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EFL STUDENTS' SPEAKING ANXIETY: A CASE STUDY AT THE FIRST GRADE OF SMA AL HUDA JATI AGUNG

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Abstract

This study examines the Foreign Language Speaking Anxiety (FLSA) of EFL students and the possible reasons and solutions for it. Anxiety during speaking performances is a common phenomenon that is often experienced by every EFL learner, including students who have English subjects. With this in mind, the purpose of this study was to examine and find out what factors influence their anxiety when speaking in class, from the perspective of students among EFL students in first grade of SMK AL-Huda Jati Agung. In this study, the researcher applied descriptive qualitative to investigate the speaking anxiety of EFL students in English class. The instruments used are questionnaires and interviews. There were 34 students of class X SMA Al-Huda Jati Agung as participants of this study. They consist of men and women. The data gained from questionnaire that was distributed to students, and interview which focused on students' perspectives to identify instructional practices that could help reduce students' speaking anxiety. The results of data analysis showed, among other things, that Foreign Language Speaking Anxiety (FLSA) was not only student anxiety but also speaking anxiety in front of the class. Furthermore, the relaxed attitude shown and positive error correction from the teacher can also greatly help reduce language anxiety of the students in the classroom. As well as additional suggestions for reducing language anxiety are offered.

Keywords: *FLSA, foreign language, speaking anxiety*

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INTRODUCTION

Teaching and learning processes in formal educational processes certainly need an effective learning strategy (Mandasari and Oktaviani, 2018). Every learner employs certain strategies and styles (Wahyudin and Rido, 2020). On the other side, interaction is also needed to create good interactive systems and interaction design to promote for it in the classroom (Sari, 2019). The use of effective interaction patterns is a critical aspect of the effectiveness of any activity and the attainment of goals. Different interaction patterns in the classroom may serve the goals of various types of activities such as pair work (a student with another student) and group work (students with students). Changing interaction patterns helps to alter the speed while selecting the proper pattern aids in achieving learning goals and increasing learning productivity (Sari, 2018).

Speaking is one of the ways of communication that is mostly used by people to interact with others in their daily. To be able to communicate with people all over the world, speaking English is considered an important skill. However, it is made clear in the study by Mandasari and Oktaviani (2018) that the majority of students employed language acquisition techniques such as emotional, memory, social, metacognitive, cognitive, and compensatory. Moreover, it aids students in achieving their academic performance goals (Mandasari, 2020). Students should have good communication skills in English to prepare for their future careers and in life. Even though English has been taught for at least six years at the school level in Indonesia, which is at the junior and senior high school levels as well as in many elementary schools as a local content subject, students still have difficulty learning English whether it's productive or receptive skills, especially speaking. The large number of school graduates who are unable to communicate in English has become a national problem in Indonesia. The successful development of interactive systems also requires interaction and interaction design (Sari, 2018). Richards (2008) explains that speaking requires speaking performance which includes the extent to which the speaker can organize information in an order that is easy to understand, use of markers, repetition, emphasis, etc.

This means that in speaking activities, speakers must use spoken language well to be able to convey information to other people (Komariah et al, 2020)

Among the affective factors that can affect the learning process in foreign languages in general and also speaking in particular, anxiety appears as an important factor that often affects students' oral production in the use or selection of foreign languages that they should use. Anxiety in foreign languages has long been discussed since the 1980s by many researchers, e.g. Horwitz et al. (1986), and was found to be one of the unique factors influencing students' oral production. In particular, these anxious foreign language learners identified speaking a foreign language as a particularly intimidating skill. It is also often reported that students feel stressed when they have to take turns in class to speak (Wörde, 2003). The existence of a phenomenon in the form of anxiety and its relationship with a foreign language in performance or also in learning, the possibility of the relationship becomes increasingly complex. Research on language anxiety to date has established the existence of a relationship and investigated its effect on learning particularly in language and performance. Some of these studies have also shown that there is a negative relationship between anxiety and unfamiliarity or both language performance Young (1990).

The relationship between anxiety and language learning and performance cannot be seen without taking into account various language variables, such as language setting, the definition of anxiety, skills, and also the design of the anxiety study. Factors that are often overlooked when describing research outcome anxiety include: whether the study examines the context of learning a foreign or second language; are the definitions and measures of anxiety are equivalent; whether the interpretation of anxiety (ie, situational, trait, test anxiety, facilitating or debilitating, class anxiety) has been described that fits the basic objectives of the study; and whether the study was designed to examine one variable (anxiety) or several other variables (motivation, anxiety, personality, self-esteem, etc.). Research that concentrates first on determining the relationship between anxiety and language skills could lead to a better understanding of the relationship between anxiety and language learning and performance. Frequent comparisons across all studies are hindered by the lack of consistency in anxiety research. already explained, anxiety is a feeling that can cause a decrease and also an ineffective level of learning in high school students. However, if anxiety is included in a reasonable amount, it can also lead to an increased potential for learning or also more commitment, namely to achieve the desired goals. However, if it is too much, anxiety can also cause failure in student achievement. Therefore, this level of anxiety is naturally viewed as one of the best predictors of achievement in a second language (MacIntyre & Gardner, 1991). Excessive anxiety is often experienced by students, who may also have low levels of achievement, while those who experience the required amount of anxiety may feel more especially motivated and more ambitious to learn.

Speaking anxiety that occurs in EFL classrooms often has a quite detrimental impact and also has a widespread impact and affects the adaptation of students, that is to their school and learning environment, and ultimately affects the achievement of their educational goals (Melouah, 2013). FLSA or Foreign Language Speaking Anxiety also happened in the first grade of SMA Al Huda Jati Agung. The students felt not confident in learning English, moreover in their speaking skill. Lots of factor influencing students' performances in speaking, such as teacher's role and responses, students' mother tongue, and learning environment. This study also explains various phenomena such as the reluctance of students to participate in speaking classes, and unfortunately even because of their low performance and achievement. Foreign language students who show speaking anxiety do not feel comfortable when asked to perform in a foreign language. As a result, they prefer to remain silent seeing other students speaking in front of the whole class as a threat rather than an opportunity to improve their communication skills. I

In this article, the researchers set the scene of a case study, is to examine the presence of anxiety and speak from the perspective of students. In other words, anxiety can prevent students from achieving their English learning goals. Therefore, the researcher wanted to investigate what factors are perceived by the students in English class and the potential sources, factors, or situations that make them feel anxious or nervous when they are speaking in English and can contribute to the anxiety in trying to understand anxiety problems in English foreign language in the tenth grade of SMA Al Huda Jati Agung

RESEARCH METHOD

This study used a qualitative method with a case study as research design. In qualitative research, researchers study things in their natural setting, trying to understand or interpret phenomena (Creswell, 2000). Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore social or human problems. In case study, cases such as events, problems, processes, activities, programs, one person, or several people are investigated (Merriam, 1998). Qualitative researchers are concerned with perspectives to explore the ideas and perceptions of the participants.

The qualitative method was chosen because this study aims to provide an overview of cases of language anxiety in the tenth-grade students of SMA Al-Huda Jati Agung. Researchers used questionnaire and interview as research instruments. There were ten statements in the questionnaire and eight questions for the interview. The questionnaire was adapted from Horwitz Foreign Language Classroom (1986). Semi-structured interview was also employed to get the credible data. According to Patton (1990) in Apsari and Satriani (2016), a semi-structured interview is meant to get in-depth replies from the respondents and to provide clear boundaries for questions to prevent responses from students who are more broadly minded. The interview guide, which Mukminin (2015) developed from Price (1991), emphasizes language anxiety. To further prevent miscommunication and ambiguity between the interviewer and respondent, the interview was conducted in Indonesian. The questionnaire was distributed to 34 tenth-grade students at SMA Al-Huda Jati Agung. The questionnaire uses close-ended questions regarding the students in the form of "Yes" or "No" answers through Google Forms.

FINDINGS AND DISCUSSION

From the research that has been conducted, this section describes the research findings of the study by the observation to find out the factor of students' speaking anxiety. The table below describes the result of each item of the questionnaire. The result can be seen as follows:

Table 1. The Statement Result of EFL students speaking anxiety at the first grade.

No	Statements	Yes	No
1.	I am not confident in speaking English. My Indonesian is better	27.3%	72.7%
2.	I feel afraid when answering my friend's or my teacher's questions in English	56.8%	43.2%
3.	I feel nervous when speaking English in class	72.7%	27.3%
4.	I feel dizzy while speaking in English in class	72.7%	27.3%
5.	My heart beats faster when the teacher suddenly asks me to come to the front of the class to tell something in English	84.1%	15.9%
6.	The look in the teacher's eye or the gaze of a friend make me nervous when speaking in front of the class	52.3%	47.7%
7.	I feel afraid or anxious when the teacher asks me to retell the material in English	68.2%	31.8%
8.	My body sweats when I come in front of the class to deliver material in English	50%	50%
9.	I feel my breath is unstable when come forward to say something in English	61.4%	38.6%
10.	The result of my low grades make me feel unsure about speaking English fluently	59.1%	40.9%

From the table above, ten questions of the questionnaire conclude students' statements toward EFL students speaking anxiety in the first grade. In the first statement, 27.3% of students said "Yes," and 72.7% said "No" this is regarding students' confidence this statement demonstrates that they are not confident because their speaking is not good, and fear making mistakes. In the second statement, 56.8% said "Yes," and 43.2% of students said "No" is regarding feel afraid this statement, students agreed that they feel afraid when answering my friend's questions in English. in the third statement, 72.7% of students said "Yes" and 13.8% said "No". From this statement, students agreed that they feel nervous when speaking English in class. In the fourth statement, there were 72.7% of students said: "Yes" and 27.3% of students said "No". This statement shows that students had agreed they feel dizzy while speaking in English in class.

The next is the fifth statement, 84.1% of students said "Yes" and 15.9% of students said "No". Based on this response students had agreed if they breathed fast when a teacher asks to come forward to the class. The sixth statement that was obtained was 52.3% "Yes" and 47.7% "No" From this statement students agreed if the teachers' eye contact or friend's views make students nervous when speaking. In the seventh statement, there were 68.2% of students said "Yes" and 31.8% of students said "No". From this statement, students had afraid or anxious when the teacher asked them to retell the material. The eighth statement obtained, there were 50% "Yes" and 50% "No" if their body sweat when they come in front of the class to deliver material in English. In the ninth statement, there were 61.4% of students said "Yes" and 38.6% of students said "No". From this statement, students feel their breath is unstable when coming forward to say something in English. In the tenth statement, there were 59.1% of students said "Yes" and 40.9% of students said "No". Based on this response students agreed that students' low grades make them feel unsure about speaking English fluently.

Based on the questionnaire result above, it could be seen that most of the students are mildly worried when speaking English in the classroom because they do not feel confident, anxious, tense, or worried about falling behind in understanding the learning material. Students are less confident in speaking English because of their lack of confidence, anxiety, uneasiness, and concern. The conclusion was reinforced by the idea from Arnold and Brown (1999) in Maulidiyah (2014) that anxiety has a downward spiral once it occurs within the room, implying that a vicious loop exists between learners' bad sentiments and poor performance. It is also supported by Gardner and MacIntyre's (1993) theory, which states that language anxiety may be defined as the concern or nervousness that occurs when a learner is expected to perform in a second or foreign language.

The interview was the second type of data used in this study. The purpose of the interview was to determine what factors contributed to the students' anxiety. Five students were chosen to participate in the interview. The interview consisted of eight questions. To strengthen the results, some students were interviewed for several questions related to their students' speaking anxiety in their EFL classroom. From the interview, it was found out that most students still have difficulty learning English. Students also feel less confident in speaking English because of their lack of skill that led to anxiety, uneasiness, and concern.

Firstly, there were some students stated their anxiety toward studying English in class responses toward the studying English in class.

- ABM : *"I like learning English, but I think it is so difficult."*
ADA : *"I am happy and excited to learn English, Miss, but I often do not understand what the teacher explained. I find it difficult to understand. I also don't know the meaning of many words in English. I'm afraid if I am asked to speak English."*
AAN : *"My feeling when learning English is happy, easy and pleasant."*
AEP : *"I'm dizzy, Miss, and I don't know the meaning of English words."*
ADM : *"I don't really like it, because I think English is difficult and hard to learn. I also have a hard time pronouncing the words."*

The second, researchers asked about what disturbs students when learning English in class. The summary results are described below.

- BAS : *"I feel disturbed when I am asked to sing in English, and speak English in front of the class. I am embarrassed because my friends laughed when I stood up and talked on front class."*
DWP : *"If I speak English, for example speaking in front of the class, my friends laugh. That's what bothers me."*
NRS : *"I feel annoyed when I want to speak English, my friends make noise, and laugh at me, so I can't focus."*
CRI : *"The annoying thing is, when class starts, there are still friends who like to be noisy and don't listen well. Friends who disturb my concentration when learning English."*

There are also some reasons the students felt anxious in speaking English in class.

- FNF : *"Because I'm anxious of being wrong and shaking (nervous) in front of the class if I'm asked to speak English, I don't speak in front of the class."*
FRI : *"Because I can't memorize a lot of words. I'm afraid I'm wrong in saying the word, Miss. I'm embarrassed in front of my friends."*
IAA : *"I'm anxious because it's hard for me to remember vocabulary in English, Miss, and am worried that the pronunciation is incorrect because if it is, the meaning will be incorrect as well."*
KDI : *"I am afraid of being wrong. When I speak English I like to get convoluted, it will have a different meaning later. Because different words have different meanings, so do I I'm afraid my friends will laugh at me, and I'm also not confident"*

The students will respond to their friends' performance in the classroom. Those responses that can make the students' feel anxious when speaking English in the classroom.

- DAA : *"I'm nervous to be in front of many friends; therefore I find myself blanking on what to say because other students constantly laugh and make fun of me when I speak English."*
FGB : *"My English speaking is frequently mocked by friends, especially when I speak in front of the class."*
TNS : *"I was afraid to be asked to speak in front of the class because the*

- other students often laughed when I did, and because I was anxious about speaking English, I frequently forgot my vocabulary. However, some students help me in correcting my incorrect pronunciation.”*
- RDS : *“The other students were always going to laugh and make fun of me when I speak English incorrectly because, in their opinions, it was funny”.*

Students’ anxiety in speaking English might come from the lack of ability of English that students have. They think that learning English is difficult. This mindset then influences students’ English skill, including speaking skill.

- FSH : *“It’s difficult since I have trouble remembering English vocabulary and because I’m confused of how to pronounce some things”.*
- SFH : *“Yes, in my opinion, English is quite difficult. Not only is it difficult to understand the words, but also memorize them. I also find it tough to pronounce the words correctly”.*
- IAS : *“Very difficult to learn English, especially vocabulary”.*
- RAS : *“It’s not terrible, but you can understand it if you study.”.*
- SFF : *“Yes, because the language is challenging to understand and the process of learning is hard.*

Besides, students’ lack of skill, the teachers also bring impacts for students’ speaking anxiety. Sometimes, teacher’s method in the classroom work well for some students, but not for others.

- ARA : *“If the teacher is boring, I feel that I am not in the mood to study in class because I do not understand the material being conveyed”.*
- HHI : *“If the teacher delivers the material in a friendly manner and patiently explains it, I am more interested and try to study harder”.*
- AFA : *“My teacher motivated me to be more active in learning English, because of that I became more diligent in studying and doing the assignments given. I like my English teacher; she is patient in teaching”.*

Students’ expectations to the teachers’ strategies are hoped to bring some considerations for teacher to improve their way of teaching English as well as reducing students’ English-speaking anxiety. These are some students’ responses related to the teachers’ role in the classroom to motivate them learning English.

- GAA : *“Maybe English lessons are more relaxed if the teacher can use learning media such as movies in the classroom after giving material which can be very useful if it is integrated with several learning activities”*
- LLD : *“In my opinion, teachers can also motivate students, so that they can influence student achievement in learning process. Students with low motivation will face difficulties in the learning process while students with high motivation can achieve learning goals easily. Therefore, teachers need to be more encouraging, especially for those who still have low motivation and achievement in learning English.”*
- ZAA : *“To make students as relaxed as possible with the teaching and learning process. Make an enthusiastic and active learning activity by providing motivation to direct student. I think. this will change the way students learn in the classroom”.*

Besides teachers role, students also need to use their own strategy in learning English because the students are the ones who know their own ability. Below are some strategies used by students in decreasing anxiety in speaking English and improve their English skill.

- LDN : *“I usually study by myself at home, Miss, reading English books or memorizing and practicing to pronounce English vocabulary every day, because I’m afraid of being wrong and embarrassed if I speak*

- English incorrectly”.*
- SNK : *“I have to be confident, I usually take a deep breath, so I don't get nervous. I also study at home. If I find some difficulties, I will also ask my teacher to help.”*
- SIH : *“Before speaking I take a deep breath, slowly speak. I feel very nervous when I see friends' faces and I also lower my voice. If I'm wrong, my friends will not hear. So, they will not laugh if I do something wrong”.*
- ZAA : *“I studied English first at home, and when I spoke in front of the class, I thought all my friends weren't there, so I could focus. Besides that, I will practice in front of the mirror to build my confidence.:*

As shown from the result of questionnaire and interview, students' anxiety is affected by their understanding of the material, noisy class, fear of their classmates laughing or trying to fix their mistake or do not care about the mistake that they made, feeling bored during the learning process because the teacher taught them in an uninteresting way, did not know how to pronounce the words correctly, and the teacher taught them to focus so that students do not relax and have no motivation. Students' solutions for lowering speaking anxiety include practicing pronouncing words correctly, speaking in front of a mirror or with friends, improving their vocabulary knowledge, and motivating themselves to speak in front of their classmates.

