

THE EFFECT OF USING FLIPPED LEARNING STRATEGY IN IMPROVING STUDENTS' SPEAKING SKILL IN HYBRID LEARNING

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Abstract

The purpose of the study was to determine the the effect of the Flipped Classroom method application on students' speaking skill in hybrid learning. The term "flipped classroom" describes a teaching method in which teachers have students complete their assignments during class time while doing the usual lecture at home. The study was conducted at a vocational high school in Surabaya. There were 18 students who were majoring Online Business And Marketing class involved as the participant. Experimental research with the pre-experimental method was used in this research. The research design of the study is a one-group pretest-posttest. The obtained data was analyzed using T-test and presented as quantitative data by the researcher. The findings of this study indicate that the $t_{test} = 8.416$ and $t_{table} = 1.740$ ($t_{test} > t_{table}$) while the significance value of $0.000 < 0.05$, the H_0 is declined whereas the H_1 is approved. In conclusion, the Flipped Classroom is effective in enhancing vocational high school students' speaking skills.

Keywords: Hybrid Learning, Speaking, Flipped Classroom Method

INTRODUCTION

The global Covid-19 pandemic is causing a lot of changes in the world today, as well as in Indonesia. Education is a field that experiences change as well. In the beginning of the pandemic in Indonesia, schools and universities are also implementing learn from home to prevent further spread of the corona virus. According to the Ministry of Education regulation 36962/MPK.A/HK/2020, throughout the COVID-19 pandemic, all institutions must carry out teaching and learning process via online learning (points 4 (a)). As a result of the pandemic, educational institutions were faced with difficult conditions to adapt with an unexpected transition from conventional learning to online learning.

New ways of online learning have arisen due to the pandemic (Almahasees et al., 2021). Online learning is described as a teaching and learning process conducted using technology and information in a systematic manner where there is regular, significant, and encouraging communication/relationships between students and students and teachers (Bozkurt et al., 2015). Variety of online platforms could be used in online learning including Zoom meetings, Google meet, Google classroom, etc.

However, in some schools and locations, distant learning does not perform effectively. Online education has a number of challenges, including a lack of motivation, internet access, and technological concerns when delivering e-lectures, student assessments, interactions, anxiety during distant learning, and a minimal face-to-face interaction. (Esani, 2010; M A Tabataba I et al., 2019; Simamora, 2020)

The corona virus outbreak in Indonesia has been going on for two years, and the pandemic is getting better. Indonesian education is gradually returning its former condition. Hybrid learning is gradually replacing fully online education. The term "hybrid meeting" refers to a meeting that alternates between offline and online meetings. According to Ferdig et al., (2012), instruction that is mediated by computers and face-to-face (F2F) are combined in hybrid learning. Half of the class goes to school while the other half attends the lessons via distance learning. Every week, it takes a turn. Hybrid learning is already being used in several Surabaya schools. Lesson hours are shortened and students are not completely present at school when hybrid classes are implemented in schools.

The typical Flipped Classroom concept including synchronous learning activities inside the class and asynchronous pre-assigned learning tasks and material out of the class. The asynchronous learning material could be in the form of videos that students might watch at home on their own and any other type of tasking. The material and assignments given before the class takes place make students spend more time actively involving in variety of collaborative activities while attending face to face class (Bergmann & Sams, 2012). FC implementation is very compatible when combined with online-based learning systems (Ozdamli & Asiksoy, 2016). Online media such as YouTube, Quipper, and Google Classroom can also assist the implementation of the flipped classroom method at school.

Using Flipped Classroom in a class that implements hybrid learning is very helpful to save teaching time when the available lesson hours are limited. This is according to Bergmann & Sams (2012) who stated that the flipped classroom requires less time than conventional direct learning. The main point of using the flipped classroom is the reverse learning activity, where the time required for face-to-face learning is less than the traditional one. This is because students no longer bring their confusion about homework to school as traditional classes usually take place (Bergmann & Sams, 2012), but students bring an initial understanding of the topics to be discussed in class (Eldeen & El-Sawy, 2018).

The implementation of the flipped classroom strategy in the process of teaching and learning provides a number of benefits. The usage of a Flipped Classroom improves the teacher-student relationship, allows for deep learning through effective classroom engagement, allows a student to understand their learning style and options, and encourages active participation in learning (McLean et al., 2016).

Several empirical researches have been conducted related to Flipped Classroom implementation in language teaching and learning process. First, Al-Zahrani (2015) conducted a study at an East Coast private graduate institution, involving 14 ESL students from different nations. Strayer's flipped classroom design was merged with the Nation's four strands method. The researcher then sent out questionnaires to the students for the data collection. Following the analysis of the data, it was found that the students' autonomy in the English language teaching class had significantly increased.

Second, during the autumn semester of 2013-2014, Ekmekci (2017) conducted research with 43 ELT students at Ondokuz Mayıs University in Turkey. This study aimed to see how flipped instruction influenced students' ability to write in a foreign language. Mixed-method design including true experimental method and semi-structured interview were used in Ekmekci's research. Ekmekci drew numerous inferences from his findings. Students' writing skill in the flipped writing class is more

enhanced than the one in conventional writing class; it promotes individual and collaborative learning; it personalized learning; The students believe that the flipped writing class is more fun than the traditional one; it encourages autonomous learning; the students seems to be more student-centered.

Third, a study conducted by Hashemifardnia et al. (2021) on 60 male Iranian EFL students. The study participants were aged 14 to 20 years old and were students with an intermediate level. This research aimed to determine the effect of flipped classroom strategy on Iranian EFL students' speaking complexity, accuracy, and fluency (CAF). Each group of 30 students was then split into experimental and control groups. Flipped instruction is carried out in the experimental class, while conventional instruction is carried out in the control class. Students' attitudes towards flipped instruction were also assessed through a questionnaire distributed by the researcher. This study shows that flipped strategy can improve the CAF speaking of Iranian EFL students. In addition, Iranian EFL students also show a positive attitude towards the use of flipped instruction

There are several studies on the application of flipped classroom in speaking that underlies this research. Hashemifardnia et al. (2021) revealed that the application of flipped instruction can increase speaking complexity, accuracy, and fluency of Iranian EFL intermediate students. In addition, Sudarmaji et al. (2021) claimed that using the flipped classroom methodology to teach spoken English was effective.

There have been several empirical studies which mostly examined the flipped classroom method utilization on students' attitudes, teaching and learning languages and others. However, the researcher focused this study on examining the effectiveness of flipped classrooms on students' speaking skills. In addition, the current study used students in vocational high schools as participants in this study. Therefore, this study aims to determine the effect of utilizing a Flipped Classroom method on the improvement of students' speaking skills among vocational high school tenth grade students in hybrid learning. The researcher formulates a research question based on the context of analysis as follow: What is the effect of utilizing a Flipped Classroom method on improving students' speaking skill among tenth grade students in hybrid learning?

There are two hypotheses to test this research:

- a. Null Hypothesis
The use of the Flipped Classroom method is not effective in improving students' speaking skills (H_0).
- b. Alternative Hypothesis
- c. The application of the Flipped Classroom method is effective in improving students' speaking skills (H_1).

LITERATURE REVIEW

Hybrid Learning

Hybrid learning is starting to be used to shift online learning in Indonesian education as COVID-19 improves. There are several meanings of hybrid learning according to experts. According to Ferdig et al., (2012), an educational strategy called hybrid learning combines direct teaching with technology-based teaching. The purposeful use of technology to replace scheduled learning time to promote a learning environment for students is what defines the hybrid learning (HL) approach (Linder, 2017). According to Bahri (2018), hybrid learning defined as a learning paradigm that

combines technological advances and innovation with conventional learning models' interaction and involvement through an online learning environment. In conclusion, hybrid learning is a pedagogical approach that merges conventional direct meetings with technological advances in learning. There are a variety of methods for combining online and direct learning. Six different types of hybrid learning are described in one of the more extensive models: F2F driver, rotation, flex, online lab, self-blend, and online driver (O'Byrne & Pytash, 2015).

Implementing hybrid learning poses several benefits for both students and teacher. The pressure on physical classroom can be reduced by substituting seat time, allowing for more flexible class scheduling (Saichaie, 2020). In addition, by combining student perspectives from multiple educational contexts and backgrounds that would normally remain distinct, synchronous hybrid education promises to enhance learning chances for the whole class (Bell et al., 2014). Hybrid learning also increase students' metacognitive awareness (Hannula, 2019) and improves interactive and communicative features (Harahap & Manurung, 2019).

One problem in implementing synchronous hybrid learning is that online students typically have a harder time forming social connections (Gleason & Greenhow, 2017). Online students, in particular, frequently express dissatisfaction with their instructor's presence in the learning environment or with interactions taking place in the classroom's physical area (Smith & Taveras, 2005).

Speaking

One of the most vital productive skills in language acquisition is speaking. Speaking, according to Brown & Frazier (2001), is an interactive phase of meaning construction that encompasses data production, reception, and processing. Speaking, according to Scott (2005), is an interactive skill that is taught through combining speaking with other language aspects. Speaking is the most important skill for conveying information, emotions, ideas, and beliefs, according to Muklas (2017) and Namaziandost et al. (2018).

Oral language learning requires the following four conditions to take place: exposure, chances to speak the language, encouragement, and instruction. Learners require chances to express themselves and explore with newly acquired language in a safe setting without feeling intimidated (Willis, 1996). According to Harmer (2009), student speaking in class occurs for three basic reasons. The first is that speaking gives students the chance to practice speaking in real-world situations in the classroom. Second, the students' speaking task is utilized to help them better understand the language and provide feedback to the teacher or other students. Lastly, students get the chance to utilize the different parts of language, and they may memorize them so that they can use them effortlessly while speaking. Aspects such as student interest, motivation, instructional methods, instructional materials, and instructional media all encourage pupils to communicate effectively (Richards, 2008).

Despite the designation of English as an international language, there are still some significant issues. According to Zhang (2009), the majority of English learners still find speaking to be the most difficult ability to master, and many are still unable to communicate in English orally. Some EFL students appear hesitant to acquire English as a foreign language, limiting their willingness to master the language even after years of study (MacIntyre, 2007). Furthermore, Rababah (2005) stated that the

difficulties that EFL learners have in speaking English is caused by a number of various causes. Those included things like the students themselves, teaching methods, curriculum, and the surroundings. For instance, a lot of students struggle to keep up a conversation because they lack the vocabulary needed to express themselves clearly.

There are a few approaches that can be used to help students improve, according to Syafiq et al. (2021) Some methods for improving your speaking abilities include planning, rehearsal, and repetition.

Flipped Classroom Method

The flipped classroom method was utilized to support the efficacy of hybrid learning. As stated in Ozdamli & Asiksoy (2016), The flipped classroom (FC), also known as reverse learning, is described as combining problem-based learning with a material approach and assignments (exercises). Flipped classroom and flipped learning are used synonymously. Flipped classroom is a teaching method in which typical lesson that normally occurs during school hours is moved to be done at home, whereas the typical homework that is done at home is finished during class time (Bergmann & Sams, 2012). The activities of conventional teaching are reversed, with students learning the subject at home and completing their assignments at school.

Since lessons are delivered at home, teachers send out videos as the teaching resources a few days prior to the designated class time (Bergmann & Sams, 2012; Ekmekci, 2017; Enfield, 2013; Teng, 2017). Teachers may also send additional teaching materials in addition to videos. According to Mull in Enfield (2013), teachers can ask students to listen to podcasts, watch videos, respond to questions outside of class, and read articles. These activities will better assist students in preparing for in-person teaching. (Eldeen & El-Sawy, 2018).

Most experts say that flipped classroom and blended learning are identical, these ideas provide the idea that flipped classroom is distinct from blended learning. According to Bergmann & Sams (2012); Ekmekci (2017); Slomanson (2014); Staker & Horn (2012), flipped classroom is one of blended learning components, although it is not completely the same. As stated in Allen et al. (2007), blended learning is a teaching process that relies on a network connection because 30 to 79 percent of learning materials are given online. The flipped classroom, on the other hand, does not rely on internet technologies. It is possible to use it both online and offline. Furthermore, the resources are not limited to videos, but can also be printed documents, as stated previously by Mull in Enfield (2013).

Moreover, the main point of the flipped classroom, as defined by the definition, is the reversed learning activities. According to the above discussion, it is clear that the flipped classroom method differs from blended learning. Both strategies make it easier for students to learn outside of the classroom.

Flipped classroom is also distinct from conventional teaching. Students bring their confusion about homework assignments from earlier meetings into the classroom in the traditional teaching technique (Bergmann & Sams, 2012). The flipped classroom method, on the other hand, requires students to have prior understanding of the topics before joining the classroom (Eldeen & El-Sawy, 2018).

Bergmann and Sams also show how the flipped classroom differ from the regular classroom in terms of class time allocation. They present it in the table below to briefly define it.

Table 1. Flipped Classroom Comparison

Conventional Classroom		Flipped Classroom	
Activity	Time Allocation	Activity	Time Allocation
Warm-up activity	5 min	Warm-up activity	5 min
Reviewing assignment	20 min	Video Q&A session	10 min
Learn new material	30-45 min	Guided and unguided practice, as well as a lab activity	20-35 min
Guided and unguided practice, as well as a lab activity	75 min		

As shown in the table above, there is much additional time for the teachers to do guidance, independent practice, and/or lab activities in the flipped classroom than in the conventional one. It is since in a flipped classroom, each student receives new material at home.

There are several studies on the application of flipped classroom in speaking that underlies this research. Hashemifardnia et al. (2021) revealed that the application of flipped classroom strategy can increase speaking complexity, accuracy, and fluency of Iranian EFL intermediate students. In addition, Sudarmaji et al. (2021) claimed that using the flipped classroom methodology to teach spoken English was effective.

Implementing Flipped Classroom has a number of benefits. In addition to increase student autonomy, the flipped classroom has additional benefits for instructional activities. Numerous practical studies have shown that this strategy has a number of advantages in the pedagogical area. This strategy can help students increase their productive and receptive skills. Students' pronunciation, vocabulary acquisition, classwork preparation, at-home reading, and reading comprehension may all be enhanced with the use of the flipped classroom (Eldeen & El-Sawy, 2018). Flipped classroom also raising listening comprehension of students (Ahmad, 2016), enhance their writing ability (Ekmekci, 2017), and encourage communication, self and peer-assessment (Teng, 2017).

Learning may be more pleasurable with a flipped classroom. It can facilitate students with a variety of learning styles (Arnold-Garza, 2014; Bergmann & Sams, 2012), promote quicker feedback (Abdelshaheed, 2017; Bergmann & Sams, 2012; Ekmekci, 2017), encourage a more positive behaviour on learning (Abdelshaheed, 2017; Ekmekci, 2017; Stone, 2012; Teng, 2017), and save a lot of time (Abdelshaheed, 2017; Arnold-Garza, 2014; Basal, 2015; Ekmekci, 2017; Eldeen & El-Sawy, 2018).

Flipped Classroom method also has some weaknesses. Abdelshaheed (2017), Eldeen & El-Sawy (2018), and Teng (2017) conducted a research on EFL students at the English course. They found that applying the flipped classroom takes a lot of work in order to switch from a traditional approach to a new approach; to deliver a communicative method and technology; to provide video content that motivates students to be more involved; to teach teachers in the use of technology; to produce videos that are suitable for the instructional materials; to fix technological problems; to create instructional materials and manage classwork for inexperienced students.

Furthermore, Basal's (2015) study of EFL teachers revealed the challenges in applying this educational method, such as technology limitations and teachers' outmoded roles conceptions. Based on the problems listed above, it appears that the majority of the difficulties found in implementing the flipped classroom are related to technical issues, teacher and student paradigms, and time spent designing compatible videos. Therefore, instructors should think carefully about their preparedness and the potential advantages of utilizing the flipped classroom before implementing it.

RESEARCH METHOD

Research Design

Experimental research with the pre-experimental method was used in this research. This research design is a one-group pretest-posttest, where the design uses pre-test and post-test in the study. The author applied Experimental research to determine the independent variable (the inverted learning approach) effect on the dependent variable (students' speaking skills). The pre-test was conducted before giving the treatment, while the post-test was given after the treatment took place. The treatment given is the application of the Flipped Classroom method. After the pre-test, treatment, and post-test are done, it is continued with an assessment of students' story telling of narrative text. This assessment will be carried out by the English subject teacher at the school. It aims to maintain the objectivity of the assessment.

Respondents

The study was carried out at one of Surabaya Vocational High Schools on April 2022. The participants included tenth-grade vocational high school students. Participants in this study were 18 students from Online Business and Marketing class 2. The researcher chose participants in this study randomly to be included in the experimental class.

Instruments

According to (Yusup, 2018), research instruments are tools used by researchers to obtain or collect useful data to achieve research objectives. In this study, the test was used as an instrument. The test was carried out twice, namely pre-test and post-test. The test used is a speaking test by asking students to retell a narrative text. After students were given a narrative text and understood it, individual speaking tests were conducted. Students retell the narrative text and after that, it is assessed by the teacher using a speaking scoring rubric. The text entitled "Legenda Surabaya" was used during the pre-test, "Snow White and the Seven Dwarfs" was used during the treatment, while "Legenda Malin Kundang" was used during the post-test. In addition, the researcher also prepared an instrument in the form of video material. The researcher prepared two videos of the material used during the treatment. Giving videos before teaching and learning hours is a form of applying flipped classroom during treatment. The video provided contains introductory material to the narrative text given before the first treatment and material about how to be a good story teller given before the second treatment. The researcher also adopted a speaking rubric assessment from the TFU Foreign Language Assessment Rubrics as an assessment instrument in this study. This speaking assessment rubric was chosen by the researcher because it included five categories to be evaluated: vocabulary,

pronunciation, grammar, fluency, and interaction. On the rubric, each category obtained a score ranging from 0 (unable to perform) to 4 (exceeded expectation).

After that, the researcher assesses the study instrument's validity before collecting data. The goal of validity, according to (Mackey & Gass, 2015), is to assess the test's quality. The validity of the study instrument was determined by expert assessment, assessed by a lecture of English Education. The validity test is divided into several phases. The researchers formulated the test in the first phase based on the narrative text that was utilized. The expert's opinion will then be utilized by the researcher to determine if the test was valid and acceptable for research usage. The expert stated that the developed test was valid and may be applied in the study.

After carrying out the validity test, the researcher then carried out a reliability test. The researcher then used Cronbach's Alpha Formula to complete the reliability test. The reliability test in this study was carried out using the results of the pre-test and post-test scores. Pronunciation, grammar, vocabulary, and fluency were used to calculate the dependability score, which was based on four aspects of the students' speaking scores. The Cronbach's Alpha level of the test's score reliability was .808, it was determined utilizing IBM SPSS 21. Based on Cohen et al. (2017), a dependable instrument should have a Cronbach's Alpha rating of .70 or higher. As a result, the test is reliable.

Procedures

The research was carried out by researcher in April 2022. The focus of the research was 18 students from the Online Marketing Business class 2 at a vocational high school in Surabaya. The research was carried out in a hybrid learning where half of the total number of students attended face-to-face at school, while the other half took classes online through the Google Meet application.

The researcher went through a series of procedures in order to gather the data, namely pre-test, treatment, and post-test. The pre-test was administered once by giving a speaking test of narrative text. The pre-test was carried out in one day, starting with the delivery of information regarding the implementation of the pre-test to 18 participants who were the focus of the research. In the pre-test, the teacher gave instructions to retell a narrative text entitled "The Legend of Surabaya". After the students finished their story telling, the teacher assessed their performance using a speaking scoring rubric. After completing the pre-test, the teacher re-informs the timing of the treatment.

After the pre-test was implemented, it continued with the implementation of the treatment. The treatment given is expected to improve students' speaking skills in Online Business and Marketing class 2. The treatment was carried out twice with a duration of approximately 2 x 20 minutes of lesson hours. The treatment activity is the application of the Flipped Classroom method in the English class with narrative text speaking material. The teacher gives a learning video that has been prepared to the students a few days before the lesson starts. The video regarding introductory material to narrative texts is given before the first treatment and the video regarding tips to become a good story teller is given before the second treatment. During class hours, the teacher recalls the material that has been presented in the video. After that, students use a narrative text entitled "Snow White and the Seven Dwarfs" to practice speaking. Students practice speaking by implementing several steps that must be done in storytelling such as changing voices, body gestures, eye contact with the audience,

and movements on stage. Students in pairs practice speaking with the teacher who goes around monitoring student performances and providing corrections to them. The teacher walks around the class to help students who have difficulty practicing the concept of storytelling of the text provided. The influence of English teachers who also monitor the progress of each students and provide flexible discussion space are also the factors that affect the effectiveness of this research. After each treatment, the teacher gave the score according to the student's development. After two treatments, the teacher gave information to the students regarding the implementation of the post-test.

After the treatment stage has been completed, then the post-test is applied to students. The post-test was carried out in one day in the same way as the pre-test. The text entitled "The Legend of Malin Kundang" was used during the post-test. Just like the pre-test, in the post-test students were also asked to retell the narrative text that had been provided. After the students finish their story telling, the teacher assesses their performance based on the speaking scoring rubric

Data analysis

The data analysis technique in this research is descriptive statistics using Paired Sample T-Test. Descriptive statistics are used to describe and analyze data without drawing general conclusions (Purnomo & Suhendra, 2020). According to Kurniawan (2018), the t-test is a data analysis technique that is categorized in parametric statistics and includes inferential statistics. In order to determine if there was a significant difference in the level of probability between the two groups of data, the T-test was utilized.

Before doing the t-test, it is necessary to do a normality test as a prerequisite test. The normality test used in this study was the Kolmogorov-Smirnov and Shapiro-Wilk normality tests. By completing a normality test, it is possible to evaluate if the data is distributed regularly or not. The normality test was carried out using the SPSS 21 application. The normality test with a significance level of 5% used the Kolmogorov-Smirnov and Shapiro-Wilk normality tests.

