materials in general.

The selection of the 4-D model in this study was motivated by several advantages of the 4-D model compared to other models, as follows. *First*, it is more appropriate to use it as a basis for developing learning tools (including learning resources). *Second*, the description seems more complete and systematic. *Third*, the development involves experts (validators) so that before being tested in the field, several improvements have been made according to the suggestions given by the validator.

The types of data in this study are quantitative data and qualitative data. Quantitative data were obtained through questionnaires and learning outcomes while qualitative data were obtained through interviews and observation sheets. The subjects of the trial were students of the PBSI Study Program, Faculty of Language and Arts, the University of PGRI Semarang totaling 30 students. The data analysis technique used is descriptive data analysis. The descriptive analysis technique was performed using descriptive statistics.

FINDINGS AND DISCUSSION

Based on the results of the study, it can be concluded that the module-based contextual approach for learning to write news has been valid, practical, and effective. These results are

obtained based on the stages that have been carried out in the development, namely the definition stage, the design stage, and the development stage.

According to Trianto (2012: 190), the defining stage is the initial stage carried out to determine and define the requirements needed to compile a product. This stage consists of three stages, namely the initial and final analysis, student analysis, and content structure analysis. The preliminary and final analysis is carried out to find out the problems faced by students by interviewing lecturers and students. Student analysis was conducted to determine the characteristics, background, experience, environment, and attitudes of students towards learning to write news. Content structure analysis is done by analyzing the Core Competencies (KI) and Basic Competencies (KD) in learning to write news. This analysis aims to determine learning objectives and indicators based on the curriculum used in the campus where the trial was conducted. Concept analysis aims to identify, detail, and systematically structure the main components of the module to be designed.

Based on the final preliminary analysis, the following information is obtained. First, students quite understand the news. Nevertheless, follow-up from the lecturers, such as explaining the context or purpose of the news, is still needed. Second, there are still many students who are not skilled at writing news. Although in the curriculum what is required is not to write the whole news but to rewrite the news with a different presentation pattern, the explanation of the presentation pattern must be explained in more detail. Third, students are quite enthusiastic about learning news because it is a real event that occurs in everyday life. This causes the provision of examples that can be used as models to be lacking. In addition, the lecturer also asked students to search for information via the internet. However, the information received is sometimes not following the established concept so that it needs to be revised back classically by the lecturer.

According to cognitive theory (Ibda, 2015:32), human cognitive development consists of four stages, namely the sensory-motoric period (0-1.5 years), preoperational period (1.5-6 years), concrete operational period (6-12 years), and formal operational period (12 years and over). Students are in the age range of 18 years and over. This means that students have been able to think logically. That is, students can solve problems and test possible solutions in a systematic and organized way. Based on the results of student analysis obtained the following information. First, students have a high enough desire to be able to understand the material. Second, some students are only able to understand the learning material based on the lecturer's explanation while others do not only understand the learning material from the lecturer's explanation. Third, most students have sufficient time to obtain information outside of school hours. Fourth, most students prefer to work on assignments individually rather than working on assignments in groups. Fifth, in terms of academics, students are quite good. This can be seen in most students being able to understand the learning objectives. Sixth, from a mental point of view, the students are quite mature. This is indicated by the ability to deal with criticism calmly that most students have. In addition, most students are also able to remain calm when facing problems. Seventh, students have a fairly high social spirit which is marked by their willingness to help their friends who do not understand the learning material. Eighth, students have very high motivation in learning Indonesian. Ninth, students have an honest character. This is indicated by the fact that most students are able and willing to do assignments honestly.

Based on the results of the task analysis, the module was developed based on the concept of news knowledge including understanding, structure, linguistic features, and news

presentation patterns. The concept of news re-creating skills includes the steps of recreating news with different presentation patterns and compiling news based on daily events. After carrying out the definition stage, the next step is to design the learning module (design). According to Trianto (2012: 191), the design stage is the stage of preparing a learning device prototype. In this study, the prototype in question is a news writing learning module. At this stage, the learning module design is carried out so that a contextual approach-based module is produced for learning to write news. Three things became the basis of reference in making this module. First, the results of the needs analysis at the definition stage, which consists of early-late analysis, curriculum analysis, concept analysis, and student analysis, are used as one of the bases for module preparation. This means that the module that is compiled is the answer to the results of the defined analysis. Second, the approach used in compiling the module is contextual which consists of seven components, namely constructivism, inquiry, questioning, community learning, modeling, reflection, and authentic assessment. The contextual approach used will be seen in the presentation of modules and learning materials. Third, the rules for module preparation are guided by the module structure, the principles of module preparation, and the module writing stage. By paying attention to these basics, the modules compiled will be systematic. The design stage is carried out through the following steps. First, compile the module framework. The activity of compiling the module framework is carried out with the following steps. (a) formulate indicators and learning objectives from the core competencies and basic competencies that have been determined, (b) identify the main subject matter following the indicators, and (c) organize and arrange the subject matter in a logical order. Second, compiling a draft module. The activity of compiling a draft module is carried out by designing all the elements of the module in the introduction, learning activities, and complete evaluation.

After the design stage is completed, the next stage is the development stage. The development stage is carried out to produce a news writing learning module that is valid, practical, and effective (Trianto, 2012: 192). The validity test was carried out before being tested on the research sample. This is done to determine the level of validity of the designed module. The module is validated by four experts, each of whom provides an assessment for aspects of the feasibility of content, presentation, language, and graphics. Based on the module validation questionnaire analysis for the content feasibility aspect, information was obtained that the designed module was following the curriculum. This is viewed from the formulation of learning objectives and the composition of the material that has been systematically following the predetermined KD. In addition, the material presented follows the pedagogic principle, namely from the simple to the complex. This can be seen from the pattern of presenting the module starting with introductions, concepts accompanied by illustrations, and examples that can be learned. After the introduction, the students were asked to be able to answer the given test.

The designed learning module has covered the seven aspects of the contextual approach. This reflects the integration of the contextual approach has been carried out well. Therefore, it is hoped that learning using modules can encourage students to study and work effectively. Based on the description above, the validator gives a value of 91.67% with a very valid category. This means that the designed module has been declared feasible in terms of content and can be tested.

Based on the module validation questionnaire analysis for the presentation feasibility aspect, the following information was obtained. Judging from the presentation of the material, the modules designed have been able to motivate students to ask questions and form a learning

community, bring up the process of knowledge formation and implement pedagogical principles well, namely from easy to difficult and from concrete to abstract. Judging from the presentation of the exercise, the questions given have been able to arouse student motivation. Judging from other module elements, the presentation of the module has been equipped with instructions, learning summaries, and literature. However, there are some suggestions from validators as follows. First, the inclusion of KI/KD should be closed and not repeated. Second, start the lesson with an example of news.

Based on the two suggestions, the module was improved with the following explanation. For the first suggestion, the module is improved by combining the inclusion of KI/KD which was initially separated into two pages. After validation, list them on one page. Based on the description above, the validator gives a value of 87.50% with a very valid category. This means that the designed module has been declared feasible in terms of presentation and can be tested.

Based on the module validation questionnaire analysis for the linguistic feasibility aspect, the following information was obtained. Judging from the sentences used, the modules designed have used effective sentences. Judging from the idea of writing, the modules designed have been arranged in an orderly manner. In addition, the delivery style of the module has been communicative. However, there are some notes in the form of suggestions given in the module. These suggestions include: First, you should remove the colon on the author's identity. On the same page, it is better to use the word validation rather than the word checked for validator identity. Second, use punctuation to end the command sentence. Third, the source of the text should be bracketed so that it explains the position of the sentence, namely the source of the text. Fourth, it is better to use a consistent greeting in the module. Fifth, the numbering should be replaced with a formal one. Based on the description above, the validator gives a value of 91.67% with a very valid category. This means that the designed module has been declared feasible in terms of language and can be tested.

Based on the module validation questionnaire analysis for the feasibility aspect of graphics, the following information is obtained. Judging from the selection of images, colors, and borders (margins), the modules designed have been quite good. Likewise, the type and size of the letters used are by the level of student development. However, there are some notes in the form of suggestions given by the validator in the module. The suggestions are as follows. First, use contrasting color options on the module material description chart. Second, you should not use the dotted line. This is because the dotted line usually requires a place that can be cut. Third, the front cover should be redesigned. This is because the cover does not reflect the material or what is conveyed in the module. Should be replaced with the shape of the object or other supporting things related to the news.

Based on the description above, the validator gives a value of 75% with a valid category. This means that the designed module has been declared feasible in terms of graphics and can be tested. Overall, the module obtained a validation value of 86.72%. Following Riduwan's opinion (2012:15) the validity with a value range of 81-100 is categorized as very valid. This means that the module designed with the title *Terampil Menulis Berita Untuk Mahasiswa Prodi PBSI* has deserved to be tested in learning to write news.

The practicality test is carried out after the module is declared valid by the expert. The practicality of the module is viewed from three things, namely the practicality of the module by the lecturer, the practicality of the module by the students, and the student's learning

activities. The practicality of the module by the lecturer is viewed from two things, namely the ease of use of the module and the time used. Based on the analysis of practicality questionnaires for ease of use of the module, information was obtained that the designed module made it easier for lecturers to achieve their learning goals. In addition, the exercises contained in the module make it easier for lecturers to know the abilities of students and the module can be used as a practical learning solution related to anecdotal learning. Therefore, the lecturer as a learning practitioner who uses the module gives a score of 92.86% for the aspect of the ease of use of the module.