The data on the causes of student anxiety was discovered using interview data. In English class, the first is less prepared, the main cause of students' anxiety in English classes is their lack of preparation because they are afraid the teacher will ask them about the material. The second situation is when the students do not comprehend the information that the teacher has presented. The third is if the students have a negative mindset when they are speaking. For example, they may be fearful of using words incorrectly or inappropriately, or they may worry that their friends would laugh at them if they make mistakes. It makes the students feel anxiety and lack confidence in speaking in front of their friends and teacher in English class. What factors are supported by the theory from Krashen (2003) in Sulastrri & Ratnawati (2018) that elements like timorousness, worry that you'll make a mistake, lack of confidence, anxiety, and many emotional aspects have an impact on the effectiveness of one's language.

Furthermore, based on the interview data, all of the student samples mentioned using four strategies to lessen their anxiety when speaking, including (1) practicing their English pronunciation; (2) speaking in front of a mirror or with friends to boost confidence; (3) increasing their vocabulary knowledge to help them identify the words that are appropriate to use in speaking; and (4) increasing their motivation by cultivating a positive outlook. Sulastrri & Ratnawati's argument that students' self-motivation and focus when studying English might help them feel less anxious while speaking is reinforced. This case proves that interaction plays an important role in shaping learners' language skills (Rido and Sari, 2018).

CONCLUSION

Based on the results of the questionnaire, it can be concluded that there are some reason students feel anxious in speaking English. The first was less prepared in English or material, which causes students to be worried, nervous, and unsure if the teacher will ask them about the material. Second, students sometimes fell behind in understanding the material, which formed an obstacle for them. Third, students reported difficulties presenting or speaking in English, such as misspelling, mispronunciation, and word selection. According to the findings, students were also anxious to speak because of a lack of preparation, afraid of falling behind in understanding the material or what the teacher was saying, afraid of making mistakes, afraid of being laughed at by their peers, and unsure of how to spell, pronounce, and select words in English. As stated by Sari and Putri (2019), learners should be given access to user-friendly instructional learning materials to aid in the development of their language skills. Students use four strategies to reduce their anxiety when speaking in English: (1) practice pronouncing the words in English, (2) try to speak in front of the mirror or with their friends to build self-confidence, (3) improve their vocabulary knowledge to know which words are appropriate to use in speaking, and (4) increase their motivation by developing a positive mindset when asked to speak in English by their teacher.

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STUDENTS' PERCEPTION OF THE MEDIA USED BY THE TEACHERS IN ONLINE LEARNING

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Abstract

The purpose of this study was to determine students' perceptions of the media used by teachers in the teaching and learning process. This research involved students from Universitas Teknokrat Indonesia in English Education study program. The data gained through a questionnaire distributed via Google Forms. The questionnaire was conducted to collect data related to the learning media used by the teacher in the online learning process. According to their responses, most teachers use learning media such as Zoom Meeting in the online learning process. The final result showed that Zoom Meeting is the most effective and the most used medium in the teaching and learning process where 78.3% say so. This was because Zoom Meeting application is the suitable and convenient learning medium to be used in the process of online learning. Therefore, it is also suggested that teachers can use this application to support online learning process besides also consider the class' needs.

Keywords: students' perception, media, online learning

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INTRODUCTION

Covid-19 is an infectious disease caused by a newly discovered coronavirus. This new virus and the disease it causes were unknown before the outbreak began in Wuhan, China, in December 2019. Covid-19 is now a pandemic affecting many countries around the world (WHO). Due to the Covid-19 phenomenon, many things have been done to minimize or reduce the spread of Covid-19. One of them is the issuance of a Physical Distancing policy aimed at minimizing the spread of Covid-19 (Oktarina, et al. 2021). Social distancing itself is an action where everyone is required not to be close to one another. By avoiding all kinds of gatherings or assemblies to prevent transmission of Covid-19. Baznas (2020) The social distancing policy means that residents must carry out all activities at home, such as work, study, and worship.

Therefore, all activities such as teaching and learning activities (KBM) in schools and universities must be carried out at home or online to prevent the spread of Covid-19. Putra, (2020) and Rigianti (2020) said that online learning is an educational innovation that involves information technology in learning. Online learning can be carried out through web networks with an unlimited number of participants using various technological media. When doing online learning, of course teachers need media as a means for learning. Therefore, various platforms are used as learning media by schools and universities. Some examples of media used by teachers in the online learning process such as zoom meetings and also Google meetings. Advantages and Disadvantages of Zoom Meeting. Zoom Meeting is an American telecommunications company that provides long-distance video calling services using the internet. This video conferencing service can be accessed free of charge with certain limitations.

The use of learning media in the online learning process is used so that students can find out the material that will be provided by the teacher. The aim is to use various online platforms

to facilitate the learning process. Marhayani (2021) says that teachers apply online teaching positively and are actively involved in shaping future students and young teachers to participate more actively in online teaching because they are increasingly familiar with technology. Simarmata & Mujiarto (2019) said that technology in learning enables the building of a general context of meaning to disseminate individual knowledge and create networks between educators and students. The purpose of this study was to find out students' perceptions of the media used by teachers in online learning. With learning media such as Zoom Meeting and Google Meet, it makes it easier for teachers to provide material to their students.

Google Meet is an application that presents meeting calls, both video and audio only online. This service application is able to accommodate one call meeting with around 100-300 other participants. This application can also record call sessions at once so that they can be viewed again. While Zoom Meeting is a video-based communication application. This application is classified as a flexible application because it can be accessed via Android, iOS, and the website. According to Michael (2006), there are several advantages of online video meetings, the first is the ability to communicate not only between two people, but can be more, features for sharing files, ability to make presentations, white board facilities and other features. According to Daryanto (2010), video meetings is anything that allows audio signals to be combined with sequential moving images. The advantages of video meeting in learning are being able to display moving images and sound, which is a special attraction because students are able to absorb messages or information using more than one sense. Subekti (2020) said video meetings are an internet-based communication tool in the form of via sound and images to take people to different places but at the same time at a meeting. This platform has a major influence on learning activities both implemented in schools and tertiary institutions because besides being able to be used to communicate online it can also transfer voice, video and interactive data between two or more groups or people.

Learning objectives can be achieved well if the teacher packages learning as interesting as possible and in accordance with student characteristics even in online activities. According to Sugeng (2010), media is a means or tool to facilitate teachers in teaching, and teachers must choose the right learning media when teaching. According to Kuntarto (2017) shows that the online learning model has provided a new experience that is more challenging than the conventional (face to face) learning model. The unlimited time and place for teaching gives freedom to students to choose the right time to study according to their interests, so that the ability to absorb learning material is higher than learning in class. The learning process takes place in a system, and learning media occupies a very important position in the learning component. Without media, communication will not occur, and the learning process as a communication process will not be able to take place optimally.

However, although online learning gives a lot of benefits for the learners and teachers, on the other hand, it also can provide drawbacks to the process of learning. According to Adi (2021), the negative impact of online learning is that students feel less enthusiastic, do not understand the material, have limited facilities, and use a lot of internet quota, which makes students object to it. Audita (2021) stated that the weaknesses of online learning are that it relies heavily on internet access, students become less disciplined and there are some materials that are difficult to convey online. Apart from that, Shandy (2021) also mentioned some of the weaknesses of online learning, namely the lack of communication between lecturers and students, many locations that do not have a stable internet network, some lecturers and students do not have adequate equipment, internet quota prices are not pocket-friendly and enabling commercial practices that change the purpose of education.

Therefore, researchers are encouraged to conduct qualitative research on various learning platforms used by teachers in the online learning process. The results of this study are

expected to provide an overview of students' perceptions of the media used by teachers in the online learning process.

RESEARCH METHOD

This study used qualitative research methods. The purpose of this study was to determine students' perceptions of the media used by teachers in online learning. This research was conducted at the Universitas Teknokrat Indonesia, majoring in English Education. Participants were surveyed through a questionnaire which was distributed online via the Google Surveys link (Google Forms). Students were asked about the media used by teachers in online learning. The samples consisted of 23 people from English Education Department, Universitas Teknokrat Indonesia.

FINDINGS AND DISCUSSION

According to the result of the questionnaire regarding to the students' perception of the media used by the teacher, it is gained that the most online learning media used by the teacher was Zoom Meeting. The result can be seen on the figure 1 below.

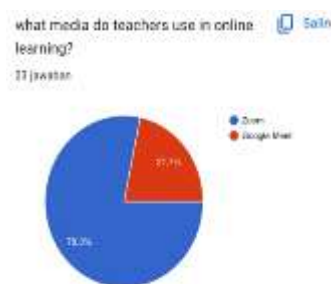


Figure 1. Online learning media used by the teacher

From the chart above, it can be seen that 78.3% of students chose Zoom Meeting as a learning medium that is often used by teachers in the online learning process. It is followed by Google Meet with a total of 21.3%.

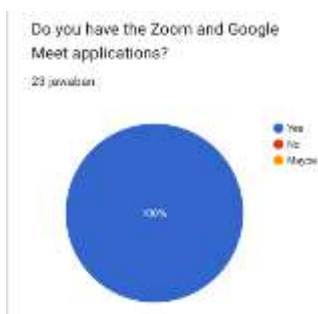


Figure 2. Media owned by the students in online learning

The second question is about the application owned by the students. The results of the data show that 100% of students have the Zoom Meeting and Google Meet applications as learning media.

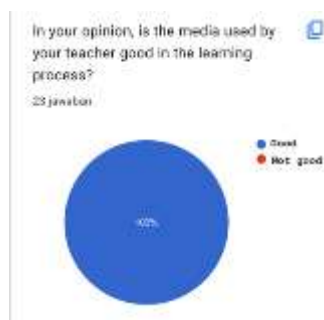


Figure 3. The media quality used by the teacher in the learning process

This is the result of the third data in the study where 100% of students answered that the media used by teachers in the online learning process was very good. Because it makes the students easier to understand the material provided by the teacher in the learning process. The next is about the influence of online media to students' understanding. The result can be seen below.

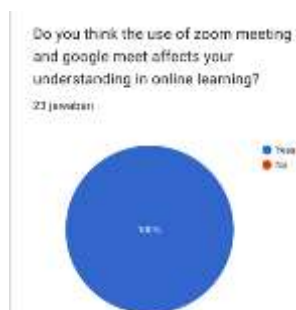


Figure 4. The media influences on students' understanding in online learning

This is the result of the fourth data in a study where 100% of students answered that using learning media such as Zoom Meeting and Google Meet can make them understand the material provided by the teacher in the online learning process.

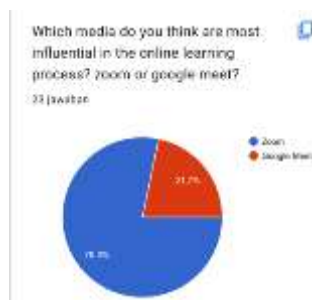


Figure 5. The most influential media in online learning

This is the result of the fifth data where 78.3% of students answered that the most influential media in the teaching and learning process was Zoom Meeting. Then, there were 21.7% of other students answered that Google Meet was the most influential media in the online learning process.

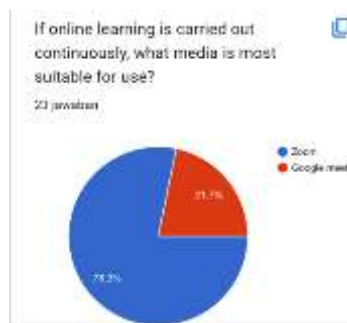


Figure 6. Suitable medium for online learning

The last is the result of the latest data in the study where 78.3% of students chose Zoom Meeting learning media which is most suitable for use in the online learning process, if in the future online learning is still ongoing. While 21.7% of other students answered that they prefer to use media such as Google Meet in the online learning process, if in the future online learning is still ongoing.

According to the result of the questionnaire, most of the students answered that the media commonly used by lecturers in the brave learning process was Zoom Meetings. According to student responses, lecturers apply various media in teaching, for example: Zoom Meeting, and Google Meet. From these data it is known that the media most used by lecturers is Zoom Meeting, where 78.3% of students admit it. According to Wibawanto (2020) that the Zoom Meeting application is an application used to communicate remotely by combining video conferencing and network collaboration. In using this application, the teacher can carry out the learning process which will later produce the learning objectives to be achieved so as to maximize student learning outcomes.

In this study, it can be seen that Zoom Meeting is the media most used by teachers and also this media is the sophistication of various media platforms for holding virtual meetings between many people at one time. Moreover, this media is also free and easy to access. In addition, Zoom Meeting users can share learning support media such as articles, presentation papers, or even video files. Marhayani (2021) states that Zoom Meeting are suitable for use as virtual face-to-face learning media. Students are considered easier to absorb learning material delivered in real time. According to Zaenuri & Prastowo (2021), the use of zoom meetings can support the learning process more effectively and efficiently. Furthermore, according to Simarmata (2022) the Zoom Meeting application is useful as an online learning medium, because the Zoom Meeting application has various features that can support the online teaching and learning process, for example the share screen feature. Sihombing, et. al. (2021) also expressed the same opinions about the benefits of the Zoom Meeting application in online teaching and learning activities. They said that through the Zoom Meeting application they could monitor their friends who did not take part in the lesson, see the learning materials shared by the teacher or friends.

From previous research it also shows that the results of learning media research used by teachers in the online learning process are Zoom Meeting and Google Meet and students' perceptions of using Zoom meeting-based e-learning during lectures in terms of convenience are 66.4%, aspects of expediency are 63.4%, and the acceptability aspect is 60.5% so that students can be categorized towards the use of e-learning based applications based on the fulfillment of convenience aspects, benefits aspects, positive acceptance aspects. The findings of this current research has similarity with the result of some previous research that most teachers used instructional media such as Zoom Meeting and Google Meet and most students

prefer Zoom Meetings over Google Meet because according to them, it is easier to use and there are not many obstacles when used.

CONCLUSION

This research was conducted to determine students' perceptions of the media used by the teacher in learning daring. The conclusion from this study shows that Zoom Meeting is the appropriate and convenient medium to be used in the process of online learning according to students' perception. Most students prefer learning media such as Zoom Meeting over Google Meet because Zoom Meetings have good audio and video quality. Moreover, the Zoom Meeting is also able to accommodate around 1000 participants with over 40 videos displayed on the screen. Having a video recording feature, the Zoom Meeting application can also record learning activities while using this application. According to Monica & Fitriawati (2020), online learning using the Zoom Meeting application is quite effective, flexible in its implementation. Based on the findings, there are suggestions that can be given. For future researchers who wish to conduct similar research, it is suggested to focus more on the media used for online learning, namely by conducting research with a different and wider sample or population. Researchers can also add several instruments such as open questions, or observations to obtain more accurate data.

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STUDENTS' PERCEPTION OF THE USE OF SPOTIFY APPLICATION TO IMPROVE STUDENTS' VOCABULARY MASTERY

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Abstract

Mastering vocabulary is crucial in learning English as it affects communication skills. Many students find it difficult to express their ideas in English, and learning difficulties stem from internal and external factors. Technological advancements, particularly in e-learning, have a positive impact on the learning process. Songs in English have been proven to be an effective way to learn and improve vocabulary as they help students understand and memorize new words. Using music player applications like Spotify as an innovative learning medium can improve vocabulary mastery. The study aims to explore students' perspectives on their vocabulary mastery using English songs with the Spotify application and employ descriptive qualitative research to determine students' perceptions of Spotify as a learning medium for increasing vocabulary mastery. The subjects of this research were eleventh-grade students of SMAN 1 Terbanggi Besar, totaling 30 students. From the result of the questionnaire, the majority of students find Spotify to be a useful and effective tool for learning English. It is perceived as a good medium for social interaction, improving vocabulary mastery, and receiving useful feedback from teachers.

Keywords: Spotify, Vocabulary, English songs.

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INTRODUCTION

Mastering vocabulary is one of the most important parts of learning English. Nurgiyantoro (2014) explained that vocabulary mastery is the vocabulary or word wealth that is mastered by someone. According to Ramdhan (2017), vocabulary is important to learn to facilitate language skills, without mastering a lot of vocabulary, language learning will not be achieved, with a large vocabulary students can easily master language skills. Adequate vocabulary mastery is necessary to carry out communication activities in language. Many researchers point out that real communication is the result of learning appropriate and adequate vocabulary as opposed to learning grammar rules alone (Cook, 2013). According to August, Carlo, Dressler, and Snow (2005) revealed that foreign language learners with a limited vocabulary need more time to learn new vocabulary items, are less involved in understanding texts, and are less engaged in verbal communication with their peers. The more vocabulary a person has, the higher his language skills.

According to Iskandarwassid & Sunendar (2015), there are still many students who find it difficult to express their ideas using English. The notion that learning English is difficult is an obstacle for some students to feel reluctant to improve their English skills. According to Irham and Wiyani (2013) said that several factors cause students to experience learning difficulties caused by two factors, namely internal and external factors. Internal factors include; student attitudes toward learning, student motivation, student learning concentration, and the way students process teaching materials. While external factors that influence students' difficulties in learning include: teachers as student coaches, learning facilities and infrastructure, and the social environment of students at school. Therefore, teachers are required to understand the factors that influence the process and learning outcomes of students because learning difficulties stem from these factors.

Technological progress in this era is something that we cannot avoid in life because technological advances go hand in hand with advances in science. In education, the Internet is used as a support in learning media (Fadilah, Setyosari, & Susilaningasih, 2021). The creation of technology is currently increasing, and all parties in the world of education must be able to balance and keep abreast of existing technological advances. Technology in the world of education is commonly known as e-learning. The benefit of using e-learning facilities is to facilitate the learning

and learning process. The use of e-learning in learning according to recent research has a positive impact on learning processes and outcomes. By reviewing the literature, it was found that e-learning has a significant impact on learning and should be considered (Somayeh, et al., 2016). The use of media in the teaching and learning process of English will attract students' interest in learning the language. Therefore, teachers must be more innovative in the learning process, so that the learning process becomes more effective, efficient, and able to attract students' interest.