Table 2. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.168	18	.195	.915	18	.106
Post-test	.126	18	.200*	.970	18	.796

The significance result of the Kolmogorov-Smirnov pre-test normality test was 0.195 (Sig > 0.05) while the pre-test significance based on the Shapiro-Wilk normality test was 0.106 (Sig > 0.05). The findings of the distribution of data from the pre-test results are normal, according to this explanation.

The Shapiro-Wilk normality test was also carried out on the post-test with a significance level of 5%. Based on the Kolmogorov-Smirnov normality test, the post-test significance result was 0.126 (Sig > 0.05) while the post-test significance result from the Shapiro-Wilk normality test was 0.796 (Sig > 0.05). Based on this, it can be concluded that the distribution of the post-test results is normal.

The following criteria were used to evaluate the impact of Flipped Classroom:

- a. If the independent variable has an influence on the dependent variable, then the Sig. value (Sig.) is smaller than .05 (Sig. < .05). The H_0 is rejected whereas the H_1 is accepted.
- b. If the independent variable has no influence on the dependent variable, then the Sig. value (Sig.) is higher than .05 (Sig. > .05). The H_1 is rejected whereas the H_0 is accepted

On the other hand, these criteria were used to examine the hypothesis:

- a. If the $t\text{-test} > t\text{-table}$ is significant at .05, the H_0 is rejected whereas the H_1 is accepted.
- b. If the $t\text{-test} < t\text{-table}$ is significant at .05, the H_1 is rejected whereas the H_0 is accepted.

RESULTS AND DISCUSSION

In this part, we will examine the findings from the study that aims to determine whether using the flipped classroom approach in teaching will help students with their speaking skills in hybrid learning. The data obtained are presented as follows:

Comparative Analysis of Pre-test and Post-test scores

The pre-test score is the value obtained before giving treatment, while the post-test score is the value obtained after being given treatment. The assessment of narrative text story-telling ability was carried out by an English teacher in the Online Business and Marketing class 2. The score obtained then processed by the researcher in order to obtain an average score. The average score is then used as a fixed score in the pre-test and post-test columns. The author describes descriptively the data that has been obtained through the SPSS 21 application. Descriptive statistics of the data can be seen in the following table.

Table 3. Descriptive Statistics Data

Descriptive Statistics				
	Class		Statistic	Std. Error
Pre-test	Experimental	Mean	64.8333	.76803
		Std. Deviation	3.25847	
		Variance	10.618	
		Minimum	60.00	
		Maximum	70.00	
		Range	10.00	
Post-test	Experimental	Mean	78.3889	1.19131
		Std. Deviation	5.05428	
		Variance	25.546	
		Minimum	70.00	
		Maximum	88.00	
		Range	18.00	

The table above shows the mean value. The mean value of the pre-test was 64.83 while the mean value of the post-test was 78.39. This shows an overall increase in score after the application of the Flipped Classroom method.

There is also a standard deviation row in the table above. The row shows the distribution index of the sample mean to the population mean. The pre-test shows standard deviation value of 3.25847 while the post-test's standard deviation is 5.05428.

The next row in the table above is the variance. The value in the variance row is the square of the value in the standard deviation row. The variance value from the pre-test is 10.618 while the variance value in the post-test is 25.546.

From the table above, it can be seen that the student's score before being treated was the lowest 60.00 and the highest was 70.00. When compared with the score after being treated, it can be seen that the lowest score is 70.00 and the highest score is 88.00.

The last row is the range. Range is the maximum score minus the minimum score in the pre-test and post-test. Based on the table, the pre-test range is 10.00 while the post-test range is 18.00. The results show that the range of scores in the post-test is wider than the range of scores in the pre-test.

Research Hypothesis Testing

Hypothesis testing is done through Paired Sample T-Test. The Flipped Classroom approach effectiveness was examined using a Paired Sample T-test to see whether there were any changes in students' speaking abilities before and after it utilized. Hypothesis testing was carried out using the SPSS version 21 application with 5% significance level. The results of the paired Sample T-Test for the pre- and post-test are shown in the following table.

Table 4. Paired Sample T-Test

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-test - Post-test	-5.65306	4.70173	.67168	-7.00356	-4.30257	-8.416	17	.000

Based on the table, it is known that $\text{sig} = 0.000 < 0.05$, then it is known that $t_{\text{test}} = 8.416$ and $t_{\text{table}} = 1.740$, so $t_{\text{test}} > t_{\text{table}}$. From these two calculations, it can be concluded that H_0 is rejected and H_1 is accepted. The level of significance that is less than 0.05 and t_{test} higher than t_{table} is a requirement to be considered effective. So, based on the previous explanation, it can be inferred that the application of the Flipped Classroom method is effective to enhance students' speaking skills in hybrid learning. It indicates that employing the flipped classroom method in class has caused a significant improvement in students' speaking skills.

Regarding the research question from this study, the results showed that the sig value is 0.000, where $0.000 < 0.05$ and $t_{\text{test}} = 8.416$ and $t_{\text{table}} = 1.740$, so $t_{\text{test}} > t_{\text{table}}$. This means that the H_0 is rejected and H_1 is accepted because for a study to be deemed effective, the level of significance must be less than 0.05 and the t_{test} value must be

higher than the t_{table} . This indicates that the flipped classroom method's implementation has a significant effect on the speaking ability of vocational high school students. It means that the reversal of conventional teaching methods, the provision of material before the lesson takes place and the practice of the material during face-to-face meetings, are effective in helping students learn speaking.

Wu et al. (2017) 's research looked at how speaking skill among EFL students was affected in a flipped classroom. The findings proved that the flipped classroom strategy not only promoted beneficial collaboration but also significantly increased the participants' speaking skills, which promoted more involvement in interactive learning activities including storytelling, conversational collaboration, discussions, and a team presentation. This is in line with a recent study that used story telling in narrative texts as a test where the use of flipped classrooms can increase students' speaking skills which encourage participation in storytelling activities.

Students have more understanding because they have got the material before the class takes place. as stated by (Eldeen & El-Sawy (2018), students in the flipped class have a prior understanding of the topic before attending the class, so when face-to-face meetings take place, students can ask things they don't understand after watching the video material.

In flipped classroom, the material that has been given previously is in the form of a video, so that students can pause and repeat the explanation from the video as much as they want. This helps students to better understand the material that will be delivered in face-to-face classes later. This is also in line with the opinion of Bergmann & Sams (2012) where learning with the flipped classroom method makes students have the ability to "pause" and "rewind" their teacher's explanations. It is useful for students to note the key points of the material.

The conclusion of the research above supports the opinion of Sudarmaji et al. (2021) that It is effective to teach spoken English using the flipped classroom method. In addition, the study's findings are also concur with the opinion of Hashemifardnia et al. (2021) which states that the use of flipped instruction can increase speaking complexity, accuracy, and fluency of Iranian EFL intermediate students.

CONCLUSION

Based on the research that has been done, it can be inferred that the Flipped Classroom method is effective in improving the speaking skills of vocational high school students in hybrid learning. Flipped classroom is a method that can be used to improve students' speaking skills and encourage student participation in storytelling. Students in the flipped class also have a better understanding because they have prior knowledge before the class takes place. In addition, students in the flipped class can repeat the material as much as they want because the material presented is in the form of videos, so students can better understand the material that will be delivered in class.

As stated in the Results and Discussion, the alternate hypotheses (H_1) are accepted, whilst the null hypotheses (H_0) are rejected. Finally, the Flipped Classroom is a useful tool for improving the speaking skills of Vocational High School students. As a result, teacher can use the Flipped Classroom in the teaching-learning process of EFL students.

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APPENDIX

Speaking Assessment Rubric (TFU Foreign Language Assessment Rubrics)

	Not able to perform (0)	Inadequate (1)	Needs improvement (2)	Meet expectation (3)	Exceed expectation (4)
Vocabulary	Uses only a few numbers of words and expressions.	Sometimes only uses basic vocabulary and expressions.	Uses limited vocabulary and expression and makes frequent errors in word choice.	Uses varied vocabulary and expressions and makes only few errors in word choice.	Uses appropriate expression and a wide range of vocabulary.
Grammar	Inability to use proper sentence structure. Unable to arrange words in the correct sequence.	Only uses basic structures and makes a lot of errors.	Uses a variety of structures with frequent errors, or uses basic structures with only a few errors.	Uses a wide range of sentence structures but occasionally makes errors.	Uses many different structures depending on contexts with only a few grammatical errors.
Pronunciation	Can't understand what the student says.	Pronunciation and intonation errors are common. The voice is too faint and difficult to comprehend.	Sometimes hard to comprehend the learner because of pronunciation, rhythm, and intonation issues.	Pronunciation, rhythm, and intonation are nearly perfect	Pronunciation, rhythm, and intonation are nearly perfect.
Overall Fluency	Speaks very little or doesn't speak at all.	Speaks with a lot of reluctance	Hesitant in speaking.	Speaks with some hesitation. It doesn't interrupt the conversation .	Speaks confidently with little hesitation and doesn't interrupt the conversation
interaction	Hardly communicates, frequently misses teacher's question and is unable to react.	Ideas and purposes are unclear, frequently struggles to reply correctly, needs a lot of help in speaking.	Attempts to speak but doesn't always reply correctly. Ideas might be hazy and hard to comprehend at times.	Focus on the conversation most of the time and speak effectively, generally responds appropriately and tries to	Gives clear ideas. Speaks effectively, always responds correctly. Keeps the conversation going by asking

develop the follow-up
interaction. questions.

The TOEFL Listening Strategies Experienced by Nursing Students of POLTEKES-Banten

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Abstract

This study was executed to identify the strategies that students encountered when taking the TOEFL, particularly in the listening section. The descriptive qualitative technique was used in the study. It used the interview as a data collecting instrument. The research subjects were the seventh grade of Nursing students in POLTEKES Banten. The following strategies were used to examine the data: data collecting, data display, data reduction, and conclusion drafting. This study included 25 seventh semester students of Nursing Study Program who were chosen using random sample approaches. According to the findings of this study, it indicated the strategies of their listening test were concentrating, comprehend the listening instruction, having a good time management, predicting the questions, focusing on keywords and assigned in supportive environment.

Keywords: Strategies, Listening, Comprehension, Test, TOEFL

INTRODUCTION

Due to English is really important in today's world, various tests have been developed to assess English proficiency. TOEFL is one of them. TOEFL is a standardized test designed to assess students' knowledge and English language proficiency. According to Al-Rawashdeh (2011), non-native students or applicants who wish to continue their studies at American or English-speaking colleges or universities, whether through a scholarship program or a non-scholarship program, must take the TOEFL test as a prerequisite of the university. According to English Testing Service (2007), TOEFL results are accepted by over 6,000 institutions in over 100 countries The examination is also used for scholarships and exchange programs.

TOEFL has recently been taught in many places, including universities, in Indonesia, where English is a foreign language. Several universities in Indonesia, particularly in Jakarta and out of Jakarta, such as Banten require their students to have a TOEFL score of at least 500 for English program students and 475 for non-English program students, and they are expected to achieve the score as one of the requirements for graduation of undergraduate candidates. As a result of this phenomena, many colleges offer a TOEFL course or have even taught it in one semester of their classes, as occurred at POLTEKES Banten.

TOEFL has been taught in numerous faculties at POLTEKES Banten either through a course structure or through course credits (SKS) in a single semester. Students will be given some TOEFL components in general, such as listening comprehension, structure and written expression and reading comprehension. They will also study about a variety of topics and subtopics linked to those areas. Phillips (2004) wrote the book "Longman Introductory Course for the TOEFL Test," which was

utilized in the TOEFL course. The book is divided into three sections for listening: part A (brief dialogue), part B (conversation), and part C (talks). Reading comprehension, as well as structure and written expression. The TOEFL class lasts one semester and consists of seven meetings before to the midterm test (UTS) and seven meetings prior to the final test (UAS), and students will be tested in both the midterm and final tests. Because the TOEFL test questions are difficult, it is typical to have some issues after the test. The TOEFL test is divided into three sections: listening comprehension (Part I), structure and written expression (Part II), and reading comprehension (Part III).

In reality, many non-English Department students at POLTEKES Banten struggle to meet the TOEFL minimal score, particularly in the listening comprehension component. Some of them have already taken the test more than three times, yet their scores are still below the minimum required for graduation. This is supported by data from the Language Centre of POLTEKES Banten. This is clear to define that generally some difficulties encountered by students in doing listening test. It is strengthened by some previous studies. Romadhon (2022) conducted research in investigating problems faced by students in listening section. The problems cover the physical environment and audio distortion from a low-quality CD player. The other finding study shows that the duration of a spoken text is an important factor that has a detrimental impact on learners' listening comprehension. (Hamouda, 2013). Meanwhile, vocabulary plays essential part of listening. The findings of Rina and Tiarina (2021), who showed that the most common difficulty in the TOEFL listening section was a lack of vocabulary knowledge. From those problems above, it can be concluded that the problems refer to technical and intelligence thing which contribute to a succeed of comprehending listening.

Therefore, it needs some strategies to encounter students' problem related to TOEFL listening comprehension. Following a review of the previous similar studies mentioned above, the writer is interested to investigate a study based on the findings of the previous researchers above. The students' strategies used for taking the TOEFL listening part is the focus of the current research. Furthermore, the following research question might be formulated for this study: What strategies do Nursing students employ when taking the TOEFL Listening Comprehension test?

LITERATURE REVIEW

1. TOEFL Test

TOEFL, which stands for Test of English as a Foreign Language, is a standardized test used to assess students' English language proficiency. The TOEFL is a large-scale language examination. It is "the world's most well-known and widely used large-scale language evaluation." (Kunnan, 2008, p. 140). The TOEFL test is used to assess the degree of English ability of non-native English speakers. It is most likely the most commonly used examination in the admissions process for international students to institutions and universities. However, these colleges frequently do not take into account the student's past school grades or records from any intense English program in which the student was enrolled. All of this is determined by the school's entrance criteria. The score that is admissible to a given school is also determined by the school's regulations.

The official TOEFL Test is currently administered in several formats around the world such as The Paper-Based TOEFL, The Computer-Based TOEFL, The Internet-Based TOEFL, and Institutional Testing Program (ITP) (English Testing Service, 2007).

The first edition of the test, TOEFL PBT, is still offered at select facilities that do not have internet connectivity (Pierce, et al, 2015). Finally, in 2005, ETS released the most recent version of the TOEFL test, known as the Internet-Based TOEFL Test or TOEFL IBT (English Testing Service, 2007). According to Higby and Hudon (2014), this type of test does not use discrete-point testing. The TOEFL IBT has several key elements, including the investigation of all four language abilities (speaking, listening, reading, and writing) and the use of integrated tasks to assess in a true academic situation. TOEFL CBT was ended today as a result of the emergence of TOEFL IBT, and its most recent administration was in September 2006. (English Testing Service, 2007). Even though the TOEFL PBT is still used today, TOEFL test takers are strongly advised to take the TOEFL IBT since it provides a more comprehensive assessment of English language ability and is more widely accepted around the world (Pierce et al, 2015).

2 Listening Comprehension

The TOEFL PBT Listening section assesses examinees' listening comprehension at the sentence, dialog, extended conversation, and mini-talk. (Sulistyo, 2009). There are three parts assessed in the listening section: Part A (brief conversations), which consists of 30 questions, Part B (longer dialogues), which consists of 8 questions, and Part C (lecture or talks), which consists of 12 questions (Ananda, 2016).

The first section is short dialogue in the form of 2-4 sentences between two people, followed by one question. Synonyms of the keywords stated in the listening, specific vocabulary, idioms, phrasal verbs, conditionals, wishes, causatives, modals, negative expressions, inferring meaning from intonation, and listening for language functions are the points tested in this section (Dang, 2016).

The second part is longer conversations. The dialogs presented in extended conversations are substantially longer, ranging from 16-20 sentences performed by two people, followed by 4-5 questions (Hartono, 2009). This section's questions include recognizing the core idea and issue, as well as identifying detail facts (Dang, 2016).

The last section consists of lectures or presentations. It takes the form of a single speaker narrating history, geography, science, art and culture, or education. This section consists of 10-15 complicated sentences followed by 4-5 sentences. This portion's testing criteria are comparable to those in the extended conversation section, namely recognizing the core idea and topic, as well as identifying detail information (Dang, 2016).

3. Strategies in Answering Listening Section

Many solutions have been presented in order to answer problems in the TOEFL Listening section. Phillips (2001) proposes numerous strategies that can be used in the TOEFL Listening portion, specifically in each component of the Listening section. Part A (short dialogues) strategies include focusing on the last line of the dialogue, choosing answers with synonyms of the words or phrases stated in the dialogue, avoiding answers that provide words that sound similar to the words stated in the dialogue, and attempting to glean specific information about who, where, and when from the dialogue.

Next, in parts B and C (long conversations and talks), the tactics that can be used are to anticipate the topic, anticipate the questions, determine the topic, make

conclusions about specific information (who, what, when, where), and listen for replies (Phillips, 2001).

Furthermore, Higby and Hudon (2014) present some general ways to achieve a high score in listening, as indicated in their remark, "There are several things you need to do to perform well on the TOEFL Listening section. You must be familiar with the many types of questions, practice active listening, take good notes, and avoid giving errors replies."

The strategies above refer to the technical strategies which comprehend the ability to use neat preparation. Besides, the other strategies which are also essential to know is about classification system strategy proposed by Huy (2015), there are six strategies included:

- a. Cognitive strategies. Cognitive methods were utilized to assist learners in gaining knowledge and understanding of the linguistics system; for example, learners may comprehend the meaning of words based on context.
- b. Memory strategies. It is employed to help learners link one L2 item or concept with another by storing new information in memory and retrieving it.
- c. Metacognitive strategies. It covers concentrating your learning, planning your strategy, as well as assessing your progress"
- d. Affective strategies. It is used by listeners to engage with others, confirm knowledge, or reduce fear." As a result, affective methods can assist listeners in managing their moods, emotions, motivation, or attitudes while learning to listen.
- e. Compensation strategies. They could employ hints to figure out the meaning of words or bits of information" (2015, p.25). As a result, listeners can utilize some of the clues to assist them guess the meaning of a specific sentence or information.
- f. Social strategies. It can assist listeners in working together and understanding both the target language and the language Individual action is less significant in language learning than communal activity. Learners should practice with others so that they can share ideas or knowledge.

To summarize, studying listening strategy is really beneficial in learning listening or taking a listening test. According to Vandergrift (2014, p.2), "Strategy building is vital for listening training because strategies are conscious mechanisms through which learners may lead and evaluate their own comprehension and responses."

RESEARCH METHOD

The qualitative research approach was used in this study to investigate the strategies of POLTEKES Nursing students in answering listening comprehension questions on the TOEFL test. The interview was used to collect the data. The subjects of the study were seventh grade of Nursing Students in POLTEKES Banten. To analyse the data, the following approaches were used: data collecting, data display, data reduction, and conclusion drafting. This study included 25 seventh semester of Nursing Study Program in POLTEKES Banten. They were chosen using random sample approaches. With the procedure of gathering data through interviews related to the strategies they encountered in answering the TOEFL listening section.

RESEARCH FINDING AND DISCUSSION

1. Research Finding

The researcher obtained the response to the research question, "What are the strategies encountered by students in answering the TOEFL listening section?"

The researcher discovered certain strategies that students have when answering the listening TOEFL during the interview. The questions in the listening phase are divided into three sections: part A brief dialogues, part B extensive chats, and part C long talks. The issues discovered are as follows:

1. Concentrate on the audio listening

Student 2

"Saya konsentrasi penuh pada audio yang diperdengarkan"

Student 5

"Kalau dalam soal listening TOEFL, konsentrasi sangat dibutuhkan"

Student 6

"Saya berusaha untuk focus mendengarkan para pembicara"

2. Comprehend the listening instruction

Student 10

"Saya mendengarkan instruksi dari soal, baru saya bisa menjawab pertanyaannya"

Student 13

"Instruksi dari soal listening sangat membantu saya dalam menjawab soal"

3. Good time management

Student 15

"memaksimalkan waktu menjawab dari tiap sesi listening"

Student 16

"Saya harus mengoptimalkan waktu dalam menjawab soal"

4. Predict the questions

Student 20

"Saya mencoba menebak pertanyaan dari isi percakapan"

5. Focus on keywords

Student 21

"Saya langsung tertuju pada kata kunci soal di tiap sesinya"

Student 22

"Tiap clue dari soal listening saya sangat focus"

Students 23

"Pada Sesi A listening, saya focus ke orang kedua, dan pada Sesi B Listening, saya focus pada orang pertama."

6. Assigned in supporting environment

Student 24

"Jika saya berada dalam situasi yang hening, dapat membantu saya dalam menjawab soal listening"

Student 25

"Saya sangat terganggu bila mengerjakan soal listening dalam situasi yang berisik"

2. DISCUSSIONS

Based on the interview data, the researchers discovered that there were various strategies of students to struggle when answering the TOEFL test of listening comprehension.

The first, concentration is a key of comprehending the listening questions. The more focus of listening, the more detail that will be understood by the students. Because listening will be succeeded if only, they can focus on the speakers.

The second, after concentrating on the speakers, the students can get the listening instruction very well. The instruction will ease the students to get to do with the questions and relate it to the answers.

The third, to manage the time is essential to accomplish TOEFL listening. Once they listen to the instructions, it is better to answer it immediately, without thinking longer and wasting time. Time is so priceless in the listening section. Even they are not sure about the answers, the only thing they can do is answering directly, without leaving any blanks.

