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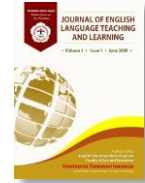
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THE IMPLEMENTATION OF FUN FISHING TO TEACH SPEAKING FOR ELEMENTARY SCHOOL STUDENTS

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Abstract

To produce competitive students that ready to face the trend of language learning in English as a foreign language, especially speaking skills, teachers should be ready to develop good planning in the teaching process. It can be in the form of strategies that can motivate students in the learning process. Moreover, in teaching elementary school students, teachers should be more creative to encourage students' motivation in speaking by using attractive teaching media which involves physical activity because young learners usually only have a short attention span. By using teaching media, students will learn a language in such attractive and fun ways. Thus, the researchers want to see the use of *Fun Fishing* in teaching speaking at one of the Elementary Schools in Lampung to encourage students in learning English. This research used a qualitative method since it disclosed how to implement *Fun Fishing* media in an Elementary School in Lampung. As a result, the students were divided into four groups consisted of 2-3 members and learned English which involved physical activity. To sum up, using this media in learning English can motivate students to speak in English and make teaching and learning become more fun because they did physical activity.

Keywords: teaching media, elementary school, teaching English

INTRODUCTION

Communication is simply the act of transferring information from one place, person or group to another. Every communication involves the sender and recipient that sharing information, through communication, people can interact with each other because they can express what is in their mind. It is in line with Sari (2018) who assert that interaction plays pivotal roles and appears when the communication among teacher and students occurs by sharing the information and knowledge in the classroom activities.

According to the national standards in Indonesia (Depdiknas, 2006), oral communication competence or listening and speaking skill is the goal of English learning in elementary schools. As a global language English plays an important role in the world. People from many different countries who share many different languages can communicate with each other by using English, this condition makes English important to be mastered (Kayi, 2006). Moreover, Nunan (2013) also said that "Speaking is one of the important and essential skills that must practice communicating orally, and it is a priority for many second and foreign language learners." By seeing that importance, teachers have to find a way in teaching oral communication and pay attention to some factors such as tasks given (Kuswoyo and Wahyudin, 2017) and characteristics and learning styles (Wahyudin and Rido, 2020) of their students. It is in line with Oktaviani (2016) that the speaking skills of EFL students influenced by some factors.

Besides factors, students also have their characteristics in learning, especially elementary schools' students who are considered as young learners. Young learners usually take great pleasure in having fun in what they do. So, elementary school teachers should understand their world. Moreover, they also should have the ability to teach them communicatively and effectively based on appropriate teaching media. Using teaching media in teaching gives some benefits that can cope with the students' characteristics (Wahyudin, 2020). Oktaviani and Mandasari (2020) stated that using media in teaching can improve students' motivation in learning English.

Therefore, teaching English to elementary schools' students must be well designed following the characteristics of the students because teaching English as a foreign language is not as easy to be done. Several studies have found that learning English at earlier ages is effective and very helpful in developing children's English proficiency (Shin, 2010; Gawi, 2012). The biggest challenge is how to make the students speak English during the learning process because the student mostly used their mother tongue as their communication tool and the lack of vocabulary as one of cause why the students do not want to speak English during the English class. Beside that Kayi (2006) stated that teacher should provide speaking activities which focus more on meaningful communication than leading the students to pure memorization. It is in line with Wallace et al. (2004) that teachers have to provide students with opportunities for practicing speaking English. This practice speaking can lead to meaningful communication than only memorizing (Wahyudin, 2017).

Elementary school students are still at an early age which is about 8 to 12 years old with more complicated characteristics compared to older students. Personalities of students also become more noticeable and difficult to handle. So, as a teacher do not push them if they are reluctant to follow the tasks of the teacher but choose the right teaching strategy. Be careful not to let an activity go on too long - they are still children. They often enjoy doing an activity. It implies that teaching English such age should be well managed. Where in the process of teaching and learning in the classroom the students tend to be very active playing with their friends and it is hard to ask the students to be seriously joining the English class. The teacher should try hard to encourage the students to reach the purpose of English learning, especially in speaking. Based on the characteristics above, the researchers come up with "How to implement *Fun Fishing* to teach English in Elementary School in Lampung?".

Fun Fishing is a teaching media that modified from a small snake and ladder board to become very big board sharks and fish rods. Since it is very big, the students can play above the board as a player. The dice also become big. So, before the students stand above the board they have to throw the dice and speak based on the instructions provided by the teacher. If they speak based on teacher instructions correctly, they can jump and move to the next number. However, if they speak incorrectly, they need to jump backward based on the number of dice they throw. Besides, if they get to fish hook, they can go up to the number where the fish rod takes a place. Unluckily, if they get to the mouth of the shark, they need to go down to the tail of the shark.

METHOD

The researchers used qualitative research because the researchers wanted to describe how the students learned English used *Fun Fishing Media* to improve their speaking skills in elementary school. Fraenkel and Wallen (2012) define that a qualitative is a study that investigates the quality of relationships, activities, situations, or material. This research took place in one of the Elementary Schools in Lampung. The students formed fifth grade.