According to (Sari & Lestari, 2019), one medium that is quite effective in quickly mastering English is getting used to and liking English songs. Nurkhaeni (2010), states that by using English songs in teaching vocabulary, students can easily understand and memorize new vocabulary. In addition, Burhayani (2013), also argues that effectiveness can be achieved because songs help students enjoy the learning process and make students easily remember new words. Music also affects the emotional intelligence of adolescents (Georgieva, 2017). Listening to songs and singing songs will unknowingly enrich students' vocabulary. Since songs are primarily written for local speakers, they often include current language, idioms, and expressions (Susanti et al., 2019). As a result, music can be one of the media used by students to learn English vocabulary. Singing songs and doing activities within songs let students know what new lyrics or words mean without asking others or looking them up in a dictionary.

Several studies related to the use of songs in improving students' English skills have been carried out. The first research by Isnaini & Aminatun (2021), stated in his research that English songs help students learn and improve students vocabulary and their English skills. Furthermore, Afriyuninda & Oktaviani (2021), found that English songs can help improve their listening skills, not only that they can also practice proper and correct pronunciation, and can learn new vocabulary by practicing listening to English songs to improve their skills. Third Gushendra (2017), had conducted the study's findings indicating that using English songs can improve students' vocabulary mastery.

So music player applications such as Spotify can be used as innovations in learning, apart from being used as an entertainment medium, the Spotify application can also be used as an innovative learning medium for learning English vocabulary. Because the Spotify application provides various kinds of songs in English that can be accessed anywhere and anytime. This is also supported by the results of previous research by Putri (2022), stating that the Spotify application is more effective and innovative than the traditional method.

From the explanation above, the researcher is interested in exploring students' vocabulary mastery using English songs. This study focuses on students' perspectives on their vocabulary mastery using English songs using the Spotify application. In addition, this study will also employ descriptive qualitative research. Therefore the authors are interested in researching by trying to use song player media, namely Spotify in improving the vocabulary mastery of students of SMAN 1 Terbanggi Besar. The purpose of this study was to determine students' perceptions of the Spotify application as a learning medium for improving students' vocabulary mastery.

METHOD

This research is qualitative research using descriptive research methodology. According to Sugiyono (2016), the qualitative research method is a research method based on the philosophy of postpositivism, used to research natural object conditions, (as opposed to experiments) where the researcher is the key instrument, sampling data sources are done purposively and snowball, the collection technique is triangulation (combined), data analysis is inductive/qualitative in nature and the results of qualitative research emphasize meaning rather than generalization. Descriptive in this study is used to develop theories that are built from data obtained in the field. Thus, researchers will use this kind of method because researchers focus on analyzing student perceptions so that the data that researchers use will be presented descriptively.

The participants in this study were eleventh-grade students at SMAN 1 Terbanggi Besar. After that, the researcher chose 30 students as the representatives of eleventh-grade students. This is because they are from the experimental class that uses the Spotify application as a medium to improve students' vocabulary mastery. Therefore, to collect data, researchers used a questionnaire as a data collection method. The questionnaire consists of 15 statements distributed via Google Forms. The researcher uses a Likert Scale starting from Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. researchers used data tabulation. Data tabulation is the process of entering data into tables according to the analysis.

FINDINGS AND DISCUSSION

In this chapter, the research will describe the data found through a questionnaire. Data collection from the questionnaire will be presented using descriptive statistical analysis. This is a tabulation of data that the researcher found from the questionnaire.

The questionnaire is divided into three aspects. The first aspect has five questions that reflect the perceived usefulness when using the Spotify application, the second aspect has six questions about The effectiveness of using

the Spotify application in online learning, and the last aspect has five questions that mention students' obstacles in learning English through the Spotify application.

In the first aspect of the questionnaire, five questions reflect the perceived usefulness of using the Spotify application. The results can be seen as follows:

Table 1. The perceived usefulness when using Spotify

No.	Statement	SA	A	D	SD	Total
1.	The quality of the learning activity was excellent.	33,3%	66,7%	0%	0%	100%
2.	Spotify is an excellent medium for social interaction (teacher vs students and students vs students).	33,3%	66,67%	0%	0%	100%
3.	Spotify helps me to improve my vocabulary mastery	26,7%	60%	13,3%	0%	100%
4.	The feedback provided by the teacher is useful	16,7%	80%	3,3%	0%	100%
5.	Spotify Application is interesting for students learning.	50%	50%	0%	0%	100%

As we can see in the table above, in the first and second statements, as many as 66.7% of students agree and 33.3% strongly agree, that the quality of learning activities is very good and Spotify is a very good medium for social interaction (teachers vs students and students vs students). In the third statement, 60% of students agreed that Spotify helps students improve vocabulary mastery, 26.7% stated that they strongly agreed, and 13.3% of students stated that they did not agree.

In the fourth statement, 80% of students agreed that the feedback given by the teacher was useful. 16.7% of students also stated that they strongly agreed. And 3.3% said they disagreed with this statement. In the fifth statement, 50% of students stated that they strongly agreed and 50% agreed that the Spotify application was interesting for student learning.

Furthermore, in the second aspect of the questionnaire, five questions reflect the perceived effectiveness when using the Spotify application in learning. The results can be seen as follows:

Table 2. The effectiveness of using Spotify in learning

No.	Statement	SA	A	D	SD	Total
1.	I think Spotify is easy to use as a medium for online learning	23,3%	76,7%	0%	0%	100%
2.	I feel convenient to learn English through Spotify since I can access it anytime and anywhere	36,7%	60%	3,3%	0%	100%
3.	I think Spotify's features are easy to use in learning and discussion.	20%	73,3%	6,7%	0%	100%
4.	Spotify helps me to improve my vocabulary	26,7%	63,3%	10%	0%	100%
5.	I think using Spotify is an effective way to improve vocabulary	26,7%	63,3%	10%	0%	100%

In the first statement, 76.7% of students agreed and 23.3% strongly agreed that the Spotify application was easy to use as a learning medium. In the second statement, 60% of students agree and 36.7% of students strongly agree that they feel comfortable learning English through the Spotify application because they can access it anytime and anywhere. And the rest, 3.3% disagree.

In the third statement, 73.3% of students agreed and 20% strongly agreed on the statement that the features of the Spotify application are easy to use in learning and discussion. Meanwhile, 6.7% of students disagreed. Furthermore, in the fourth and fifth statements, 63.3% of students agreed and 26.7% of students strongly agreed

that the Spotify application can increase student vocabulary and that using the Spotify application is an effective way to increase vocabulary.

In the last aspect of the questionnaire, five questions reflect learning difficulties when using the Spotify application. The results can be seen as follows:

Table 3. Obstacles in learning English through Spotify

No.	Statement	SA	A	D	SD	Total
1.	I find the Spotify system quite difficult to use	10%	30%	53,3%	6,7%	100%
2.	I find using Spotify a bit difficult to ask the teacher about a topic I don't understand	6,7%	36,7%	56,7%	0%	100%
3.	I find Spotify very difficult to learn vocabulary.	0%	30%	60%	10%	100%
4.	I have trouble using Spotify when it comes to group work.	0%	26,7%	70%	3,3%	100%
5.	English subject is difficult to be implemented in Spotify.	3,3%	30%	66,7%	0%	100%

In the first statement, as many as 53.3% of students disagreed and 6.7% of students strongly disagreed that finding difficulties with the Spotify system was quite difficult to use. And as many as 30% of students agree and 10% of students strongly agree that finding difficulties with the Spotify system is quite difficult to use.

In the second statement, as many as 56.7% of students disagree with using Spotify. It's a bit difficult to ask the teacher about topics that I don't understand. And 36.7% of students agree and 6.7% of students strongly agree with statement number two.

In the third statement, 70% of students disagree and 3.3% strongly disagree that Spotify is very difficult for learning vocabulary. And 26.7% agree that Spotify is very difficult to learn vocabulary.

In the fourth statement, as many as 70% of students disagree and 3.3% of students strongly disagree that they have difficulty using the Spotify application in terms of group work. And the remaining 26.7% agreed that they had difficulty using the Spotify application in terms of group work.

In the last statement, 66.7% of students disagreed with the statement that the subject of difficult English was implemented on Spotify. And 30% of students agree and 3.3% of students very strongly agree with this statement.

Based on the results of the questionnaire, the majority of students find Spotify to be a useful and effective tool for learning English. It is perceived as a good medium for social interaction, improving vocabulary mastery, and receiving useful feedback from teachers. Students find Spotify easy to use and accessible anywhere. Some students find it challenging to navigate the system and ask teachers for help, but overall, the use of Spotify for English language learning is well-perceived by students.

CONCLUSION

The majority of students agreed that using the Spotify application is useful and effective in learning English. They perceive the quality of learning activities to be very good, and Spotify is seen as a very good medium for social interaction among teachers and students, as well as among students themselves. Additionally, they believe that Spotify helps to improve vocabulary mastery and that the feedback given by teachers through the application is useful.

Moreover, the students find Spotify to be an easy-to-use learning medium that they can access anytime and anywhere, and they feel comfortable learning English through the application. They also agree that the features of Spotify are easy to use in learning and discussion and that it is an effective way to increase vocabulary.

In terms of difficulties, some students find it challenging to navigate the Spotify system and ask the teacher about topics they don't understand. However, the majority of students disagreed that Spotify is very difficult for learning vocabulary or group work, and they do not find the subject of difficult English to be poorly implemented on the application.

In conclusion, the results suggest that the use of Spotify as a learning tool for English language learning is generally well-perceived by students, who find it to be a useful and effective tool for improving their language skills.

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The Implementation of Mind Mapping Technique to Improve Students' Speaking Skill at SMPN 10 Bandar Lampung

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Abstract

Speaking is one of the important skills mastered by students in a foreign language. speaking is a language skill that must be mastered in order to communicate well in the global world. Mind mapping technique can be used to improve students' speaking skills. SMPN 10 Bandar Lampung is a study of the implementation of the technique. By improving a good way of thinking, they can develop the words in their mind well so that they can reveal their ideas clearly and make the others easy to understand. In this research, the students of SMPN 10 Bandar Lampung showed that the teaching technique tested was acceptable to the students. Seeing their enthusiasm when listening to the explanations by the researchers then doing the assigned tasks and seeing the final score results showed that this technique was successfully applied even though it was not optimal. In practice the researchers conducted research in class 7B with 30 students. This research was conducted for two weeks with four meetings and based on the data we can see and concluded that the technique can help students to improve their speaking skill. The score of students is increasing so it means this technique delivered by the researcher is successful even though not all of the students get high scores.

Keywords: Mind mapping, Junior high school, Speaking skill.

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INTRODUCTION

In this era of globalization, as we all know, drastic changes have taken place throughout the world. Indonesia is no exception. These extraordinary changes occurred because human knowledge and reason developed. They have a strong desire to achieve something. Human relations are not free from development. Each individual will try to convey they wishes and opinions to other individuals through communication. In today's time communication skills play an important role and one must have mastery over these skills to get success in their respective fields. Subsequently, speaking is an important skill in order to communicate well in this global world and language skills are closely related to English as an international language. Why English used as an international language? obviously, because English is widely spoken all over the world. Rao (2019) also supports the statement that language skills are very important in today's era with his opinion that the need for students to acquire communication skills really helps them to achieve success in their respective fields. As we all know that in the world of education, communication skills, especially English, are now starting to be intensively applied at various levels of education. Looking at the many beneficial factors in the future, the government is now implementing English learning starting from junior high school. This is because at this level students are able to learn the second language well, so that they still understand the national language and are not disturbed by the presence of a second language (English). Thus, the classroom is the perfect platform to acquire good communication skills, especially speaking skills.

Speaking is one of the important skills mastered by students in a foreign language. It involves the process of establishing and sharing feelings, ideas, or messages through the use of spoken language. Specifically, Nunan

(1991; 2003, p.48) mentions speaking is a productive oral skill and it consists of producing systematic verbal utterances to convey meaning. By learning to speak, students will know how to express language communicatively. Students will learn how to express speech meaningfully. Therefore, speaking is one of the important skills that must be mastered by students who learn foreign languages besides reading, listening and writing. In learning English there are 4 skills that are learned, namely integrated empathy in listening, speaking, reading and writing. All of these skills are very important to master, but one of the language skills that is quite complex is speaking. According to Nunan (2003) "Speaking of oral productions of many different genres. Reading poetry, participating in debates, engaging in class discussions, and leaving messages on the answering machine are all different types of speaking. Perhaps the most common type of speaking is talking." When students are able to communicate using English, this ability will be very useful for the future.

Teachers as educators certainly have an important role in developing students' speaking skills. Teachers should understand strategies in their classrooms to develop students' speaking skills in English. However, English speaking skills are important to develop but other skills such as reading, writing, and listening should not be ignored, because these four skills are interrelated. It should also be noted that when speaking English there are many obstacles, both from unfamiliar pronunciation, lack of vocabulary, and students' insecurities, causing difficulties in speaking. Therefore, the role of the teacher is first of all to build students' motivation in speaking English. Finding the right teaching method or technique is the key to developing students' speaking skills. One of the learning techniques in building students' speaking skills is to use the Mind Mapping Technique.

A mind map is a visually depicted diagram of ideas, concepts, information, or other things. Each idea, concept, or information is in a mind map box that is interconnected in an organized manner with lines (links). Budd (2004) conveys mind mapping as a main branch of a topic that has smaller sub-topics that support each other. Or in other words his opinion on mind maps is an outline in which there are major categories emanating from the central image and lower categories being described as branches of a larger branch. Learning models that use concept maps can be accompanied by pictures and material concept keywords that can cover the entire material. Thus, students will be able to easily continue the elaboration of the topics to be discussed because they already have a guide. Mind mapping can be a guide for students in discussing what will be discussed. So that what students discuss can be more conceptualized and students' speaking activities can be more focused and easier to learn.

RESEARCH METHOD

Research Design

This research is intended to see is Mind Mapping technique can improve students speaking skill or not. Especially, to determine the implementation of using mind mapping technique in teach speaking descriptive text at the tenth grade in SMPN 10 Bandar Lampung. This research used quantitative approach to respond to the research questions that required numerical data. Quantitative data, as claimed by Creswell (2012), is the collection of numerical data to explain a particular phenomenon, and specific questions appear ideally suited to be answered using quantitative method. This research was conducted at SMPN 10 The participants in this study were students of class 7B with a total of 30 students. The method in this research was experimental one group pretest and posttest design. The sample for this study was collected using a purposive sampling technique. On the authority to Sugiyono (2011), Sampling is a sampling technique with certain characteristics to observe as defined above, purposive sampling technique is used to facilitate research and determine the research sample that required specific criteria to ensure that the sample collected is consistent with the research objectives.

Data Collection Technique

Data collection in this study was carried out through tests. Researchers do two tests as data collection, consisting of pre-test and post-test that the researcher did do by speaking test. In the assessment process, the researcher was assisted by rater 2, namely a study program friend from the researcher. This is intended therefore the final value produced is objective and reliable. In this study, the researcher maximized the research with 4 meetings. The first was pretest, students were present in front of the class to speaking about one example of descriptive text. The second was treatment, this meeting discussed the outline of what mind mapping is and its implementation in descriptive texts. The third meeting was treatment to students to make mind mapping for their descriptive text then perform in front of the class. Last meeting was posttest for students. To implement this technique the researcher

was used descriptive text. Use the text because it is in accordance with the concept of the technique used and in accordance with the material in their learning syllabus. Consequently, the implementation of this research did not interfere with their learning process.

Data Analysis Technique

After the researcher get the date, the data was processed using IBM SPSS 16 application. The processes that were followed during the data analysis process are as follows:

- Normality Test

Normality test was used to determine if the data from the study variable had a standard score distribution. The IBM SPSS 16 application statistical program was utilized in study to do the normality test. The normality test was examined using the Shapiro-Wilk Test in IBM SPSS 16. If the significance value (sig) > 0.05, the data is declared to be normally distributed. It means that H_0 was accepted, and H_a was rejected (normal distribution). If the significance value (sig).

- Paired Sample T-Test

The t-test was conducted to determine whether or not the researcher's hypothesis was accepted. The researcher. The researcher employed an independent sample t-test. The independent sample t-test was performed to determine whether or not there was a significant difference in the students' speaking ability at SMPN 10 Bandar Lampung before and after treatment. The writer utilized a level of significance of 0.05 to accept the hypothesis if the sign $n < p$.

FINDINGS AND DISCUSSION

FINDINGS

In this research, the students of SMPN 10 Bandar Lampung showed that the teaching technique tested was acceptable to the students. Seeing their enthusiasm when listening to the explanations by the researchers then doing the assigned tasks and seeing the final score results showed that this technique was successfully applied even though it was not optimal. In practice the researchers conducted research in class 7B with 30 students. This research was conducted for 2 weeks with 4 meetings. At the first meeting, the researcher conducted a pretest to the students by distributing a short descriptive text which was then read by the students and then an assessment was carried out. At the next meeting, the researcher conducted classroom learning by providing descriptive text material and applying mind mapping. At the third meeting the researchers began to provide exercises on mind mapping in the preparation of descriptive texts while practicing students' speaking skills. At the last meeting students were given a final test or posttest to see whether the results of the application of mind mapping were successful or not. The following is the result of the data obtained.