Based on the practical analysis for the time used, information is obtained that the designed module helps students use their study time more effectively. In addition, learning using modules helps students master learning in a relatively short time. Therefore, the lecturer gave a value of 91.67% for the aspect of time used. Overall, the value of the practicality of the module by the lecturers is 94.27%. Following Riduwan's opinion (2012:15) practicality with a value range of 81-100 is categorized as very practical. This means that the module designed with the title *Terampil Menulis Berita Untuk Mahasiswa Prodi PBSI* is very practical to be used by lecturers in learning to write news.

The practicality of the module by students is viewed from two things, namely the ease of using the module and the time used. Based on the analysis of practicality questionnaires for ease of use of the module, information was obtained that the module was designed to make it easier for students to understand news learning and help students build news material concepts accurately and easily. In addition, the exercises contained in the module also make it easier for students to accurately know their abilities because the module is equipped with an answer key that students can use to measure their abilities independently. Therefore, students gave a score of 87.10% for the ease of use of the module.

The design used is a single group pretest and posttest design. The results of statistical tests obtained information that there is a difference between the pretest score and posttest score in the learning process of writing news that utilizes product development. The average pretest score for writing papers was 71.23 and the post-test average score was 88.24. The difference in the score of the utilization of product development is 17.01. The results of the related sample t-test showed significance (sign-2) $p=0,000 < = 0,005$.

This means that there is a significant difference between the pretest score and the posttest score. From the results of these calculations, it appears that the use of product development in the learning process of news writing has a significant positive effect on student news writing learning achievement. Based on the results of the calculation, it can be stated that there is an increase in student learning achievement in writing news stories significantly between before the learning process and after the learning process.

Based on the above analysis, it can be concluded that the development of learning modules using a contextual approach is effective in improving students' news writing skills. This statement complements the research conducted by Yulastri, Hidayat, Genefri, Islami, and Edya (2017) which states that the use of modules affects students' ability to be independent and survive in society because the module asks and directs students to do something. In addition, Alias, et al (2014) revealed that there was a significant difference in values between before using and after using the module. This indicates that the achievement of student scores increases after using the developed module. In addition to the use of modules, the selection

of the contextual approach used is very suitable in developing modules for learning to write news.

This complements the research conducted by Wahyuni, Suwandi, Slamet, and Andayani (2015) which concluded that learning syntax using textbooks based on a contextual approach was effective in improving student learning outcomes. In addition, the contextual approach has also been used by Kurniati, Sabandar, and Herman (2015) in their research which was used to see the effect of the contextual approach on improving the mathematical critical thinking skills (MCTA) of Elementary School Lecturer Education (PGSD) students. The results of the study revealed that the contextual approach can improve critical thinking skills such as problem-solving, reasoning, and communication.

Based on the results of research conducted and research conducted by other researchers, it can be concluded that the contextual approach is very suitable for use in learning because it provides many benefits both in terms of learning outcomes in the form of test scores and critical thinking skills.

A contextual approach that has seven components can help students understand and write a news story. The contextual approach consists of two forms of learning, namely independent learning and group learning. Independent learning is seen in the activity of building knowledge, finding concepts, and the ability to express opinions. Concept building activities have a very positive impact because the knowledge used by students comes from their environment. This will help students understand the material more quickly and be fun.

In addition, this activity can also provoke students' social sensitivity to find out more about the problems that occur around them. The activity of finding material concepts independently will familiarize students with analyzing a problem with the help of existing theories to formulate a concept that can be used to understand the material. The activity of expressing opinions can motivate students to always ask about something that has not been understood. This activity also shows the extent to which students understand the material that has been studied.

Group learning is seen in community learning activities. This activity has a positive impact on training students to be able to work in groups, respect other people's opinions, and be willing to help friends who do not understand the material being discussed. In addition, the contextual approach also carries out reflection activities as a form of reflection of the meaning of the material that has been studied by students. Students are invited to reflect on what they have learned after studying the material.

This activity can show what meaningful experiences have been obtained and the benefits felt by students after studying the material using the designed module. Modeling is one component of the contextual approach that helps students understand learning materials based on the examples given. Students' understanding is obtained indirectly or through a description of the material. Students gain knowledge based on the examples that have been given. Another activity contained in the contextual approach is authentic assessment. This assessment is very useful for both lecturers and students. Lecturers and students can easily find out the extent of student understanding of the material that has been studied. For students who get low scores, it can motivate them to study harder, while for students who get high scores, they will get an appreciation of themselves for their ability to understand the material being studied.

Based on the description above, it can be concluded that the contextual approach is very appropriate to be used in the learning module. This can be seen based on the increase in learning outcomes obtained by students after using the learning module. In addition, the seven components of the contextual approach have a positive impact on the mental development and social life of students.

CONCLUSION

Referring to the results of the development carried out, the following conclusions can be drawn. *First*, the module development process is carried out through three stages, namely defining, designing, and developing. Based on these three stages, the module learning to write news is based on a valid, practical, and effective contextual approach. *Second*, the designed learning module has been declared valid in terms of the feasibility of content, presentation, language, and graphics. Therefore, the module can be piloted. *Third*, the designed learning module has been declared practical. The practicality assessment is divided into two, namely the ease of use of the module and the time used. This assessment is carried out by lecturers and students after using the designed module. In addition, the practicality of the module is also illustrated based on student activities in learning. *Fourth*, the designed learning module has been declared effective. The assessment of the effectiveness of the module is designed for two assessments, namely the assessment of activities and learning outcomes.

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Learning media and strategies used by english students in practice teaching during the pandemic

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Abstract. Practice teaching, indisputably, is one of the school activities distorted significantly due to the COVID-19 pandemic. Practice teachers should adapt online learning to convey teaching and learning activities. This study aimed at finding out the internet device (wi-fi) available at schools in Pekanbaru municipality and learning media used by practicum teachers with the stable internet connectivity at schools in Pekanbaru municipality. There were 47 out of 51 English Education Students of Universitas Lancang Kuning involved in this research. They filled in 27 items of close-ended questions in the Likert scale. The findings revealed that most schools (83%) had wi-fi devices accessed by practicum teachers for teaching activities. With this device, practice teachers used more diverse applications (Google Classroom, Google Form, and Zoom video conference) more frequently (often), shown in the mean score of 4.0, to convey learning materials and tasks delivery. In schools with unstable internet connectivity, they chose the Whatsapp application to convey learning activities, including the delivery of the tasks. In conclusion, the availability of a wi-fi device with stable internet connectivity supports practice teachers in conducting online teaching activities during the pandemic. They can maximize the use of more diverse applications, namely Google Classroom, Google Form, and Zoom conference.

Keywords: Google classroom, learning media, online learning, practice teaching

INTRODUCTION

Education sector has been affected significantly due to the COVID-19 pandemic. Referring to the UNESCO data, more than three-quarters of schools worldwide were locked to decrease the spread of this virus. The peak term occurred in the early April 2020 with 75.4% of school closures that affected more than 1.3 billion learners in 139 countries. The total duration of school closures was estimated up to 41+ weeks between the first-quarter of year 2020 to the mid of 2021 (UNESCO, 2021). Terribly, Safe to Learn (2020) claimed that the rate of school closure reached 91% worldwide up to April 2020.

To anticipate its academic impact, the authorities have taken a policy to run program of learning from home (Yulia, 2020). The program drives teachers and students to use various online learning platforms. Google Classroom, Zoom and WhatsApps are some applications to name in delivering learning materials. However, learning from home (LFH) is, still, a controversy in public discussions due to the device readiness possessed by students (Prasetyaningsih, 2020) and the technical issues of internet access (Mahyoob, 2020).

The LFH mode also affects implementation of practice teaching program by practicum teacher. Though the program requires the practicum teachers to interact with students on face to face sessions for the sake of cognitive engagements (Joo, et.al., 2014), and do observation to gain experiences (Albakri, et.al., 2017), the sudden hit of COVID-19 has shifted the way learning delivery facilitated by the teachers. In this period, they have been being challenged to implement the practicum in online learning mode. Also, they should get used to apply for diverse learning applications and need to manage some crucial issues in different aspects of teaching with ICT, including preparation of materials, content delivery, activity design, class management (Hsu & Lin, 2020), time management (Herbimo, 2020) and adequate teaching evaluation methods (Rapanta, 2020).

The readiness in ICT usage does matter for the practicum teachers in the online learning activities. Referring to study by Alazam (2012), there is a significant correlation between frequent ICT use in the classroom and teacher ICT skills. In this uncertain condition, practicum teachers are expected more to adapt with cloud learning environment which were not available in the curricula of non-technology education program. Indeed, to embrace the 21st century challenges, they need to serve learning solution in the frame of qualified literacy and imposed digital media education (Sukmayadi & Yahya, 2020), create lifelong learning professional development in the transformative process (Bhamani, 2020) and embed personality traits of ideal teachers (Baruch, 2016).