The fourth, predicting the questions is a proper way to figure out the conversation gist because it is to minimize the mistake that might happen. When they try to predict, they will possibly to get the right answers.

The fifth, the keywords are comprehended. Each listening section has its clue to figure out the answers. Once they know each clue, they will absolutely answer in correct way. It helps a lot to recognize what each question is referred to. The more they know the keywords, the easier the listening questions will become.

The last, being in supportive environment is other important consideration of doing listening section. It will help the students to concentrate on the TOEFL listening questions and it will give benefits for them to figure out the answers. Avoiding a noise situation and providing quiet atmosphere will enhance the conducive listening session and it is expected to the examiners to handle this thing.

CONCLUSION AND SUGGESTION

As a result of the findings and discussions, the researcher arrived to the following conclusions: there are six strategies that students used to struggle with the TOEFL listening comprehension test. Those are concentrating, comprehending, having good time management, predicting the questions, focusing on keywords and being in supportive environment. These six strategies are possible to increase TOEFL listening test.

Finally, the researcher hopes that the findings would be beneficial to test takers and teachers. It is critical to provide TOEFL training to strengthen the insights of each TOEFL session, especially for Listening session. Furthermore, the researcher recommends that the next researchers will extend the topic of TOEFL test in wide range for the better contribution of study field.

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The Correlation of Muhadhoroh Training and Students' Public Speaking at an Islamic Boarding School Tangerang

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Abstract

This study aimed to determine whether there is a correlation between students' public speaking and *muhadhoroh* training with the title "The Correlation of Muhadhoroh Training and the Eighth Grade Students' Public Speaking at Al-Manshuriyah Islamic Boarding School Tangerang". The research subjects in this study were 28 eighth grade students. The research was quantitative survey method. The data instruments were tests and questionnaires. The test was used to collect data on students' public speaking using speech test. Researchers used SPSS 25 and Ms. Excel to analyzed data. The result showed that there was significant relationship between *muhadhoroh* training and students' public speaking. This could be seen from the results of a significant correlation in public speaking and *muhadhoroh* training $[r]_{xy} = 0,897 > [r]_{t} = 0,374$, $N = 28$ with a significant value 0,05 so there is a correlation.

Keywords: correlation study, public speaking, *muhadhoroh* training.

INTRODUCTION

In general, communication has a role to determine the motion of life. Almost all activities both individually and groups, socially, culturally, politically, economically, religiously, and relations between nations are carried out by means of communication. In fact, every human being is used to communicate to meet various needs and interests.

Communication is a necessity for every human being as a social being between interacting with fellow creatures. One of the most common of humans is to communicate through verbal communication. Verbal communication allows us to exchange information and knowledge through a series of syllables and spoken words (Deterding & Moha, 2017). One's verbal communication skills, especially in mastering foreign languages, have become a major need at this time, considering the needs that exist in the business world and the industrial world have increased very rapidly and have become global. This raises demands for the global community to be able to master at least one international language, especially English (Harmer, 2000). The ability to communicate verbally using English has long turned into a necessity for people who interact with foreigners, and this ability cannot be mastered in a short time. Thus, many schools require their students to communicate using English in their schools every week or a certain day, some even make it the main language in the school environment (Burns, 2003). For example, modern Islamic boarding schools also prepare their students to be able to master several foreign languages at once, one of them being English (Prastyo, 2017). In line with this, the Al-Manshuriyah Islamic

Boarding School Tangerang, also implements various programs to improve English language skills for students in their boarding schools.

Al-Manshuriyah Islamic Boarding School Tangerang is one of the Islamic boarding schools that is required to produce quality students, which requires all students to be able to take part in all educational programs, both academic and non-academic programs. The problem faced by most of the new students at Al-Manshuriyah Islamic Boarding School Tangerang is that students still have difficulty speaking well in public. There are many reasons behind this, including lack of confidence, lack of mastery of English vocabulary and lack of communication skills.

Muhadhoroh is an activity program that needs to be done in an educational institution, because it can improve the students' ability to speak in public or what is commonly called public speaking. Public speaking can be defined as the process of communicating with a large group of audiences. Communication plays an important role in public speaking. There is a difference between talking to someone in person and connecting to a large audience. Effective communication ensures the message reaches the audience in the correct and desired form. Communication is incomplete if the receiver does not know what the sender is trying to convey. By knowing this, we can be judged by others as educated people. Many of us can overcome nervousness when speaking, but skills don't end there. There are many proper ways and methods, which we must know, such as when we are giving a speech, giving a lecture, in a meeting, and so on. We also have to be able to make the listener really pay attention and understand what we are saying.

Islamic boarding school is one of the forums that are expected to be able to produce generations with good public speaking skills, one of which is the *muhadhoroh* training. *Santri* are agents of change, namely students must be able to change a bad civilization based on moral and ethical values in accordance with the vision and mission of the Islamic boarding school. *Santri* must be able to plunge into the midst of a pluralistic society that has thousands of different characteristics in each individual. So it becomes a challenge for a student when he returns from the Islamic boarding school. To achieve this mission of Al-Manshuriyah Islamic Boarding School Tangerang holds the *muhadhoroh* training. The *muhadhoroh* training at Al-Manshuriyah Islamic Boarding School Tangerang is included in the non-academic program, which is carried out once a week on Saturdays in the eighth grade.

Basically, the *muhadhoroh* training is the first step in preparing a cadre of *da'i*, by means of which students are trained to give speeches or speak in front of their friends like a preacher who is preaching his *da'wah* messages, so that students do not feel awkward when they are asked to give a speech or speak in public.

Based on the explanation above, the researcher aims to study further about the correlation of *muhadhoroh* training and the public speaking skills of eighth grade students at Al-Manshuriyah Islamic Boarding School Tangerang by conducting a study entitled "THE CORRELATION OF MUHADHOROH TRAINING AND THE EIGHTH GRADE STUDENTS' PUBLIC SPEAKING AT AL-MANSHURIYAH ISLAMIC BOARDING SCHOOL TANGERANG."

Based on the above background, the identification of the research problem can be seen as follows:

1. The students were not confident enough to perform public speaking in English.
2. The students were lack of mastery of English vocabulary
3. The students were lack of English communication skills

4. The teacher still used the concept of the conventional method which is thought to be a factor in the lack of creativity in students' speaking English
5. The Islamic boarding school had not implemented the English system in the daily conversation which is closely related with students' speaking skill

Based on the supporting discussion, the researchers formulated the problem on "Is there any correlation between *muhadhoroh* training and public speaking on the eighth grade students at Al-Manshuriyah Islamic Boarding School Tangerang?"

THEORETICAL FRAMEWORK

A. Muhadhoroh Training

According to Nadler and Nadler (2003, p.137), training is the learning provided by employers to workers related to their current job. Furthermore, Hendriani and Nulhaqim (2008, p.152) training is a series of activities designed to increase skills, knowledge, experience, or change one's attitude. It means that training as a changing perceptions, attitudes, and adding skills for the purpose of assessing and knowing performance. Based on those experts' opinions expressed above, it can be concluded training is a behavior of workers towards their work in an organization with experience, discipline so that workers can do their jobs properly and are listed, so that they lead to a more optimal job. The training referred to by the author is *muhadhoroh* training to train the public speaking skills of the students of the Al-Manshuriyah Islamic Boarding School Tangerang.

Etymologically, *muhadhoroh* comes from Arabic word "*haadhoro-yuhaadhiru - muhadhoroh*" which means there is or is present, presents. Latif (2009) defines *Muhadhoroh* in language as "religious translation or *tabligh* or sermon. Then, Setiawan (2015) *muhadhoroh* is a series of activities or processes, in order to achieve a certain goal. This purpose is intended to provide direction or guidance for the movement of *da'wah* activities. Other sides, Rumpoko (2012) said that *muhadhoroh* can be interpreted as a speech, namely the expression of thoughts in the form of words that are addressed to many people, or a discourse that is prepared to be spoken in public, with the intention that the listeners of the speech can know, understand, accept and are expected to be willing to carry out the speech everything that has been conveyed to them.

The meaning of *muhadhoroh* here is an activity or speech/lecture exercise that is emphasized to the *santri* in the process of making rules and regulations in learning at certain Islamic boarding schools. Based on the above understanding, the purpose of *muhadhoroh's* training strategy is a program or planning of a *da'wah* activity through speech/lecture training activities that are emphasized to students in the process of learning at Islamic boarding schools.

According to Nurhayati (2018, p.174) there are four levels evaluation model adapted from Kirkpatrick (1958). The first recognized in 1959 when Kirkpatrick wrote a series of four articles entitled "Techniques for Evaluating Training Programs" published in *Training and Development*, the journal of The American Society for Training and Development (ASTD). Determining whether a training program is continued or not, as well as obtaining information on how to improve the training program in the future. The four levels as follow:

- 1) Reaction

The reaction stage is basically an evaluation of student satisfaction with the various activities that are followed. The reaction of these students can determine the level of achievement of the goals of organizing *muhadhoroh*. The implementation of the *muhadhoroh* program is considered successful if the students are satisfied with all the elements involved in the implementation process.

2) Study

At the learning level, these students learn the knowledge or skills conveyed in teaching activities. Measuring learning means determining one or more things related to the training objectives, such as what knowledge has been learned, what skills have been developed or improved, and what attitudes have changed.

3) Behavior

According to Kirkpatrick (1998), defined behavior as the extent to which changes in behavior arise because participants follow the training program. Level-3 evaluation is carried out to identify the extent to which the material in the training is applied to the daily activities of students.

4) Result

The implementation of training programs, of course, aims to get good results, such as improving quality, productivity, or safety levels. Evaluation of results according to Kirkpatrick (2006, p.134) can be defined as an end result that occurs as a result of participants participating in the training program. *Santri* who are agents of change are expected to play a role through public speaking skills. There are several definitions of public speaking according to several experts.

B. PUBLIC SPEAKING

According to McBurney and Wrage (1975, p.76) the definition of public speaking is as a communication of ideas and feelings by using symbols that are seen and heard from the conversation regarding thoughts and ideas, using symbols of sound, words, changes in tone and cues. Furthermore, Effendi (2005, p.42) suggests, "Speech in a narrow sense is the art of speaking in public". Speech is not only an informative presentation that contains information or explanations, but is persuasive, that is, it contains an invitation or inducement so that the audience is moved to carry it out. The third opinion was conveyed by Zarefsky (2013, p.126) in his book *Public Speaking: Strategies for Success* argues about the definition of public speaking. "Public speaking is a continuous communication process in which messages and signals circulate back and forth between speakers and listeners". Public speaking is a continuous process of communication in which messages and symbols recirculate continuously between speaker and listener. Then Sirait (2012, p.28) stated that public speaking is a series of ways of thinking that are based on gathering all human talents on past, present and future experiences and combined with ethics, behavior patterns, science, technology, and technology. culture, situation analysis and other factors. These factors are packaged in the form of sentences or utterances that contain the meaning of the communication strategy behind them, in order to achieve learning objectives. Based on several definitions of public speaking that have been put forward by experts, it can be understood that public speaking is the art of public speaking in

which an effective oral communication takes place continuously between the speaker and the listener with the aim of making the listener think, feel and act as expected by the audience.

Arsjad and Mukti (1988, p.17) said there are several aspects that a person needs to pay attention to in order to become a good speaker. The aspects are seen from several factors that are assessed, namely:

1) Voice emphasis, tone and duration

Appropriateness of pressure, tone, and duration is the main attraction in speaking, sometimes even a determining factor. Even though the problem being discussed is less interesting, with the appropriate placement of pressure, tone, joint, and duration will make the problem interesting. On the other hand, if the delivery is flat, it will almost certainly lead to boredom and the effectiveness will be reduced. Placement of stress on words or syllables that are not appropriate will result in awkwardness. This discrepancy will result in the listener's attention shifting to the speaker's way of speaking, so that the subject or the subject of the message conveyed is less attention. As a result, the effectiveness of communication will be disrupted.

2) Diction

The diction should be precise, clear and varied. In every conversation, the use of popular words will certainly be more effective than grandiose words. Unknown words do cause curiosity, but will hinder smooth communication. The speaker should be aware of who the listener is, what the subject of the conversation is, and adapt his choice of words to the subject and the listener. Listeners will be more interested and happy to listen if the speaker speaks clearly in the language they master. A speaker must get used to pronouncing the sounds of the language correctly. Improper pronunciation of language sounds can distract listeners. This will interfere with the effectiveness of speaking. Pronunciation of language sounds that are less precise or defective will cause boredom, less fun, less interesting, or at least can distract listeners. Pronunciation of language sounds is considered defective if it deviates too far from the usual spoken variety, so that it attracts too much attention, interferes with communication or the user (speaker) is considered strange.

3) Expression

An unsettled, lethargic and stiff conversation will certainly give an unattractive first impression. From a natural attitude, the speaker is actually able to show his authority and integrity. This attitude is very much determined by the situation, place and mastery of the material. Good mastery of the material will at least eliminate nervousness. However, this attitude requires practice. If you get used to it, over time the nervousness will disappear and a calm and natural attitude will arise. The speaker's view should be directed to all listeners. A view that is only fixed in one direction will cause the listener to feel less cared for. Many speakers when speaking do not pay attention to the listener, but look up, to the side or down. As a result, the listener's attention is reduced. Efforts should be made to make the listener feel involved and cared for.

4) Fluency

A speaker who speaks fluently will make it easier for listeners to catch the contents of his conversation. Often the speaker speaks intermittently, even between the interrupted parts, certain sounds are inserted that interfere with the

listener's capture, for example inserting the sound of e, o, a, and so on. On the other hand, a speaker who speaks too fast will also make it difficult for the listener to catch the subject.

5) Topic mastery

Formal talks always require preparation. The goal is none other than so that the chosen topic is really mastered. Good mastery of the topic will foster courage and fluency. So, mastery of this topic is very important, even a major factor in speaking.

Based on the description of the theory above, researchers proposed the following hypothesis:

H_0 : There is no significant correlation between *muhadhoroh* training to public speaking for the eighth grade students at the Al-Manshuriyah Islamic Boarding School Tangerang.

H_a : There is a significant correlation between *muhadhoroh* training to public speaking for the eighth grade students at the Al-Manshuriyah Islamic Boarding School Tangerang.

RESEARCH METHOD

This research was conducted at the Al-Manshuriyah Islamic Boarding School Tangerang that is located at Jl. Al-Hidayah No.15, Poris Plawad Indah Village, Cipondoh District, Tangerang City. This Islamic boarding school is not only for junior high school but from elementary school to high school. The process of collecting data took one month including preparation conducted from April 2022 to May 2022.

In completing the data, the researchers used a survey method in quantitative form with the analysis of product moment. In this research there were two variables. The first variable is the correlation of *muhadhoroh* training as an independent variable (variable X) and the eighth grade students' public speaking as dependent variable (variable Y).

In this research, the researchers took the eighth grade students in Al-Manshuriyah Islamic Boarding School Tangerang as population, there were 30 students. The technique of taking sample used was a sampling technique with the formula of Isaac and Michael (1981) in Riadi (2015, p.21), on the grounds that all members of the population have the same opportunity to be selected as samples that are adjusted to the number of classes. If the total population is 30 students with an error rate of 5%, then the total sample is 28 students. So, the total number of samples with a population of 30 students with an error rate of 5% is 28 students.

Technique of Collecting Data used by the researchers consisted of public speaking test and questionnaire.

1. Public Speaking Test

The type of test in this study was a speech test. The researchers conducted this test by giving an English speech text with globalization theme to each of the eighth grade students, both male and female classes, then giving them 2 days to study the text. After that, we gave them the opportunity to give a speech in front of the class for 3-5 minutes.

2. Questionnaire

The questionnaire in this study was closed, we provided available answers that can be chosen by participants or respondents. Komalasari (2011, p.82) stated a closed questionnaire is a questionnaire which has questions or statements that do not give the respondents the freedom to answer them according to their opinions and wishes. This questionnaire was used to obtain information from respondents regarding the public speaking ability of eighth graders and *muhadhoroh* training based on the indicators mentioned above.

In order to analysis the data the researchers used descriptive analysis and inferential analysis. The descriptive analysis of this research consists of:

1. Presentation of the Data

The researcher presented the data by making frequency distribution table, histogram, polygon, and ogive graphic.

2. Central Tendency

- 1) Mean,
 - 2) Median,
 - 3) Mode,
- 4) Dispersion of the Data;
- a) Range
 - b) Deviation Standard
 - c) Variances
- 5) Total Number of the Class
- 6) The Interval Class

And the inferential analysis of this research consists of:

1. Regression Analysis

According to Riadi (2015, p.107) regression analysis is an analysis of the correlation as a variable to another variable is the independent variable to make estimates or prediction of the average score of dependent variable with known a score of independent variable.

2. Normality Test

In this research the researcher conducted the normality test to know whether the data were normal distributed or not. The researcher used formula written in Riadi (2014, p.94).

3. Homogeneity Test

The researcher used Fisher formula written in Riadi (2016,p.104) to get the homogeneity result. With the significance value of 5% the criteria of homogeneity result as follow:

If: $F \text{ count} < F \text{ table}$ the data is homogenous

$F \text{ count} > F \text{ table}$ the data is not homogenous

4. Linearity Regression Test

In the linearity test was performed to find the equation regression line of the independent variable and dependent variable. The linearity regression test which used was the formula written by Riadi (2016, p.110).

5. Regression Significance Test

For testing the regression significant, the researchers used the formula written in Riadi (2016, p.111):

$H_0 : \beta \leq 0$ (The regression is not significance)

$H_a : \beta >$ (The regression is significance)

6. Correlation Significant Test (t-test)

For testing the correlation coefficient the researchers used formula written from Riadi (2015, p.112). If $t_{count} > t_{table}$ then, H_0 is rejected H_1 is accepted, thus the correlation between X with Y is significant.

RESULTS AND DISCUSSION

A. Data Description

Table 1. The Data Result of Independent Variable X (*Muhadhoroh Training*)

No.	Analysis	Result
1	Lowest score	49
2	Highest score	84
3	Mean	67,50
4	Median	67
5	Mode	65
6	Range	35
7	Class	6
8	Interval Class	6
9	Deviation Standard	8,876

From the table 1 above, we could see the mean score for Muhadhoroh Training was 67.50. The highest score was 84, while the lowest score was 49.

From the table 2, it is described that the total number of classes was 6 classes and the class interval was 6. The highest number of relative frequency was 25% (7 students) in the five classes, and the smallest number was 3,58% (1 students) in the first class.

Table 2. Frequency Distribution Table of Variable X

Class	Interval	Limit Class	Tally	Absolute Frequency	F _{relative} (f _r)%
	LLC ULC				
1	49-54	48,5 – 54,5	A	1	3,57
2	55-60	54,5 – 60,5	E	5	17,86
3	61-66	60,5 – 66,5	Eaaa	8	28,57
4	67-72	66,5 – 72,5	Bb	4	14,29
5	73-78	72,5 – 78,5	Eaa	7	25
6	79-84	78,5 – 84,5	ba	3	10,71
				28	100

Besides the frequency distribution table, the data described by using histogram and polygon the diagrams as follow:

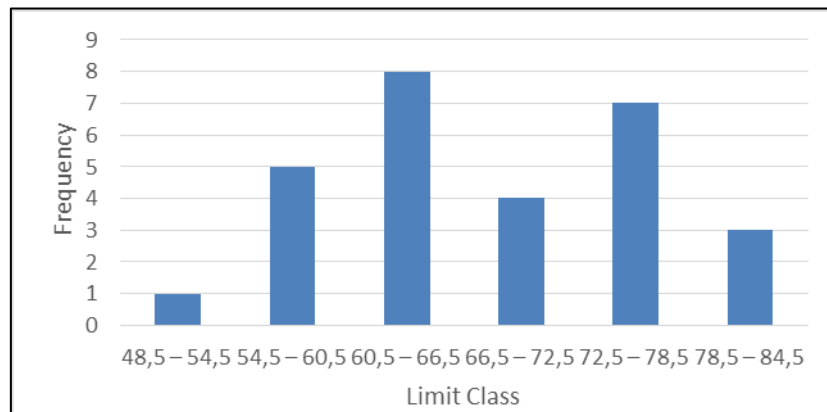


Figure 1. Histogram for Variable X (Muhodharoh Training)

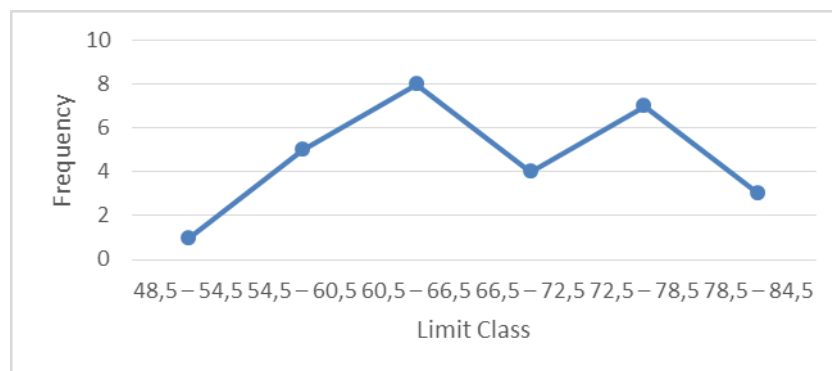


Figure 2. Polygon for Variable X (Muhodharoh Training)

And here are the descriptive data for Variable Y (Public Speaking), followed by the frequency distribution, histogram and polygon.