Table 1.1 Table Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	30	50.00	75.00	58.7667	8.29492
PostTest	30	55.00	85.00	69.5000	7.51435
Valid N (listwise)	30				

Based on the table above, it can be concluded that the mean score of Post-Test (69.50), $n=30$, $SD=7.51$ is higher than the mean score of Pre-Test (58,76) $n=30$, $SD=8.29$. The minimum score of the pretest is 50.00 and the posttest

55.00. Besides that, the maximum score of pretests is 75.00 and posttest 85.00. It can be explained like this, the total students is 30. For the mean score in pretest is 58.76 with minimum score of students is 50.00 Besides that, in posttest score, the mean score of the students is higher than pretest mean score which is 69.50 with the minimum score is 55.00.

Table 1.2 Result of Pretest

PreTest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	9	30.0	30.0	30.0
	55	7	23.3	23.3	53.3
	57	1	3.3	3.3	56.7
	60	3	10.0	10.0	66.7
	65	4	13.3	13.3	80.0
	70	2	6.7	6.7	86.7
	72	3	10.0	10.0	96.7
	75	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the table above, the total respondents (*n*) is 30. The respondents with the score less than equal 70 comprise 26 (86,7%). The highest score of the pre-test is obtained by 1 respondent with the score of 75 followed by 3 respondents with the score of 72,5 (10,0%). This data shown that students were almost has difficulties to done the test because they can't bring out their mind in word to speaking in front of the class. Students haven't guide to help them while speaking, then it makes they are less of speaking skill.

Table 1.3 Result of Posttest

PostTest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	1	3.3	3.3	3.3
	60	5	16.7	16.7	20.0
	62	2	6.7	6.7	26.7
	67	3	10.0	10.0	36.7
	70	8	26.7	26.7	63.3
	72	4	13.3	13.3	76.7
	75	2	6.7	6.7	83.3
	77	1	3.3	3.3	86.7
	80	2	6.7	6.7	93.3
	85	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Based on the table above, the total respondents (*n*) is 30. The respondents with the score less than equal 70 comprise 19 (86,7%). The highest score of the post-test is obtained by 2 respondents with the score of 85 followed by 9 respondents with the score of 72 (13,3%), of 75(6,7%), of 77(3,3%), of 80(6,7%). Table 1.3 shows the improvement score of the students was increase then before.

1.4 Table 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			
Pair 1 PreTest - PostTest	-1.07333E1	5.78901	1.05692	-12.89499	-8.57168	-10.155	29	.000

DISCUSSION

If the significant 2 tailed value is lower than 0.05 it means there is a significant increase between pre-test and posttest. Then, based on the finding about the minimum score of the pretest is 50.00 and the posttest 55.00. Besides that, the maximum score of pretests is 75.00 and posttest 85.00. It is meaning the hypothesis alternative is accepted.

From the results obtained after the application of the treatment there are two discussions that are talked. The first is the implementation of mind mapping technique to improve students' speaking skill and the result of the research to the final findings are discussed. Most of the students are more interested in speaking the topics that provides where the topics are supported by pictures, symbols, and diagram. Results are obtained of students revealed that mind mapping performed better on the post test. To conclude, the results of this study suggest the existence of positive improvement of the students' speaking ability after they are treated by using mind mapping technique. Organizing information, using pictures and symbol, and abbreviations instead of full words rather than in sentences help the mind mapping can be easily understood by the students. In keeping with Syaiki (2021), mind mapping can balance the brain, help to organize thoughts, improve the creativity, speed of learning and memory. Based on state psychologists that mind mapping is a type of prewriting method as the first stage of the writing process and as the point at to discover and explore our initial ideas about a subject. Pre- writing helps us achieve our goals ideas on paper, although usually not in an organized way and brainstorming ideas that can eventually get there in our letters some people including students who say that writing is difficult have difficulty expressing themselves to get their ideas down on paper, then they have to do a keyword search first. Mind mapping can be a way to solve this problem. Inside this technique allows the teacher to ask questions and teach the students how to pronounce some difficult word. Then when students perform, they can pronounce with good way. in line with Sherri Melrose (2019) in her journal which discusses mind maps within the constructivist learning environment and also supported by Orlova (2017) who said that an environment that supports the learning process can help students' oral skills become better at building confidence in public speaking. In this case the role of the researcher as a teacher really helps students to be able to pronounce some English vocabulary well. when students feel confident that their ability

to pronounce English vocabulary is correct, they will have the courage to speak in public. This certainly increases the confidence of students to be able to speak English fluently.

The second is the final findings of this research. Based on the paired sample test above, it can be seen that the T value of the difference between Pre-Test and Post-Test is -12,89 ($df = 29, p > 0.05$). The p-value of the difference is significant at the 0.05 critical alpha. In conclusion, there is enough evidence to reject the null hypothesis and the use of mind mapping improves students' competence in speaking. From the pretest assessment compared to the results of the posttest assessment, it can be seen that students have increased. The minimum pretest value is 50.00 and 55.00 posttest. In addition, the maximum value of the pretest is 75.00 and the posttest is 85.00. This increase occurred after the treatment was given to students. Giving treatment in the form of applying mind mapping techniques to students is proven to be able to improve students' ability to speak English. When students speak directly without guidance, it is likely that students will experience stagnation or lose ideas due to nervousness or confusion. Therefore, the concept of mind mapping is very useful for students. It is also supported by Ferry (2017), he stated that when students speak, they generally experience stagnation. They do not know what to talk about. Mind maps can help them keep talking. By using mind mapping it will be easier for them to remember the concepts they made before. Mind mapping is used by teachers as a benchmark for assessment in the learning process in line with some researchers conducted. Resi & Wulan (2018) found that mind mapping is useful technique in teaching because can make improvement in students' speaking skill, it is based on the results of the partial test (t test) the calculated value (19.541) is greater than the t-table value (1.670) therefore it can be concluded that the mind mapping learning model variable increased and influenced the speaking ability variable students in the public speaking. Mind mapping techniques can increase students' intentions in learning English. Meanwhile after given treatment, students showed improvement. They started showing themselves. They maintain their confidence, courage and focus on what they have to talk about. They try apply proper grammar and diction variations. They sometimes repaired them pronunciation and restating their speech to gain their fluency. Therefore, it is proved that mind mapping techniques are effective for teaching students' speaking skills.

However, there are many factors that influence the results of these studies. One factor is the teaching media used in teaching. If the media selection is right then it will work students easily understand the material. In the mind mapping technique students need know clear example because it is something new for them. Then the teacher must teach them carefully so that they adapt to the mind mapping technique. In line with Afriansyah (2019) in his journal he said that the media in teaching English is important to make students interested in the lesson. To cover aspects that support students' speaking skills such as; grammar, vocabulary, pronunciation, fluency and comprehension. Supported by Buzan (1960), researchers use appropriate methods such as mind mapping which uses methods such as visual mapping, concept mapping, flow-charting, visual thinking, spider diagramming, memory mapping, which is colorful and uses pictures and symbols, it looks artistic and interesting to make students enjoy learning English. As also said in Quantum Teaching, mind mapping is a creative writing method which makes us easy to remember a lot of information. Damasio (in Quantum teaching, 1994) says that when the brain remembers information, it is usually done in colorful picture, symbol, sound and feeling. The results of the T-test show that students have a positive score. Minimal and the maximum score is different after and before the treatment. Thus, it can be concluded that the mind mapping technique in teaching students' speaking skills is effective implemented.

CONCLUSION

Based on the research findings and discussion, it can be drawn that mind mapping technique was effective to help students learning speaking English in descriptive texts in enjoyable way. Mind mapping could help students to improve their speaking skill in learning descriptive text in terms of enriching vocabularies, pronunciation, increasing creativity, and organizing ideas. As a result, the mind mapping technique would seem to be particularly suited to help students in planning their speaking as the approach encourages students to reach for and adapt a deeper level of understanding of the topics. In this research, the students of SMPN 10 Bandar Lampung showed that the teaching technique tested was acceptable to the students. Seeing their enthusiasm when listening to the explanations by the researchers then doing the assigned tasks and seeing the final score results showed that this technique was successfully applied even though it was not optimal. In practice the researchers conducted research in class 7B with 30 students. The minimum score of the pretest is 50.00 and the posttest 55.00. Besides that, the maximum score of pretests is 75.00 and posttest 85.00. The score of students is increasing so it means this technique delivered by the researcher is successful even though not all of the students get high scores.

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THE CORRELATION BETWEEN LEARNING STYLE AND STUDENTS' LISTENING SKILLS IN FIFTH-GRADE STUDENTS AT SD NEGERI 1 GEDUNG MENENG

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Abstract

The objective of this study is to find out whether or not there is a significant correlation between learning style and listening skills in fifth-grade students at SD Negeri 1 Gedung Meneng. The population of this study was all the students from first grade until fifth grade of SD Negeri 1 Gedung Meneng. However only the fifth-class students were taken as the sample by using random sampling. A descriptive method was used in this study, specifically, this study was a correlational study. The data were obtained by means of a questionnaire and listening test. The data obtained were analyzed by using Pearson Correlations analysis. From the data analysis, it was found that there was a weak correlation between learning style and listening skill in fifth grade students at SD Negeri 1 Gedung Meneng, since the Pearson correlations obtained (0.268) was smaller than r table (0.514).

Keywords: elementary school, learning style, listening skill

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INTRODUCTION

English has been designated as an international language, therefore English has been learned as a foreign language and compulsory subject in Indonesia. Not only junior and senior high school who have English lessons, but at the elementary level there are already. Additionally, there are several components that must be mastered if students want to be fluent in English, they are speaking skills, reading skills, writing skills and listening skills. In line with Burns (2018) students need to learn four English skills. These four skills are important in learning and teaching English. These skills cannot be separated, because all are related to each other. For example it is impossible when we talk to other people, but not listen to what he is talking about. Likewise, it is impossible when we write something, but we don't read it. As supported by Morley (1991) listening is the most common communicative activity in everyday life, we listen almost twice as much as we speak, four times as much as we read, and five times as much as we write because it is the first skill when we learn a language.

Listening is a receptive skill other than reading that teachers must teach students. Listening has an important role in language teaching. According to Ahmed (2015), five essential listening skills are predicting content, listening for gist (finding the general meaning), detecting signposts (understanding the topics), listening for details (finding specific information), and inferring meaning (guessing the meaning). Based on the aspect of listening, listening skills are skills that must be mastered but sometimes teachers do not pay much attention because they only focus so that students can speak English (speaking skills). Whereas speaking and listening are two things side by side, because when we want to talk to other people of course we will also listen to the response of that person. If we can only talk but we can't understand what the other person is saying then the conversation will not take place. It means that the students have difficulty in catching the information from the speaker. The argument is also stated by Nunan (1998) cited in Sadighi & Zare (2006) listening is a basic skill in language learning. Without listening skill, learners will never learn to communicate effectively.

In English lessons at school, listening is a skill that is very poorly learned by students, because the teacher only focuses on speaking, writing and reading. Limited facilities are one of the reasons why listening is rarely taught in schools. So that students assume that listening is the most difficult skill to master. Besides, the reason why listening is a difficult skill to improve is because in listening, students have to pay much attention. Brown (1996) stated that hearing is not just hearing words. Students have to concentrate, and sometimes they feel asleep. It also needs a quiet situation without any noise to do because when there is a lot of noise, listening in English will be hard to do.

To make students easy in the listening subject, teachers have to employ appropriate strategies. The appropriate strategies in teaching listening can be decided based on understanding students' learning style. According to Hilliard (2001), learning styles are the characteristic way in which an individual obtains, perceives and processes information. Learning style refers to individuals' fastest and best way to learn. Every student absolutely has a different way of learning. They have their own way of receiving information from the outside. Some students learn best by seeing, some students learn best by hearing and listening, and others learn best by touching and moving. Learning style is one of the main factors that help determine how and how well the students learn a second language or foreign language which can influence their comprehension in reading, writing, listening and speaking. It means that learning styles have relationships through English skills comprehension. Some research on learning styles and language learning performance show that there is a relationship between learning styles of the students and the success of the students in language learning. Language learning includes English language skills comprehension such as reading, writing, speaking, and listening.

In fact, there are many teachers who do not pay attention to the learning styles of their students. Moreover, many students also do not pay attention to their own learning style whereas knowing it can help them to learn listening easily. According to Chiya in Jowkar (2012), "teachers should consider students' learning styles and enhance students' learning strategies for their successful learning. When teachers are aware of the importance of learning styles and learning strategies, they can provide a good map to their students.

According to Russian (2005), defines learning style as learning approaches as preferred by students. Then, the media used to learn listening skills can be adjusted based on students' learning styles in learning, so that students can achieve the expected goals. Each student has a different learning style, therefore, the teacher must know how each student's learning style is so that when studying in class students feel enjoyment and are not burdened. In addition, by knowing the learning style of students, the teacher can create interesting learning vibes according to the needs of students.

The researcher is interested in conducting this study in fifth grade students at SDN 1 Gedung Meneng, because as we know at this time English is something that must be learned in the hope of mastering four skills, namely speaking, listening, reading, and also writing. In addition, in learning each student has different learning styles to understand the lesson. Therefore, the researcher conducted this study with the title "The Correlation Study Between Students' Learning Styles and Listening Skill".

LITERATURE REVIEW

The Concept of Learning Style

According to Hilliard (2001), learning styles are the characteristic ways in which an individual acquires, perceives, and processes information. In other word learning styles are the ways individual prefers to learn and comfortable in absorbing information with their own ways. Dunn in Dunn and Griggs (2000) stated learning style is the initial way students focus on, process, absorb and remember new and difficult information in them derived from biological and developmental characteristics.

Different learning styles indicate an individual's fastest and best way to learn absorb and understand information from outside. Understanding learning Style is the key to developing individual abilities in work, school, and environment. By understanding it, they can learn easily, communicate easily, and get maximum results in learning. In line with Hilliard (2001) stated that there are no wrong and right or good and bad learning styles, just preferred styles. Although students have a combination of learning styles, they usually have a dominant learning style or their own preferred style. Others usually find that they use Different styles in different situations. It doesn't matter if we sometimes use Different styles in different situations. It's just a matter of login preference learn or absorb information.

The Types of Learning Styles

There are three main types of learning styles: visual, auditory, and kinesthetic. Most students learn best through a combination of all three types of learning styles, however everyone is different. Other students may enjoy learning with their dominant learning style. Below are the types of learning styles according to Shepherd (1999) and Farewell (2000).

Visual Learning Style

In visual style, a person usually excels in using images, pictures, colors, videos, diagrams, overhead transparencies, flyers, and maps to organize information and communicate with others. They can easily visualize objects, plans, and results in their mind's eye. They also have good spatial sense, which gives them a good feeling

Of direction. They can easily find their way using a map and rarely get lost. That blackboard is their best friend. They love to draw, scribble, and doodle, especially with color.

The students need to watch the teacher's body language and facial expressions to really understand the content of the lesson. They prefer to sit at the front of the class to avoid obstructions (e.g. people's heads). They probably think in pictures and learn best from their visual display. During lectures or class discussions, visual learners often prefer to take detailed notes to absorb information.

Auditory Learning Style

Auditory style users are those who like to work with sound and music. They have good pitch and rhythm sensitivity, and can usually sing, play musical instruments, or identify different instrument sounds. Certain music evokes strong emotions. They also notice music playing in the background of movies, TV shows, and more media. They often hum or rap to pop songs, themes, or jingles into their heads without prompting. Also, auditory students will learn best in lectures, discussions, and speaking settings through listening to what others are saying. Auditory students interpret the underlying meaning of speech by listening to the tone of voice, pitch, speed and other nuances. Written information may have little meaning until heard. These ten student benefited from reading the text aloud using a tape recorder.

Kinesthetic Learning Style

If students are more physical, they are likely to use their body and senses touch to learn and understand the world around them. It's quite possible they like it sports and sports, and other physical activities such as gardening or carpentry. These learners usually use larger hand gestures and other body language to convey. When they learn a new skill or topic, they prefer to "jump deep" and play with the physical parts as soon as possible instead of reading or looking at diagrams of how it works. They learn best through a hands-on approach and perhaps discover and find it difficult to sit still for long periods of time and may be distracted by their needs activity and exploration. They want to get up and move.

The Concept of Listening

In daily life, listening is a skill used dominantly by people over the world. People often listen to news reports, songs, watch movies on television, or people often listen to people talking around them in person or over the phone. Listening is a receptive skill besides reading. It emphasizes that listening requires the active participation of the listener. In the same way, Harmer (2001) revealed that listening is a "receptive skill" where people get ideas according to what they heard.

Basically, hearing has a different meaning than listening. Listening involves active processes requiring sound analysis. On the other hand, hearing only passively perceives sound (Underwood, 1989). Listening to language can be defined as the ability to receive and decode spoken communication by processing language samples. Listening is a two-way street process, that involves receiving, or decoding input, and production, involving prediction and compensation.

Factors Affecting Listening Skill

In listening other languages such as English, listeners must have difficulties in doing it. According to Norflee (2014) there are four factors that affect listening. That are (1) the listeners. The more listeners are interested in the topic, the easier it will be for them to listen to the topics discussed. (2) Background knowledge. Without adequate background knowledge, listeners with poor listening skills will have a difficult time accessing information. (3) Style of speech. The way in which people talk may have an effect on listening. If people use speech fasting, listeners may have difficulty accepting the information they are trying to convey understanding. (4) Visual input. For some people, visual support helps with listening new information.

RESEARCH METHOD

Research Design

The method which was used in the research was a descriptive one. Specifically, the research was conducted through correlational research. In this research, the researcher investigated the possibility of a relationship between an independent variable (X variable) and a dependent variable (Y variable). The X variable was the students' learning style and the Y variable was the students' listening skills. Arikunto (1998, p.251) stated that the purpose of correlation research is to find out whether there is a relationship exists between variables, to calculate the strength of the relationship, and to determine the importance of relationships.