In the context of preparation program for ESL/EFL teachers, the ability in instructional classroom flow using the realities of the lesson (Farrell & Yang, 2019) is decisive to design for the future teachers. Teaching EFL also elaborated by Susanto (2019), in his study he said about A Qualitative Study of EFL English Teacher's Perceptions towards Teaching Vocabulary Using Word Games for Junior High Schools in Semarang Central Java: to Use or To Reject? And also Susanto (2019) said about The Use and Functions of English Discourse Markers (EDMs) in EFL Students Writing at University in Indonesia. Providing ICT and learning opportunities for the future teachers are among other important programs in the training (Konig, et.al., 2020). Therefore, the preparation program should highlight teaching skills, professional characteristics, and classroom climate (Cohen, et.al., 2010) as the process for qualified teachers.

A well-designed curriculum for the qualified teachers should be supported by learning infrastructures. Verily, the readiness of ICT infrastructure, like internet devices, (Elmunyah, et.al., 2012) and its implementation are two major issues (Hermawan, et.al, 2018) in Indonesian education setting and contexts. This study aimed at investigating the questions; 1) Did internet devices, specifically wi-fi device, avail at schools in Pekanbaru municipality and how was the quality of internet connectivity in the online learning?, and 2) What learning applications were dominantly used by the practicum teachers in the schools with stable internet connectivity?

METHOD

The design of this research was descriptive. The researchers used a questionnaire to portray the availability of internet device (wi-fi), and the degree of participants' opinion on quality of internet signal and learning applications used by practicum teachers at nine public schools in Pekanbaru Municipality during the COVID-19 pandemic.

The participants of this study were students of English Education Program at Universitas Lancang Kuning conducting practice teaching at the public schools in Pekanbaru

municipality for duration four months calendar. The number of participants involved in the online survey were 47 out of 51 students conducting the practice teaching.

In collecting the data, the researchers distributed twenty seven questions in the questionnaire through WhatsApp at the end of practice teaching (PPL) program. The questions were divided into two main sections; 1) the availability of wi-fi devices and quality of internet connectivity, 2) the learning applications used for teaching and learning purposes, as well as the opportunities of giving and receiving feedback in the teaching and process. The students' responses in the four Likert-scales (strongly agree to strongly disagree) and five Likert-scales (Always to Never) were analyzed separately by using percentage and mean score. The mean scores in each category were interpreted to uncover the degree of participants' opinions.

FINDINGS AND DISCUSSION

Findings

In this findings section, the researchers only presented major data of the 27 closed-ended questions of the online questionnaire. In other words, the researchers extracted information in order to answer the research questions.

1. The availability internet devices (wi-fi) and the quality of internet signal at schools in Pekanbaru municipality

To begin the findings, the researchers presented data in terms of compulsory online teaching activities required by the school administrators to be implementd by the practicum teachers.

Sekolah mewajibkan mahasiswa PPL melaksanakan pertemuan/mengajar secara online (daring) selama pandemi COVID-19
47 responses

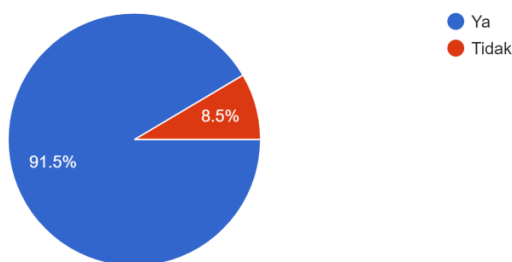


Figure 1 Compulsory Online Teaching

From the figure 1, it was found that 43 practicum teachers (91.5%) should conduct teaching activities in an online mode and 4 practicum teachers claimed that they were not obliged to conduct online teaching. To acquire accurate information, the researchers clarified the data by making short telephone interview to the practicum teachers. The information collected from the participants stated that one participant conducted practice teaching in the outskirts area of Pekanbaru, where face to face meetings were not banned. The other three respondents stated that they were situated in the cross border of Pekanbaru and other regencies in Riau Province, demographically in the adjacent area of palm oil plantation, where internet signals were severely unstable. The three practicum teachers distributed learning materials through

WhatsApp chat with delayed messages. They initiated to ask students to submit the assignments directly to the school.

In order to answer the first research question, the researchers used four Likert-scales consisted of Strongly Agree (score 4), Agree (score 3), Disagree (score 2) and Strongly Disagree (score 1). The information received from the respondents was presented in the following figure:

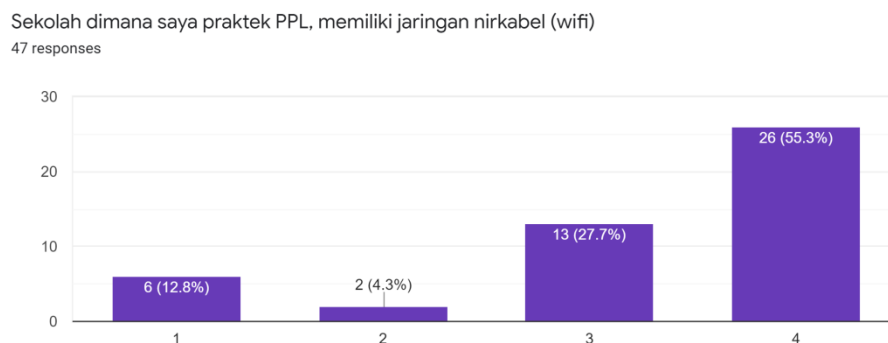


Figure 2 The Availability of Internet device (wi-fi)

The figure 2 clearly showed that the dominant answer was at the strongly agree (55.3%) followed by agree (27.7%). It meant that majority of respondents, 39 respondents (83%), stated that the wi-fi devices were available and installed in the schools, and only 8 respondents stated disagreement on the availability of wi-fi device. In other words, the majority share of internet device showed a big opportunity of the practicum teachers to access internet by using school wi-fi.

To portray the quality of internet signals, the researchers illustrated them in the figure 3 below:

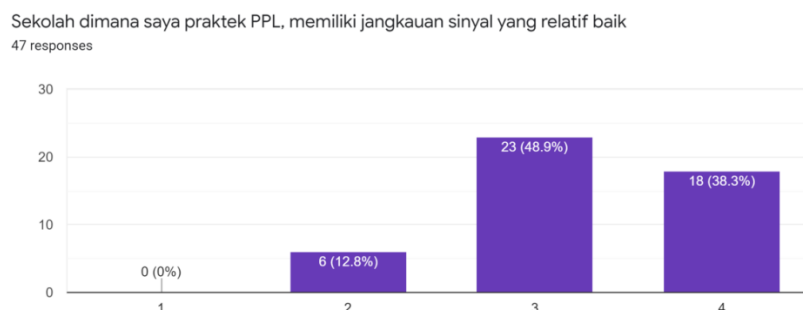


Figure 3 Quality of internet Signal

The figure 3 above showed 23 respondents agree (48.9%) on the quality of a good internet signal. It was followed by a perception on strongly agree (38.3%). The data also depicted that 41 respondents (87.2%) stated the agreement on the availability of stable internet connectivity.

In crosschecking the information, the researchers found a slight difference between the data gained in the figure 1 and the figure 3. In the figure 1, it was stated that four respondents did not conduct online learning activities due to the school location. Indeed, the figure 3 showed a condition of internet signal coverage (connectivity) in the schools, where practicum teachers conducted the practice teaching. To be precise, the gap was only in the quality of internet signal, but not on the availability of the device.

In this finding analysis, the researchers highlighted that majority of respondents (82%) stated that schools in Pekanbaru municipality had internet device (wi-fi). In case schools did not have the internet device, this study also found that 87 % of total respondents agree the internet signal coverage were relatively good. Further, the researchers found there was a slight difference between data, referring to respondents' information, on number of schools owning internet device (8) and internet signal quality (6). The data gap could be interpreted that though the two schools did not have the internet device (wi-fi), the internet signal quality was not stable. In other words, the practicum teachers, still, could access internet by using their own smartphone device.

2. The learning applications mostly used by practicum teachers in the schools with stable internet connectivity

To answer this research question, the researchers selected and categorized the participants' responses based on stable internet signal connectivity and those with unstable internet signal in the schools. The following table illustrated responses with stable internet signal connectivity:

Table 1 Schools with Stable Internet Signal

Questions:	Participants	Mean Score
Q11. Using search engine (Google) to find learning materials	41	4
Q12. Using online media (youtube) to download video for learning activities	41	4
Q.13 Using video conference (zoom, etc) to convey teaching materials COVID-19	41	4
Q17. Using Google Classroom (and similar apps) to convey learning materials	41	4
Q18. Using Google Classroom (and similar apps) to convey assignments for students	41	4
Q19. Using Google Classroom (and similar apps) to give and take feedbacks of the assignments	41	4
Q20. Using Google form for quiz	41	4

From the table above, it was found that practicum teachers in the schools with stable internet signal used various learning applications to convey teaching practices. Zoom, Google Form and Google Classroom (and similar apps) were frequently (often) used by the practicum teachers in that circumstance.

The usage of Zoom video conference could substitute partially the face to face meeting. To this situation, the practicum teacher could check students' presence by looking at the join status at the application. Also, the teacher could convey various teaching materials

interactively using learning media that they prepared. To add, student had chance to address question(s) with a direct response from the teacher.

Similarly, the use of Google Classroom facilitated practicum teachers to convey various teaching materials. The teacher could post videos, as well as other interesting websites, and give quiz with a time limit of assignment submission. The teachers were able to detect students' presence and recorded them by checking out the feature on the application. However, this application did not have feature of video conferencing that facilitate student-teacher direct interaction on screen.