Table 3. The Data Result of Dependent Variable Y (Public Speaking)

No.	Analysis	Result
1	Lowest score	60
2	Highest score	88
3	Mean	76,00
4	Median	76
5	Mode	76
6	Range	28
7	Class	6
8	Interval Class	5
9	Deviation Standard	6,885

Table 4. Frequency Distribution Table of Variable Y

Class	Interval	Limit Class	Tally	Absolute Frequency	F _{relative} (f _r)%
1	60-64	59,5 – 64,5	Aa	2	7,14
2	65-69	64,5 – 69,5	a	1	3,57
3	70-74	69,5 – 74,5	Eaa	7	25

4	75-79	74,5 – 79,5	Ebb	9	32,15
5	80-84	79,5 – 84,5	Eaa	7	25
6	85-89	84,5 – 89,5	b	2	7,14
				28	100

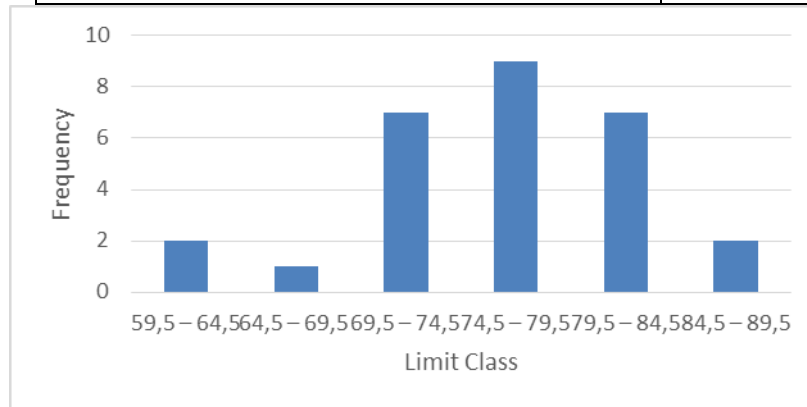


Figure 3. Histogram of Dependent Variable Y (Public Speaking)

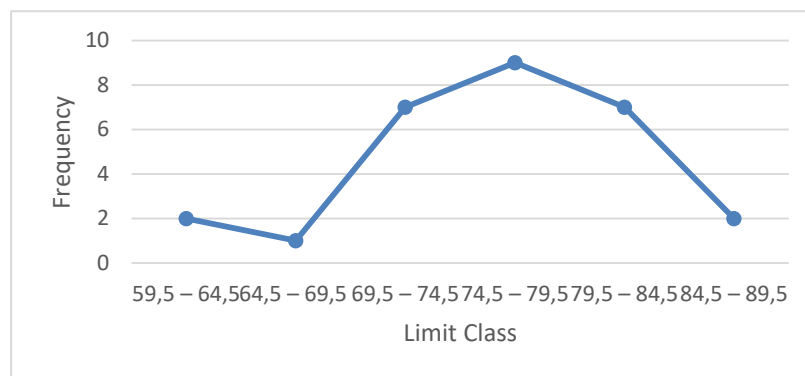


Figure 4. Polygon of Dependent Variable Y (Public Speaking)

B. Test of Data Analysis

1. Normality Test

Based on the result of normality test by using chi square test, the researcher found that variable X (*muhadhoroh* training) has normal distribution with X^2_h is -56,60 and X^2_t is 11,070. It can be concluded if $X^2_h < X^2_t$, so the data was normally distributed. For variable Y (public speaking) the researcher found that X^2_h is -81,74 and X^2_t is 11,070. It can be concluded if $X^2_h < X^2_t$, so the data was normally distributed.

2. Homogeneity Test

The researcher used Fisher test to get the result of homogeneity test. The homogeneity test result is as follow:

$F_{observed}$	F_{table}
1,66	1,90

Based on the table above, it can be concluded if F_{observed} smaller than F_{table} ($F_{\text{observed}} < F_{\text{table}}$), therefore, the sample were from homogenous population.

3. Test of Data Hypothesis

To conduct the research hypothesis in this research. The researcher used Pearson Product-Moment Correlation Coefficient.

Statistical Hypothesis: $H_0 : r=0$

$H_1 : r \neq 0$

If $r_{xy} < r_{\text{table}}$ means there is no significant relationship between X variable and Y variable.

H_0 is accepted and H_1 is rejected.

r_{count}	r_{table}
0,897	0,374

Based on the Correlation Significant table, it shown that r_{count} is higher than r_{table} , therefore H_0 is rejected and H_1 is accepted. It means there is significant correlation between *muhadhoroh* training and public speaking.

The result of the data analysis and the hypothesis testing, the result obtained of the testing of significant correlation formula that $t_{\text{count}} (0,897) > t_{\text{table}} (0,374)$. It can be concluded that there was significant correlation between *muhadhoroh* training (variable X) and the students' public speaking (variable Y) in the eighth grade of student's at Al-Manshuriyah Islamic Boarding School Tangerang.

It could be proved from some result of data analysis in the previous chapter, that the normality test of variable X (*muhadhoroh* training) result was X^2_h is -56,60 and X^2_t is 11,070. Because $X^2_h < X^2_t$ it can be concluded that the data was normally distributed. And for variable Y (public speaking), the researcher found X^2_h is -81,74 and X^2_t is 11,070. it can be concluded that $X^2_h < X^2_t$ therefore the data was normally distributed. Then, for homogeneity test of both variables found that $F_{\text{observed}} (1,66) < F_{\text{table}} (1,90)$, therefore, the data was from homogenous data.

The result of linearity and regression test was $F_{\text{observed}} (1,66) < F_{\text{table}} (1,90)$, it could be concluded that H_1 is rejected and H_0 is accepted. In short, the equation of regression Y and X is linear. For significant test between *muhadhoroh* training and students' public speaking was significant.

CONCLUSION AND SUGGESTION

Based on the results of the research, we can conclude that *muhadhoroh* training and students' English public speaking have significant correlation. It implies that students that have more *muhadhoroh* shall have better English public speaking.

And here are our suggestions for students, English teachers and other researchers:

1. Students should have more time in each class or expand the period of the course, therefore they could learn more deeply about public speaking.
2. English Teachers should be creative to choose the method in teaching and about the them of lesson material, especially in *muhadhoroh* training. The researcher hopes it can help student's ability and confidence in their public speaking.

- The result of this research can be used as additional information about *muhadhoroh* training and public speaking. Besides, this research can be used as a reference for other researchers who are interested in conducting the similar research.

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THE EFFECT OF USING MOVIE LOST IN TRANSLATION IN SOCIOLINGUISTICS CLASS ON STUDENTS' UNDERSTANDING OF CULTURE AND LANGUAGE

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ABSTRACT

This study aims to determine whether using the Lost In Translation film media can improve student understanding in culture and language in the sociolinguistic class and how a film with the title Lost In Translation can affect student understanding. This study uses a qualitative approach in a descriptive analytical model. The instruments or tools used by researchers in collecting data were questionnaires and documents. a questionnaire (list of statements) containing 20 statements with a Likert scale which results will be described descriptively, in taking the assessment the researcher calculates the results of the questionnaire which is a seventh semester student of sociolinguistics class content and documents in the form of photos of several film scenes showing the existence of several cultures and languages this movie. The results of the study have shown the final score of 2158 with an average grade of 120 which indicates that students agree that the Lost In Translation film media can affect students' understanding and knowing the language culture in the seventh semester sociolinguistics class of the Faculty of Education and Education at Muhammadiyah University of Tangerang.

Keywords: ability to understand, film, language and culture

INTRODUCTION

The style of language is related to the culture and society. The culture in one tribe contribute many kinds of language style based on some social factors. Sociolinguistics study the relationship between language and society. Sociolinguistics is interested in explaining why people speak differently in different social context, and is concerned with identifying the social function of language and the way it is used to convey social meaning. "Sociolinguistics is the study of the effect of any and all aspects of society, including cultural norms, expectations, and context on the way language is used." (Trudgill, 2000). Culture gives the same goals, concept in expressing opinions or to communicate or t behaving with other whether in the same ethnic or with the other ethnics.

Based on Kuo & Lai (2006) stated culture is intrinsic in our being and a powerful human tool for improving our society, contributing to our awareness and creating people to people relations. Culture is really important in a society, to add and develop community knowledge and to maintain relationships between one person and another. Culture and every act of social

behavior involve communication both explicitly and implicitly. The tool for communication is language. In other words, language and culture have a very close relationship. The way the people communicate each other is much influence by their culture. It is related to Krasner (1999) stated that language functions a reflection of the cultural values of the community where the speech is used. Therefore, for learners of a language, having language competence (language competence) alone is not enough to master the language. Teaching language is never separated from the culture. Language teachers have to introduce the students about the culture norms, the language barrier and the language differences based on participants and social status. It is related to Leveridge (2008) stated "The implications of language being completely entwined in culture, in regards for language teaching and language policy are far reaching. Language teachers must instruct their students on the cultural background of language usage, choose culturally appropriate teaching styles, and explore culturally based linguistic differences to promote understanding instead of misconceptions or prejudices. Language policy must be used to create awareness and understandings of cultural differences, and written to incorporate the cultural values of those being taught."

Analysis films can make students understanding culture and language. understanding is the ability for someone to understand something that has been remembered, can use detailed sentences and can understand a meaning, concept, situation and facts that occur as in a film. In the process of learning films can be used as an appropriate media to understand a certain culture and language in the film.

Purba et.al (2021) stated There are many kinds of languages used in society. The language of society is usually different in every place because every society has a different culture. Sociolinguistic can be defined as the detailed study of social language. Furthermore, the research about movie from Sociolinguistics in language and culture is still rare. Purba et.al (2021) examined language style at the movie script of Papillon, the result show c. There were 6 data or 20 percent of expressive function; the directive works 3 or 10 percent, the reference function found 8 or 27%, the metalinguistic function discovered 7 or 23% and the phatic function discovered 6 data or 20%. No poetic function is available in the film.

Film media is a very interesting learning media because it is able to express the beauty and facts of moving with sound effects, images and motion, the film can also be played repeatedly as needed. Based on (Oemar, 1989) "In the film, students can also see and hear recorded experiences, fiction, shadows, drama, recreational stories and episodes of the past, which are a combination of movement, words, music and color" (p. 54). It means, students can find out various kinds of experiences that occur now or in the past through film. For example like in the movie Lost In Translation when Bob looks often look tired and sad, although occasionally he can also be funny with his dark humor. Not much different from Charlotte, who also looks more confused and lonely.

The reason the authors conducted this research aimed to find out how the seventh semester student of the sociolinguistics class understanding and knowing the cultural and language elements in the Lost In Translation movie. Only a few researches examining movie focus on language and culture. Meanwhile, movie is an eye-catching learning media and easy to remember all the concept and practice some language and culture. It is related to Bottomley, and Hail's statement (2008) "Exploration of the culture and society of a linguistic community has always been an implicit part of language teaching, and film offers an abundance of interesting perspectives on people, periods and places. Furthermore, film dialogue is unlike

most of the somewhat idealized discourse provided in course books, in that it tends to reflect the whole gamut of social and regional variation in the language.”

a movie *Lost in Translation* tells the story of two people who are experiencing a crisis in their life, being in Tokyo, a place that makes them feel strange there. The foreigners in question are they experience cultural differences. while in Tokyo they saw and became involved in a culture they had just experienced. In this study, the writer conduct this study to know how students understand in knowing the element or a culture and language through a movie *Lost In Translation* city. Especially in sociolinguistic class on the seventh semester learns through a movie to know various kinds of culture and language many in some countries. The purpose of the research to know whether the film “*Lost in Translation*” affects students' understanding of culture and language.

THEORITICAL FRAMEWORK

Sociolinguistic

Sociolinguistic analysis helps to determine the relationship between society and language. In sociolinguistics, the use of language by people in various contexts of life could be better understood. According to Chambers and Schilling (2018), studying sociolinguistics as a discipline means learning the social use of language by applying it to natural social rules which see language variation as a social distribution in society. Moreover, Holmes (2013) stated that sociolinguistic is the study of the language and culture affiliations. It means, sociolinguistic is used to know that the function of language, how a person uses language and how the use of that language can represent the social identity of the user.

Understanding Language and Culture

Understanding is the process of understanding something that has been learned, known and remembered. Meanwhile, according to Djamarah, et.al (1995) stated the factors that influence understanding at once student learning success is reviewed in terms of educational abilities is aim, teacher, and learners. In other words, students can understand a meaning, concept, situation and facts that have occur in learning process.

Language and Culture Language is a tool for communication used by many people. Amelia (2013) stated that language is the ability of someone who has complex knowledge related to communication systems in the social environment. Language and culture are very tightly in relation. Language and culture are both important parts of human life for communication, as stated by Wardaugh (2010), that language influences thought and culture, that language influences thought and culture, that culture influences the environment, language, and culture of the citizens. In line with Amelia (2013) also added that language is the ability of people who have a complex knowledge related to the communication system within the social environment. Language and culture are very closely in relation. It means, someone has the ability to speak properly and correctly in the social environment, which is related to culture.

RESEARCH METHOD

According to Ary, et al (2002:435) Qualitative analysis uses written records to get an understanding of the phenomena under review, This document may be personal, such as

autobiographies, diaries, and letters; official, such as papers, records, or minutes prepared by witnesses of an event, or popular culture settings, or documentation such as books, films, and videos.

It is stated in Kothari (2004), that “Qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behaviour” (p. 5). In this approach, the researcher becomes a person who contributes greatly to the research perspective. Therefore, the researcher must have the provision of theory and broad insights to ask questions, analyze and construct objects that are examined more clearly.

DATA ANALYSIS

In this study, researchers took a sample of students of the seventh semester of class B.2 sociolinguistics English Education Department University of Muhammadiyah Tangerang, as many as 30 people consisting of 23 women and 7 men.

To find an overview of the seventh semester student understanding of Sociolinguistics in understanding culture and language using film media entitled *Lost In Translation*. Then used descriptive analysis based on the responses to the statements in the questionnaire. The following are the results of the questionnaire

Table 1.1 Descriptions of Respondents Responses to The Influence Variable Media Film Titled *Lost in Translation* Can Improve Student Understanding

No	Statement Items	Respondents' Responses										N	Score	Category
		SS (5)		S(4)		N(3)		TS(2)		STS(1)				
		F	%	F	%	F	%	F	%	F	%			
1	Item 1	5	16.66	20	66.66	5	16.66	0	0	0	0	30	120	Agree
2	Item 2	4	13.33	21	70.00	5	16.66	0	0	0	0	30	119	Agree
3	Item 3	6	20.00	18	60.00	6	20.00	0	0	0	0	30	120	Agree
4	Item 4	10	33.33	13	43.33	7	23.33	0	0	0	0	30	123	Agree
5	Item 5	6	20.00	14	46.66	10	33.33	0	0	0	0	30	116	Agree
6	Item 6	7	23.33	14	46.66	9	30.00	0	0	0	0	30	118	Agree
7	Item 7	6	20.00	13	43.33	9	30.00	1	3.3	0	0	30	111	Agree
8	Item 8	2	6.66	9	30.00	18	60.00	1	3.3	0	0	30	102	Agree
9	Item 9	2	6.66	17	56.66	10	33.33	1	3.3	0	0	30	110	Agree
10	Item 10	5	16.66	17	56.66	8	26.66	0	0	0	0	30	117	Agree
11	Item 11	2	6.66	12	40.00	15	50.00	1	3.3	0	0	30	105	Agree
12	Item 12	3	10.00	11	36.66	16	53.33	0	0	0	0	30	107	Agree
13	Item 13	0	0	4	13.33	10	33.33	16	53.3	0	0	30	78	Agree
14	Item 14	4	13.33	9	30.00	15	50.00	2	6.66	0	0	30	105	Agree
15	Item 15	1	3.3	14	46.66	14	46.66	1	3.3	0	0	30	105	Agree
16	Item 16	2	6.66	13	43.33	15	50.00	0	0	0	0	30	107	Agree

17	Item 17	0	0	7	23.33	14	46.66	9	30.0	0	0	30	88	Agree
18	Item 18	0	0	10	33.33	15	50.00	5	16.6	0	0	30	95	Agree
19	Item 19	1	3.3	14	46.66	11	36.66	4	13.3	0	0	30	102	Agree
20	Item 20	2	6.66	16	53.33	12	40.00	0	0	0	0	30	110	Agree
Variable Score													2158	Agree
Variable mean													120	

RESULTS AND DISCUSSION

RESULTS

From the results of the questionnaire that the researcher conducted with the seventh semester students of sociolinguistics class, it was stated that they agreed with the use of film media when learning in the sociolinguistics class, because the use of this media was very effective with the sociolinguistics class that discussed and studied language and culture because the material could not be discussed in the discussion. exemplified in words or by the lecture method but the material must be exemplified by using a picture, video or film that supports the discussion. This means that films have several functions such as cultural education and the delivery of cultural values.

Language analysis

At 9:29 a.m Bob Harris did not understand what the photographer who came from Japan was saying, furthermore Bob Haris asked a translator to help translate what the photographer said.

It is the scene where Bob, at the commercial shooting scene, has to rely on a translator because the energetic and brash young Japanese film director speaks only Japanese. (The film director asked his interpreter to translate the directions he gave. Originally, the directions were in Japanese) Director (in Japanese): Mr. Bob-san... As the setting, you are sitting on the couch in the den. And, there is a Suntory whiskey on the table. Are you alright? Then, impress gently looking at a camera, with controlled passion but gently, as if you could meet with your crony, someone like Bogie in Casablanca, 'here's, looking at you, kid'... and say... "Suntory time." Interpreter (in English): He wants you to turn, look in camera. Okay? Bob: Is that all he said? Apparently, NO! (Takamura, 2007).

Another loss in translation , At 17.45 minutes a woman comes to Bob Harris hotel room and says "lip" (rip) while Bob hears it "lip" (lip) because Japanese people can not pronounce the letter R furthermore what Bob hears is "lip" (lip) while what is meant woman is "lip" (rip).

Culture Analysis

Flower Arrangement Culture (Ikebana)

This scene shows when Charlotte is walking around in the hotel environment when she sees a room in which there are several Japanese women arranging flowers, then she is invited by one of the women to participate in a flower arrangement activity. This scene is Japanese

culture regarding art is Ikebana. Ikebana is so popular in Japan, in Indonesia itself there are also flower arrangement activities, where the materials used or processed are decorative flowers for greeting.

Culture of Future Divination (Omikuji)

This scene shows when Charlotte is in the shrine environment, then she ties the paper she is carrying to a tree branch. omikuji is the belief that Japanese people place on future predictions on a piece of paper and if the contents of the prediction are bad it will be linked to a tree, but in fact it is not only proven in trees that Enoshima, Japan is a small island in Japan which is famous as one of the places romantic in Japan because this place has a bell that can be rung as a sign of the eternity of their love. Next to the bell is a collection of love locks inscribed with the names of the couple.

Culture Bows Down

This scene shows Bob Harris who has just arrived at the hotel and then walks to his room, while walking, he is greeted by several Japanese people, one of whom is bowing. Then Bob Harris returned the Japanese respect for the person by bowing too. Bob Harris looked a little stiff as he bent over to follow this culture of respect.

DISCUSSION

Researchers have obtained data from seventh semester students through a questionnaire whose results will be analyzed in this chapter. In the research findings, the researcher presented whether the film media entitled lost in translation could improve students' understanding in the seventh semester of sociolinguistics class in knowing culture and language and how the film with the title Lost in Translation could affect students' understanding in knowing culture and language.

Based on this table, the respondent's responses to the variable items (20) of the influence of the media film titled Lost in Translation Can Improve Student Understanding can be described as follows (only 5 items of 20 as the representatives)

1. Respondents responses to the statement (item 1) "I feel helped by film media in the sociolinguistic class" most of the respondents agreed (66.66%) with the score (120). This condition is included in the agreed category. This means that according to student assessments, film media helps students in the learning process.
2. Respondents' responses to the statement (item 2) "Films help in the sociolinguistic learning process" most of the respondents agreed (70.00%) with a score of value (119). This condition is included in the agreed category. This means that according to students the learning process in the sociolinguistics class is maximized when using film media
3. Respondents' responses to the statement (item 3) "Films are effectively used as a sociolinguistic learning medium" most of the respondents answered agree (60.00%) with a score of (120). This condition is included in the agreed category. This means that students agree that the learning process in the sociolinguistics class is effective if it uses film media.
4. The response of respondents to the statement (item 4) "Films can improve the ability to understand culture and language" most of the respondents answered agree (43.33%) with a score of value (123). This condition falls into the agreed category. This means that according to film students can improve their ability to understand culture and language.
5. Respondents' responses to statements (item 5). "The film with the title Lost in Translation can improve the ability to understand culture and language" the respondent answered agree

(46.66%) with a score of value (116). This condition falls into the agreed category. This means that according to students the ability to understand their culture and language increases after watching a film with the title Lost in Translation.

CONCLUSION

The use of film media with the title Lost in Translation in the seventh semester sociolinguistics class greatly affects the students' ability to understand culture and language because film media is a very appropriate medium to use and be carried out in a sociolinguistic class. Studying culture, language and social knowledge, film media can also affect the results of the score that students get. this film contains quite good cultural and language elements, which can improve students' understanding of cultural and language elements so that maximizing value results in sociolinguistics courses. In addition, this film is a medium for delivering messages about the culture and language in Japan to the public with a variety of stories, and film is used as a medium to express story ideas that have an influence on society.

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STUDENTS' DIFFICULTIES IN FINISHING A THESIS OF ENGLISH STUDY PROGRAM AT MUHAMMADIYAH UNIVERSITY OF TANGERANG

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ABSTRACT

This study aims to determine the difficulties faced by students of Muhammadiyah University of Tangerang English Education Study Program in conducting research and writing thesis as their final project in the University. This type of research is descriptive research. The subjects of this study were undergraduate students of the English education study program who were undergraduate thesis guidance in 2020. Data collection in this study used questionnaires. The questionnaire is given to students who are writing their thesis. Data were analyzed using percentage techniques which were further described. The results of the study generally show that there are various factors of difficulties faced by students in conducting research and writing it into thesis, both psychological factors and sociocultural factors. Psychological factors are caused by challenges of adapting research topics to the current situation, lack of understanding of research methods and academic writing styles and lack of motivation. In sociocultural factors, student difficulties are dominated by social factors from their friends, parents and supervisors.