Sample

The population of this research is all the students from first grade until fifth grade of SD Negeri 1 Gedung Meneng. The sample was taken by random sampling, since the class for the sample of this research was chosen by the principal of SD Negeri 1 Gedung Meneng. From the population, the researcher got one class as a research sample that is fifth grade of SD Negeri 1 Gedung Meneng, which consists of 15 students.

Data Collection Techniques

To collect the data, the researcher were used two techniques. They were questionnaires and test. The questionnaire was used to find out the students; learning style listening test was used to find out students listening skills. Below are the steps to collect the data in this research.

Questionnaires

Data collection of research uses questionnaires. The questionnaire is a technique of data collection that is done by giving a set of questions or writing a statement for the respondent to answer (Sugiyono, 2016). The questionnaire was distributed to the sample about the students' learning style characteristics in statement form. The purpose of the questionnaire was to find out which type of learning styles the students were. The questionnaire was adapted from Perceptual Learning Style Preference Survey by Joy Reid (1998). The questionnaire was based on the characteristics of each learning style (visual and auditory and kinesthetic learning styles).

Table 1. Learning styles instrument prediction

NO	Dimension (learning styles)	Number of Items	Total of Items
1.	Visual Learning Style	1, 2, 3, 4, 5	5
2.	Auditory Learning Style	6, 7, 8, 9, 10	5
3.	Kinesthetic Learning Style	11, 12, 13, 14, 15	5
Total			15

The instrument indicators of students' learning style can be seen in Table 1. In this study the instrument, each item had five choices which represented each type of learning styles. Those option were based on agreement level of Likert-Style Scale Anchors. The respondents are ask to choose their answer to signify one of the numbers from 1 to 5 based explanation for the numbers, that are:

- Strongly Agree, respondents got score (5)
- Agree, respondents got score (4)
- Neutral, respondents got score (3)
- Disagree, respondents got score (2)
- Strongly Disagree, respondents got score (1)

Test

In this step, a listening test is used to collect the data. In the listening test the form of the question is fill-in-the-blank, consists of 15 blanks. Students must fill in there are 15 blanks that must be filled in with the lyrics of the song To Night You Belong To Me by The Macarons Project.

The researcher obtains the data from 15 students' at the fifth grade of the SD Negeri 1 Gedung Meneng. In this research the researcher distributed questionnaires in the google form to collect the data and find out in which type of learning styles the students were. In addition, the researcher also conducted a test of students' listening skills. So, this study aims to prove whether there is a correlation between student learning style and students' listening skills.

FINDINGS AND DISCUSSION

FINDINGS

After doing research at SDN 1 Gedung Meneng the researcher got the data obtained from questionnaires and tests of students' listening skills. This research was conducted with 15 students, from fifth grade of SDN 1 Gedung Meneng. In addition, this study was only conducted for 2 meetings in different weeks. at the first meeting, the researchers distributed questionnaires to be filled out by students, after that at the second meeting the researchers tested students' listening skills by distributing questions containing song lyrics that had been left blank for several parts, then students had to fill in the empty parts based on what they heard from the song which is played.

Table 2. Statistic of Perception (Learning Styles) and Test (Listening)

		Statistics	
		Perception	Listening
N	Valid	15	15
	Missing	0	0
Mean		3.3873	44.4667
Std. Deviation		.18429	23.23749
Minimum		3.20	13.00
Maximum		3.87	87.00
Sum		50.81	667.00

The table is showed the result of statistical frequency between perception (learning styles) obtained by the questionnaire and listening score obtained from the test of listening skills, which was conducted by 15 students from fifth grade of SDN 1 Gedung Meneng. The average perception (learning styles) is 3.38, while the average of listening score is 44.46. The minimum result for perception (learning styles) is 3.20 and the minimum result for listening is 13.00. While the maximum result of perception (learning styles) is 3.87 and the maximum result of listening is 87.00.

Table 3. Correlations Between Perception (Learning Styles) and Listening skill

		Correlations	
		Perception	Listening
Perception	Pearson Correlation	1	.268
	Sig. (2-tailed)		.335
	N	15	15
Listening	Pearson Correlation	.268	1
	Sig. (2-tailed)	.335	
	N	15	15

According to the table above, the researcher draws conclusions by referring to the two bases for making decisions in the Pearson bivariate correlation analysis above.

Based on the significant value of Sig. (2-tailed): From the table above it is known the value of Sig. (2-tailed) between perception (learning styles) as variable X and listening as variable Y is $0.335 > 0.05$, which means the value of Sig. (2-tailed) is greater than 0.05. So, based on the guidelines for the degree of relationship with the Pearson Correlations value of 0.268, it means that the relationship between variables learning style (X) and variable listening skills (Y) has a weak correlation. The type of relationship between variable X and variable Y is positive, which means that the higher the X variable, the higher the Y variable.

Based on the calculated r value (Pearson Correlations): It is known that the calculated r value or Pearson correlations for the relationship between perception; learning styles (X) and listening (Y) is $0.268 < r \text{ table } 0.514$. It can be concluded that the relationship or correlation between variable X and variable Y was weak, because the calculated r value or Pearson correlation is smaller than the r table value.

DISCUSSION

From the data of students learning style and their listening skills, it was found that the value of Pearson correlations is smaller than r table value. This means learning style has a low or weak effect on students' listening skills. It was possible to happen because each student has their own style of learning English and understands it very well which will influence the results they get. It is also supported by Faridah (2014) research entitled *The Relationship Between Students' Learning Style and Their Achievement in Listening Skill (A Correlational Research at The First Grade of SMA Negeri 01 Pamijahan Bogor)*. From the research findings, it can be concluded that there is no significant relationship between students' learning styles and their achievement in listening skills and all students use all visual, auditory and kinesthetic learning styles in learning listening. The most dominant learning style used in his research is the auditory learning style with a percentage of 82.2% of the total sample.

The success of each student comes of the ability to provide a variety of learning styles. The result of this study could happen since learning style was not only one factor than affected listening skills. In line with Bhatti & Bart (2013, p. 1) stating that these findings contradict and reject the theory that learning styles influence performance. The discovery of insignificance occurred since learning style is not the only factor that influences student achievement both in listening skills and other subjects. Insignificant results are likely to occur because learning styles are not the only of factors that influence students' listening skills. Several other factors have been discussed in the previous chapter. Learning time experience can also be one of the factors that influence students' listening achievement. In other words, the longer the experience, the more knowledge they get. As well as, that another factor should not be ignored is the condition of students when taking the test. Ellis (2003) also stated that there are several other factors that affect achievement such as motivation, talent, cognitive abilities, interests, weather, and others.

This insignificant result does not only occur because learning style is not the only factor that influences students' listening skills, but also because it is not the most dominant factor affecting students' listening achievement. The researcher considers that the difference in the learning experience is the most dominant. This can cause students to have different experiences and knowledge. The difference in knowledge of course causes them to have different listening abilities. This is in line with Rost (1991, p.3-4) which includes synthesis skills which consist of using background knowledge as one of the skills that shape one's listening ability. Besides that according to Norflee (2014), there are also several factors

that influence the listening process such as listener factors, background knowledge, speaking style and visual input. Since these factors occur when students listen, students will experience difficulty in listening. With this the researcher believes that these other factors have a dominant effect on students' listening skills.

CONCLUSION

Based on findings and discussion the researcher concluded that there was weak correlations between learning style and students' listening skills in fifth grade students at SD Negeri 1 Gedung Meneng. Since the Pearson correlation is smaller than the r table value ($0.268 < 0.514$). In this case, the other factors may give a more dominant effect through it. Considering the insignificant correlation between students' learning styles and their listening skills, teachers and students need not pay much attention to influencing students' listening skills. However, it should not be simply ignored. As previously mentioned, there are several characteristics of each learning style. Some of them can be useful for students in facing listening courses. If they can empower those characteristics it will really help them.

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TEACHING ENGLISH THROUGH YOUTUBE VIDEOS TO IMPROVE STUDENTS' LISTENING COMPREHENSION FORTENTH GRADE OF SMK NEGERI 8 BANDAR LAMPUNG

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Abstract

This research focused on whether teaching using YouTube Videos would improve students' listening comprehension. The method used in this research was quantitative. This research used one group pre-test and post-test design. The researcher conducted this research at SMK Negeri 8 Bandar Lampung, and carried out this research for tenth grade, especially in class X AKL 2. The researcher measured the normality and reliability of the test to ensure the data was valid. To find out the final results in this study using the IBM SPSS 22 application to determine whether the hypothesis is accepted or not. Following that, the students pre-test mean score was calculated 73,03. In the post-test, the mean score was 81,51. This study's significance value (2-tailed) was 0.000 ($p < 0.05$). As a result, H_0 is rejected, but H_a is accepted. In other words, there was a significant increase in students' listening comprehension between the pre test and the post test as a result of using the YouTube platform to teach listening to students' in the tenth grade at SMK Negeri 8 Bandar Lampung.

Keywords: *Listening Comprehension, YouTube*

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INTRODUCTION

English language is one of the most important languages in the world for its role as an international language. Considering the importance of language, in the Indonesian education system, English becomes one of the subjects that must be learned by the students in junior high school and senior high school. According to Brown (2000, p.5), language is a system that consists of conventionalized vocal, written or gestural symbols used to communicate with one another. There are four comprehensions that people should master in learning English such as listening, speaking, reading and writing. The comprehension which is being highlighted is listening. It is a skill that must be mastered as well by the students.

Ozcelik, Van den Branden, & Van Steendam (2019) explore that students mostly faced identical problems on listening; process, listeners, the factor effects, and input and information. Then those problems are followed by social and task problems (Danial, 2022). Listening is one of the language comprehension that plays an important role in the teaching and learning process. Brown (1996, p.234) argues that the importance of listening in language learning cannot be overemphasized. Over time, teachers will need to improve their media to facilitate the learning process. As you know, at this time there are many streaming media that can be used as learning media, especially listening. Researchers use these media to make students interested.

Nowadays, the phenomenon of relying on technology as a way of life for students has both positive and negative effects. Technology allows them to access a wide variety of information and interact with anyone, anywhere, anytime. On the other hand, this technology may take several hours while using "chat" or other applications. This allows you to divert time that should be used for other, more useful activities such as studying. The researcher chose YouTube Video as a medium for learning material in English to increase the capacity of listening to students because of making students more interested to learn English. As known, in Indonesia English is not a mother tongue. And not a few students or even people feel difficulty even reluctant to learn and understand English. But, because in this increasingly advanced era English is a language that is needed to communicate with a wider community, it should be that students master English. Therefore researchers use

YouTube application media to improve students' desires and interests to improve the comprehension of listening with use YouTube videos.

The selection of SMK Negeri 8 Bandar Lampung schools as the application of this research, the reason the researcher chose this school was also because the researcher had conducted interviews with the deputy of curriculum and the English teacher at the school. And also, because this school is the same as vocational based where children will be directed directly to work after graduating from vocational schools. Therefore the researcher wants to do this research at the SMK Negeri 8 Bandar Lampung school. On YouTube, there are lots of interesting videos about lessons or for entertainment, it is common for students to use this application, so they won't be unfamiliar with the application. Therefore, the researcher wants to use the media that is often used by these students to make it easier and see how much the effectiveness of this media is to increase students' hearing power when learning foreign languages, especially English. The researcher has summarized several studies that are relevant to the relationship in this study.

Based on the explanation above, quoted from Setiawan, Styati & Vendityaningtyas (2022) the students' listening comprehension is better because students can catch the material presented with used YouTube as a medium. And from Chien, Huang & Huang (2020) stated that using YouTube Videos as a media to improve students' listening comprehension was successfully validated. Following that Cahyana (2020) also stated that YouTube as a learning media was showed positive impact on students' to learning English and also it is very helpful for the teachers to delivering the topic. The conclude from the experts above was shown that YouTube Videos gave good impacts to improving students' listening comprehension. Listening is one of the essential comprehension in language learning. As a kind of input, listening is the foundation of speaking and writing. If a student does not receive their input effective listening, their two output comprehension of writing and speaking become more difficult, so their performance declines. Listening is important because it helps students build a foundation in speaking and writing. Quoted by Saputra (2018, cited Shockingawful 2017), in listening comprehension has four elements, such as: Ability to Focus, General Understanding, Listening for Details and Accuracy for Answer (Vocabulary).

RESEARCH METHOD

In this research, the researcher using quantitative method, the researcher can get definite results and find out which one is more effective for improving their listening comprehension in learning foreign languages, especially English. Using quantitative methods, later the data that has been obtained will be processed using IBM SPSS 22 application to see the effectiveness of the methods that will be used by the researcher to improve students' listening comprehension.

The researcher used tenth grade students because their still lack of listening comprehension, and because their just graduated from the junior high school so their lack of the listening comprehension. Also, tenth grade students is a suitable grade in this research because the students can improve their listening comprehension so while their in the future the students will not get a difficult things when learn English lesson and listen someone who speaks in English language. The subject of the research choose randomly, because it chosen by the Deputy of curriculum. The selected class is X AKL 2 with a total of students are 33.

Data collection Techniques are the way to collect data used in this research. In collecting data, the researcher used pre-test and post-test. The methods are used to find out is the media can give significant results in improving students' listening comprehension when using English videos as learning methods in the classroom. After students completed the test, the researcher will calculated the total score of the listening test results. The questions were multiple choices and have total 20 questions.

FINDINGS AND DISCUSSION

In this chapter, the researcher discusses several aspects of the research findings. The result quantitatively stated the projected final effect at the outset of the research. The t-test was employed to compare the pre-test and post-test scores. That scores were used to make comparisons. In the Pre-test, it was observed that the maximum score was 90 achieved by three students, the lowest score was 40 achieved by one student, and the mean score was calculated 73,03. As know the mean score was still lower than the minimum criteria score. The minimum criteria score in English lesson is 75.

Table 1. Results of Students' Listening Score in Pre-Test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40.00	1	3.0	3.0	3.0
65.00	3	9.1	9.1	12.1
70.00	8	24.2	24.2	36.4
75.00	10	30.3	30.3	66.7
80.00	4	12.1	12.1	78.8
85.00	4	12.1	12.1	90.9
90.00	3	9.1	9.1	100.0
Total	33	100.0	100.0	

With the table of data score in pre-test shown that the lowest score in pre-test is 40 by one student and the highest score is 90 by three students.

Following the pre-test, the students were introduced to learning listening by watching YouTube videos. Based on that, the researcher conducted the post-test to the students in order to determine the students' progress in learning listening.

Table 2. Results of Students' Listening Score in Post-Test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 75.00	2	6.1	6.1	6.1
80.00	12	36.4	36.4	42.4
85.00	3	9.1	9.1	51.5
90.00	2	6.1	6.1	57.6
95.00	12	36.4	36.4	93.9
100.00	2	6.1	6.1	100.0
Total	33	100.0	100.0	

According to the table above the data shown that the lowest score in post-test different with pre-test score. The lowest score in post-test is 75 by two students and the highest score is 100 by two students. Based on the table shown, the researcher can conclude that this method can be used to improving students' listening comprehension while learnig english in the class using YouTube Videos as a media.

After that the test provided a wide range of results, which were compared using t-test to check if the score increased. The analysis was finished with sig. t-count > t-table at a 5% level of significance and a p-value of < 0.05.

Table 3. Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Paired Sample 1 Pre-Test – Post-Test	-8.48485	4.91885	.85626	-10.22900	-6.74070	-9.90909	32	.000

According to the preceding data, the score t was -9.909, with a significant score of 0.000. this study’s significant value (2-tailed) was 0.000 (p <0.05). It indicates that the findings of the initial and final test significant difference. According to descriptive statistics, the final test surpassed the previous test. It indicates that teaching listening using YouTube Video as supporting platform is efficient.

The findings in this study suggest that using YouTube videos to teach listening in English classes was significantly can improve students’ listening comprehension. According to Qomariah (2021) YouTube is a rich source of authentic materials especially in English lessons which could give motivate students to interact in an educational capacity through English language videos. YouTube, an important offshoot of digitalization, is leading the charge as the most multipurpose medium for content transactions in the classroom and outside the classroom.

Based on the score in pre-test and post-test the students’ score was significantly improve. Using YouTube as a learning media in the classroom has various advantages, such as improving student enthusiasm in learning in class, having videos that are varied and refreshing for students to understand can also make students understand more about the things being discussed using logic as well as hearing when they watch videos using the YouTube platform. Qomaryah (2021) said that Learning English through applying YouTube with relevant videos has become one of the alternatives or main sources of learning within the improvement of English students’ listening comprehension performance. The English learning videos provided by YouTube present illustrative images in which the students can learn the materials through visual and audio aids.

The findings provide an important contribution to listening comprehension in English study by using YouTube as a platform in teaching and learning activities. The findings of this study are supported by Qomariyah (2021), said that YouTube videos made the students feel easier and fun to learn listening comprehension in the classroom. Even though teaching with YouTube videos uses gave positive, some students still found difficulty in learning some listening materials. The reason why some of the students felt difficulty due to listening skill was undeniably difficult than other skills.

CONCLUSION

The researcher has presented a new method of teaching approaches at SMK Negeri 8 Bandar Lampung by presenting the researcher’s thoughts in this study, which improves the understanding of listening comprehension in English class. The researcher has taught by utilizing YouTube as a medium for developing English listening comprehension and narrative text materials for tenth-grade students.

The use of the YouTube platform in teaching listening to students’ listening comprehension, this study covers a medium that can make students more enthusiastic, feel entertained as well as new things in class learning

by using video when learning English. From this all students' pre-test average score is 73.03. And in the post-test the average value of students is 81.51.