In conducting quiz and other tests, the practicum teacher used Google Form to collect information about students' comprehension on the materials given. This application enables students to get score within a short period of time, as long as the teacher used multiple choice questions and or short answer questions with the answer key. In term of long answer key, the teachers may use this application to do scoring and send the result to the students.

In the circumstance of lower and unstable internet signal, the practicum teachers could not do video conferencing and used Google Classroom (and similar apps) to convey teaching materials to students. Most of them used WhattsApp chat as illustrated in the table 2.

Table 2 Schools with Unstable Internet Signal

Questions:	Participants	Mean Score
Q14. Using WhattsApp chat to convey learning materials	5	4
Q15. Using WhattsApp chat to give assignments for students	5	4
Q.16 Using WhattsApp chat to give and take feedbacks for students	5	4

From the table above, there were five practicum teachers that used WhattsApp application frequently in the learning activities. While, one practicum teacher participating in this study claimed that the internet connection was severely unstable. Those five practicum teachers were situated in the unstable internet signal (connectivity) where they conveyed learning materials by using delayed Whattsapp chat. Though, it was found that there were some other practicum teachers locating in the stable internet signal that used WhattsApp, but the frequency of using WhattsApp chat was in the level of 'Seldom'

Discussion

The condition of COVID-19 pandemic has caused uncertainty for teachers to manage face to face teaching and learning activities. In the public discussion at various media, like TV and facebook, some parents were sick of the online learning and proposed a face to face school meeting. They were anxious to their students' development in term of cognitive and affective aspects. Indeed, the face to face interaction facilitated students to have a sense of cognitive engagement in the distance (Joo, et.al, 2014). This condition was also supported by (Prasetyaningsih, 2020) that the online learning was not effective, especially for the slow learners. Many of them could not comprehend learning materials conveyed by the teacher. Other findings showed the impact of school locked down to children from lower economic family. According to Bonal and Gonzales (2020), children from socially disadvantaged

families had few learning opportunities both in terms of time and learning experiences (schoolwork and maintenance of after-school activities).

However, in the public discussion itself, there was no firm answer toward the solution for the Learning from Home. Therefore, the online learning, to this end, is still the necessity to ensure the student's safety (Dhawan, 2020) and governments are also demanded to ensure the availability of children with disadvantaged-family background (Safe to Learn, 2020).

The use of various online learning applications in the stable internet signal, as found in this study, was supported by Dhawan (2020) that the COVID-19 pandemic shares a big impact for Start Up companies in developing learning applications. Yet, the use of application like Google Classroom and Zoom were among the most familiar online learning media used by teachers and students. A'yun et.al. (2021) recommended that the use of Google Classroom as an online learning platform during the COVID-19 pandemic should be continued. In advance, Rohman, et.al. (2020) argued that most students receive online learning using the Google Classroom application due to several considerations such as ease of access. Though with some constraints, Google Classroom was still effective to use for online learning mode (Alim, 2019).

The use of Zoom meeting as the learning media has been a discussion in academic domain as well. Guzacheva (2021) found that Zoom technology is a great tool for making learning in the subject of English for medical students. This application enabled students to use the chat box with other learners and they could see everyone's camera and listen to everyone. Suadi (2021) also found similar result toward the use of Zoom meeting. Although the availability and slow speed internet connection were being problems among students, the use of this platform in ELT was rated effective and efficient in terms of time, place and expense (Suadi, 2021). Though some other studies found its benefit, this learning platform had major constraint in term of stable internet signal (connectivity) that caused intermittent voice (Laili & Nashir, 2020).

Concerning the debate in the use of online learning platforms, the practicum teacher should focus on the learning delivery. As the ideal future teachers, they are demanded to apply more varieties of learning activities (Herbimo, 2020) and are able to develop learning materials (Syahdan, 2018) to ensure students' consistency in the classroom participation. In addition, the teachers, also, need to ensure learning assessment was carefully designed to develop students' critical thinking skill (Syahdan, 2014) and to minimize the doubt on the effectiveness of online assessment methods in term of task honestly (Perwitasari, et.al., 2020).

CONCLUSIONS

This study aimed at answering questions on internet devices (wi-fi) avail at schools in Pekanbaru municipality, the condition of network signal (stable and unstable connectivity), and learning applications dominantly used in the schools with stable internet connectivity. The findings revealed that most schools (83%) have wi-fi devices accessed by practice teachers for teaching activities. With this device, practice teachers used more diverse applications (Google Classroom, Google Form and Zoom video conference) more frequently (often), showed in the mean score 4.0, to convey learning materials and tasks delivery. In the schools with unstable internet connectivity, they chose Whatsapp application to convey learning activities, including the tasks delivery. In conclusion, the availability of good wi-fi device supports practice teachers in conducting online teaching activities during the

pandemic which they can maximize more diverse applications, namely Google Classroom, Google Form and Zoom conference.

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The vocabulary mastery for early childhood through songs

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Abstract. The study was an experimental study that aims to improve early childhood's education students in English vocabulary skills through interactive songs learning method for early childhood at PAUD Tarbiyatul Athfal 49, that was located in Kuripan, Ngadirgo village, Mijen district, Semarang. The study involved two groups of students, those were the control group (25 students) who were taught by using pictures, and the experimental group (25 students) who were taught by using songs. The pre-test was given before the treatment began and the post-test was carried out after the experiment was finished. The null hypothesis was then drawn, and T-test was also conducted to compare the mean score of the two groups. The mean score of the control group was 13.3, while the mean score of the experimental group was 16.4. The results showed that the mean score of the experimental group was higher than the control groups. The t-test that had been carried out also showed that there were significant difference between the two groups was 0,23 (the figure was above 0,5). Based on the above results, it proved that Tarbiyatul Athfal early childhood education students understood in English by using songs was better than other learning method, since songs can motivate them to know more about English vocabulary.

Key words: Method, Music, Song

Introduction

Early Childhood Education (PAUD) is essentially an education organized with the aim of facilitating the growth and development of children as a whole or emphasizing on the development of children as a whole or emphasizing on the development of all aspects of the child's personality. According to Subanji (2020), early childhood education (PAUD) is a level of basic education which is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education

In general, the aim of early childhood education is to form the quality of Indonesian children, that is children who grow based on their level of development and help prepare them to achieve learning readiness (academic) at school (Raihana:2018)

Institutionally, early childhood education can also be interpreted as a form of education administration that focuses on the foundation for growth and development of either refine motoric coordination or rough motoric coordination, emotional intelligences, multiple intelligences and spiritual intelligence. In line with the statement above, Rani (2020) stated that early childhood education aims to stimulate on the aspects of child development, namely motoric physical development, cognitive, language, emotional social, as well as religious and moral values

Early age is a golden age for children to learn language without neglecting other aspects that very important in their life. Learning a foreign language in early childhood under six years is

done as an introduction to the language, not as the main thing. According to Purwanti (2020), early childhood is a period of first foundation for developing one of the child's development such as language skills, especially in English with the aim that children can compete in the global world when they grow up.

The problem found in the teaching place is that children have difficulty in understanding English because of lack of children's vocabulary. The background raised a way to make an easier in mastering English vocabulary for early childhood, so the purpose of the study prioritizes on the comfort, in which children are not feeling get bored when carrying out activities, and so that children are feeling happy in learning English considering that English is an International language. It hoped that they will get something simple and attractive in the way knowing and mastering vocabulary. Teaching vocabulary at school also elaborated by Susanto (2019) he said about a qualitative study of efl english teacher's perceptions towards teaching vocabulary using word games for junior high schools on semarang central java: to use or to reject?.

In developing of speaking English ability as one of the competencies that must be mastered, so the teacher's role is very important in providing opportunities for children to use English both outside and in groups. A teacher is also creative in providing learning resources and continue to pay attention into children's development in using English as an oral communication means. For this reason, teachers need to choose various activities that are comfortable for children so as to maximize children's speaking activity. Teaching Speaking also has been elaborated by Susanto (2009) about difficulties in english speaking faced by the students of SMP Negeri 2 Kedu Temanggung in academic year 2008/2009

Teaching English to early childhood is different from teaching English to teenagers or adults. Early childhood has its own uniqueness and characteristics that more or less affect the learning atmosphere in the class and the selection of learning strategies by the teacher. One of teaching strategies that can be used by teachers is song. Song is an authentic language sources and it is a fun medium of learning for young learners. They can sing the songs that are taught anywhere and anytime they want, apart from that children don't feel get bored at the time of carrying out activities, and so that children enjoy learning English in the future considering that English is an international language

Learning Method

The method is a part of strategy in achieving the goal activity. The method is chosen based on the activity that has been selected and determined. As a tool to achieve the goal, it does not always function adequately. Therefore, in choosing a method that will be used in an early childhood activity program, the teacher needs to have strong reasons and factors that support the choice of the method, such as the characteristics of purpose, and the characteristics of the children taught. Nasution (2017) states that in using learning methods in school, a teacher can use different learning methods between one class and another other classes, thus the teacher's ability to master and apply various learning methods is required. The better the method, the more effective achievement of learning objectives will be. Apart from that, the selection of a learning method that provides learning opportunities for students must be based on the student's circumstance, the educator's personality and the learning environment (Hidayat:2020)

Music and Song in the Learning Process

Music

Music is an integral part of life, therefore music should be an integral part of the school experience. There have been many research results that reveal that music has been used to provide motivation in the fields of mathematics, social sciences, languages, arts and sciences, etc. Music is a universal language, so it can be integrated in all fields of study to provide learning. Because music can help schools become a fun place, and music belongs to children together. Thus, teachers should take advantage from the learning motivation stimulated by music. Various studies have shown that to increase the enjoyment music to students, it can be done in various ways, including through (1) introducing music in the classroom (2) listening to music (3) making instrumental music in class. For every purpose, the class is enriched with music using a variety of varied techniques. The use of music in the classroom will help increase students' excitement in learning and at the same time increase the effectiveness of achieving goals. Then, no less important is learning through music and or learning with music, as well as learning about music can provide many benefits for students' physical and mental development (Halimah:2016)

Song

According to Sophya (2018), song is a very good way to support in the teaching and learning process, especially in English class for early childhood, and then more specifically it is believed to be able to motivate young learners while participating in English learning. Song can also make the class more interesting and lively. When children like songs that taught by the teacher, they will be happy and enthusiastic to do it and that's point they are learning something indirectly.