Key words: Difficulty, Thesis,

INTRODUCTION

Academic writing is one of the major activities in universities. Academic writing is a written work that has been identified within the fields of science, education, and art. Scientific works are written according with scientific methods and follow scientific guidelines or conventions which have been agreed upon or set up through a higher education institution. One type of scientific writing produced by university students is a thesis, in addition to a thesis and a dissertation. Every student who will complete his research, either on the bachelor's diploma (S1) or postgraduate (S2), is required to finish one educational work.

The thesis is a scientific essay that needs to be written by college students as part of the final requirements of their instructional education. In line with Hasan (in Fatma, 2013:161) the thesis is a systematic work written by undergraduate college students at the end of their studies based totally on the effects of studies, or literature review, or the development of a problem that is achieved carefully. Writing a thesis for some college students is a frightening thing that unavoidably should be executed because for some university students writing a thesis is considered a totally hard task

Rismen (2015) stated writing thesis is the final project that students must complete in the undergraduate program at university. However, quite a few students

have problems finishing writing a thesis that is characterized by the duration of the guidance they've traveled. He completed research geared toward describing the kind of problems experienced by university students in completing the thesis with the aid of analyzing the effectiveness of the guidance furnished through the mentor lecturers.

THEORETICAL FRAMEWORK

The Problem in Writing Thesis

In writing a thesis, many undergraduate students have some varying factors of the difficulties they face. The ideas, structure, lack of vocabulary, and rewriting or paraphrase are some examples of the difficulties in writing thesis that the students commonly face. However, there is yet further research about other factors of acquiring a second language as the basic factors to be analyzed by researchers. For second language learners in specific, the factors of the difficulties in acquiring a second language may also make them difficult to write a thesis. Thus, in this research, the factors to be underlined are the factors raised by Brown (2007:86-278) as explained as follows:

Psychological factors

The factors related to the writer's internal factors that can also be known as the psychological factors. Brown (2007:153) believes that the psychological factors of students can be identified from the affective factors of the students. Further, Brown (2007:154-174) explains that the affective factors -which becomes the psychological factors that will affect the undergraduate students in order to create a good thesis writing- are (1) Self-Esteem; (2) attribution theory and self-efficacy; (3) Willingness to communicate; (4) Inhibition; (5) Risk Taking; (6) Anxiety; (7) Empathy; (8) Extroversion; (9) Motivation. However this research will be focused on only three factors of psychological aspects such as self-esteem, anxiety and also motivation. All of the psychological factors mentioned by Brown (2007:152-174) will affect the decision of a learner to create the objective of a research, the data for the research, findings of the research, and the whole research based on the proved ratio.

Sociocultural Factor

Since language cannot be separated away from the culture, it is also important to analyze the difficulties in writing a thesis through the eyes of sociocultural factors. As Brown (2007:189) claims that culture becomes strongly important in the learning of a second language. Therefore, the focus factor on sociocultural factors that will be arisen in this study of the difficulties in writing thesis are bold in three aspects, such as (1) the social distance among each undergraduate students, and the relationship between undergraduate students and their tutor.; (2) the culture in the language classroom of the undergraduate students, and; (3) the communicative competence among each undergraduate students, and their tutor.

RESEARCH METHODOLOGY

This research used descriptive qualitative design. This design was intended to describe phenomena or problems in writing an English thesis. Related to the statement, the researcher described the students' analysis problems faced and factors that cause students' writing thesis based on questionnaire results by the students. Study population was undergraduate theses students and students who had not completed thesis within the last 2 years. The sample in this research was 10 Number

of students. In this research the sample was used purposive sampling technique because the sample are classified as involved in the process of activities that would be examined by researchers.

Data collection in this study used questionnaires. The questionnaire is a written question that is used to get information from respondents about them or something that they know (Krosnick, 2018). The questionnaire format for this research was close-ended. This means that the respondent answered the question based on the answers provided by the researcher. The questionnaire used to know the research questions, the researchers decided to use a closed-ended questionnaire designed by the Likert scale. As mentioned by Mclaud that likert scale (typically) provides five possible answers to a statement or question that allows respondents to indicate their positive-to-negative strength of agreement or strength of feeling regarding the question or statement. Respondents are asked to indicate their level of agreement with a particular statement using an ordinal scale. This study primarily measured perceptions obtained from questionnaires given to students. Therefore, the researcher used a Likert scale to describe the results of a questionnaire in which he offered five options as alternative answers. They are:

STS : Sangat Tidak Setuju (Strongly Disagree : 1)

TS : Setuju (Disagree : 2)

N : Netral (U : 3)

S : Tidak Setuju (Agree : 4)

SS : Sangat Setuju (Strongly agree :5)

To analyze the data the researcher used Tabulating to arrange for processing data, also for getting the data better for systematic process and making percentage. Then, the researcher also calculated total number and percentage of each student's perception based on the result of questionnaire given to them, by using the formula:

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

P= Percentage

F = Frequenscy

N = Number of sample

RESEARCH FINDING AND DISCUSSION

1. Research Finding

As stated in chapter three the instrument of this research is questionnaire . Through that instrument the researcher got the answer of the research problems – what is the problems faced by students' in finishing their thesis.

1. Self- esteem.

In this section the researcher showed the result based on the questionnaire that refers to Self-Esteem which covers 6 points below:

1. I have choosen an interesting title on writing thesis
2. I don't know how to write a good thesis
3. I have formulated good research objective
4. I have difficulty in writing the research background

5. I have difficulty to draw a conceptual framework in research
6. I have understood what research design will be used

Table 1: Frequency distribution of statements of Self-esteem on the problems during thesis works by undergraduate students (n=10).

No	Statements	1	2	3	4	5
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
		f (%)	f (%)	f (%)	f (%)	f (%)
1	I have chosen an interesting title on writing thesis	4 (40%)	3 (30%)	1 (10%)	2 (20%)	0 (0%)
2	I know how to write a good thesis	6 (60%)	2 (20%)	1 (10%)	1 (10%)	0 (0%)
3	I have formulated good research objective	2 (20%)	6 (60%)	2 (20%)	0 (0%)	0 (0%)
4	I have difficulty in writing the research background	5 (50%)	4 (40%)	0 (0%)	1 (10%)	0 (0%)
5	I have difficulty to draw a conceptual framework in research	4 (40%)	5 (50%)	1 (10%)	0 (0%)	0 (0%)
6	I have understood what research design will be used	4 (40%)	4 (40%)	1 (10%)	1 (10%)	0 (0%)
Total (mean)		4.1 (41%)	4 (40%)	1 (10%)	0.8 (8%)	0 (0%)

Tabel 1 showed that out of 10 students 8 (80%) disagreed with the statements about self-esteem with the details as follows: Statement 1 showed 4 (40%) students strongly disagreed and 3 (30%) students disagreed. Therefore, the researcher concluded that most students in University Muhammadiyah of Tangerang disagreed if they had chosen an interesting title for writing their thesis. In sentence 2 display 6 (60%) students strongly disagree and 2 (20%) students disagree. Therefore, the researcher concluded most of the students agreed that they do not know how to write a good thesis. In sentence 3 display 2 (20%) students strongly disagree and 6 (60%) students disagree. Therefore, the researcher concluded most students agreed that they can not formulate good research objectives. In sentence 4 display 5 (50%) students strongly disagree and 4 (40%) students disagree. Therefore, the researcher concluded

most students agreed that they have difficulty in writing the research background. In sentence 5 display 4 (40%) students strongly disagree and 5 (50%) students disagree. Therefore, the researcher concluded most students agreed that they have difficulty to draw a conceptual framework in research. In sentence 6 display 4 (40%) students strongly disagree and 4(40%) students disagree. Therefore, the researcher concluded most students agreed that they have not understood what research design will be used.

2. Anxiety

In this section the researcher showed the result based on the questionnaire that refers to Anxiety which covers 6 points below:

7. I am very happy when I come to go guidance
8. After being criticized by the supervisor, I immediately made a revision
9. I always try to find new references when I have difficulties
10. I always be confident when I make many mistakes while writing thesis
11. I spend many times for trying when I have trouble in writing
12. I felt that writing a thesis will not take a long time which hinders the study completion.

Table 2: Frequency distribution of statements of Anxiety on the problems during thesis works by undergraduate students (n=10).

No	Statements	1	2	3	4	5
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
		f (%)	f (%)	f (%)	f (%)	f (%)
7	I am very happy when I come to go guidance	2 (20%)	6 (60%)	1 (10%)	1 (10%)	0 (0%)
8	After being criticized by the supervisor, I immediately made a revision	5 (50%)	4 (20%)	1 (10%)	0 (0%)	0 (0%)
9	I always try to find new references when I have difficulties	4 (40%)	5 (50%)	0 (0%)	1 (10%)	0 (0%)
10	I always be confident when I make many mistakes while writing thesis	5 (50%)	4 (40%)	0 (0%)	1 (10%)	0 (0%)
11	I spend many times for	4 (40%)	5 (50%)	1 (10%)	0 (0%)	0 (0%)

	trying when I have trouble in writing					
12	I felt that writing a thesis will not take a long time which hinders the study completion.	2 (40%)	4 (40%)	3 (30%)	1 (10%)	0 (0%)
Total (mean)		3.6 (36%)	4.6 (46%)	1 (10%)	0.6 (6%)	0 (0%)

Tabel 2 showed that out of 10 students 8.2 (82%) disagreed with the statements about anxiety with the details as follows: Statement 7 showed 2 (20%) students strongly disagreed and 6 (60%) students disagreed. Therefore, the researcher concluded that most students in University Muhammadiyah of Tangerang disagreed if they are very happy when they come to go guidance. In sentence 8 display 5 (50%) students strongly disagree and 4 (40%) students disagree. Therefore, the researcher concluded most of the students agreed that after being criticized by the supervisor, they immediately did not make a revision. In sentence 9 display 4 (40%) students strongly disagree and 5 (50%) students disagree. Therefore, the researcher concluded most students disagreed that they always try to find new references when they have difficulties. In sentence 10 display 5 (50%) students strongly disagree and 4 (40%) students disagree. Therefore, the researcher concluded most students agreed that they are afraid when they make many mistakes while writing thesis. In sentence 11 display 4 (40%) students strongly disagree and 5 (50%) students disagree. Therefore, the researcher concluded most students disagreed that they spend many times for trying when they have trouble in writing. In sentence 12 display 2 (20%) students strongly disagree and 4(40%) students disagree. Therefore, the researcher concluded most students disagreed that they felt that writing a thesis will not take a long time which hinders the study completion.

3. Motivation

In this section the researcher showed the result based on the questionnaire that refers to Motivation which covers 6 points below:

13. I am very excited when it comes to guidance
14. I have strong motivation as long writing thesis process
15. My parents always support on me
16. My parents always insisted on graduation
17. The supervisor always be patient in guiling their students
18. I spend a lot of time studying with my friends

Table 3: Frequency distribution of statements of Motivation on the problems during thesis works by undergraduate students (n=10).

No	Statements	1	2	3	4	5
		Strongly disagree	Disagree	Neither agree nor	Agree	Strongly agree

				disagree		
		f (%)	f (%)	f (%)	f (%)	f (%)
13	I am very excited when it comes to guidance	2 (20%)	6 (60%)	1 (10%)	1 (10%)	0 (0%)
14	I have strong motivation as long writing thesis process	6 (60%)	2 (20%)	1 (10%)	1 (10%)	0 (0%)
15	My parents always support on me	3 (30%)	3 (30%)	2 (20%)	2 (20%)	0 (0%)
16	My parents always insisted on graduation	5 (50%)	4 (40%)	0 (0%)	1 (10%)	0 (0%)
17	The supervisor always be patient in guiling their students	4 (40%)	5 (50%)	1 (10%)	0 (0%)	0 (0%)
18	I spend a lot of time studying with my friends	4 (40%)	5 (50%)	1 (10%)	0 (0%)	0 (0%)
Total (mean)		4 (40%)	4.1 (41%)	1 (10%)	0.8 (8%)	0 (0%)

Tabel 3 showed that out of 10 students 8.1 (81%) disagreed with the statements about motivation with the details as follows: Statement 13 showed 2 (20%) students strongly disagreed and 6 (60%) students disagreed. Therefore, the researcher concluded that most students in University Muhammadiyah of Tangerang disagreed if they had motivation when it comes to guidances. In sentence 14 display 6 (60%) students strongly disagree and 2 (20%) students disagree. Therefore, the researcher concluded most of the students agreed that they do not have strong motivation as long writing thesis process . In sentence 15 display 3 (30%) students strongly disagree and 3 (30%) students disagree. Therefore, the researcher concluded most students agreed that their parents do not always support on them. In sentence 16 display 5 (50%) students strongly disagree and 4 (40%) students disagree. Therefore, the researcher concluded most students disagreed that their parents always insist on graduation. In sentence 17 display 4 (40%) students strongly disagree and 5 (50%) students disagree. Therefore, the researcher concluded most students disagreed that they their supervisor always be patient in guiling their students. In sentence 18 display 4 (40%) students strongly disagree and 4(40%) students disagree. Therefore, the researcher concluded most students disagreed that they spend a lot of time studying with friends

4. The social distance among each undergraduate students, and the relationship between undergraduate students and their tutor

In this section the researcher showed the result based on the questionnaire that refers to the social distance among each undergraduate students, and the relationship between undergraduate students and their tutor which covers 4 points below:

19. My friends always give a positive advice
20. I waste many time studying with my friends
21. My friends and family always support me in process of writing proposal
22. When I have trouble my friends always help me

Table 4: Frequency distribution of statements of the social distance among each undergraduate students, and the relationship between undergraduate students and their tutor on the problems during thesis works by undergraduate students (n=10).

No	Statements	1	2	3	4	5
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
		f (%)	f (%)	f (%)	f (%)	f (%)
19	My friends always give a positive advice	3 (30%)	6 (60%)	1 (10%)	0 (0%)	0 (0%)
20	I waste many time studying with my friends	5 (50%)	3 (30%)	1 (10%)	1 (10%)	0 (0%)
21	My friends and family always support me in process of writing proposal	2 (20%)	6 (60%)	2 (20%)	0 (0%)	0 (0%)
22	When I have trouble my friends always help me	5 (50%)	5 (50%)	0 (0%)	0 (0%)	0 (0%)
Total (mean)		3.7 (37%)	5 (50%)	1 (10%)	0.2 (2%)	0 (0%)

Tabel 4 showed that out of 10 students 8.7 (87%) disagreed with the statements about the social distance among each undergraduate students, and the relationship between undergraduate students and their tutor with the details as follows: Statement 19 showed 3 (30%) students strongly disagreed and 6 (60%) students disagreed. Therefore, the researcher concluded that most students in University Muhammadiyah of Tangerang disagreed if their friends always give a positive advice. In sentence 20 display 5 (50%) students strongly disagree and 3 (30%) students disagree. Therefore, the researcher concluded most of the students disagreed that they waste many time studying with friends. In sentence 21 display 2 (20%) students strongly disagree and 6 (60%) students disagree. Therefore, the researcher concluded most students agreed that their friends and family always support in process of writing proposal. In sentence 22 display 5 (50%) students strongly disagree and 5 (50%) students disagree. Therefore, the researcher concluded most students disagreed that their friends always help them when in trouble.

5. The culture in the language classroom of the undergraduate students

In this section the researcher showed the result based on the questionnaire that refers to the culture in the language classroom of the undergraduate students which covers 2 points below:

23. I love to study research methodology subject
24. I would prefer to study in the classroom rather than outside the class

Table 5: Frequency distribution of statements of the culture in the language classroom of the undergraduate students on the problems during thesis works by undergraduate students (n=10).

No	Statements	1	2	3	4	5
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
		f (%)	f (%)	f (%)	f (%)	f (%)
23	I love to study research methodology subject	4 (40%)	5 (50%)	1 (10%)	0 (0%)	0 (0%)
24	I would prefer to study in the classroom rather than outside the class	2(20%)	3 (30%)	3 (30%)	2 (20%)	0 (0%)
Total (mean)		3 (30%)	4 (40%)	2 (20%)	1 (10%)	0 (0%)

Tabel 5 showed that out of 10 students 7 (70%) disagreed with the statements about self-esteem with the details as follows: Statement 23 showed 4 (40%) students strongly disagreed and 5 (50%) students disagreed. Therefore, the researcher concluded that most students in University Muhammadiyah of Tangerang disagreed if they love to study research methodology subject. In sentence 24 display 2 (20%) students strongly disagree and 3 (30%) students disagree. Therefore, the researcher concluded most of the students agreed that they would prefer to study in the classroom rather than outside the class.

6. The communicative competence among each undergraduate students and their tutor.

In this section the researcher showed the result based on the questionnaire that refers to the communicative competence among each undergraduate students and their tutor which covers 6 points below:

25. The supervisor always open mind to receiving complaint from the students
26. The supervisor is easy to find
27. The supervisor is giving explanation that easy to understand
28. The supervisor always be on time for the guidance
29. The supervisor make easy the students for Guidance
30. The supervisor is not act at will.

Table 6: Frequency distribution of statements of the communicative competence among each undergraduate students and their tutor on the problems during thesis works by undergraduate students (n=10).

No	Statements	1	2	3	4	5
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
		f (%)	f (%)	f (%)	f (%)	f (%)
25	The supervisor always open mind to receiving complaint from the students	4 (40%)	4 (40%)	1 (10%)	1 (10%)	0 (0%)
26	The supervisor is easy to find	6 (60%)	4 (20%)	0 (0%)	0 (0%)	0 (0%)
27	The supervisor is giving explanation that easy to understand	3 (30%)	4 (40%)	2 (20%)	1 (10%)	0 (0%)
28	The supervisor always be on time for the guidance	5 (50%)	4 (40%)	0 (0%)	1 (10%)	0 (0%)
29	The supervisor make easy the students for Guidance	4 (40%)	4 (40%)	2 (20%)	0 (0%)	0 (0%)
30	The supervisor is not act at will.	5 (50%)	4 (40%)	0 (0%)	1 (10%)	0 (0%)
Total (mean)		4.1 (41%)	4 (40%)	1 (10%)	0.8 (8%)	0 (0%)

Tabel 6 showed that out of 10 students 8 (80%) disagreed with the statements about self-esteem with the details as follows: Statement 25 showed 4 (40%) students strongly disagreed and 4 (40%) students disagreed. Therefore, the researcher concluded that most students in University Muhammadiyah of Tangerang disagreed if their supervisors always open mind to receiving complaint from the students. In sentence Statement 26 showed 6 (60%) students strongly disagreed and 4 (40%) students disagreed. Therefore, the researcher concluded that most students in University Muhammadiyah of Tangerang disagreed if their supervisor is easy to find. In sentence 27 display 3 (30%) students strongly disagree and 4 (40%) students disagree. Therefore, the researcher concluded most students disagreed their supervisor is giving explanation that easy to understand. In sentence 28 display 5 (50%) students strongly disagree and 4 (40%) students disagree. Therefore, the

researcher concluded most students disagreed that their supervisor always be on time for the guidance. In sentence 29 display 4 (40%) students strongly disagree and 4 (40%) students disagree. Therefore, the researcher concluded most students agreed that their supervisor did not make easy the students for Guidance. In sentence 30 display 5 (50%) students strongly disagree and 4(40%) students disagree. Therefore, the researcher concluded most students agreed that their supervisor is act at will

2. Discussion

From the description mainly about the main problem, The researchers would like to address the statement of the problem in this research and what was discovered in the findings of this research based on the analysis in the findings above of the data found in this research. In this study, it was discovered that the students' issues with low self-esteem, lack of motivation, and anxiety were caused by external factors, while the students' issues with social distance from society and their supervisor were caused by external factors such as psychological and sociocultural factors. The psychological component included self-worth, drive, and anxiety, while the sociocultural component included social distance between students and society as well as social distance.

Self -Esteem

Based on the result of the finding above, the researcher found some problems cited to the Self-Esteem related to thesis writing. First was a lack of basic knowledge about writing thesis as one of the biggest problems of the students in Muhammadiyah University of Tangerang for example ; they do not know how to write a good thesis

Anxiety

Anxiety was the intense or excessive persistent fear associated with everyday situations. Anxiety could be normal inn stressful situation such as speaking in public or taking a test. In this case the anxiety referred was related to the writing thesis process itself. Based on the result of the research in Muhammadiyah University of Tangerang indicated students anxiety levels was very influential om completion their study especially in writing thesis. One of the big anxiety that students faced in the guiding process was they felt anxiety when they comes to guidance because they afraid to made a much mistakes in writing thesis, another problems refers to anxiety was the students very anxious the writing thesis process took a long time so that would hinder the students completion study in University.

Motivation

Based on the result of this research there were 60% students agree if their strong motivation was their parents, beside that the supervisor also could be separated from the writing thesis process because they were guiding the students to finished their thesis writing. They need to be supported by their friends, parents and supervisors.

The social distance among each undergraduate students, and the relationship between undergraduate students and their tutor.

Communication with friends, family, and the community around the students was crucial during the thesis writing process. The students benefited much from

communication, including inspiration, information, and knowledge exchange with society, which allowed them to learn things they had never known before. Communication with friends was crucial during the thesis writing process because even students encounter challenges, which friends can assist in resolving. The researcher measured the social distance between each undergraduate student as a result of those causes.

The culture in the language classroom of the undergraduate students

The culture in the language classroom of the undergraduate students can be next issue in finishing thesis, the culture becomes strongly important in the learning of a second language. Therefore, the focus factor on sociocultural factors that will be arisen in this study of the difficulties in writing thesis, it is the culture in the language classroom of the undergraduate students.