This study also has a significant (2-tailed) value of 0.000 ($p < 0.05$). The result of this study is H_0 is rejected and H_a is accepted. It means that this YouTube platform gives significant results to improve students' listening comprehension in terms of pre-test and post-test scores from using YouTube videos as a media for teaching listening comprehension in tenth grade student at SMK Negeri 8 Bandar Lampung.

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PRE-SERVICE TEACHERS' STRATEGIES IN IMPROVING STUDENTS' SPEAKING SKILLS

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Abstract

Pre-service teacher education is an essential component of every teacher's education curriculum since it prepares student-teachers to become competent educators in the future. English is becoming the universal language used for communication in both local and international contexts. Speaking is regarded as the most crucial ability that must be thoroughly acquired when learning a new language among four essential language skills. The capacity to speak is also among the most important skills we develop since it enables us to interact with people and convey our feelings. The factors that contribute to neither success nor failure in the process of acquiring a language must be understood by teachers if they are to assist their students in learning English more successfully. Furthermore, as a teacher, you must provide teaching that demonstrates how numerous turns in communication improve students' abilities to communicate more fluently, ask, respond to, and answer questions, as well as change their thoughts about topics. By asking the respondents a number of questions, the aim of the research was to determine what factors influenced students' success or failure in learning English through speaking strategies. As a result, there are a number of challenges and variables that affect whether or not students are successful in using speaking strategies to learn and teach English.

Keywords : *Pre-service teachers, Speaking, Teaching English*

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INTRODUCTION

In our modern world and in the global community, knowing English is essential. In order to satisfy their requirements in life, humans need to communicate. People can communicate verbally and in writing. People use written and spoken language to interact with one another and communicate in daily life. As a language of science and technology, English can be used by everyone to broaden their horizons and overcome specific obstacles. Any teacher education program must include practicum teaching because it gives aspiring teachers a chance to put the concepts they have studied into practice in a real classroom. However, practice teaching in education is still difficult because it does not adequately prepare student instructors for their actual classroom teaching, claim Haigh, Pinder, and McDonald (2006). These trainee teachers will learn how to handle and manage not just their daily teachings but also the students and their classroom through ongoing observation and guidance from the teacher educators. This is why Tuli and File (2009) referred to pre-service teachers' practicum teaching experiences as the "the vast majority essential component of the teacher preparation program". Language theorists have put up a number of definitions for speaking. Speaking ability was described by Harmer (2001:269) as the capacity to speak clearly and fluently while simultaneously having the capacity to understand language and information "on the fly."

Developing a simple sentence structure and using understandable language when speaking. Additionally, they must learn how to transmit language's meaning in accordance with the topic at hand. Speaking refers to a person's capacity to produce sounds and communicate ideas that are in their minds. Speaking, according to Nunan (2003, p. 48) (as cited in Mart 2012, p. 91), is an oral demonstration of skills that involves formulating a deliberate verbal phrase to convey meaning. According to Brown (2004: p. 140), speaking is an interactive method for creating meaning that entails differently producing, receiving, and processing information than writing. Students learn sentence structure and concept organization by speech. Moreover, according to Arini & Wahyudin (2022), one of the English language

skills that students must develop is speaking. It is a useful ability that produces speech to communicate thoughts, information, and meaning when interacting with others.

The ability of the students to speak effectively must be supported in the speaking class by effective classroom management and teaching about speaking. Speaking is the intentional utilization of language to communicate thoughts or information so that other people can understand you (Arini & Wahyudin, 2022). Then, speaking lessons are meant to help students communicate effectively because this involves more than just correctness but also fluency. Additionally, since English is a foreign language in Indonesia, students may experience challenges speaking English (Mandasari & Aminatun, 2020). In order to achieve communicative competence in a language classroom, according to Brown (1994:29), instruction must focus on all of its elements, including organizational, pragmatic, strategic, and psychomotor skills. The ideal way to achieve communication goals is to give sufficient importance to language use, rather than just usage, fluency, rather than accuracy, authentic language and context, and students' eventual need to apply classroom knowledge to previously unrehearsed circumstances in the real world.

When learning English, the factors that affect students' ability to speak fluently may come from the students themselves or from the media they are exposed to while learning the language (Mandasari & Oktaviani, 2018). Every teacher has their own learning strategies in teaching their students. The teacher definitely wants students to succeed in their studies. Learning strategies are commonly defined as the operations or processes which are consciously (or unconsciously) selected and employed by the learner to learn the target language or facilitate a language task (White 1999, cited in Hurd & Lewis 2008, p. 9). All language learners utilize learning strategies, but Oxford (1990) indicates that successful language learners engage them more frequently, more purposefully, and with greater awareness. As well as this speaking skill, if you don't master this skill, it will be difficult for someone to communicate with the other person. "Practice makes perfect" when it comes to developing English speaking skills. Listening to English, understanding grammar and reading can all help slightly, but they're never going to improve English speaking skills to the extent it is possible. As ESL students, understanding the nature of English can be a real struggle. Students with different native languages can be at a disadvantage because of the nature of English.

Here are some helpful tips on how to develop English speaking skills:

1. Learn new vocabulary, because in English you will always find new words. So as a teacher, you have to help students to want to keep knowing new words in order to improve their English.
2. Focus on pronunciation. If you have got new words, but still misspelled them, it is easy for students not to understand them. Invite students to always find out the correct pronunciation, such as playing games related to the correct pronunciation of words. As much as possible the teacher should attract the attention of students so that learning is not monotonous.
3. Ensure they understand how English flows. With ESL students, an important focus on how to develop English speaking skills is to get them into the flow of how English is usually spoken. Because as we know, students' mother language is different from what they are learning now.
4. Get them to practice self-talk. This involves getting them to talk loudly in English to themselves. This could be before completing a task, such as "shall we go and grab a coffee?" to "I need to go to the gym tonight."
5. Encourage your students to download practice apps. This can break down difficult language into manageable chunks that can be practiced on the go at regular intervals.

According to Ur (1996: 120), class activities that help students improve their skills for verbal expression would seem to be an essential part of a language education. Ineffective teaching and learning methods and strategies may give rise to some new problems. The exercises that were conducted in class left the students feeling bored and most of them feeling tired. As a result, their interest in participating in the lecturing activities gradually waned. Additionally, Ur (1996: p. 120) lists a few traits of effective speaking actions. First, students speak a lot. The majority of the time given for the activity was really

spent listening to learner talk. Although it may seem obvious, instructor discussion and pauses frequently take up the majority of the time. Then, participation is then equal. Discussion in the classroom was not dominated by a small group of talkative students who all receive a turn to speak, and participation are divided fairly evenly. After that, motivation is high after that. Learners are eager to speak because they are enthusiastic about the subject and have something unique to express, or because they want to assist the group in achieving a work goal. The language is of a good standard. In terms of grammatical correctness, relevance, and ease of intercommunication, learners' utterances should be appropriate.

In general, the problem faced by students when learning English is that when talking to others, they are hesitant and afraid of being wrong if their friend or interlocutor doesn't understand what they are talking about, they feel distrustful of themselves and emit words like "ee" "em" like that. Here, there is a lack of interest in the teaching activities, a lack of motivation to participate in teaching and learning process, fragmented and halting speech, the use of another language's terms and laughter as gap fillers, the use of non-specific linguistic vowels as pause fillers, less time given for active participation in class (teacher centeredness), and monotonous teaching methods.

RESEARCH METHOD

This study uses a qualitative research method which aims to determine their perceptions of speaking strategies, what makes students successful and unsuccessful in speaking English. Then, by collecting data using google forms to create a questionnaire and distribute it to 26 people from the English Education Department. The first procedure is collecting data, then comparing and proving, the last is making the conclusions. The instruments used are questionnaires, perception questionnaires, and data from the internet. The question consists of 7 items. Here's the questions:

1. Are you familiar with speaking strategies in teaching English?
2. Do you think if the teacher uses a speaking strategy, it can help students improve their English?
3. If you have a chance to be a teacher, what do you focus on the most to help your students succeed in speaking?
4. If you're a learner, what makes you able to improve your speaking in English?
5. In your opinion, what makes students fail in mastering speaking skills?
6. Tell me your reason, why did you choose that answer in the previous question?
7. What do you do to improve your students' speaking skills?

FINDINGS AND DISCUSSION



Figure 1. Speaking strategies in teaching English

According to the figure 1 the respondents stated that there is one person who answered "no", maybe they felt miscommunication with what the researcher asked. However, 96% answered "yes". This strategy is very familiar among students who study foreign languages, especially English. Like today, English has become a global language and has even become an international language, which of course,

everyone is required to be able to, at least understand. Because in every school now English has become a subject that must be studied by students.

Do you think if the teacher uses a speaking strategy it can help students improve their English?

26 jawaban

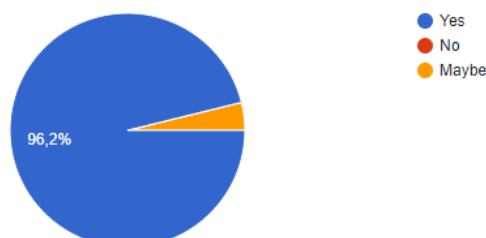


Figure 2. Speaking strategies can help students to improve their English

For the second question, the respondents think that speaking can improve students' abilities in their English. Speaking is a skill that should be mastered by someone who uses English to communicate with the other person. The students can express their ideas, wishes, opinions and attitude in speaking. Then the partner must pay attention to the speaker to decode the message and finally is able to give appropriate responses to the partners. So, speaking helps other to know you and it helps you to know others.

If you have a chance to be a teacher, what do you focus on the most to help your students succeed in speaking?

26 jawaban

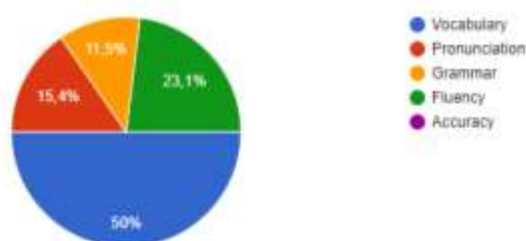


Figure 3. The aspect from speaking in teaching

Each student has their unique set of skills and study habits. Nevertheless speaking skill can be achieved in numerous ways. Some of them can speak English with ease because they have good grammar, a sufficient vocabulary, clear pronunciation, and accuracy in word choice, while others struggle because they lack the necessary vocabulary and have poor grammar. Since it's necessary to learn how to speak, everyone has to first comprehend what they are saying.

Based on the questionnaire that distributed, 50% of people chose vocabulary as the biggest influence in increasing students' success in learning English. Most of them said, because if we have a lot of vocabularies, it will make it easier for us to string words in English, use them to communicate and it will really help to improve our proficiency in English.

The second 23.1% is fluency. In English, it is also important to focus on helped students succeed. Because if the students already have a lot of vocabulary but are not fluent in using it or the pronunciation is wrong, it is the same as not mastering it. Moreover, it will be a quite difficult to understand later in communication. As much as possible fluency and pronunciation should also be considered. The speaker produces spoken language by speaking English with good fluency and accuracy (Arini & Wahyudin, 2022).

And the last, there are grammar and accuracy. Because none of the respondents chose accuracy, so let's talk about grammar. Actually, Grammar is an important part of the Component of speaking skill because the correct and directed vocabulary arrangement is important for conveying information orally. Speaking with the wrong grammar will make you fail to convey ideas or information. On the other hand, it doesn't matter if there is something wrong with our grammar, we are having a conversation or communicating, as long as the other person understands what we are talking about. After, we realize that our grammar is wrong, we have to correct it properly and don't make the same mistake anymore, because that is part of the learning process.



Figure 4. The activities to improve speaking in English

According to the figure 4 there are about 53.8% of them chose to listen to English songs. Why is that? According to several articles, it means that the notes in the song will make our hearts feel calm, comfortable, happy, following the music. Even the lyrics that are poured are related to what we feel. Usually if we like something we will definitely do it repeatedly, well so does music, when we like it we will always hear it by heart. Additionally, studies have shown that learning English through songs is a rapid way to do so in a way that will make you happy and desire to learn more. Moreover, examples of outside the classroom language learning strategies include listening to music, watching movies, reading novels, and vocabulary exercises (Wahyudin et al., 2021). They may organize their hobby to suit their interests, which makes learning English fun and prevents boredom.

Then, practice; like chitchat with native speakers. Naturally, speaking English fluently requires practice every day if we want to improve. Surely we need an interlocutor who is more eloquent than us, so that if we make a mistake, he can correct it or if with peers can correct each other. This is also one of the big influences so that we can improve speaking in English. Based on their abilities for learning and how they respond to education, students are different from one another (Wahyudin & Rido, 2020).

Lastly, it watches the movie without subtitles. Maybe this is the dream of some people who want to watch English films but without reading subtitles. Because if it can do that, it means that the people have started to master English. And it is also the big achievement in improving the English. After that, read the book with full English. Maybe not only some people like it, but also everyone doesn't like reading. In spite of, it can be a good option for students because they can discover a lot of new vocabulary and to improve their English as well.



Figure 5. Failure in learning English

Based on the question above, 57.7% of people chose many failures in mastering speaking skills as being unconfident. Why is that? Because it is fear that causes many of them to rarely practice their English' speaking skills by talking directly to other people. However, if they have high self-confidence to speak in English, the process will be smoother to get the expected results. If likened to, self-confidence is a key to open the door of doubt that has been a barrier when you are trying to find a way out. In addition, according to respondents, many of the English learners do not have much vocabulary, so they are afraid to communicate using English.

Here are some responses based on respondents:

"I think confident is number one to make you fluency in English, because sometimes people afraid to make a mistake, but they don't realize everyone make a mistake in learning language and from the mistake we can be better again."

"Learning English isn't about education anymore, but lifestyle. As an international language, everyone should at least learn about basic English skills. The hardest part of learning English is the student's confidence that really hard to build. So, it must be a great teacher's responsibility to make it happen."

Furthermore, 19.2% for "They have low motivation in the learning process" it means that motivation is one of the most important things for teachers in the classroom. Because a positive influence will make students more secure, comfortable, and understand in the lessons given. However, if they don't get it will be difficult for them to follow the learning process. Meanwhile, 15.4% of respondents said that teachers used a monotonous teaching style, which is related to the preceding claim that students will lose interest in class more quickly and engage in other activities if they feel uneasy about the way the teacher is simply lecturing. As teachers, it is important for us to have thousands of learning techniques to be more creative and not monotonous.

In spite of the other responses indicates that "they don't like those activities" maybe some students don't like English because it is considered difficult so they are lazy in the lesson. As teachers, we must guide them not to let English become a frightening specter for them. Then, another respondent said that "Because I think motivation is very necessary to affect the learning process for students. Especially in speaking skills, because if we have a great motivation to learn English, it will be much easier to be able to speak English fluently. And every language can be learned, but still if it is from white yourself that determines fluency in language". Then, there is the different response, "Sometimes, the teacher gives a very monotonous learning method so that students are lazy to listen and finally students do not understand what is being conveyed."

Apart from that, according to the respondents, other strategies needed to improve students' speaking skills are to use songs and dictionaries. Because in a song many words will be said with students. So that it can help students to speak English. Likewise with dictionaries, such as the Cambridge online dictionary, students can hear how to pronounce a word correctly and students say the word correctly. According to the respondent, this method is effective in improving students' speaking skills.

In addition, there were other respondents who stated that a suitable strategy for improving students' speaking skills was when students were not allowed in class if there were friends who did not use English, if they sounded not using English, they would be subject to punishment, such as memorizing vocabulary or telling stories using English in front of the class. This means that it can improve students' speaking, because students will continue to be forced by circumstances to be able to speak English. Regarding telling stories using English in front of the class can also improve students'

speaking. Because by telling stories, not only speaking skills are obtained, but improving pronunciation and vocabulary skills as well. Other respondents also agreed with the statement that dialogue with sesame friends is an easy and fast strategy to improve students' speaking skills.

The results of the research confirm O'Malley and Chamot's (1990) statement that more successful (high speaking performance) students frequently employ a broader variety of strategies and apply them in more contexts to aid in the effective completion of language tasks. In contrast, students who perform poorly in speaking activities not only have fewer strategies, but they also frequently employ methods that are inappropriate for the job at hand and do not aid them in successfully completing language tasks. In other words, the development of speaking proficiency was boosted more by the use of efficient language learning techniques.

CONCLUSION

Learning to teach is a difficult process due to the duties and responsibilities that teachers must fulfill, the structure of schools and classrooms, the diversity of students, and the type of pre-service teacher training they receive. Because of good guidance and monitoring from the mentor teachers should all be taken into account in order to better prepare student-teachers to become qualified teachers in the future. In a nutshell being able to talk effectively is one of the most crucial skills we can learn since it enables us to interact with others and convey our feelings. Formal and informal speaking abilities are two categories of speaking abilities. Speaking in front of a large audience or performing in front of a class are examples of formal skills that are similar to speaking in Indonesian. Conversely, conversational abilities are crucial for establishing emotional connections with friends and family. In speaking, students learn how to structure thoughts, put phrases in order, and express words orally while using clear pronunciation and extensive terminology. They must also learn how to convey the language's meaning in accordance with the situation in which they are speaking. After that, the teachers must allow the students to discover who they are by letting them speak in class frequently, converse in English with classmates, and practice a lot. Remember to always encourage students to talk more actively and expand their vocabulary so that they have a wide range of words available to them.

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THE POWER OF PHONOLOGY: ANALYZING THE IMPACT OF SOUND STRUCTURE ON LANGUAGE

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Abstract

Language served as a significant symbol of a nation's identity and played a crucial role in shaping the shared values and norms within a national community. Phonology, the study of symbolic sounds in a language that was cognitive abstractions rather than precise reproductions of actual sounds, was the focal point of this research. The main objective of the study was to thoroughly examine how the way we produced and perceived speech sounds influenced different aspects of language. The researchers aimed to understand the impact of sound structure on language by analyzing the organization and patterns of these sounds. It was concluded that phonology, as a field of study, offered valuable knowledge for researchers and educators, contributing to effective communication and a deeper understanding of language structure. The findings of the study emphasized the significance of sound structure analysis in exploring the intricate relationship between sounds and language, ultimately enhancing our comprehension of human communication systems.