The same thing was also conveyed by Ranuntu (2018), who stated that songs will motivate children to be happier in learning English since they did not get bored and then interested in participating the learning process, so that it becomes easier for them to understand the material presented, and songs have many benefits for children in getting to know English, besides creating a pleasant atmosphere for children (Purwanti:2020). Previous study conducted by Ratminingsih (2016) showed that song as a learning media was proven to be effective in improving English learning outcomes for young learners, because there were an increase in learning outcomes, in which the result before treatment was 6.69 (enough), while the result after treatment was 8.31(good). Ilmi (2020) in his study also stated that by using songs students can remember and memorize faster than just reading and then memorizing.

From the statements above, it can be concluded that songs played an important role in learning foreign languages, especially for early childhood, because in this golden age children will enjoy a more relaxed learning atmosphere with a pleasant atmosphere. Educators can teach vocabulary more easily to children, because music naturally provides opportunities of practice patterns, mathematical concepts, and symbolic thinking skills and can provide entertainment and have function as a way to strain situation and boredom (Wahyuningsih:2019).

Method

The purpose of this study is to find out the contribution of songs in improving English skills in early childhood.

This was an experiment study in which two PAUD classes got two different treatments in English learning. Class A was signed as control group, while class B was signed as experimental group. The control group was taught by using picture, while the experimental

group was taught by using song. Each group was given the same test which included vocabulary. The pre-test was given before treatment, and the post-test was carried out after the treatment completed.

The data was taken from teacher and students interaction that occur in the learning process. After the data was collected, it was processed, and then analyzed statistically. In this study, the null hypothesis was applied, then the T test was used to compare scores in each group. The alpha level at 0.5 was used for testing statistically.

The study was conducted at PAUD Tarbiyatul Athfal 49 which is located at Kuripan village RT 03/ RW 04, Ngadirgo village, Mijen district, Semarang. The subjects of the study were students of PAUD Tarbiyatul Athfal Semarang.

Findings and Discussion

The result of pre-test of two groups are presented in table 1 below:

Table 1. The result of pre-test of two groups

Descriptives			Statistic	Std. Error
Pre Test Control	Mean		5.6800	.29280
	95% Confidence Interval for Mean	Lower Bound	5.0757	
		Upper Bound	6.2843	
	5% Trimmed Mean		5.6556	
	Median		6.0000	
	Variance		2.143	
	Std. Deviation		1.46401	
	Minimum		3.00	
	Maximum		9.00	
	Range		6.00	
	Interquartile Range		1.50	
	Skewness		.263	.464
	Kurtosis		.190	.902
	Pre Test Experiment	Mean		5.8800
95% Confidence Interval for Mean		Lower Bound	5.2572	
		Upper Bound	6.5028	
5% Trimmed Mean			5.8778	
Median			6.0000	
Variance			2.277	
Std. Deviation			1.50886	
Minimum			3.00	
Maximum			9.00	
Range			6.00	
Interquartile Range			2.00	
Skewness			.062	.464
Kurtosis			-.146	.902

The table 1. presented the pre-test performance of the control group and experiment group. The data showed that mean score of experiment group was higher than control group, in which the control group got score 5.68, while experiment group got score 5.88.

The result of post-test of two groups are presented in table 2 below:

Table 2.
The result of post-test of two groups

Descriptives			Statistic	Std. Error
Post Test Control	Mean		13.3600	.42379
	95% Confidence Interval for Mean	Lower Bound	12.4853	
		Upper Bound	14.2347	
	5% Trimmed Mean		13.3444	
	Median		13.0000	
	Variance		4.490	
	Std. Deviation		2.11896	
	Minimum		10.00	
	Maximum		17.00	
	Range		7.00	
	Interquartile Range		3.00	
	Skewness		.026	.464
	Kurtosis		-.912	.902
	Post Test Experiment	Mean		16.4400
95% Confidence Interval for Mean		Lower Bound	15.7243	
		Upper Bound	17.1557	
5% Trimmed Mean			16.4778	
Median			17.0000	
Variance			3.007	
Std. Deviation			1.73397	
Minimum			13.00	
Maximum			19.00	
Range			6.00	
Interquartile Range			3.00	
Skewness			-.229	.464
Kurtosis			-.912	.902

Table 2. performed the post-test result of both experiment groups. It was obvious that the experiment group gained more than the control group, since Mean of the experiment group was 16.44, while Mean of the control group was 13.36. It means that there was a significant difference in the achievement scores (gains) of both groups. The group was taught by using song got higher score compared with pictures. This showed that song give the positive impact on students' academic achievement in mastering vocabulary.

The result of paired sample test of control group is presented in table 3 below:

Table 3. Paired Sample Test of Control Group

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test Control - Post Test Control	-7.68000	1.81934	.36387	-8.431	-6.929	-21.11	24	.000

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test Control	5.6800	25	1.46401	.29280
	Post Test Control	13.3600	25	2.11896	.42379

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre Test Control & Post Test Control	25	.536	.006

The result of paired sample test of experimental group is presented in table 4 below:

Table 4. Paired Sample Test of Experimental Group

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test Experiment - Post Test Experiment	-10.56000	2.23756	.44751	-11.48	-9.636	-23.60	24	.000

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test Experiment	5.8800	25	1.50886	.30177
	Post Test Experiment	16.4400	25	1.73397	.34679

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre Test Experiment & Post Test Experiment	25	.053	.802

Paired T-test was given to calculate the result of pre-test and post-test of both groups. It was to find out the significance differences in improving students' vocabulary mastery before and

after treatment. It was counted by entering students' score of pre-test and post-test, then processed by using paired sample t-test formula. The data statistically could be seen in table 3 and table 4.

The result of Independent Sample Test of pre-test is presented in table 5 below:

Table 5. Independent Sample Test of Pre-test

		Independent Samples Test							
		t-test for Equality of Means							
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
							Lower	Upper	
Pre Test	Equal variances assumed	.476	48	.636	.20000	.42048	-.64542	1.04542	
	Equal variances not assumed	.476	47.956	.636	.20000	.42048	-.64544	1.04544	

The result of Independent Sample Test of post-test is presented in table 6 below:

Table 6. Independent Sample Test of Post-test

		Independent Samples Test							
		t-test for Equality of Means							
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
							Lower	Upper	
Post Test	Equal variances assumed	5.625	48	.000	3.08000	.54760	1.97897	4.18103	
	Equal variances not assumed	5.625	46.192	.000	3.08000	.54760	1.97786	4.18214	

To determine whether or not there was significant differences between the means of two independent samples, the independent T-test was used. Data from the post-test also used to determine how the use of song technique increased vocabulary mastery by comparing the achievement of both groups. The result could be seen in table 5 and table 6.

The result of the two post-test means were tested for their significance. The difference test result of the two post-test means of the control group and the experiment group, stated that $t_{count} = 4,46 > t_{table} = 1,67$, $\alpha = 0,05$, which presented in figure 1.

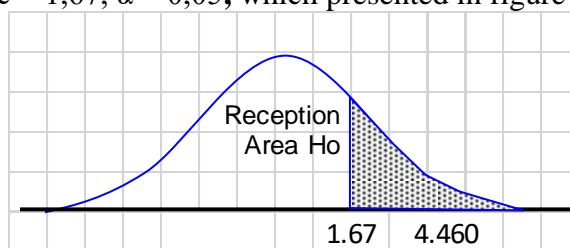


Figure 1. The reception area of Ho

Because t count is in the rejection region of H_0 , it can be concluded that the experimental group is better than the control group.

Conclusion

One of the difficult parts in learning a foreign language for young learners is the acquisition of vocabulary. Most learners find that English is a hard subject to be studied. However, the situation will be different when the teacher applied a suitable method in the teaching learning process. They can enjoy learning English when they were taught in a fun way. Different studies revealed that song is proved beneficial in vocabulary learning because it enhance students' ability to memorize words, encourage student's interaction, improve their communicative skills and enhance students' motivation. Song is also can help the teachers to create contexts in which the language is useful and meaningful.

The purpose of the study was to describe the teaching learning process using songs at PAUD Tarbiyatul Athfal Semarang. The researchers found that the students enjoyed and comfortable during the process of learning by using song. It was proven by classroom observation, test, and interview transcription. Song made the learners become active and enthusiastic and the situation of the class alive.