The communicative competence among each undergraduate students, and their tutor.

The social distance between the students and the supervisor was the next issue that students ran into when writing theses. Most students concur that their supervisor did not make it easy for them to guide themselves. According to the findings of this study conducted at Muhammadiyah University of Tangerang, a social gap between the students and the supervisor became a significant obstacle for students to overcome when writing their theses, which was one of the contributing factors. First, the majority of students claimed that it was difficult to locate the supervisor during the interview process.

CONCLUSION AND SUGGESTION

The researchers made conclusions from the result of the research as follows : There are also several factors of students' difficulties in writing and finishing a thesis, both psychological and Sociocultural factors. They are: 1) Self - esteem, for example, most students have a lack of basic knowledge about writing thesis, they did not know how to write good thesis. 2) Anxiety, for example lecturers are difficult to contact, lecturers reply to old messages for a long time, or do not reply to messages. 3) Most of students have problems with motivation, They need to be supported by their friends, parents and supervisors. 4) The social distance among each undergraduate students, and the relationship between undergraduate students and their tutor. Communication with friends, family, and the community around the students was crucial during the thesis writing process. 5) The culture in the language classroom of the undergraduate students. the focus factor on sociocultural factors that will be arisen in this study of the difficulties in writing thesis, it is the culture in the language classroom of the undergraduate students. 6) The communicative competence among each undergraduate students, and their tutor. The findings of this study conducted at Muhammadiyah University of Tangerang, a social gap between the students and the supervisor became a significant obstacle for students to overcome when writing their theses

Finally, the researchers hope this research will be useful for the test takers, teachers. It is very necessary to give some valuable information for students who will finish the thesis. In addition, the research results are expected to be input, information and reference to the English Education Study Program of Muhammadiyah University

of Tangerang so that the factors of student difficulties in completing their thesis can be overcome. The last one, the researchers suggest to the next researchers when they want to conduct the same discussion about the same issue. It is better for them to expand the research into the cause of the problems.

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AN ANALYSIS OF PRONUNCIATION ON THE ENGLISH WORDS HAVING VOWELS AND DIPHTHONGS AT UNIVERSITY OF MUHAMMADIYAH TANGERANG

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Abstract

This research aims to analyze the sixth semester students' pronunciation at University of Muhammadiyah Tangerang in Academic Year 2021/ 2022 in relation to English words which having vowels and diphthongs. This research is a kind of a qualitative research which designed through several stages, they are; the process of data collection, analyzing the gaining data, and interpreting the gaining data that has been analyzed. This research has selected 30 students to take part as respondents in this research. Simple random sampling has been used to select those 30 respondents who take part in this research. The results show that, there have been several issues which may be obstacles to students' pronunciation, especially to English words which having vowels and diphthongs sounds, they are: the effect of the first language, lack of awareness in phonemic symbols, miss-hearing the pronunciation features, and neurobiology of affective. However, in accordance with the issues related to students' pronunciation, there have been found several solution which may be value to overcome those issues mentioned, they are; creating own habit in English during daily communications, increasing awareness in phonemic symbols, increasing the level of activities in relation to listening which may be value to encourage awareness in hearing various pronunciation features.

Keywords: *Pronunciation, Vowels, and Diphthongs*

INTRODUCTION

It is believed that speaking becomes one of the most fundamental skills when people learn new languages. It is in line with the statement that has been stated by Bailey and Savage in Celce-Murcia (2003) that speaking can be seen as the most demanding skills among other skills in language learning context-listening, reading, and writing. The statement is reasonable since according to Celce-Murcia (2003), having the ability to speak can be value as knowing the language itself. Besides, Brown (2007) also argues that through having communicative competence may be value to ease people in expressing certain feelings, conveying messages, and delivering any information to others by means of completing successful communication. Needless to say, having the ability to perform certain or target language orally is a must since it can be value to encourage successful communication.

As having the ability to speak is considered as one of the basic means of communication, there should be a concern to feature regarding how the oral language produced. It is in line

with Celce-Murcia (2003) who argues that pronunciation should get great concern in language instructional because it takes a crucial position to bridge learners to accomplish successful oral communication. Goodwin in Celce-Murcia (2003), pronunciation can take part as a powerful tool to accomplish goals of oral communication since it can be value to motivate language learners to get into the real communicative situation. This statement is in line with Harmer (2007) who says that pronunciation is necessary to encourage speaking skill, because it build up the construction of words and phrases with individual sounds by means of conveying messages and information be understood during the communicative situation. It is to say that pronunciation becomes one of the most fundamental features which may encourage language learners to accomplish successful oral communication.

Viewing pronunciation that can be viewed as a bridge to successful oral communication, it is necessary for language learners to have good pronunciation, especially when they are performing target language they learning with the appropriate words and phrases productions, such as; individual sounds, spelling, pitch change, stress, and intonation. However, based on the preliminary observation that has been conducted by researchers at the English Department of UMT regarding students' productions on the English words having vowels and diphthongs sounds, there have been found several words that produced inappropriately which lead misunderstanding in real communicative situation, for instances; *accept, except, principal, principle, sit, seat, farther, further, father, lie, lay, sight, side*, and many more. This phenomenon leads the researchers feel interested in analyzing students' pronunciation regarding the productions of English words.

THEORETICAL REVIEW

1. Pronunciation

a. Definition of Pronunciation

Pronunciation is completely needed in order to deliver messages and information when people are conducting oral communication. It is reasonable because with good and clear pronunciation, it is easy for listeners to get the points that delivered. Before the further discussions regarding pronunciation, it is a must that definition of pronunciation should be understood comprehensively.

According to Lynch and Anderson (2012) in Indri, Dyah FH. (2017:94), pronunciation can be defined as a production of sounds produced by people in the form of words, phrases, or sentences which used to deliver messages or information successfully to others when they are conducting oral communication. Besides, Kristina (2012:12) in Indri, Dyah FH (2017:195), says that pronunciation is the way of producing sounds of words which will be delivered to other people in the form of oral communication. Furthermore, Kelly (2014) in Indri, Dyah FH (2017:195) also argues that pronunciation is the ability to produce correct sounds of words in oral communication. Needless to say, pronunciation is the way people in producing sounds of words of language in order to convey messages and information by means of successful communication.

According to Seidlhofer in Maya, Siska Fitri (2018) says that pronunciation is a set of concepts in producing clear information through sounds produced. Furthermore, Yates (2002 as cited in Pourhosein Gilakjani (2016:2) argues that pronunciation is a set of sounds which produced by means of creating a meaning to others for successful

communication. From both definitions regarding pronunciation, it is to say that pronunciation is a set of concepts of sounds production which produced to create a meaning which conducted during the oral communication to encourage successful communication.

The above explanations regarding pronunciation, it can be seen that pronunciation takes a significant role in the process of conveying and delivering messages and information when people are conducting oral communication. Through this essence, the importance of pronunciation in language (especially English) instructional should be discussed as well.

b. The Importance of Pronunciation in English Instructional

As mentioned above on the previous discussion, pronunciation takes a fundamental position in the process of conveying and delivering messages and information when people are conducting oral communication. The oral performance which formed in oral communication will not work well if the sound spoken is not clear. There will be misunderstandings in interpreting the meaning. Besides, that the listener will not be able to respond well if the pronunciation is not pronounced clearly. It goes without saying, learning pronunciation is a must by means of leading good communication.

According to (Derwing and Munro, 2005 as quoted in Nation and Newton, 2009), in Kusuma, Yosep Wijaya (2014:18) learning pronunciation is necessary to encourage people to speak clearly that leads communication runs well. In line with that statement, Nation and Newton (2009) argue that messages and information will be well-conveyed through having good pronunciation. In addition, Bang (1999) in abu and ridhuan (2014:144) states that, in language instructional context (especially English), learning pronunciation will make the interactions in class circumstances more alive and active. Through those essences, it is to say that learning pronunciation is completely significant to design and encourage the language instructional becomes more alive and active by means of conducting good oral interaction and communication between one and another in delivering certain knowledge, messages and information.

c. Pronunciation in Encouraging Oral Communicative Competence

Communication becomes one of the activities which mostly conducted in everyday life, both written and oral communication. However, oral communication takes most of the time that conducted by people. It is to say, having good communicative competence is necessary.

Communicative competence can be achieved through many ways. One of the ways is through having good pronunciation. It is reasonable because pronunciation is closely related to oral communication. As stated by Burns (2003) in Pourhosein, Abbas Gilakjani (2012:120), who says that, in communication, it is not only necessary to know a lot of vocabulary, in addition, communication will run well supported by correct pronunciation and clear pronunciation, because Rebecca (1993:6) argues listeners will find it difficult to understand if the speaker pronounces words that are not properly pronounced, this will result in the listener misinterpreting the speaker's words or sentences. Adding by Morley (1991: 481-520) in Marcus Otlowski (1998) also thinks

that correct and clear pronunciation helps individuals themselves when interacting with others. Needless to say, pronunciation takes a fundamental role in supporting people to have oral communicative competence to avoid misunderstanding and to ease listeners in interpreting the meaning from information and messages which produced and delivered.

2. Vowels and Diphthongs

a. Definition of Vowels and Diphthongs

Discussing the term of pronunciation, it cannot be avoided that it should be dealing with vowels and diphthongs. It is because vowels and diphthongs are two most fundamental things which lead people produce clear and correct pronunciation in producing language during communication which conducted.

According Fromkin, Robert, and Hyams (2011, p. 585) in Arianto, Tomi and Ambalegin the wind that is in the mouth is released freely and will produce a sound called a vowel. Besides, Vlack (2004) in Wulansari (2017:15) defines vowel is a sound that is produced from a certain part of the mouth that does not touch the tongue. Furthermore, Dardjowidjojo (2009) gives his opinion that vowels are the sound produced when the air comes out and the high and low position of the tongue and how the position/shape of the lips will affect the sound. In addition, Bussmann (1996) in Idhar (2017:10) says that a vowel sound is the meaning of a syllable in a word that is produced when the tongue vibrates. From those experts' explanations regarding definition of vowels, it can be concluded that vowel is the sound produced by air passing around the mouth with the tongue position above, the tongue position below or even in the back/inside position and the shape of the mouth. Each has a different sound and will shape the mouth.

In learning pronunciation, it is not only dealing with vowels, but, pronunciation is also related to diphthongs. According to Nurhadi (1997:35) In Suryatiningsih, Ninik (2015:4) Diphthongs are a combination of two vowel sounds. The sound is immediately launched from the first vowel to the next vowel. Roach (1998) in Ayu, Putri Dosia and Rido (2017:22) Diphthongs is the gliding of one vowel to another is called a diphthong, which means that a diphthong is a combination of two vowels. Besides, Smith (2015) in Wangi, Wulan & Amiq, Dicky Nudya (2020:100) Diphthongs in English are sounds that can be easily recognized if there are two vowels joined together, read from one vowel directly to the next.

b. Vowels and Diphthongs in English

Vowels and diphthongs are always existed in every language. As in English, vowels and diphthongs are existed as well. According to Dardjowidjojo (2009), there are twelve vowels and eight diphthongs in English, namely [i], [ɪ], [e], [ɛ], [æ], [ə], [ʌ], [u], [ʊ], [o], [ɔ], [ɑ]. According to Crystal (2003), there are eight diphthongs in English, they are: [aɪ], [eɪ], [əʊ], [aʊ], [eə], [ɪə], [ɔɪ], [ʊə]. Through the existed various of vowels and diphthongs, it is to say that having knowledge regarding vowels and diphthongs is a necessary because it might determine words production which lead clear meaning when delivering messages and information to others in conducting oral communication.

However, the core which can be seen clearly between vowels and diphthongs is in the way in producing each of them. Without being technical, the main difference between vowels and diphthongs are in the sounds production. It is in line with Saadah and Ardi (2020) who argues that the production of diphthongs is exclusively sounds, however, vowels are also sounds but in specific letters of the alphabet from which those familiar sound combinations originate. Besides, Setyaningsih, et.al (2019) also states the difference between vowels and diphthongs. Setyaningsih, et.al say that, in term of

technical production, diphthongs are two vowel letters that are echoed to produce two sounds in one syllable, however, vowels is technically produced by a single sound while the sound produced by diphthongs is double. In addition, Visoni and Marlina (2020) comment that the sounds production of vowels usually don't need tongue movement, while these two vowels called diphthongs are connected one vowels to the next vowels and the difference of tongue movements can be seen clearly. Through this essence, it can be stated that the core idea which may distinguish between vowels and sounds in order to support clear pronunciation which produced is in sounds production.

Judging from the meaning of vowels, diphthongs are two vowel letters that are echoed to produce two sounds in one syllable. of the sound produced by vowels is a single sound while the sound produced by diphthongs is double. Usually vowels don't need tongue movement and while these two vowels called diphthongs are connected one vowels to the next vowels and you see different tongue movements.

RESEARCH METHODOLOGY

This research is a kind of a qualitative research. In this research, the researchers are going to observe the 6th semester of English Department students of University of Muhammadiyah Tangerang regarding their pronunciation. Besides, the researchers are going to see students' pronunciation in relation to vowel and diphthongs in English.

In this research, the researchers are going to deliver passages which consist of vowels and diphthongs that will be analyzed. In case of pandemic of COVID-19 situation, the researchers are not going to see students' performance directly. However, the researchers will ask the students to perform the given passages through reading aloud which recorded in the form of audio recording.

When participants have submitted the audio recordings, the researchers will lift to the next step, it is checking the audio recordings that have submitted by means of collecting the data regarding students' pronunciation in relation to vowels and diphthongs. After that, the researcher will analyze the data of performance regarding vowels and diphthongs pronunciation produced in the audio recordings. Then, when the process of analyzing the data has completed, the research will take notes related to its findings and draw conclusions of the research.

RESULTS AND FINDINGS

The researchers found 5 vowels which pronounced correctly, they are "u:", "a:", "æ", "e", "o ". Besides, the researcher has found vowel "i:" were pronounced correctly by 28 respondents. However, the other 2 respondents still made mistakes in pronouncing vowel "i:".

Regarding vowels "ɜ:", the researchers found 2 respondents who made mistakes in pronouncing vowel "ɜ:" out of 30. Besides, there have been found 2 respondents who mispronounced vowel "ɔ:" and vowels "ɒ" The other finding is vowels "ɪ", which incorrectly pronounced by two-third or 20 out of 30. Then, vowels "ʌ" were mispronounced only by 4 respondents. Related to vowel "ə", has been found 12 respondents who correctly pronounced, but the rest 18 were pronouncing vowel "ə" incorrectly. For the sound of diphthongs, the researchers found 3 diphthongs which pronounced correctly, they are "uə", "eə", "i" which were correctly pronounced by 30 respondents. However, the other 5 diphthongs were pronounced incorrectly by some respondents. The first one is diphthongs "iə" which

incorrectly pronounced by 2 out of 30 respondents. The sound of diphthongs "əʊ" have found incorrectly mispronounced by 10 respondents. Besides, diphthongs "aʊ" have correctly pronounced by 22 respondents while the rest 8 respondents made mistake in pronouncing it. Then the sound of diphthongs "ei" the researchers found 4 respondents who made mistakes in its pronunciation. At last, the sound of diphthongs "ai", the researchers only found 2 respondents who mispronounced the sound, but, the other 28 have performed correctly in pronouncing the sound of diphthongs "ai".

The results of the analysis process in relation to the third semester students' pronunciation on English vowel and diphthongs are as the following:

1. The first issue that has been found by the researchers are regarding the way in pronouncing vowel "i:". As mentioned on the research findings above, 28 out of 30 respondents have produced correct pronunciation on vowel "i:", while the rest 2 respondents made mistakes in pronouncing that vowel. Based on the interview conducted to the 2 respondents who made mistakes in pronouncing vowel "i:", this issue has come up because they have problem *in hearing pronunciation features*.

As in Bahasa Indonesia, the way in pronouncing vowel "i:" will be exactly the same as its written form. It is because, in Bahasa Indonesia, they only have one "i", such as "nasi", "pergi", "tinggi", and kaki". However, in English, they have various ways in pronouncing I, such as; "i:", "i", and "i". This leads the condition when the respondents cannot distinguish those differences, it will effect to mispronunciation, as occurred to 2 respondents in producing the sound of vowel "i:". It is in line with Harmer 249 who states that some students have great difficulty hearing pronunciation features which we want them to reproduce. Researcher also interview respondents whose pronunciation is correct; they are the correct pronunciation turn out Finding partners to encourage daily practice in oral English and watching English movie.

2. The second issue that has been found by the researchers are regarding the way in pronouncing vowel "ɜ:", "ɔ:" and "ɒ". As mentioned on the research findings above, 2 out of 30 respondents have produced correct pronunciation on vowel "ɜ:", "ɔ:" and "ɒ". This issue has come up because of *the effect of the first language* and they do not realize the existence of *phonemic symbols*. The term of phonemic symbol is necessary because this may promote students' awareness to hear the difference of sounds which may value to students in producing the correct sound of words. Furthermore, in Bahasa Indonesia, the way in producing the sound of word is commonly pronounce similarly as the written form, for examples "apel", "ada", "pesawat", "permainan", those words are pronounced with clear sound of vowel "ʌ".

Based on the analysis to students' pronunciation produced by the given task previously, the result shows that 2 respondents out of 30, have produced correct pronunciation on vowel "ɜ:", "ɔ:" and "ɒ". This condition made the researcher conducted kind of in depth interview. After conducting the interview to 28 respondents, the researcher take to main points which may be the issues regarding mistakes that students made in pronouncing vowel "ɜ:", "ɔ:" and "ɒ", they are, first, it occurs because of *the effect of the first language*, and, the second, *they do not realize and aware the existence of phonemic symbols of the words*. Researcher also interview respondents whose pronunciation is correct, they are the correct pronunciation turn out Creating daily habit in listening to English podcast, songs, conversation videos and watching English movie.

3. The third issue that has been found by the researchers are regarding the way in pronouncing vowel “ʌ”. As mentioned on the research findings above, 26 out of 30 respondents have produced correct pronunciation on vowel “ʌ”. This issue has come up because of *the effect of the first language* and they do not realize the existence of *phonemic symbols*. The term of phonemic symbol is necessary because this may promote students’ awareness to hear the difference of sounds which may value to students in producing the correct sound of words. Furthermore, in Bahasa Indonesia, the way in producing the sound of word is commonly pronounce similarly as the written form, for examples, “mutu”, “batu”, “baru”, “karung” those words are pronounced with clear sound of vowel “ʌ”.
Based on the analysis to students’ pronunciation produced by the given task previously, the result shows that 26 respondents out of 30, have produced correct pronunciation on vowel “ʌ”. This condition made the researcher conducted kind of in depth interview. After conducting the interview to 4 respondents, the researcher take to main points which may be the issues regarding mistakes that students made in pronouncing vowel “ʌ”, they are, first, it occurs because of *the effect of the first language*, and, the second, *they do not realize and aware the existence of phonemic symbols of the words*. Researcher also interview respondents whose pronunciation is correct, they are the correct pronunciation turn out Creating daily habit in listening to English podcast, songs, and conversation videos.
4. The fourth issue that has been found by the researchers are regarding to the way in pronouncing vowel “ə”. The examples of words, like; “diet”, “yogurt”, “contain” as existed in the test given, there have been found 12 out of 30 respondents have produced correct pronunciation on vowel “ə”. This issue has come up because of *the effect of the first language*. However, among the examples given regarding vowel “ə”, the researcher has found unique word which 100% correctly pronounced, it is the word “different”. This fact shows that *their neurobiology of affect because of the habit built*. It means that, the students’ habit in hearing the word sound of “different” may be value to create neurobiology of affect that may connect between affectivity and mental/ emotional processing in general as well as producing the sound of the word “different”. Researcher also interview respondents whose pronunciation is correct, they are the correct pronunciation turn out Finding partners to encourage daily practice in oral English.
5. The fifth issue that has been found by the researchers are regarding to the way in pronouncing vowel “ɪ”. The examples of word, like; “live”, as existed in the test given, there have been found 10 out of 30 respondents have produced correct pronunciation on vowel “ɪ”. This issue has come up because of *the effect of the first language* and they do not realize the existence of *phonemic symbols*. The term of phonemic symbol is necessary because this may promote students’ awareness to hear the difference of sounds which may value to students in producing the correct sound of words.
Based on the analysis to students’ pronunciation produced by the given task previously, the result shows that 10 respondents out of 30, have produced correct pronunciation on vowel “ɪ”. This condition made the researcher conducted kind of in depth interview. After conducting the interview to 20 respondents, the researcher take to main points which may be the issues regarding mistakes that students made in pronouncing vowel “ɪ”, they are, first, it occurs because of *the effect of the first language*, and, the second, *they do not realize and aware the existence of phonemic symbols of the words*.