Keywords: Phonology, sound structure, language, impact, linguistic

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INTRODUCTION

The power of phonology lies in its ability to analyze and understand how the structure of sounds influences language. Phonology explores the intricate relationship between speech sounds, their production (articulatory phonetics), perception (auditory phonetics), and the underlying physics involved (acoustic phonetics). By studying phonology, researchers gain insights into how sounds are formed, heard, and represented in different languages.

Furthermore, phonology delves into the organization of speech sounds within individual languages. It investigates how these sounds are systematically arranged into linguistic systems, such as phonemes, syllables, and phonological rules. For instance, phonology examines how sounds can be combined, the relationships between them, and the ways in which they interact and influence one another. Understanding the role of phonology in language is crucial for comprehending the structure and patterns within a given language. By exploring phonological systems, linguists can uncover the principles that govern the formation and organization of speech sounds. This knowledge allows for a deeper understanding of how language is constructed and how it varies across different linguistic contexts.

The study of phonology has far-reaching implications. It helps researchers analyze the unique characteristics of languages, identify language-specific phonological patterns, and compare them across different linguistic communities. Additionally, phonological analysis aids in the development of effective language teaching methodologies, speech therapy techniques, and automatic speech recognition systems.

The study of phonology is a powerful tool for unraveling the intricate relationship between sound structure and language. Through its analysis, researchers gain insights into how sounds are produced, perceived, and organized within languages, ultimately contributing to a deeper understanding of the fundamental nature of human communication. In phonology, we encounter symbolic sounds that

are cognitive abstractions. They serve as representations or symbols that stand for the real sounds we hear in language. These symbolic sounds are mental constructs that help us study and analyze how language sounds work, but they are not the exact physical replicas of those sounds.

Phonology focuses on the patterns and relationships among these symbolic sounds. It investigates how they are organized, combined, and used within a language system (Odden, 2005). By studying phonology, we can uncover the underlying rules and structures that shape the sounds we perceive in speech.

Distinguishing phonology from phonetics is important. While phonetics examines the physical properties of sounds, such as how they are produced, heard, and measured, phonology goes beyond that and looks at the abstract representations of sounds in language. It explores the symbolic nature of sounds and how they function within a linguistic system. By understanding this distinction, we can appreciate the fundamental role of phonology in analyzing the symbolic representations of sounds and uncovering the patterns and structures that govern language. It allows us to delve into the fascinating world of how sounds are organized and used to convey meaning in human communication. The path of sound in a classroom may have a significant influence on how well sound-field systems perform. When a classroom has poor acoustics, sound does not travel properly and it is more difficult to hear clearly. Surprisingly, youngsters in these classrooms gained a higher grasp of what they were hearing. Sound-field systems, on the other hand, provided no additional benefit to children in classrooms with superior acoustics (Dockrell & Shield, 2012).

Phonology is concerned with the symbolic sounds in language, which are cognitive abstractions and not exact replicas of physical sounds. It explores the patterns and relationships among these symbolic sounds, helping us understand the underlying structures and rules that shape language. By differentiating it from phonetics, we can grasp the unique contribution of phonology in unraveling the intricacies of language sounds.

Currently, most of the focus is on English when it comes to the phonological approach to assigning grammatical categories. This is a weakness because the extent to which phonology and grammar are related may vary across different languages. It's important to note that the correlations mentioned in relation to English may not apply to other languages. These correlations could be unique to English and may not be applicable elsewhere. As a result, the phonological approach to assigning grammatical categories may vary in different languages, and some argue that the language-specific nature of these correlations weakens the phonological approach (Kelly, 1992).

Phonetics is a branch of linguistics that delves into the study of speech sounds in their entirety. It encompasses three key aspects: articulatory phonetics, auditory phonetics, and acoustic phonetics (Davenport & Hannahs, 2013). Articulatory phonetics focuses on understanding how speech sounds are physically produced by the articulatory organs, such as the tongue, lips, and vocal cords. Auditory phonetics, on the other hand, examines how these sounds are perceived by the human auditory system. It investigates how our ears process and interpret the various acoustic signals that constitute speech. Lastly, acoustic phonetics explores the physics behind speech sounds, analyzing their properties and characteristics in terms of sound waves, frequencies, and other acoustic phenomena.

In contrast, phonology tackles the organization of speech sounds within specific languages. It investigates how these individual speech sounds are systematically arranged and structured to form coherent linguistic systems. For instance, phonology explores how sounds can be combined to create meaningful units such as words and sentences, and it examines the relationships and interactions between different sounds within a given language. Phonology also investigates how sounds can influence or modify each other, leading to phonetic changes or phonological processes. In essence, phonology seeks to understand the rules and patterns that govern the sound systems of different languages, shedding light on the intricate and unique ways in which speech sounds are utilized and organized by speakers of a particular language.

RESEARCH METHOD

This study relies on conducting comprehensive library research to gather the necessary information. The researcher engages in a meticulous exploration of various academic resources such as textbooks, journals, articles, virtual sources, and internet repositories. In this particular research

endeavor, the researcher opts for a qualitative approach. Qualitative research can be seen as an interactive process that immerses the investigator within the realm being studied. It entails capturing the essence of the subject matter through the examination of rich, descriptive materials that bring about a deeper understanding of the phenomenon under investigation. These observations serve to illuminate various aspects of the world, transforming it into a series of vivid illustrations, encompassing field notes, conversations, dialogues, photographs, audio recordings, and personal reflections. Thus, this research methodology involves a systematic process of data collection, description, classification, and analysis, ultimately leading to the formulation of insightful conclusions that contribute to the advancement of knowledge in the field.

FINDINGS AND DISCUSSION

In this part, the findings of the research are presented. The main objective of this research was to conduct a comprehensive analysis of the influence that sound structure has on language. The researchers aimed to investigate how the organization and patterns of speech sounds impact various aspects of language, including its production, and perception.

Language is perceived as a symbolic system that is created based on human speech sounds without any inherent connection, and it serves as a tool for human communication. The examination of language in linguistics is an ongoing process due to the constant evolution and changes in language, which reflect the changing thought patterns of humans throughout different time periods (Rina Hayati Maulidiah, 2019). According to (Harimurti Kridalaksana, 2001), one viewpoint emphasizes the relativity of language, proposing that an individual's language shapes their perception of the world through the grammatical categories and semantic distinctions embedded within that language. These linguistic elements are co-created with culture and influence how individuals interpret and understand their surroundings.

Students are expected to be able to pronounce words well to avoid miscommunication and irritation (Adnyani, 2022). In terms of phonetics, variations in sound production can be observed among different individuals who are learning English as a foreign language (EFL). It is natural that individuals who are exposed to the language more frequently in their environment tend to generate the language more proficiently (Sidabutar, n.d.).

Among the various sources and references that researchers utilize, phonology places its emphasis on the analysis of sounds that possess semantic significance rather than sounds that lack inherent meaning. This distinction is crucial in understanding the core principles and objectives of the phonological investigation.

In phonology, the primary focus lies in studying the sounds that contribute to the formation of meaningful units within a language. These meaningful units, such as words, phrases, and sentences, are composed of individual sounds that carry specific semantic content. By delving into the analysis of these meaningful sounds, researchers gain insights into the fundamental aspects of language structure and organization.

The significance of studying meaningful sounds in phonology stems from the understanding that language functions as a vehicle for communication, where sounds serve as symbols representing ideas, concepts, and entities. These symbolic sounds, known as phonemes, possess distinct meanings and are combined in specific ways to create meaningful linguistic expressions. Through the study of phonology, researchers aim to unravel the intricate relationship between these symbolic sounds and the underlying structures that shape language.

Simply described, a phonetic representation is a method of displaying how speech sounds are organized. It employs a two-dimensional matrix in which the rows represent unique features of sounds and the columns represent various sections of spoken sentences. Each item in the matrix indicates whether or not a certain attribute is present in each section. In a comprehensive phonetic representation, an entry may additionally reflect the degree or strength of a segment's feature. Instead of simply categorizing segments as "strident" (+strident) or "not strident" (-strident), the entries in the row corresponding to the "strident" feature might display varying degrees of stridency on a scale. [p], [t],

[e], [i], [u], and other symbols are just informal acronyms for certain combinations of features. Each symbol represents a column in the previously specified matrix (Chomsky & Halle, 1968).

By focusing on sounds with semantic significance, phonology provides a deeper understanding of how sounds function within a linguistic system. It investigates the rules and patterns that govern the arrangement, combination, and usage of these meaningful sounds. This analysis helps uncover the underlying principles that guide the formation and organization of speech sounds, leading to a comprehensive understanding of language structure. Moreover, the study of meaningful sounds in phonology facilitates the exploration of the ways in which different languages represent and convey meaning. It allows researchers to compare and contrast the phonological systems of diverse languages, identifying language-specific patterns and variations. This comparative analysis further enhances our understanding of human languages' rich diversity and complexity.

The impact of sound structure on language has both positive and negative aspects. Let's explore some of the benefits and drawbacks associated with this influence:

The Impact of Sound Structure on Language		
No.	Benefits	Drawbacks
1.	The analysis of language sound structure is important in fostering clear communication. Individuals may improve their pronunciation and clarity of speech by learning how sounds are created, heard, and organized, eventually promoting successful communication between speakers.	When learning a new language, individuals may encounter hurdles in accurately pronouncing unfamiliar sounds due to the distinct sound structures of different languages. These pronunciation challenges can pose difficulties in both articulation and comprehension, potentially impeding effective communication between speakers.
2.	A solid understanding of sound structure is advantageous for language acquisition. When learners understand the phonological patterns and norms of a language, it becomes easier for them to recognize and generate the right sounds. This, in turn, helps their entire language acquisition process.	Diverse sound structures among languages can give rise to language barriers that hinder effective communication between individuals who speak different languages. Pronunciation disparities may lead to misinterpretation or misunderstandings, consequently affecting interactions and understanding in cross-cultural contexts.
3.	Sound structures and cultural identities are inextricably linked. Investigating how sound structure affects language gives useful information on the diverse traits and patterns seen in different languages. This not only broadens our awareness of cultural variety but also helps to preserve and value diverse cultures.	Accent perception or variations from standard sound structures can cause bias and discrimination. Individuals who talk with unusual sound patterns may face prejudice or negative preconceptions as a result of these prejudices.
4.	The analysis of sound structure offers linguists valuable insights for delving into the complexities of language systems. By studying the rules, patterns, and relationships among sounds, linguists gain a deeper understanding of the structure and evolution of languages. This analysis enables them to uncover the inner workings of language systems, leading to significant advancements in linguistic knowledge.	Sound structure analysis may be complicated and hard, involving a comprehensive evaluation. This intricacy may provide difficulties for researchers, language learners, and educators attempting to understand and explain the complexities of sound systems in many languages.

It's important to note that while there are potential challenges and drawbacks associated with the impact of sound structure on language, the overall benefits, such as improved communication, cultural preservation, and linguistic analysis, make it a valuable area of study and exploration.

In summary, phonology directs its attention toward the analysis of sounds that carry semantic significance within a language. By studying these meaningful sounds, researchers gain insights into the underlying principles, patterns, and variations that shape language structure and facilitate effective communication.

CONCLUSION

In conclusion, the main objective of this research was to analyze the influence of sound structure on language. The study highlighted the importance of understanding how sounds are formed, organized, and perceived, as it contributes to clear communication and language acquisition. Additionally, the analysis of sound structure provides insights into cultural identities, aids linguistic analysis, and offers valuable knowledge for researchers. However, challenges such as pronunciation difficulties and language barriers can arise due to varied sound structures. Moreover, biases and discrimination may occur based on accent perception. The complexity of sound structure analysis can also present challenges for researchers and language learners. Despite these drawbacks, the benefits of studying the sound structure, including improved communication, cultural preservation, and advancements in linguistic knowledge, make it a valuable area of study. Overall, phonology plays a crucial role in unraveling the principles and patterns that shape language structure and facilitate effective communication.

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THE IMPLEMENTATION OF SQ3R IN HELPING STUDENTS' ASSESSMENT IN READING CLASS AT SMAN 1 ADILUWIH

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Abstract

Learning at this time has begun to experience developments on how to make a good strategy in teaching, currently, technology, culture, and the economy already have their aspects of learning and one of them is education, especially English, English is not just about speaking but more from that we especially students are required to understand much more about English. One aspect that must be updated in education is teaching techniques, at this time the researcher describes the use and steps in the SQ3R method which was tested in class 10 MIPA 3 and MIPA 4, SMAN 1 Adiluwih Pringsewu, in this discussion the results were obtained by the researcher that the use of the SQ3R method has a significant role in teaching English, especially in improving students' reading comprehension.

Keywords: *SQ3R Method, Learning Style*

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INTRODUCTION

The teaching of English as a foreign language in Indonesia has been one of the important concerns for the government and societies. The importance of English as a second language that must be mastered by Indonesian children because English is an international language which is one of the important languages used in all aspects of life (Lestari & Wahyudin, 2020), learning English does not always have to require students to use the language as a reference. life, but the language will become a benchmark for a country where many Indonesian children can compete with other countries whose education is far more advanced. By learning English, not all aspects of students must master where the main thing that needs to be emphasized is that students can understand and understand what is in the context of English, such as basic conversation or being able to understand writing. As a global language, English itself holds a very large function and role. One of the visible implications of its use is that more and more people are trying to learn/master English well. Improving conditions using learning autonomy will make people aware of the importance of English (Nunan, 2003).

English Curriculum in Indonesia has been developed over decades. The development of the curriculum in Indonesia itself has undergone several changes during this decade, the goal is to change each element that is made to take into account the contents of the main subject matter and the objectives to be achieved for each command contained therein Maslow (2002). The purpose of having a curriculum made is to see the index of an achievement made by students, and the teacher can measure whether the curriculum created can meet the index criteria in it, one example is English, namely reading comprehension, from this example one of the examples in English. the goals or objectives that the teacher hopes through which students can understand and practice the material that has been learned. Based on Richard (1991). In essence, curriculum development includes principles and procedures relating to planning, presentation, management, and evaluation, of the entire teaching and learning process.

One of the important skills to master is reading comprehension. Harmer (2007), reading is a procedure in which individuals attempt to understand written language. Reading is one of the skills that must be possessed by everyone as the key to seeking knowledge because by reading someone can find many sources of knowledge for them to understand every symbol in it. That means by reading we need

to find the meaning that the author conveys with our reading ability. According to Richard and Julian, reading is a construction of meaning from a printed or written reading. In other words, why reading comprehension is very important for students to master because with them they understand what reading content and meaning are and can explain what it means they have good reading skills for them to find information that they can use in various ways (Mandasari & Aminatun, 2019).

Hurlock (2003), interest is a source of motivation that encourages people to do what they want when they are free to choose. When they see something profitable, they feel interested. With a high interest in reading, it will become one of the superior seeds in building the nation and make Indonesian students no longer blind to education, especially reading.

Based on the results of a survey conducted by the program for international students assessment PISA (Program for International Student Assessment) released by the (Organization for Economic Co-operation and Development OECD (2019), Indonesia ranks 62 out of 70 countries or in the bottom 10 countries with low literacy. in interest in reading. By looking at the data provided by PISA (Program for International Student Assessment) one of the institutions that observe and pay attention to education, especially in reading, Indonesia is very far behind in terms of reading, so special attention is needed to arouse students' motivation in reading. Akhadiyah (1991), reading is an integrated unit of activity that includes several activities such as recognizing letters and words, connecting them with sounds and their meanings, and drawing conclusions about the purpose of reading. One of the factors that cause students' lack of interest in reading is laziness factor themselves, most students when asked why they reason for not reading. some of them say it's boring, even though if we see and have tricks in reading it will be very fun, so one of the important factors for students' interest in reading is school, why is school said to be important in the development of students in reading? because most of the time children spend in school studying, therefore students need motivation about the importance of reading and the right technique in teaching students to read, so that with the right formula it will not make students feel bored. The teacher is one of the most important elements in student development, the teacher plays an active role in student learning in other words the teacher holds the key for students to be able to learn and be able to read well, learning to read has been done when children are 3 years old. parents who send their children to kindergarten before they enter elementary school, from this stage it is important for a teacher to motivate an early age about the importance of reading so that when students move to the next level they will not be lazy and forget that reading is an important aspect in improving educational literacy.

Reading is one of the four language skills taught since elementary school (Oktaviani and Mandasari, 2018). The four skills are interconnected with one another and form a single unit. Reading is a receptive activity, an active form of absorption. In reading activities, the mind and mental are actively involved, not only in physical activity. Many experts define reading. Reading is very important for student development because reading does not only mean reading Indonesian writing that needs to be studied and known but also reading English which students need to master because currently, English is one of the languages that need to be mastered when students get both assignments theory. According to the Big Indonesian Dictionary (2005), reading is seeing and understanding the contents of what is written. Reading is a process carried out and used by readers to get the message the author wants to convey through the medium of words or written language (Sari and Wahyudin, 2019). In other words, reading is picking and understanding the meaning or meaning contained in the written material. The main purpose of reading is to seek and obtain information, including content, and understand the meaning of reading. Meaning is closely related to the purpose of our intensive reading. Therefore, the purpose of this research is to find out how interested students are in reading and to help students improve their reading skills in a descriptive text using the SQ3R method.