The result showed that there was any significance difference between the student's understanding of vocabulary when they were taught by using songs rather than taught by using pictures since the results indicated that the experiment group score is higher than the control group. The experiment group showed an improvement in performance and this improvement was statistically significant since the students got better achievement in their vocabulary understanding by using song

It can be concluded that the use of song in teaching English indeed give great impacts to the students' understanding of vocabulary. Song can motivate students in learning English vocabulary. By using songs, teaching learning process becomes more active so that it gives a comfort impression for students.

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Speaking fluency and EFL learners' reluctance to speak english among primary school students: factors and evidence

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Abstract

Speaking is productive skill that use of utterance as the way to do communication and express the meaning with other people. Moreover, speaking English can be a bridge to communicate with foreigner. The writer wants to investigate what difficulties faced by students in speaking and what factors that influence students speaking ability. This research was descriptive qualitative research. It involved 25 students of a state junior high school in Indonesia and the participants were the eighth grade students. Observation and questionnaire were used to collect the data. The results showed that several issues of difficulties faced by students: fluency, hesitation, vocabulary, grammar, expression and pronunciation. It caused by varieties of factors, one of theme is students are seldom to discuss with their friends using English. The most factor that influences the speaking ability was cognitive factor where it involves the conceptualization, formulation and articulation when do to speak and student still not yet to do it well.

Key words : *evidences, difficulties, factors, speaking*

INTRODUCTION

In the contexts of English language teaching, i.e. EFL learners, the ability to use English effectively, accurately in communication (Davies & Pearse, 1998 cited in Tuan & Mai, 2015). The students are expected to speak English fluency and accurately. They can express themselves naturally with using English. However, most of students speak ineffectively and inaccurately because it is not a simple thing to learn to speak. It has many challenges for learning English. It supported by Riyaz and Mullick (2016) studied about Problems in learning English Speaking Skill: A study of Higher Secondary Students in Srinagar, India. The result of their study showed that performance of speaking students is very low. The students did not have chances to speak English inside or outside classroom. The teacher also did not much pay attention in classroom interaction with using English in order to students can be helped in vocabulary and grammar. It is the same situation in Indonesia.

Tuan and Mai (2015) conducted the study about Factors Affecting Students' Speaking Performance At Le Thanh Hien High School. Their study used qualitative method and for collecting the data, they used questionnaire and class observation. The result of their study showed that students spoke very little or nothing in speaking classes and they were not motivated in using English. Malik (2012) conducted the research focuses on speaking ability. This study used a qualitative interview approach and for data collection, he used simple random sampling. The result of his study was most of students' fluency affected by grammar and vocabulary. Consequently, they will not be able to speak fluently and also have hesitation or repeating when they speak. Other studies also confirm psychological issues are also raising problems during task performances (Misdi, Mahaputri, and Rozak, 2019). Misdi, et al. (2019) reported how speaking tasks in a madrasah (senior high school) enable to empower students to speak. Susanto (2009) elaborated the difficulties in english speaking faced by the students of SMP Negeri 2 Kedu Temanggung in Academic Year 2008/2009.

Therefore, the teacher should know what the difficulties that may be faced by the learners, and factors that influence in speaking performance. In order to do appropriately, teaching speaking is aimed at helping the learners to speak. As express by Misdi (2017) that English teaches have to

listen to what their students' needs. This implies learners' power is accommodated meaning that learners will have their voice involved. So, the writer also interests to conduct research related to the difficulties of speaking, the writer will conduct the research with a title "The Analysis of Students' Difficulties in speaking (a Case in Second Grade of Junior High School).

The research questions are formulated as follow:

1. What are the difficulties faced by students in speaking?
2. What are the factors that influence the students' speaking ability?

RESEARCH METHOD

In this study, the writer used qualitative descriptive. The writer took qualitative descriptive because the writer want to describe the difficulties which faced students of Junior High School Students. The participants of this study were the eighth grade students of SMP Negeri 14 Kota Cirebon. It was taken from class 8A. The method of collecting the data used observation and questionnaire which are the data obtained from observation that was recorded, and the questionnaire sheet.

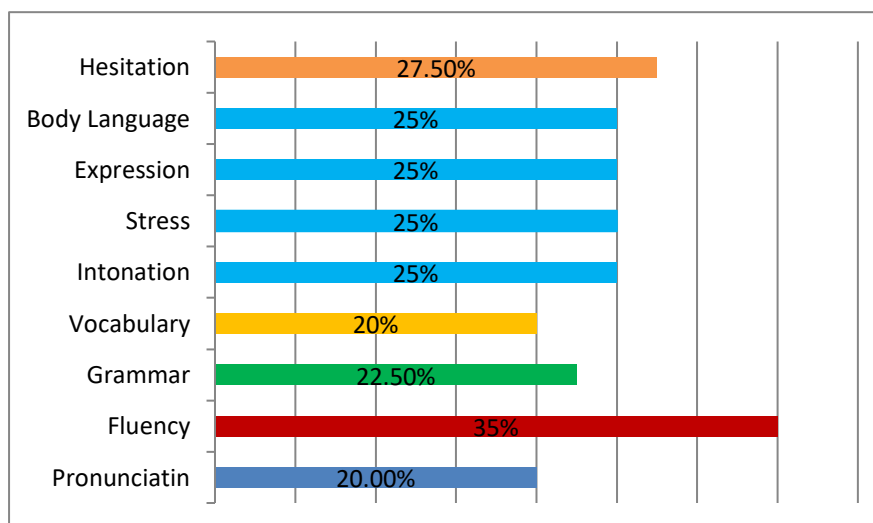
RESULT AND DISCUSSION

A. Result

1. Difficulties Faced by Students in Speaking

Based on the observation class that has been done, the students had enough time to prepare for a speaking task with their pair before they performed in front of the class. All of the students contributed to do the task although they still discussed by using mother tongue but they still had motivation and spirit to perform it in front of the class. Some students felt confident to perform it but some others feel doubt and nervous because they were afraid to make mistake in pronunciation or their friends will be laughing. After seeing all performances from the students, the writer found difficulties that faced by the students. It can be seen from the chart below:

Table 1. The Observation Analysis of Students Performance in Speaking



The chart above is a result of observation class which shown the percentage of aspects speaking performance of students. It can be known that fluency has the highest percentage, thirty five percent (35%), it means that students have difficulties to speak fluently. They still speak slowly as remembering the words that remembered, for the consequence, they spoke full of hesitation. It can be known from the chart that hesitation has the second highest percentage with twenty seven point fifty percent (27,50%). It can be categorized into cognitive factors where students still not yet deal with what information can be chosen to express the meaning. It made students speaking not fluently. Besides that, body language, intonation, stress and expression have same percentage, twenty five percent (25%). it means that students were not still yet express the words or sentence of English well.

There were still many students that feel nervous and thinking for a while to remember or read the word or sentences which written before in their paper so, they can not express their speaking naturally and they were just stuck on their memorized. Students still did know how to express or pronounce the word or sentences with intonation and stress well. They pronounce them as they are reading the text. It can be categorized into linguistic factor which is students still have a mistake in how to express well and also using the right intonation, stress and expression.

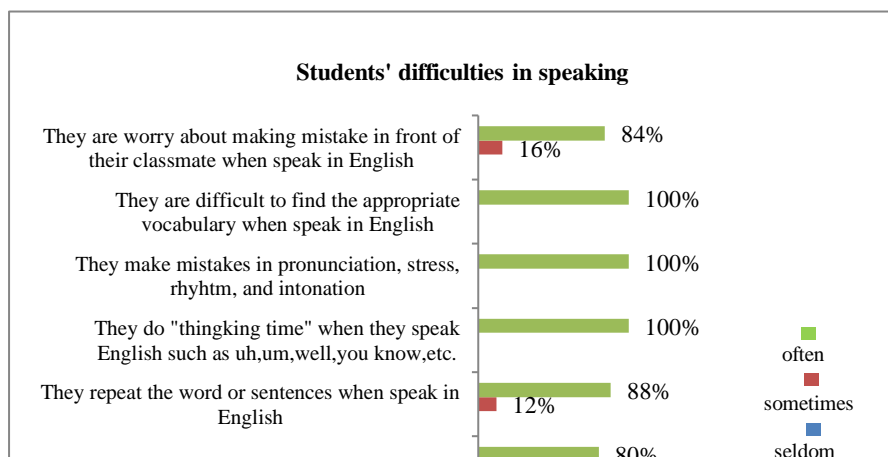
Grammar was one of aspect which being obstacle for students, it can be seen that grammar has twenty five point fifty percent (22,50%). It means that students were still difficult in structuring the word or sentences correctly, such as on the sentence *"If you can help me?"*, students were false or reversed in putting on subject and verb, it should be *"can you help me?"* when asking the question, the verb should be in first. For another it was on the sentence *"Now, at the time?"* it should be *"what time is it now?"* if asking about the time. It can be categorized into cognitive factor because it can be seen that student got difficulties in using grammar.