6. The sixth issue that has been found by the researchers are regarding to the way in pronouncing diphthong “au”. As mentioned on the research findings above, 22 out of 30 respondents have produced correct pronunciation on diphthong “au”. This issue has come up because of *the effect of the first language*.
Based on the analysis to students’ pronunciation produced by the given task previously, the result shows that 22 respondents out of 30, have produced correct pronunciation on diphthong “au”. This condition made the researcher conducted kind of in depth interview. After conducting the interview to 8 respondents, the researcher take to main points which may be the issues regarding mistakes that students made in pronouncing diphthong “au”, they are, it occurs because of *the effect of the first language*. Researcher also interview respondents whose pronunciation is correct, they are the correct pronunciation turn out Finding partners to encourage daily practice in oral English and watching English movie.
7. The seventh issue that has been found by the researchers are regarding to the way in pronouncing diphthong “ia”. As mentioned on the research findings above, 28 out of 30 respondents have produced correct pronunciation on diphthong “ia”. This issue has come up because they do not realize the existence of *phonemic symbols*.
Based on the analysis to students’ pronunciation produced by the given task previously, the result shows that 28 respondents out of 30, have produced correct pronunciation on diphthong “ia”. This condition made the researcher conducted kind of in depth interview. After conducting the interview to 2 respondents, the researcher take to main points which may be the issues regarding mistakes that students made in pronouncing diphthong “ia”, they are, it occurs because they do not realize the existence of *phonemic symbols*. Researcher also interview respondents whose pronunciation is correct, they are the correct pronunciation turn out finding partners to encourage daily practice in oral English.
8. The eighth issue that has been found by the researchers are regarding to the way in pronouncing diphthong “eu”. As mentioned on the research findings above, 20 out of 30 respondents have produced correct pronunciation on diphthong “eu”. This issue has come up because of *the effect of the first language*.
Based on the analysis to students’ pronunciation produced by the given task previously, the result shows that 20 respondents out of 30, have produced correct pronunciation on diphthong “eu”. This condition made the researcher conducted kind of in depth interview. After conducting the interview to 10 respondents, the researcher take to main points which may be the issues regarding mistakes that students made in pronouncing diphthong “eu”, they are, it occurs because of *the effect of the first language*. Researcher also interview respondents whose pronunciation is correct, they are the correct pronunciation turn out finding partners to encourage daily practice in oral English.
9. The ninth issue that has been found by the researchers are regarding to the way in pronouncing diphthong “ei”. As mentioned on the research findings above, 26 out of 30 respondents have produced correct pronunciation on diphthong “ei”, while the rest 4 respondents made mistakes in pronouncing that diphthong. Based on the interview conducted to the 4 respondents who made mistakes in pronouncing diphthong “ei”, this issue has come up because they have problem *in hearing pronunciation features*. Researcher also interview respondents whose pronunciation is correct, they are the correct pronunciation turn out Creating daily habit in listening to English podcast, songs, conversation videos and watching English movie

10. The last issue that has been found by the researchers are regarding to the way in pronouncing diphthong “ai”. As mentioned on the research findings above, 28 out of 30 respondents have produced correct pronunciation on diphthong “ai”. This issue has come up because they do not realize the existence of *phonemic symbols*. Based on the analysis to students’ pronunciation produced by the given task previously, the result shows that 28 respondents out of 30, have produced correct pronunciation on diphthong “ai”. This condition made the researcher conducted kind of in depth interview. After conducting the interview to 2 respondents, the researcher take to main points which may be the issues regarding mistakes that students made in pronouncing diphthong “ai”, they are, it occurs because they do not realize the existence of *phonemic symbols*. Researchers also interview respondents whose pronunciation is correct, they are the correct pronunciation turn out Creating daily habit in listening to English podcast, songs, conversation videos, watching English movie and finding partners to encourage daily practice in oral English.

CONCLUSION

After conducting the research in relation to the analysis of the sixth semester students’ pronunciation on vowel and diphthongs, researchers formulated the conclusions as follows:

1. The sixth semester students mostly have good pronunciation in English words which have vowels and diphthongs. However, only a few English words pronounced incorrectly by almost a half of sixth semester students of University of Muhammadiyah Tangerang, they are vowel “I”, “ə” and diphthongs “au” and “əu”.
2. There have been found several factors which may be issues regarding students’ pronunciation on vowel and diphthongs, they are:
 - a. Most students are having problems in hearing English pronunciation features.
 - b. The effect of the first language (Bahasa Indonesia)
 - c. Neurobiology of affective
 - d. Lack of awareness in English phonemic symbols.

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A REPORT ON TERTIARY STUDENTS' SPEAKING ABILITY: A CASE STUDY OF ENGLISH SKILL RELATED TO SPECIFIC COGNITIVE STYLES

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ABSTRACT

This study aims to contribute theoretically and practically to the improvement of EFL teaching and learning process. Speaking learning techniques discussed in this research are role play and group discussion. The reason for researcher to use both techniques because both of them expose students to communicate one another so that they are expected to be confident to express their ideas. While the cognitive styles used in this research as parts of learning style are field dependence and field independence. This research is done to show that besides preparing teaching materials and activities, teachers need to consider the students' psychological part so that they can help their students optimally. Role play as well as group discussion give significant impact on the students' speaking ability improvement.

Key words: *EFL, cognitive, speaking*

INTRODUCTION

One of the main reasons for someone to learn English language is to be able to use it in communication. To converse in English is a priority for the second or foreign language learners of English. It means that the success of the learners in learning English can be measured on the basis of whether or not they can use it in a form of communication. Moreover, English is an international language used by Most of people all over the world. Therefore, English is very important to get knowledge and science, so that is why the learners of English as the foreign language in Indonesia need to use it as an essential tool to carry out a conversation with others and exchange information with the interlocuters. Speaking is an interactive Activities to get and give message from and to both speaker and listener; giving, receiving, and analyzing information using several competences, such as accurate pronunciation, stress and intonation and appropriate use of formal and informal expressions. To gain those competences, the learners need to be supported by English speaking environment, sufficient exposures, and appropriate techniques as well as regular practice.

By contrast, there are still some problems found in teaching and learning of speaking skill, such as several teachers find it difficult to encourage their students to speak. These problems may be caused by some factors, such as: limited duration of English teaching, lack of exposures, learners' inconfidence, lack of vocabularies, inaccurate pronunciation, and inappropriate techniques used in the classroom. In addition, to these problems, students have different kind of cognitive styles. If some activities or techniques used in the classroom do not consider their cognitive styles, it might also cause some problems in learning a language.

In relation to that, teachers should create or prepare the very communicative materials and activities in the teaching and learning process because teaching is an act which has three

elements – teacher, learner, and materials. The learners must develop skills and strategies for using language to communicate meanings as effectively as possible in concrete situations.

In line with that, the teachers should also be aware of the learners' differences in their learning and cognitive styles. The differences are assumed as the teaching and learning process because the learners respond differently towards the activities given by the teacher. A teacher should pay more attention to the responses and try to identify and classify the learners' styles before preparing and presenting the materials and activities in a classroom. This, may help teachers select and provide materials and activities that can fulfil each learner's learning needs.

In relation to that, Davidoff and Berg (1990) in their research found that students will learn better and more quickly if the teaching method, materials, and activities are match to the students' learning styles. Meanwhile, if the teaching method, materials, and activities are mismatch to the students' learning styles, the objective of the lesson cannot be achieved and the students will not enjoy the learning process. This finding strengthen the theory of this research that activities as well as the materials provided by the teachers need to be based on the students' needs.

Based on the issues and problems raised above, it is important to conduct a research about: HOW DO THE SPEAKING LEARNING TECHNIQUES AND THE STUDENTS' COGNITIVE STYLES EFFECT ON THE STUDENTS' SPEAKING ABILITY? (A CASE STUDY AT SOME NONFORMAL INSTITUTIONS). Speaking learning techniques discussed in this research are role play and group discussion. The reason for researcher to use both techniques because both of them expose students to communicate one another so that they are expected to be confident to express their ideas. While the cognitive styles used in this research as parts of learning style are field dependence and field independence. This research is done to show that besides preparing teaching materials and activities, teachers need to consider the students' psychological part so that they can help their students optimally.

There are some factors that may cause a student to have insufficient ability in speaking. Based on the background of the problems above, the reasearcher suspects a great number of factors:

1. There is limited time allocation for English subject;
2. The learners are lack of confidence;
3. The learners are lack of vocabulary;
4. Teaching and learning materials may not appropriate for the EFL, just focus on the structure instead of speaking skill.
5. The teaching of speaking is only done in the classroom, while outside class, speaking skill activities are really exposed.
6. Teachers have limited knowledge and experience about the learners' cognitive or learning styles.

After identifying some problems related to the effect of speaking learning techniques and cognitive styles towards the students' speaking ability, the major problems is that there are limited time allocation, lack of confidence, unappropriate activities, limited vocabulary, and unchallenging activities.

THEOROTICAL FRAMEWORK

Speaking Skill

Mc Clean (2007) says that “speaking is language and the language skill developed in the childhood begin with speaking skill.”The statements indicates that speaking is the most important part of communication because through speaking human express their thoughts and it is a way of human interaction among others. And when someone learns a language, he/she actually learns how to speak the language. Speaking is more than just pronunciation and intonation. Pride¹ says that “at the functional level, speaking requires the correct and idiomatic use of target language.” Speaking is also defined by Brown and Yule (1989) as to express the needs, requests, information, service. It means that people speak not only to express his/her thoughts but also to give and gain information, the needs and service.

As described above speaking is a process of transferring and receiving information. The speaker sends a message and the listener receives and responds to the message. Don Bryne² states that “oral communication (or speaking) is a two way process between speaker and listener and involves the productive skill. It means that the process of speaking needs expressions and understanding skill. Terrence and Heide³ describe the process of speaking as follows:

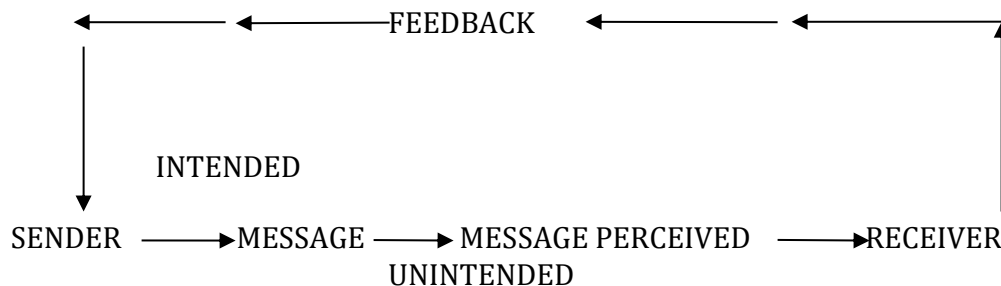


Figure 1. The process of the speaking

1. What someone communicates is called the message. A message is merely what someone communicates.
2. When someone consciously tries to communicate something, it may be called intended message.
3. What the other person experiences the message, may be called the perceived message .
4. The person sending the message is called the sender.
5. The person receiving the message is called the receiver.
6. feedback is the receiver’s reaction to the message.

The Teaching of Speaking Classroom speaking activities

Considering the importance of speaking skill, it is urgent that the teachers of foreign language to pay more attention to the teaching of speaking skill. As Ur (1998) states from all the language skills taught, speaking naturally the most important, people who have knowledge in language are called the speakers. It is assumed that speaking skill covers all components of

language. That is why it is necessary that activities in a language class focus on the objective of the ability for the learners to speak.

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves. So, that is why teaching speaking needs very great effort from the teacher to provide activities that can accommodate students with all those four dimensions above.

Speaking Techniques

Techniques are ways used in a teaching and learning process for gaining the understanding of a subject matter. A definition given by Brown (2001) that techniques are the certain activities conducted in the classroom which are in accordance with a method and therefore also in line with an approach.

It means that in teaching and learning process, techniques are used in the form of activities which are guided by suitable method and approach of the subject matter learned in classroom. There are many kinds of techniques used for teaching and learning speaking skill in the classroom. The description below is the major types of speaking techniques:

Role play

Role play is an activity which can give opportunity for the students to be in created real life and have more chances to use a language in a real interaction. Byrne (1987) defines *role play* as a way of taking the students out of the classroom for a while and showing them how English can be useful for them in certain situation.

A Role play puts students in situations in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationships, but which are so often neglected by our language teaching syllabus. Many students believe that language is only to do with the transfer of specific information from one person to another. They have very little small talk, and in consequence often appear unnecessarily brusque and abrupt. It is possible to build up these special skills from a very low level through role play.

Some people are learning English to prepare for specific roles in their lives. People who are going to work or travel in an international context. It is helpful for these students to have tried out and experimented with the language they will require in the friendly safe environment of a classroom. For these students role play is a very useful dress rehearsal for real life. It enables them not just to acquire set phrases but to learn how interaction might take place in a variety of situations. Role play helps many shy students by providing them with a mask. Some more reticent members of a group may have a great deal of difficulty participating in conversations about themselves, and in other activities based on their direct experience. These students are liberated by role play as they no longer feel that their own personality is implicated. The most important reason for using role play is that it is fun. Once students understand what is expected of them, they thoroughly enjoy letting their imagination rip. Although there does not appear to be any scientific evidence that enjoyment automatically leads to better learning, most language teachers would probably agree that in the case of the vast majority of normal people.

The implication of role play in communicative language teaching is very important because they give students opportunity to practice communicating in different social roles. Role plays can be set up so that they are very structured (for example, the teacher tells the students who they are, and what they should say) or in a less structured way (for example, the teacher tells the students who they are, what the situation is, and what they are talking about, but the students determine what they will say). Another benefit of using role play as the technique in teaching speaking in communicative language teaching method is also stated by the *national capital language resource center*⁴, that in role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom, because role play imitate life, the range of language functions that may be used expands considerably.

Also, the role relationships among the students as they play their parts call for them to practice and develop their sociolinguistic competence. They have to use the language that is appropriate to the situation and to the characters through well-prepared communicative output activities such as role plays and discussions, teachers can encourage students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute to their self confidence as speakers and to their motivation to learn more.

Group Discussion

Discussion is a speaking technique that commonly used in language teaching classroom. Gall and Gillet (1980) state that discussion is an effective way to promote higher-level thinking, develop attitudes, and advance student capability for moral questioning.

Why teaching group discussion? It is very important to be developed because we always have discussion in our daily life concerning our family, friends, teachers, school mates in a form of either formal or informal (lightfoot).

McCloskey (1990) says that Group discussion enables students to use higher level cognitive processes as they compare contrasting views in order to come to a consensus and jointly synthesize information to present it to the rest of the class. Throughout this process students of all levels of language proficiency gain practice that is more varied, purposeful, and directed to students' proficiency levels.

The success of the group discussion also depends on the teachers' preparation, so it is better for the teacher to make a very good preparation before holding a group discussion. And according to Byrne (1987), a group discussion can be successful as long as the teacher does the following: Form the group in the simplest way possible, have mixed ability group, select the activities for group work carefully, present the activities carefully, avoid interfere with group work unless something is seriously wrong, avoid correct mistakes, stop group work at an appropriate moment and show the result.

Cognitive Styles

Cognitive style is the ways of students' reaction or responds toward any stimulus given to them. Saracho (1997) states that cognitive style identifies the ways individuals react to different situations. She also adds that cognitive style influences how abilities develop. It describes consistencies in using cognitive processes. Cognitive style includes stable attitudes,

preferences, or habitual strategies that distinguish the individual styles of perceiving, remembering, thinking and solving problems. Cognitive style includes more than intellectual ability. Individual consistencies in cognitive behavior are derived from a wide range of

behaviors and strategies employed to cope with specific situation, tasks, stimulus, constraints, and purposes for which they are especially relevant and suited.

Since cognitive style relates to a person's psychological and educational attributes and is part of each individual's personality. It becomes an important factor in schooling because it influences the performance of students and teachers (Sarach, 1997) There are nine cognitive styles, as follows:

a. *Field dependence* versus *Field independence*: an analytical, in contrast to a global, way of perceiving (which) entails a tendency to experience items as discrete from their backgrounds and reflects ability to overcome the influence of an embedding context.

b. *Extensiveness* and *intensity* of attention deployment, leading to individual variations in the vividness of experience and the span of awareness.

c. *Broad inclusiveness* versus *narrow exclusiveness*, in establishing the acceptable range for specified categories

d. *Conceptual differentiation*, as well as *consistencies* in the utilization of particular conceptualizing approaches as bases for forming concepts (such as the routine use in concept formation of thematic or functional relations among stimuli as opposed to the analysis of descriptive attributes or the inference of class membership).

e. *Cognitive complexity* versus *simplicity* individual differences in the tendency to construe the world, and particularly the world of social behavior, in a multidimensional and discriminating way.

f. *Reflectiveness* versus *impulsivity* individual consistencies in the speed with which hypotheses are selected and information processed with impulsive subjects tending to offer the first answer that occurs to them, even though it is frequently incorrect, and reflective subjects tending to ponder various possibilities before deciding.

g. *Leveling* versus *sharpening* reliable individual variations to assimilation in memory. Subjects at the leveling extreme tend to blur similar memories and to merge perceived objects or events with similar but not identical events recalled from previous experience. Sharpeners, at the other extreme, are less prone to confuse similar objects and, by contrast, may even judge the present to be less similar to the past than is actually the case.

h. *Constricted* versus *flexible control*: individual differences in susceptibility to distraction and cognitive interference.

i. *Tolerance for incongruous or unrealistic experiences*: a dimension of differential willingness to accept perception at variance with conventional experience

From the nine cognitive styles suggested by Messick above, this study is intended to investigate field dependence and field independence because it is supported by a lot of theories that can be the basis of this study.

Field-Dependence and Field-Independence

Keefe (1979) states that Field-dependence and field-independence is one dimension of cognitive styles which is the most researched of all of the learning styles dimension. Field-dependence and field-independence measures whether the learner uses an "*analytical* as

opposed to a *global* way of experiencing the (subject matter) environment”, and this style has a great implication for improving the learning process .

In addition, field-independent learner appears to be more active, autonomous, self motivated, and task-oriented in their approaches to life. These individuals have the ability to analyze information from the learning situation and solve problems independently. The analytical-oriented learners resist distractions that would adversely affect their educational experience and have a longer attention span and greater reflectivity than global learners. They tend to be more sedentary and prefer formal learning situations, viewing the instructor merely as a source of information. They are competitive, achievement - oriented, and impersonal.

The characteristics of field-dependent and field-independent learners are summarized by Garger and Guild (1987). These are illustrated in the following table.

Table 1. Characteristics of Field dependent and Field Independent Learning Styles Field Dependence and Field Independence Description

FIELD DEPENDENT	FIELD-INDEPENDENT
Perceives globally	Perceives analytically
Experiences in global fashion adheres to structures as given	Experiences in an articulate fashion, imposes structures of restrictions
Makes broad general distinctions among concepts, sees relationships	Makes specific concept distinctions little overlap
Social orientation	Impersonal orientation
Learns material with social content best	Learns social material only as an intentional task
Attends best to material relevant to own experience	Interested in new concepts for their own sake
Requires externally defined goals and reinforcements	Has self-defined goals and reinforcements
Needs organization provided	Can self-structure situations

Hypotheses

This research was conducted in order to prove the hypotheses of this study. Alternative Hypotheses of this study are as follows:

H₁1: There is a significant difference of speaking ability between the students who are taught using role play and those taught using group discussion.

H₀1: There is no significant difference of speaking ability between the students who are taught using role play and those taught using group discussion.

H₁2: There a significant difference of speaking ability between field independent students who are taught using role play and those taught using group discussion;

H₀2: There no significant difference of speaking ability between field independent students who are taught using role play and those taught using group discussion;

H₁3: There is a significant difference of speaking ability between field dependent students who are taught using role play and those taught using group discussion;

H₀3: There is no significant difference of speaking ability between field dependent students who are taught using role play and those taught using group discussion;

H₁4: There is a significant difference of speaking ability between field independent students who are taught using role play and those of field dependent students who are taught using role play.

H₀4: There is no significant difference of speaking ability between field independent students who are taught using role play and those of field dependent students who are taught using role play.

H₁₅: : There is a significant difference of speaking ability between field independent students who are taught using group discussion and field dependent students who are taught group discussion.

H₀₅: There is no significant difference of speaking ability between field independent students who are taught using group discussion and field dependent students who are taught group discussion.

H₁₆: There is an interaction between speaking learning techniques and cognitive styles in effecting the students' speaking ability.

H₀₆: There is no interaction between speaking learning techniques and cognitive styles in effecting the students' speaking ability.

RESEARCH METHOD

This research is quantitative and also is classified as experimental research, using pre test and post test control group design. The purpose of this research is to find out the effect of speaking learning techniques, that is role play and group discussion and cognitive styles that is field dependence and field independence on students' speaking ability. In this case, the experiment group is a group that is treated using role play and the control group is a group that is treated using group discussion. 90 students were involved in this study.

To identify the effect of the treatment, a pretest and a post test were conducted. The design of the research is as follows:

Table 2. Research Design

LT (A) \ CS (B)	ROLE PLAY (A ₁)	GROUP DISCUSSION (A ₂)	ΣB
Field Dependence (B ₁)	X ₁₁	X ₁₂	X ₁₀
Field Independence (B ₂)	X ₂₁	X ₂₂	X ₂₀
ΣA	X ₀₁	X ₀₂	X ₀₀

Note:

A : Speaking learning techniques

A₁ : Role play

A₂ : Group discussion

B : Cognitive styles

B₁ : Field dependence

B₂ : Field independence

X₁₁ : The result of field dependent students who are taught speaking skill by using role play

- X_{12} : The result of field dependent students who are taught speaking skill by using group discussion.
- X_{21} : The result of field independent students who are taught speaking skill by using role play
- X_{22} : The result of field independent students who are taught speaking skill by using group discussion.

The steps in doing this experiment is as follows:

1. The students were classified into two cognitive styles: students who are field dependent and those who are field independent. This is done using the assessment in a form of questionnaire. It was adopted from the weekly column 102 article, June 2002 written by Robert Wyss. It was identified that from the total numbers of students there were 32 field independent students and 58 field dependent students;
2. After that she took the sample out of the population in equal number of students which were 24 field independent and 24 field dependent students by using drawing technique.
3. And then she gave pre test to the sample, to find out their speaking ability before they were treated. The pretest was in a form of controlled oral test. There were two examiners.
4. After doing the pretest, the students were put into four groups, they were;
 - a. Twelve (12) field independent students who were treated using role play;
 - b. Twelve (12) field independent students who were treated using group discussion;
 - c. Twelve (12) field dependent students who were treated using role play;
 - d. Twelve (12) field dependent students who were treated using role play;
5. Finally, after having been treated the students were given a post test. Just like the pre test, post test was also in the form of oral test.