RESEARCH METHOD

This study uses a qualitative research method which explains the SQ3R method used by researchers in processing data. According to Creswell (in Herdiansyah, 2014: 8) that qualitative research is a process of scientific research that is intended to understand human problems in a social context by creating an overall and complex picture presented, reporting detailed views of informants conducting studies in each of the five approaches. Qualitative enterprises are much more fragmented than before and are thus challenged by writings advocating a return to experimental models of inquiry, such as those

found in the No Child Left Behind Act (Maxwell, 2005) and the National Research Council monograph on scientific research in education. (National Academy of Sciences, 2000).

FINDINGS AND DISCUSSION

In this lesson, we will explain how the application of the SQ3R method is used in helping students to do reading assessments in class. As is well known, reading comprehension is a skill that must be understood and instilled from childhood, because interest in reading and understanding a text will increase the knowledge of these students and make Indonesia a country with high reading literacy. In reading comprehension itself 5 basic aspects must be understood by students, these aspects include; Identifying the main idea, in this aspect students will focus on the main idea of a story, Identifying vocabulary which focuses on vocabulary or word equations, Identifying Supporting Details explaining how to build a question in the story, Identifying references and making inferences.

In applying the SQ3R method, the researcher first made an observation whose goal was to find out the situation in the field to be studied, the researcher made observations at SMAN 1 Adiluwih Pringsewu as a place for objects to retrieve data, on this occasion the researcher monitored the situation regarding the learning process at SMAN 1 Adiluwih Pringsewu, especially in English subjects in grades 10 Mipa 3 and 4. After observing and discussing with the study teacher, the researcher began preparing aspects that needed to be used when collecting data using the SQ3R method.

After conducting field observations and knowing the conditions of the class and students who will be used as data samples, the researcher conducted a validity test with a question about the descriptive text of 55 questions. The questions were tested in the test class, namely 10 MIPA 2 as a trial class to find out whether the questions used by researchers to retrieve data are valid or invalid. The questions were given to students to work on, after finishing getting the results of the test questions, the researcher analyzed the test questions with the help of SPSS version 20, the aim was to find out the state of the questions and determine which questions could be used and which could not be used.

The validity test is a test that must be carried out by researchers to determine in advance which questions can be used to retrieve data at a later stage, at this stage after the test questions, researchers get results, namely 40 questions declared valid with an average value, while for questions as many as 15 the questions were declared invalid, in other words, the questions were too difficult for students, so the scores obtained were lower than the specified standards. After completing the validity test the researcher began to collect data in the experimental class and control class, the experimental class was in class 10 Mipa 3 and the control class was in class 10 Mipa 4.

In the second meeting, the researcher explained, namely about descriptive text, at this meeting the researcher did not differentiate between the different treatments in these two classes, at this stage, the researcher explained the objectives, aspects, and uses of descriptive text to students, and gave examples of descriptive text questions.

At the third meeting, the researcher gave treatment to the control class, namely Mipa 4 class with the SQ3R method, the researcher explained the sequence of stages in this method. At this stage, the researcher looked at the level of students' understanding and whether they understood or not. In explaining this method, the researcher used PowerPoint media which contained the SQ3R method and descriptive text. In contrast to the control class in the experimental class, the researcher repeated the descriptive material by giving a re-explanation to the students, because only the control class received treatment to find out the results of using the method.

At the fourth meeting, the researcher did the same thing in the experimental class and control class by conducting a post-test to determine the results of their final score, the researcher gave the same questions when the students carried out the pre-test, on this occasion the researcher only supervised and notified to students about the previous material or explanation related to how to do the problem.

The limitations that exist at SMAN 1 Adiluwih Pringsewu school are, students do not bring English language campuses, and the school or library does not provide English dictionaries, so that when learning English some students only try to guess the meaning of what the teacher gives orders, besides there is no dictionary The next limitation is the number of hours of subjects which are only once a week and are widely used for carrying out extracurricular activities so that students' efficiency in learning is greatly reduced and disrupted.

In data processing in the field, the researcher uses instrumental research as a reference to determine the stages in processing the data, so that the results of the data used are valid and tested according to the expectations of the researcher. The instruments include the component aspect of reading. In this aspect, the researcher must divide five aspects of reading into the questions that will be used to collect data, on this occasion the researcher used descriptive text as a medium to retrieve data by incorporating aspects of reading comprehension into them by specifying aspects into different question numbers.

After determining the reading comprehension aspect, the researcher must first determine the validity of the questions as a reference standard for data collection. At this stage, the researcher must use another class as a test item to be used. After getting the validity test the researcher must determine reliability again, whether the results of the questions tested on other classes are of adequate value and can be used to collect data or not and to determine the average student results in answering the questions.

The next stage is the difficulty level, which is to measure how difficult and easy the questions are in the test given by the researcher, if the average score obtained by students is below the reference standard, it means that the questions used by the researcher are very difficult for students, but if the scores obtained by students are all large, then too easy questions for students. Next is the discrimination index, just like the difficulty level in the discrimination index which also determines whether the average student score or total student answers fall into the very good or poor category, which means that these results will affect the test results for the researcher at the end.

The next stage is the normality test, at this stage, it is very important to measure whether the tested significance values are well distributed or not, in the normality test stage is divided into two, namely the Kolmogorov Spivov test, namely the normality test using the number of questions above 100, and Sapiro wilk test the normality test which uses questions under 50, these two tests produce the same output, only differ in the samples and questions used. After carrying out the normality test, the next test is the homogeneity test, namely testing whether the data used is homogeneous or not. differences in treatment or treatment used, but if H_0 is greater than 0.005 there is no difference in the control class with the experimental class.

After processing English material in the research field, the researcher processed the data obtained. The results of the two classes, the experimental class, and the control class, namely the pre-test and post-test, were then tested by the researcher by correcting their answers one by one on a scale of if they were correct, the value was one and wrong, and the value was blank. The results of the four meetings gave significant results in learning students' understanding of reading in descriptive text. Test questions are given by reading comprehension aspects explained by Olviyanti, Marbun, et al. (2015). Five aspects of reading comprehension include identifying the main idea, understanding vocabulary, identifying references, identifying supporting details, and making an inference. The results show that among the five aspects, identifying supporting details received the greatest increase in both the pre-test and post-test in the experimental class and the control class. The lowest aspect of this research is the making inference aspect so it can be said that the questions in this aspect are difficult for students.

In conclusion, the use of the SQ3R method in improving comprehension in reading comprehension provides a significant value although not too high. This value is contained in identifying supporting details. On this occasion, students were able to answer questions about aspects that they considered easy to do both in the pre-test and post-test. In contrast to making inference questions which might make students have to think critically in answering descriptive text questions.

CONCLUSION

Teaching using SQ3R is a method that is rarely used by some teachers in teaching, SQ3R itself is a method whose goal is to help students understand a text, one of which is reading comprehension. The relationship between this method and the research conducted by the researchers concluded that the use of the SQ3R method had several aspect changes in improving students' reading comprehension skills, but in other words, the use of this method must be based on the aspects and stages that will be carried out by the teacher, in this study it explains regarding the stages and final results that the use of the SQ3R method affects students.

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THE USE OF ROLE PLAY TO IMPROVE STUDENTS' SPEAKING SKILL

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Abstract

The purpose of this study is to determine whether role play can improve students' speaking skills. The 25 students in grade 5 received treatments over 4 meetings using a one-group pretest-posttest approach. A pre-test is created before the treatment, and a post-test is created after the treatment, to help the students reach the goal. The minimum score of students in the first pre-test result is 60.00, and the maximum score is 80.00, with the mean score is 72.40. After conducting the pre-test, the researcher did the post-test with the result that the minimum score is 65.00, and the maximum score is 85.00, with the mean score is 75.20. The mean score in the post-test is discovered to be considerably higher than in the pre-test. If the significant 2-tailed value is lower than 0.05 it means there is a significant increase between pre-test and post-test because the significant 2-tailed is 0.02. This study used quantitative method. It implies that role play is successful in enhancing students' speaking skills.

Keywords: *Roleplay, speaking skill, communication, improvement, language*

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INTRODUCTION

In the modern era, interaction is essential for achievement in every field. The use of language in communication is common, without the use of language, ideal communication is not possible between people. In addition, people can't achieve their ambitions, goals, and purposes if they lack the ability to communicate effectively (Rao, 2019). According to Handayani (2018), the speaking problem come when students do not practice regularly in class and do not feel confident also the teacher's teaching technique may not be suitable for students. The teacher is the key of the process of learning, so they should be creative in choosing strategies for teaching to make the students easy to understand the knowledge. According to Arifin (2021), to create an interactive and pleasurable learning environment, teachers should always use instructional strategies that vary based on the skills of students. Additionally, what complicates matters is that some teachers continue to implement old techniques and procedures that don't provide the right setting for students to speak freely (Namaziandost & Nasri, 2019).

On the other hand, students' ability to speak English did not improve when they learned it just from a textbook. When students had to achieve their goals this situation was getting worse. However, most students lack the knowledge necessary to effectively communicate their thoughts. The goals of education are students' intellectual, moral, and social perspectives (Pratiwi & Ayu, 2020). Due to the intended objective, the implementation of an appropriate approach and strategy can enhance student skills and competencies (Negara, 2021). Students get the chance to demonstrate proper language functions in the roles and situations they are assigned through role play (Neupane, 2019). Speaking is important for teaching and learning languages. Students used to understand conversations and memorize events in the past, but now they need to learn how to express themselves. In any situation, they ought to follow by the rules of society and culture (Krebt, 2017).

Social interaction is based on speaking, for that, speaking skills should be taught in the classroom using an interactive approach. Be able to talk, express, or exchange ideas through language is known as speaking. It occurs everywhere and has established it into our daily lives. When someone speaks, they have a conversation and use language to convey their thoughts, feelings, and ideas. Through conversation, he or she also shares information to others (Bohari, 2020). Role play is one method used to teach speaking, role play is a technique for performing out certain ways to interact with others in real life situations (Suryani, 2015). Through role play, students can use English in a real-world setting and, as a result, develop their English-speaking abilities and, at the very least, apply the material they have learned and as a result, they are currently doing action research on various teaching methods that might be employed to aid students in developing their English-speaking abilities (Lahbibibi & Farhane, 2023).

According to Mas (2022) the ideal activity for encouraging students to use their English creatively would seem called role play. It tries to simulate a conversational context in which students might find themselves and provides an opportunity for practice and communication skill development. The teacher serves as both a mentor and a guide. The teacher offers advice regarding their role, setting, characters, and events (Sarwat, Hamza, & Wazeer, 2023). According to Dewi, Pratisti, & Prasetyaningrum (2019), the preparation stage, which involves the first step of identifying, describing offering the problem to the participants, and discussing the roleplay activities, is one of the key steps that must be taken to be considered in roleplay. At this point, participants were able to comprehend disruptive behavior in the classroom, experience what their fellow students feel when they are disturbed during class, and imagine what it would be like to be either a victim of disturbing behavior or a perpetrator. Before engaging in the role play, participants could learn more about empathy through the facilitator's explanation of its significance. Following the activity, the facilitator and participants talked about how well the participants understood disruptive conduct, empathy, and roleplaying.

According to Bawa (2020), the final step will be performance, where the session needs to be in a space with sufficient room for the participants to be close enough to comfortably speak with each other and the teacher. It supported by Asrifan (2022), the students learn by authentically using their imaginations during role play in the classroom. The chosen themes should be interesting to the pupils and suited to their grade (Krisdiana, Irawati, & Kadarisman, 2018). Students can improve their learning ability to become effective language users by using communication tools more meaningfully by playing the characters contained in a story. In the process of role play, students can have an active role in the learning process. Role play is not just playing time anymore but the time to study but at the same time students can play with creativity with classmates. If this is applied, it can change learning strategies from passive English to active English. In the end of the learning process using role play, students can better understand, improve speaking skills and achieve the goal of English learning. The researcher is interested in conducting this research at SDN 1 Campang Raya. This study uses a quantitative method to know the ability of the student's speaking skill.

RESEARCH METHOD

This research is intended to improve students' speaking skills using role play and to know student learning outcomes, especially in speaking skills through role play at SDN 1 Campang Raya. The appropriate method used in this research is one group pre-test post-test design by emphasizing students' speaking ability which can be improved by using role play techniques. The data collecting use test with the pre-test in the first also post-test in the last and the data can be seen in quantitative data.

This study involved 25 students in grade 5 at SDN 1 Campang Raya. The research was conducted pre-test with the rules the students make a group consist of 4 students and then the researcher give the instruction of the situation to perform use role play, then teaching and explaining the material, and last post-test. The post-test did it same with the pre-test. For the treatment, the

researcher gave the material first about the short dialogue. Then, give examples of simple role plays that students can do according to their abilities, such as dialogue between friends when they get to know each other. For the pre-test and post-test, students are given slightly different situations, such as role play in a restaurant, market, and etc.

FINDINGS AND DISCUSSION

After conducting the research at SDN 1 Campang Raya the researcher found if students feel happy and interested with role play as a method of learning English. The research was conducted by 25 students in level elementary school of 5 grade. The research was done in 4 weeks. First week did the pre-test of their skill of speaking of that material like roleplay in the school. For the second week the researcher teach about introduction and simple dialog for training in the class. In the third meeting the researcher ask the students to practice of role play. The students were divided into 6 groups with 5 students in each group. They did roleplay as guests and waiters in the restaurant. Last, in the fourth meeting the students do the post-test of material given at the pre-test with a role play method.

Table 1. Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	60.00	80.00	72.40	6.14410
Posttest	25	65.00	85.00	75.20	6.37050
Valid N (listwise)	25				

Based on the table above, the results of 25 students who conducted the research are the minimum score of students in the first pre-test result is 60.00, and the maximum score is 80.00, with the mean score is 72.40. After conducting the pre-test, the researcher did the post-test after the treatment with the result that the minimum score is 65.00, and the maximum score is 85.00, with the mean score is 75.20.

Table 2. The Result of Pretest

Pretest				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	2	8.0	8.0	8.0
65	4	16.0	16.0	24.0
70	3	12.0	12.0	36.0
75	10	40.0	40.0	76.0
80	6	24.0	24.0	100.0
Total	25	100.0	100.0	

Based on the second table above, the students who took the pre-test are 25 students. The students got scores ranging from 60.00 until 80.00, there were 2 students who received a score of 60, four students got score of 65, four students got score of 70, ten students got score of 75, five students got score of 80.

Table 3. The Result of Posttest

Posttest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	4	16.0	16.0	16.0
	70	4	16.0	16.0	32.0
	75	6	24.0	24.0	56.0
	80	7	28.0	28.0	84.0
	85	4	16.0	16.0	100.0
	Total	25	100.0	100.0	

Based on the third table above, the students who took the post-test are 25 students. The students got scores ranging from 65.00 to 85.00, there were 4 students who received a score of 65, four students got a score of 70, seven students got a score of 75, seven students got a score of 80, three students got a score of 85.

Table 4. The Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-2.80000	4.10284	.82057	-4.49357	-1.10643	-3.412	24	.002

In the fourth table, that rule is if the significant 2 tailed value is lower than 0.05 it means there is a significant increase between pretest and posttest because significant 2 tailed is 0.02, so this research got an increase between pretest and posttest of using roleplay.

It supported by Ernawati (2023), the findings indicated that learning is progressing more quickly. The students' enthusiasm and their increased orderliness during the learning sessions are signs of improvement. One of the growing and continuous teaching strategies in early childhood education is role-playing. Based on Lahiya, Hasini, Mamonto, & Mokodenseho (2022) role-playing is now quite simple for students to integrate into their learning process. Each students can take inspiration from the role played by a variety of characters. According to Kumaran (2017), the findings that respondents believed that role play helped them communicate in authentic settings, therefore has a significant impact on students' lives.

CONCLUSION

Students often find the problem when learn how to speak in English. Lack of motivation to use the target language in everyday speech is a common issue. The students are too scared and afraid to take part of speaking in the class. The enthusiasm of the students, the lesson topic, and media, among other things, as well as the method of teaching English, can all contribute to problems with the students' speaking abilities. Role play is one of several approaches that can be used because several studies indicate that it is efficient to teach speaking. Role play is simulation or role playing from a story or a condition to communicate something, it aims to train students in dealing with real situations, practicing language practice verbally intensively, and provide opportunities for students to develop communication skills.

Students can improve their learning ability to become effective language users by using communication tools more meaningfully by playing the characters contained in a story. In the process of role play, students can have an active role in the learning process. This study involved 25 students in grade 5 at SDN 1 Campang Raya. The research was conducted from the first meeting is pre-test, 2 meetings to conducted treatment used role play as method, and the last meeting followed by post-test. It can be concluded that in the first pre-test the result is 60.00, and the maximum score is 80.00, with the mean score is 72.40. After conducting the pre-test, the researcher did the post-test after the treatment with the result that the minimum score is 65.00, and the maximum score is 85.00, with the mean score is 75.20.

From the research found that there is a significant increase between pretest and posttest because significant 2 tailed is 0.02, so this research got an increase score between pretest and posttest of using roleplay. Due to the natural way that language occurs, role play is helpful for learning a foreign language. Through these activities, students increase their enthusiasm and self-confidence, which motivates them to perform better in their foreign language studies. Role play instructs learners in vocabulary and common language. These are important components that students need to improve their communication skills. It can be said that role play helps students' speaking abilities. After conducting this research, the researcher sees if this research can increase the score of English skill of students especially from the data found of the result between pretest and posttest of using roleplay.

As a result of this study, this method can anticipated for teachers and schools to be able when create educational activities which can give benefit for students, and for future researchers will be able to produce better studies and find solutions to issues relating to educational issues that are common in both the academic and social world. The researcher realize if this research still needs a lot of improvement, so that in the future the role play method will be very effective to use for improving students' speaking skills.

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