The other aspect of difficulties was vocabulary which had twenty percent (20%). Students were still not appropriate in using vocabulary, such as on the sentence *"yes, I know address, you are just straight"*, it should be *"I know this address, you just go straight"*. for another on the sentence *"Sorry for permitted I is what the tape?"* it should be *"excuse me, what time is it ?"* . It can be categorized into cognitive factor, same with the previous where students got mistake in using vocabulary. The last aspect which has same percentage was pronunciation with twenty percent (20%). Most of students can pronounce the base words, but still many students can not pronounce the words correctly. It happened on word *"direction"*, students still pronounced *"di-rek-sion"* not *"de-rek-syen"*, another on word *"if"* student pronounced *"aif"* not *"if"*. It can be categorized into linguistic factor where students still got mistake in how to pronounce the words well. In conclusion from the observation class, actually students have motivation in English but they have difficult especially in speaking. They were still less to express their speaking naturally and still use inappropriate vocabulary and grammar.

2. Difficulties Faced by Students in Speaking and Factors That Influence The Students' Speaking Ability

The writer also used questionnaire to analyze the data. The data from questionnaire sheet, it identified and presented by percentage. Then, the writer makes conclusions of the data that have been elaborated in description. The data from questionnaire is as supporting data of the first research question and to answer the second research question *"What are the factors that influence the students' speaking ability?"*. The result of students' questionnaire can be seen in table below :

Table 2. The Questionnaire Analysis of Difficulties Faced by Students in Speaking



Based on the data analysis above, it can be conclude that the eleven difficulties which adapted from Brown (2001) was happened by students. However, for the first point about worry making mistake in front of their classmate when speak English, eighty four percent (84%) students feel it but some students did not worry making mistake. it was proved from the data that was sixteen percent (16%) students did not have problem about that. It was also supported by observation where the writer asked the students to perform in front of the class some students was enthusiastic but some more was feel nervous. If see the data above, it can be categorized into affective factor where the students feel worry or doubt for making mistake in speaking. The second point, students are difficulty to find appropriate vocabulary when speak in English, have one hundred percent (100%). It means that most of students feel difficulty in finding the right vocabulary. It can be known from students' performance when did observation. It was seen from conversation 1 between student 1 and student 2 on the picture below:

Conversation 1

Student 1 : Farhan, now at the time? [laugh]

Student 2 : Now(...) now.now, ten o'clock

Student 1 : Thank you Farhan [laugh]

Student 2 : Thanks' for Dafa [laugh]

It can be seen from the conversation above that students still have difficulty in using the right vocabulary. It was seen in words "*Thanks's for Dafa*" it should be "*Thank you Dafa or Thanks Dafa*". If see the data above, it can be categorized into cognitive factor that students got wrong in using vocabulary. The third point, making mistake in pronunciation, stress, rhythm and intonation has one hundred percent (100%). It means that most of students have difficulty in how to pronounce, make a stress, rhythm and intonation correctly. It supported by observation that have been done. It can be seen conversation 8 on the picture below:

Conversation 8

Student 15 : Excuse me, can I,ask,for help?

Student 16 : Yes, of course, what I can, help?

Student 15 : Where "direction"(...) of, road to, hotel Eno number 1?

Student 16 : You from "here" please, go straight, "where", "where" is the(...)

Hotel Eno number 1

If see the conversation above, students have difficulty in pronouncing some words. So, it can make them doing mispronouncing. If see the data above, it can be categorized into linguistic factor that students did many mistake in pronouncing the words. If see the data above, it can be categorized into linguistic factor which is students have some problem in pronouncing the words.

The fourth point, do thinking time when they speak English such as uh, um, well, you know, etc, has one hundred percent (100%). It proved when did observation, many students that did thinking time when they did conversation with their friend. It can be seen on the picture below:

Conversation 11

- Student 21 : time.how many(...)[laugh]?
- Student 22 : Yes
- Student 21 : Time(...) how many...nowadays?
- Student 22 : Nowadays(...) time(...) nine
- Student 21 : Thank you [laugh]
- Student 22 : You're welcome

As conversation on the picture above, student21 and students22 got difficulty to find the words so they many did thinking time by silent for a minute as remembering the words. It see the data above, it can be categorized into cognitive factor. It be caused students still no yet appropriate in using the vocabulary, grammar and in their speaking were full of hesitation. If see the data above, it can be categorized into cognitive factor which is students got difficulties in using vocabularies when speaking and they also spoke by filled of hesitation. The fifth point, repeat the word or sentences when speak in English, has eighty eight percent (88%) that students did it, but some students did not repeat the words having percentage twelve percent (12%). It can be seen on the conversation below:

Conversation 2

- Student 3 : 'if' you can help me?
- Student 4 : Yes, I(...) I(...) What I can, (...)? I can you?
- Student 3 : I want to ask, now at the time?
- Student 4 : Yes now(...) yes now at(...) at "half" ten
- Student 3 : Thank you
- Student 4 : You are welcome

In conversation 2, student 3 forgot the words that has been remembered. Consequently their performance was distract. If see the data above, it can be categorized into cognitive factor where students still got difficulties in conceptualization and formulation to express the meaning by the proper word. The sixth point, speak English word by word, has eighty percent (80%). most of students did it. It can be seen the chart above but some students have fluency to speak English although it is not perfect. It can be known from the chart above that shown twenty percent (20%). It can be seen on the conversation below:

Conversation 8

- Student 15 : Excuse me, can I ask,for help?
- Student 16 : Yes, of course, what I can, help?
- Student 15 : Where "direction"(...) of, road to, hotel Eno number 1?
- Student 16 : You from "here" please, go straight, "where","where" is the(...)
Hotel Eno number 1

In conversation 8, student 15 and student 16 was speaking word by word. It can be seen that there are sign of comma (,) which indicate the way students speak English. It indicate that student speak slowly and having little of respite. If see the data above, it can be categorized into cognitive factor

that students still not yet well in speaking especially in expressing the meaning. It related in their conceptualization in speaking.

In the seventh point, use English when student discuss with their friend, has one hundred percent (100%). It means that they seldom or never use English to discuss. It seen when did observation, students used Indonesian than English, moreover there some students who used mother tongue to discuss with their friend. If see the data above, it can be categorized into cognitive and affective factor that students did not really use their conceptualization to speak English and they have not motivation to encourage their selves in order to can speak well by discussing with friend.

The eighth point, use idiom in their speaking, has one hundred percent (100%). It means that students indeed seldom to use idiom. They still got difficulty to find the right vocabulary even for idiom. If see the data above, it can be categorized into cognitive factors because it related with how to use the proper words but students still got difficulties to use it.

The ninth point, abridge the word when speak in English like I'll, I've, has one hundred percent (100%) if see from the chart above. It means that students seldom or to abridge the word. Based on observation that has been done, just some students that abridge the word, familiar word, like "You're welcome". It can be seen on the conversation below:

Conversation 11

Student 21 : time.how many(...)[laugh]?
Student 22 : Yes
Student 21 : Time(...) how many...nowadays?
Student 22 : Nowadays(...)time(...) nine
Student 21 : Thank you [laugh]
Student 22 : You're welcome

If see the data above, it can be categorized into cognitive factors where it was still many students that abridge the words, because they still got difficulties to use the proper words.

The tenth point, do interaction with their friend using English, has one hundred percent (100%). It means that students seldom or never to do interaction using English. It seen when did observation, most of student used Indonesian when they speak even there some students still used mother tongue. It can be seen on the conversation below:

Conversation 13

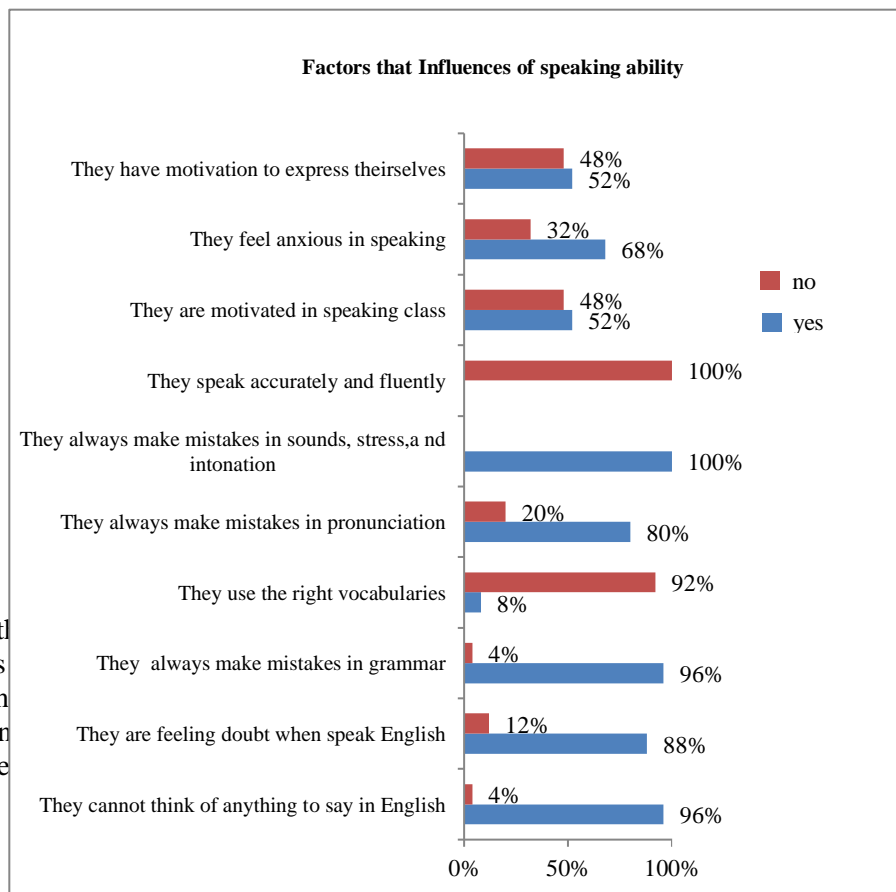
Teacher : What is your name?
Student 25 : Jordan jawardi suryanto
Teacher : Where do you live?
Student 25 : (...) I "live"(...) alamat surgantara
Teacher : What class are you?
Student 25 : Kelas(...) delap(...) "eighth"(...) I am.class(...) eight.A