RESULTS ANF DISCUSSION

Description of the Data

In this research, the researcher collected six types of data, first is the scores of students' speaking ability who were taught using role play, the scores of students' speaking ability who were taught using group discussion, the scores of field independent students' speaking ability who were taught using role play, the scores of field independent students' speaking ability who were taught using group discussion, the scores of field dependent students' speaking ability who were taught using role play, the scores of field dependent students' who were taught using group discussion. The students' scores in general are shown in the following table:

Table 4.1. The Result of Descriptive Research Data

	Role play (A ₁)		Group Discussion (A ₂)		ΣB	
	n ₁₁	12	n ₁₂	12	n ₁₀	24
Field independence (B ₁)	Σ X ₁₁	913	Σ X ₁₂	699	Σ X ₁₀	1612
	ΣX ² ₁₁	69637	Σ X ² ₁₂	40841	ΣX ² ₁₀	110478
	X ₁₁	76,08	X ₁₂	58,25	X ₁₀	67,17
	n ₂₁	12	n ₂₂	12	n ₂₀	24

Field dependence (B ₂)	$\sum X_{21}$	677	$\sum X_{22}$	724	$\sum X_{20}$	1401
	$\sum X^2_{21}$	38457	$\sum X^2_{22}$	43786	$\sum X^2_{20}$	82243
	X_{21}	56,42	X_{22}	60,33	X_{11}	58,38
ΣA	n_{01}	24	n_{02}	24	n_{00}	48
	$\sum X_{01}$	1590	$\sum X_{02}$	1423	$\sum X_{00}$	3013
	$\sum X^2_{01}$	108094	$\sum X^2_{02}$	84627	$\sum X^2_{00}$	192721
	X_{01}	66,25	X_{02}	59,29	X_{00}	62,77

The Findings of the Research

The result of the hypotheses test above can be described as follows:

1. Students' speaking ability between students who were taught using role play and group discussion is significant different.
2. Speaking ability between students whose cognitive style is field independence taught using role play and those whose cognitive style is field independence taught using group discussion is significant different.
3. Speaking ability between students whose cognitive style is field dependence taught using role play and those whose cognitive style is field dependence taught using group discussion is significant different .
4. Speaking ability between students whose cognitive style is field independence taught using role play and those whose cognitive style is field dependence taught using role play is significant different.
5. Speaking ability between students whose cognitive style is field independence taught using group discussion and those whose cognitive style is field dependence taught using group discussion is significant different.
6. There is interaction between speaking learning techniques (role play and group discussion) and cognitive styles (field independence and field dependence) in influencing the students' speaking ability.

CONCLUSION

Based on the finding of the study, it can be concluded that students who have cognitive style field independent have better speaking ability compared to those with cognitive style field dependent using both techniques role play and group discussion. While students with cognitive style field dependent have better speaking ability when they were taught using group discussion compared to when they were taught using group discussion.

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PROJECT-BASED INTEGRATED LEARNING IN IMPROVING 21ST CENTURY INTERPERSONAL LANGUAGE COMMUNICATION SKILLS

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Abstract

The golden generation is the hope for improvement and acceleration of the rate of growth and development of the Indonesian nation during the one hundred years of independence. The golden generation must be prepared on all fronts. Education is one of the pillars of the formation of the golden generation. This study aims to analyze project-based integrated learning in improving 21st century interpersonal linguistic communication skills. Integrated learning can be realized through project synergies with four compulsory curriculum subjects, namely Religious Education, Pancasila Education, Citizenship Education, and Indonesian Language Education. This study used a descriptive qualitative method. The research instrument uses data from student learning assignments. The research was conducted for one semester with English Education students Batch 2022 who contracted the Indonesian Language Education General Course (MKU-PBI). The results of the research show that integrated learning can be done by: 1) synergizing theoretical and practical concepts that become learning orientation, 2) applying character values through the formation of 5C (critical thinking, creativity and innovation, communication skill, collaboration, and confidence), and 3) implementing interpersonal linguistic communication values. Thus, this research can be carried out in the future by involving many study programs or many groups.

Keywords: *Integrated Learning, Compulsory Curriculum Subjects (MKWK), Interpersonal Language Communication, Character Education, Golden Generation.*

INTRODUCTION

Education is an activity that cannot be separated from human life. This is based on the role of education which is an important activity in building a nation. Law on the National Education System No. 20 of 2003 article 3 states that national education functions to develop and shape dignified national character and civilization in order to educate the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, having noble character, being healthy, knowledgeable, capable, creative, independent, and being a democratic and responsible citizen.

The Law on the National Education System No. 20 of 2003 underlines that education actually plays a role and functions as character formation. The purpose of education in its implementation is oriented towards three domains or domains, namely the cognitive

domain, the affective domain, and the psychomotor domain (Anderson & Krathwol, 2017). These domains are in line with what Ki Hajar Dewantoro stated, namely creativity, taste, and intention. In addition, it is also known as reasoning, appreciation, and practice. The purpose of education will be an abstraction of the nature of education as a whole, namely efforts to humanize humans which include brain exercise, heart exercise, taste exercise, and sports.

Furthermore, discussions related to the nature of interpersonal intelligence will never be separated from the problem of caring. Concern meant here is concern for humans or the environment. During the development of human civilization which is sometimes characterized by selfish and individualistic traits, caring is an important thing that must be regenerated. This is due to human nature as a social being. In addition, this concern is directly related to the revitalization of character education which is currently being heralded in the national education system. The discussion of human care is usually directly related to human roles, functions, and responsibilities.

There are characteristics in common between integrated learning and interpersonal communication. The similarity in question lies on the side of human interaction as social beings, who throughout their lives always communicate and interact with other humans.

RESEARCH METHOD

This research uses a descriptive method with a qualitative approach. The research was conducted for one semester at the Bumi Siliwangi Campus, Indonesian University of Education. The research instrument is document data on student learning outcomes. The research participants were students of the English Language Education Study Program Class of 2022 who contracted the MKU-PBI at UPI. The object of this research is project-based integrated learning, while the subject of this research is early semester students who contract MKU-PBI at UPI. This research data collection technique is in the form of article assignments given to students. Analysis of the research data is the data and data sources of student learning assignments.

RESULTS AND DISCUSSION

The Indonesian people believe that there is a glorious golden generation as a manifestation of Indonesia's success in a century of independence. Optimistically, this should be done ahead of one hundred years of Indonesian independence. The golden generation needs to be prepared as an effort to synergize all lines, including in the implementation of education, especially in tertiary institutions. One of them is higher education which contributes to forming a complete human being.

Yunus (1990: 51) mentions the complete human being in the terminology of Sufism is the complete human being termed the *Insān Kāmil*. Furthermore, Nata (2003:257) describes the word *Human* used by classical philosophers as a word that refers to the meaning of human beings in totality which directly leads to human nature. Say *Human* also used to show the meaning of the accumulation of all the intellectual, spiritual and physical potentials that exist in humans, such as life, animal nature, speech, and so on. As for the word *camel* can also mean a perfect state and is used to show the perfection of matter and nature. This happens through the accumulation of a number of potentials and completeness such as knowledge, knowledge, and other good qualities.

This article describes an alternative in preparing the golden generation through the role of compulsory curriculum courses (MKWK) in higher education. The alternative in question is integrated learning based on the MKWK synergy project.

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Table 1 Learning Achievements of Compulsory Curriculum Courses

No.	Subject	CP Attitude	Skill CP
1	Pancasila	Able to show empathy for social issues in society and the desire to provide solutions as a manifestation of piety, religiosity, responsibility, and humanity.	Able to explore social issues in society, identify and formulate problems, as well as analyze root causes from various and evidence-based perspectives in the process of initiating social projects
2	Citizenship Education	Able to initiate alternative solutions to selected social issues through contributions, real roles in society, and law abiding embodied in social projects.	Able to work together in teams, network, and draw lessons for continuous improvement in the context of implementing solutions to problems through implementing independent, quality, and measurable social projects
3	Religion education	Able to build the values of piety and religiosity in various real contributions in its efforts to build human values in everyday life	Able to actualize the ability to think contextually about various problems that exist in everyday life and is based on the good values of piety and religiosity in the context of the social projects being carried out
4	Indonesian	Able to show pride in using the Indonesian language in communicating new ideas as solutions to selected issues or problems in their social projects.	Able to express solutive ideas creatively, with good study skills, use the results of critical thinking by listening to various points of view and decide in a well-managed team to produce solutions while being accountable for the process so that they are free from plagiarism in communicating their social projects

Source: (UPI Curriculum, 2019)

Project-Based Integrated Learning

This project-based integrated learning model is implemented in tertiary institutions, both public and private, by combining several compulsory curriculum subjects, namely Indonesian Language, Pancasila, PKN, and PAI. Technically each of the MKWK courses compiles or creates projects to assess student competency achievement. This of course can

have an impact on effective and efficient learning for students. This is supported by Prihartini (2019: 437) who says that project-based integrated learning at the high school level has the conclusion that the effectiveness of learning is realized in the form of one project which can be used to assess several competencies in different subjects.

Project-Based MKWK Integrated Learning Design

Before carrying out project-based learning, lecturers in tertiary institutions design or plan. The designs made by the lecturers include: preparatory plans, which are in the form of special notes used by the lecturers to prepare the tools and materials needed in carrying out project-based learning, implementation plans, namely guidelines for regulating what students must do in carrying out project-based learning as well as design assessment, namely guidelines for determining what aspects will be assessed when carrying out project-based learning in tertiary institutions at MKWK held at UPI.

Outcome Project-Based MKWK Integrated Learning

Project-based integrated learning is aimed at students to deal with real-world problems that are considered meaningful. This learning can stimulate collaborative action and there is a product at the end of learning. In addition, students can be triggered to act critically, actively and creatively. This is in line with 21st century learning which requires students to have 5C competencies (*critical thinking, creativity and innovation, communication skill, collaboration and confidence*). The five competencies the researchers focused on communication skills with more emphasis on project-based integrated learning. The description of these skills is as follows.

1. What is communication?

Understanding of communication can be seen from the etymology (language) and terminology (terms). From the point of etymology, it is divided into several words including "share" which means participate or inform, "*communis opinion*" which means public opinion (Roudhonah, 2017:27). Communication or *communication* in English comes from the Latin word *communis* which means making the same (Mulyana, 2007:46). In "terminology" there are many experts who try to define them "Communication is the process of individuals sending stimuli which are usually in verbal form to change the behavior of others (Muhammad, 2014:4). It can be concluded that communication is the delivery of messages that aim to establish the same understanding or meaning between the communicator and the person being communicated. Communication is the process of conveying messages through the means of communication. Communicating with certain media is useful for achieving a common understanding between them, the information communicated can be given some effect on the media. Communication is a very important basis in human life. Wherever we are as long as we are humans, humans need to communicate.

2. How is communication according to experts and researchers?

Communication is a process through which a person (communicator) conveys a stimulus (usually in the form of words) with the aim of changing or shaping the behavior of other people (audiences) (Janis & Kelly in Vardiansyah, 2008:25). Communication occurs when a source conveys a message to a recipient with a conscious intention to influence the recipient's behavior (Miller in Mulyana, 2010:68). Communication is the process of sharing information, ideas or feelings that are not only carried out orally and in writing but through body language, or personal style or appearance, or other things around them that clarify meaning (Liliweri, 2009: 8). communication is a transaction, a symbolic process that

requires people to regulate their environment by (1) building relationships among human beings; (2) through the exchange of information; (3) to strengthen the attitudes and behavior of others; and (4) trying to change that attitude and behavior (Cangara, 2011:18). Thus, communication in general can be interpreted as conveying messages both verbally and non-verbally which contain certain meanings or can be stated more clearly through the transfer of information or ideas from one person to another in the form of thoughts and feelings through certain means or channels.

3. What communication is expected in the 21st century?

Communication is something that cannot be separated in human life. Learning can make it easier to complete all activities and achieve the desired goals. Communication skills are 21st century skills that students really need to practice. Through communication we can interact, exchange thoughts, ideas or ideas with other people. In communication, interaction takes place with the help of verbal and nonverbal symbols. For example, using language symbols as a means of communication. Student teacher candidates must have communication skills in the 21st century so they can communicate effectively, efficiently, and pleasantly, especially in solving problems and making decisions in class learning (Duta, 2015). Communication skills are important skills based on the National Higher Education Standards with one of the formulations of learning outcomes, namely being able to formulate ideas, thoughts, scientific arguments in a responsible, academic ethical manner, and communicate through the media to the academic community and the wider community (Saputro, 2020). The 21st century communication skills that are trained and observed consist of 3 aspects, namely systematics/format, use of language, and completeness of content and content sequence (Medriati & Risdianto, 2020). In the aspect of systematics/format, the ability to convey ideas/discussion results is observed. For aspects of language use, it is observed that the language used is polite, clear, and communicative. In the aspect of content completeness and content order, it is observed how to tell or convey the main points according to the theme (Makiyah et al, 2021). Communication cannot be separated from the interaction between two parties. Communication requires art, knowing who to communicate with, when is the right time to communicate and how to communicate well. Communication can be in the form of oral, written, or using symbols that are understood by the communicating party. Communication takes place in different environments, starting from home, school and community. Communication can be a way to strengthen human relations, but on the other hand it can also be a source of problems when misunderstandings arise or communication does not go well. Language skills are very important in communication. Smooth communication cannot be separated from good language mastery between the communicator and the communicator.

4. How to teach that communication?

The power of modern media and the spread of communication technologies in all areas of life make teaching strong communication skills even more important. Communication skills are important skills considering the rapidly developing era of communication technology today. Based on the results of research that has been conducted (Redhana, 2019) on the communication aspect, the lowest criterion is the ability to answer questions in front of an audience clearly according to the context of the question. Weaknesses in material mastery can also affect the lack of ability to answer questions according to context. Communication skills include skills in conveying thoughts clearly orally and in writing. The ability to clearly communicate thoughts or ideas to others is very important when it comes to learning and

education. Developing different methods in which students interact and communicate ideas or ideas is very important. Students are required to understand, manage, and create effective communication in various forms and contents orally, in writing, and in multimedia. Students are given the opportunity to use their abilities to express their ideas, both when discussing with their friends and when solving problems from their educators (Nurjanah, 2019). Teaching and learning activities are a very strategic tool to train and improve students' communication skills, both in communication between students and teachers and between other students. When students respond to the teacher's explanation, ask questions, answer questions, or express opinions, that is communication.

This study produces data compiled by students. Apart from being analyzed related to aspects of content, organization, language, and writing mechanics, sentences or expressions that contain the value of the principle of skills in interpersonal intelligence are also analyzed. This is adapted from the theory of Gardner (2013), Yaumi (2012), and Armstrong (2013), there are four principles that characterize the value of interpersonal intelligence. The four principles in question are: (1) the ability to empathize with other people, (2) the ability to organize a group of people towards a common goal, (3) the ability to recognize and read other people's thoughts, and (4) the ability to make friends or establish contact. The results of the analysis of the content of interpersonal values in it.

1. Ability to Empathize with Others

Table 2. Description of the content of the value of Interpersonal Intelligence Aspects of Ability to Empathize with Others

Aspects of Intelligence Interpersonal	Sentences or Expressions that Contain Value from the Principles of Interpersonal Intelligence	Position
Ability to Empathize with Others	1. <i>They will also seek attention in order loved by others.</i>	KE, S1, P3, K4
	2. <i>It is quite heartbreaking for those who are trying to make ends meet his life.</i>	KE, S1, P5, K3
	3. <i>On the one hand they have the right to live, on the other hand they can too interfere with other people's activities.</i>	KE, S1, P5, K4
	4. <i>Beggars must also be guaranteed continuity his life and business.</i>	KE, S1, P6, K2
	5. <i>Their presence on the street or in city parks has unknowingly disturbed the beauty of city parks and city street</i>	KE, S2, P3, K3

	6. <i>Scavengers/garbage collectors should be given counseling so they can do small businesses that are more secure future life.</i>	KE, S2, P4, K2
	7. <i>Of course the existence of these buskers just causing problems.</i>	KE, S3, P3, K3

Source: Sutarman (2011); Researcher's preparation (2022)

2. Ability to Organize a Group of People to Achieve a Common Goal

Table 3. Description of the Content Value of Interpersonal Intelligence Aspects of the Ability to Organize Groups of People to Achieve Common Goals

Aspects of Interpersonal Intelligence	Sentences or Expressions that Contain Value from the Principles of Interpersonal Intelligence	Position
Ability to Organize Groups of People to Achieve Common Goals	1. <i>Hopefully all that is implemented safe, serene and peaceful.</i>	KE, S1, P6, K3
	2. <i>Hopefully everyone can carry out and do the job safely for himself.</i>	KE, S5, P5, K2
	3. <i>Hopefully everyone can carry out this activity safely, serene, and peaceful.</i>	KE, S6, P6, K3
	4. <i>... scavengers/garbage collectors help reduce problems in Indonesia namely excessive garbage problem.</i>	KE, S8, P3, K1
	5. <i>This problem is difficult to solve because these fake beggars are difficult to eradicate and it is also difficult for us to differentiate between real beggars.</i>	KE, S9, P4, K2
	6. <i>I hope that everyone can carry out their activities safely, peacefully and peacefully, as much as they can decent jobs and less unemployment.</i>	KE, S12, P5, K2
	7. <i>That way, not aka nada that disturb the beauty of the city and everything will be better.</i>	KE, S17, P5, K3
	8. <i>Hopefully the government can persuade the funk kid to do more good again and get to be his real person and attitude.</i>	KE, S19, P4, K2

Source: Sutarman (2011); Researcher's preparation (2022)

3. Ability to Recognize and Read Other People's Thoughts

Table 4. Description of the Content Value of Interpersonal Intelligence Aspects of the Ability to Recognize and Read Other People's Thoughts

Aspects of Intelligence Interpersonal	Sentences or Expressions that Contain Value from the Principles of Interpersonal Intelligence	Position
Ability to Recognize and Read Other People's Thoughts	1. <i>... they can deceive us by pretending to be blind when they can see, pretending to be lame is able to walk, and pretending not to have legs and arms when they have both.</i>	KE, S1, P3, K2
	2. <i>They can also group with their friends and they will be divided into several groups to beg in the place they will come.</i>	KE, S1, P4, K3
	3. <i>They can just force it on people who don't want to give him money.</i>	KE, S1, P4, K4
	4. <i>Beggars will also sacrifice children child and tortured him so that the children</i>	KE, S1, P4, K5

Source: Sutarman (2011); Researcher's preparation (2022)

4. Ability to Make Friends and Establish Contacts

Table 5. Description of the Content Value of Interpersonal Intelligence Aspects of the Ability to Make Friends and Establish Contacts

Aspects of Intelligence Interpersonal	Sentences or Expressions that Contain Value from the Principles of Interpersonal Intelligence	Position
Ability to Make Friends and Establish Contacts	1. <i>With any circumstances the government able to accommodate all parties.</i>	KE, S1, P6, K1
	2. <i>The government must be able to protect all parties.</i>	KE, S2, P4, K1
	3. <i>Hopefully street buskers can be guaranteed their survival by government.</i>	KE, S3, P5, K3
	4. <i>The government must be fair and not discriminate against jobs, whatsoever must support each other do not look one eye.</i>	KE, S4, P5, K2
	5. <i>Lastly, the government must protect both sides.</i>	KE, S6, P6, K1

	6. <i>Therefore, the government should think about how to anticipate beggars who are less educated.</i>	KE, S7, P4, K1
	7. <i>The government is quick to find solutions to children who drop out of school and end up becoming beggars.</i>	KE, S7, P4, K2
	8. <i>Therefore, the government should pay more attention to them.</i>	KE, S8, P3, K1
	9. <i>In addition, the local government is confused by their existence which disturbs the concentration and comfort of its citizens.</i>	KE, S10, P4, K1

Source: Sutarman (2011); Researcher's preparation (2022)

Information:

KE: Experimental Group, S: Subject, P: Paragraph. K: Sentence

The results of the analysis of the content of interpersonal intelligence values in the assignments compiled by students found 28 sentences or expressions that contain the principles of interpersonal communication values. The 28, if classified, consist of: 1) the ability to empathize with other people (7 sentences or phrases), 2) the ability to organize a group of people to achieve a common goal (8 sentences or phrases), 3) the ability to recognize and read other people's thoughts (4 sentences or phrases), and 4) the ability to make friends and establish contact (9 sentences or phrases).

When observing the frequency description above, the dominant intelligence score that appears in student writing is on principle number four, namely the ability to make friends and establish contacts and principle number three, namely the ability to organize a group of people to achieve a common goal. Thus, students already have sufficient ability, especially in understanding, making friends or establishing contacts, and also being able to organize groups of people to achieve common goals. Of course both are very important skills possessed by individuals in their daily interactions, with various walks of life. However, students' abilities in the ability to empathize with other people (first principle) and the ability to recognize and read other people's thoughts also show sufficient ability.

CONCLUSION

The existence of learning innovations, especially in compulsory curriculum subjects, can increase effectiveness and efficiency. Effectiveness is realized in an integrated project that can develop skills as a whole and can also assess several competencies. Learning efficiency is manifested in the form of costs that produce a product. Students are relatively more focused on project integration in compulsory curriculum subjects so as to produce maximum products. The 21st century interpersonal linguistic communication turns out to be dominant on principle number four, namely the ability to make friends and establish contacts and principle number three, namely the ability to organize a group of people to achieve a common goal. Thus, students already have sufficient ability, especially in understanding, making friends or establishing contacts, and also being able to organize groups of people to achieve common goals.

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