Student25 did not have pair to do conversation, so it was done with the writer. It could be seen that student25 still answered using Indonesian even it is a simple question. It can be indicated that student25 seldom interact by using English. If see the data above, it can be categorized into cognitive and linguistic factors. Students got wrong in pronouncing the word, they said the words with unclearly articulation. Students also used inappropriate words. The last point, speak English fluently, has ninety six percent (96%). It means that students still speak slowly in speaking English, but there some students, not much, can speak fluently even it is not like foreigner which has four percent (4%). It can be seen on the conversation below:

Conversation 9
 Student 17 : Are the. can me help?
 Student 18 : Yes. "whether" I can help me(...) for go to school see(...)
see(...)[laugh]see.will "fall"
 Student 17 : Yes, "come" me help
 Student 18 : Thank you
 Student 17 : You are welcome

Based on the conversation above, student18 spoke slowly. It was many repeating the words, and also hesitation or silent to remembering the word. In the data above, it can be categorized into cognitive factor where students got problems in conceptualization to express the meaning well with speaking full of hesitation.

Table 3. The Questionnaire Analysis of Factors that Influences of Speaking Ability



Based on the points think of an four percent seen on the

by students. they cannot o which has on. It can be

Student 25 : Jordan jawardi suryanto
 Teacher : Where do you live?
 Student 25 : (...) I "live"(...) alamat surgantara
 Teacher : What class are you?
 Student 25 : Class(...) delap(...) "eigth"(...) I am.class(...) eight.A

Student 25 could not say anything by doing many hesitation or silent for a while and still difficulties to speak English well. The student also still said the word in Indonesia. If see the data above, it can be categorized that it included in affective and cognitive factors that is students are

full of hesitation and silent also still using limited vocabulary. The second point, feel doubt when speak English, has eighty eight percent (88%) that students answered yes that they feel doubt or nervous. It also can be known when did observation, students fell nervous to perform in front of the class moreover they knew that they was going to speak in English but it is not same with others, some students fell enthusiasm. It proved by the result of the second point above has twelve percent (12%). It obviously included into affective factor which is students feel unconfident or anxiety to speak English.

The third point, always make mistake in grammar, has ninety six percent (96%). It means that many students indeed got difficulty to use the structured grammar so they did mistake. It can be seen on the conversation below:

Conversation 10

Student 19 : Now at the time? [laugh]
Student 20 : Now twelve o'clock
Student 19 : Thank you [laugh]
Student 20 : Yes a both

If see the conversation, students 19 got mistake in asking the time, it should be "*What time is it now?*", it is also for students 20, it should be answered "*Now is twelve o'clock*", there is addition of "*is*". If see the data above, it can be categorized into cognitive factors where students have still mistake in grammar also vocabulary.

The fourth point, use the right vocabulary, has ninety two percent (92%). It means that many still students have difficulty in using vocabulary. It can be known based on the observation. It can be seen on the picture of conversation below:

Conversation 11

Student 21 : time, how many(...)[laugh]?
Student 22 : Yes
Student 21 : Time(...) how many...nowadays?
Student 22 : Nowadays(...) time(...) nine
Student 21 : Thank you [laugh]
Student 22 : You're welcome

If see the conversation, student 21 asked the time by using the words "*how many*" it should be "*what time is it*", because it used to ask of price. Then students 22 used the word "*nowadays*". whereas it can be replaced with other word like "*now*". If see the data above, it same with the previous data that included into cognitive factor where students still used inappropriate vocabulary, unstructured grammatical and also full of hesitation.

The fifth point, always mistake in pronunciation, has eight percent (80%). It means that is many students doing mispronunciation but some students still can pronounce the word well. Although it just has twenty percent (20%). It can be seen on the conversation below:

Conversation 9

Student 17 : Are the. can me help?
Student 18 : Yes, "whether" I can help me(...) for go to school see(...)
see(...)[laugh]see.will "fall"
Student 17 : Yes, "come" me help
Student 18 : Thank you
Student 17 : You are welcome

If see the conversation, student 17 and student 18 equal did mistake in pronunciation. Student 17 did mistake in word “*whether*” and “*fall*”. Then student 18 also had a mistake in word “*come*”. If see the data above, it can be categorized into linguistic factor where students made mistake in pronunciation. The sixth point, always mistake in sounds, stress and intonation has one hundred percent (100%). It means that all of students agreed if they still did many mistake in sounds, stress and intonation. It can be seen on the conversation below:

Conversation 7

Student 13 : Is there, anything, I can help?
Student 14 : Yes, I am “looking” for this address [laugh]
Student 13 : Yes I know(...) this address, *there*
Student 14 : Yes, oh, yes [laugh] thank you [laugh]
Student 13 : Yes, you are welcome

If see the conversation, student 13 still can not use the right intonation, stress and sounds. As conversation above, student 13 pronounce word “*there*”. The student pronounces the word by flat note as reading text. At the same time, students spoke English by laughing which is distracted their performance. If see the data above, it can be categorized into linguistic factor, same with the previous. It be caused students made mistake in pronouncing the word, also still did not yet intonation, stress and sound unwell by laughing.

The seventh point, speak accurately and fluently, has one hundred percent (100%). It means that students agreed if they not yet speak English correctly. It can be known on the conversation below:

Conversation 8

Student 15 : Excuse me, can I ask for help?
Student 16 : Yes, of course, what I can, help?
Student 15 : Where “direction”(...) of, road to, hotel Eno number 1?
Student 16 : You from “here” please, go straight, “where”, “where” is the(...)
Hotel Eno number 1

As the conversation above, it can be conclude that students can not yet speak accurately even in using vocabulary, grammar, pronunciation also in fluency. If see the data above, it can be categorized into cognitive and linguistic factors where students still got wrong in vocabulary and grammar. Students also did many mistake in pronouncing the words. The eighth point, students are motivated in speaking class, has fifty two percent (52%) for students who agreed that they are feel motivated and have spirit in speaking but some students were not motivated in speaking class which has forty eight percent (48%). It can be known when did observation, students felt spirit when they were asked to perform in front of the class but others still felt lazy to perform even it just discussed with their friend. It can be categorized into affective factor that related with the students' emotional or feeling in something.

The ninth point, feel anxious in speaking, has sixty eight percent (68%) which agreed but some other did not felt anxious with percentage thirty two percent (32%). It was known during observation, some students were still not confident to speak in front of the class. They were worry in mispronunciation, or forgot the words written before. If see the data above, it can be categorized into affective factor which is students feel apprehension or worry to speak English. The last point, having motivation to express their selves has fifty two percent (52%) that students want to speak English even they did not know what they said are good or not. Although still some of students felt lazy or not enthusiasm to do it which it has forty-eight percent (48%). It can be categorized into affective factor that related with the students' emotional or feeling.

B. Discussion

Based on the result above related to the research question, this research revealed that all speaking difficulties was happened by students. It means that it is appropriate with theory of Brown (2001). The most difficult is that students were fluency which still many students speak English unconfidently what they were saying. They remembered the words or sentences which have had written. Consequently, they often did many pauses and thinking time for a while or stammer by repeating the words which distract their performance. Beside that students seldom do interaction with their friend using English, so when they start to speak English they cannot think of anything to say and feeling doubt or hesitant to speak English. Then, students have difficult to express their selves. They still did not know how to act naturally, furthermore students were still mispronunciation, making mistake in intonation, stress and sounds which included in linguistic factor. Furthermore, students still used inappropriate words so using the idiom or abridging the word is difficult for them.

Regarding, some students feel nervous and doubt to speak in front of the class. They worried that they can speak English well. It proved by seeing students that still feel afraid or hesitant. However, it can affect their performance in speaking English. In reference from the data analysis, students seldom use English when discuss with their friend whereas it can train them how to express naturally in speaking English. In addition, students often difficult to find appropriate vocabulary and always make mistake in grammar. So, when they spoke English, they used many inappropriate words and speaking unstructured because they still do not know to use the right structure. However, students still have motivation. It can be seen from the data that students have motivation to express their speaking and they are motivated in speaking class, although they still discussed by using Indonesian or mother tongue. It can be seen when did observation class that students still wanted to contribute in speaking and perform it in front of the class despite it is many difficulties for them.

Concerning the factor that influence of speaking ability based on Wang (2014) owned by almost all of students. The most dominant factor if see from the questionnaire result is linguistic factor which include of pronunciation, sounds, stress, intonation also fluently and accurately. As describe before that students indeed still do not know how to speak well because of their ignorance then addition of factor itself. The next is cognitive factor which students cannot say anything to speak in English. It be caused they did not really understand what they were going to say in English so they cannot express well. It also happened in their grammar and vocabulary where students still cannot to use it right. The last factor is affective factor. How they try to do what was asked-- a thing that they cannot avoid that is anxious.

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