The implementation of *Fun Fishing* in the fifth grade of elementary school because of the characteristics of young learners is very active and takes great pleasure in having fun in what they do, especially physical activity. In their age, they often enjoy and actively playing with their friends. The researchers tried to combine teaching and playing together. This subject focused on the introduction which covered hometown, name, and members of a family, introducing their friends or favorite places. So, the students need to play, think creatively, and also speak confidently in English class.

FINDINGS AND DISCUSSION

The application of *fun fishing* is to motivate the students' skills to learn English with a fun atmosphere and to train the students to work together to reach to be a winner (Feng et al., 2013). In implementing *fun fishing* in a class, the researchers involved pre-teaching, whilst teaching, and post-teaching activities. The details are as follows:

- **Pre-teaching**
  1. Greeted the students.
  2. Asked the students' condition.
  3. Checked the students' attendance.
  4. Asked the students' previous material.
  5. Brainstormed the students' by asking what game they played recently.

- **Whilst Teaching**
  1. Explained the material "Family Members"
  2. Gave the students some pictures related to the material.
  3. Asked the students to repeat the pronunciation several times.
  4. Checked the students' pronunciation.

5. Showed some questions/instructions to ask about "Family members"
6. Showed some possible answers regarding the questions.
7. Checked the students' understanding by having a question and answer session.

Figure 1. The teacher asked some questions to check students' understanding

- **Post-teaching**

  Fun Fishing game was implemented in post-teaching because of the purpose of this game to enhance students' understanding of the material given by the teacher. It is in line with Sukarno (2012) that "…in a post-method a teacher can adapt, adopt, select, develop, create suitable teaching material…". The following are the steps in post-teaching:

1. Explained the rule of playing *fun fishing:*
   - The students of every group will take turns to throw a dice.
   - The student or first player of every group throws the dice and speaks based on the instructions provided by the teacher. If he/she speaks based on teacher instructions/questions correctly, they can stand above the number they get on a *Fun Fishing* board. This activity will be repeated until all the first players of the group do it.
   - After that, the first student of the first group will throw the dice for the second time and repeat the activity for the next player of other groups.
   - If the students speak correctly, they can jump and move to the next number. However, if they speak incorrectly, they need to jump backward based on the number of dice they throw.
   - The students will get benefits if they get to fish hook because they can go up to the number where the fish rod takes a place. Unluckily, if they get to the mouth of the shark, they need to go down to the tail of the shark.
   - After the first player finishes playing, the one who throws the dice will be a second player of his/her group. This activity will continue until all the members of the group play and one group finish playing with all the members.
2. Divided the students into four groups and each group consists of 3-4 members.
3. Asked the students to take turns to throw the dice and speak.
4. The fastest group to reach the final number was the winner.
5. Gave the students advice about the winner and loser in a game.
6. Congratulated the winner group and gave support to the looser groups.
7. Asked the students whether they have questions or not.
8. Closed and conclude the material of the day.
9. Greeted the students.

Figure 2. Implementation of *Fun Fishing*

Table 1. List of topic questions

No.	Topic's questions
1.	Introduction
2.	Favorite foods and drinks
3.	Family members
4.	Describing place
5.	Favorite things to do

The list of topic questions in the table above was the topic provided by the teacher but future teachers or researchers can change or improve based on the topic discusses in their syllabus. Abdulhak (2013) said that material or topics in a game can be changed or improved depends on the teacher's syllabus. This *fun fishing* game can be modified by the teachers by changing the instruction/questions based on the material on the syllabus itself. So, the teachers only need to create the dice and print the board once but create as many as possible questions/instructions. Thus, the teacher can often have fun activities but do not spend much time in preparing the teaching media itself just like Sukmahidayanti (2015) said that elementary school teachers used to implement teaching media in teaching because it is expensive, needs much time to prepare, and requires teachers to join some training programs.

By using a *Fun Fishing* in a class, the students will try to think and discuss with their friends to speak in English. For example, the first group who rolled the dice will get the instruction, like "tell your favorite place." and answered, "My favorite place is Lembah Hijau." This activity runs smoothly because they speak while playing and had more motivation because they wanted to finish the activity as soon as possible. Moreover, the students did not sit on their chairs, so they seemed to enjoy the activity and were in an informal situation. Some of the students who supported their friends even jumped around the board because they got excited whenever their friends got the correct answer. Zirawaga et al. (2017) said that a game in education has many benefits, some of them that it can motivate students in learning and improve their interaction with their friends. Thus, although preparing a game needs more time and energy, it can give some benefits to both teachers and students in the teaching and learning process in a class.

A game in the teaching and learning process is not only for those who are still in kindergarten, elementary, junior, or even elementary school but also it helps those who are in higher education or university level. Oktaviani and Desiarti (2017) implemented a game called Ethnic Snake Game for university freshmen students at Universitas Muhammadiyah Malang. As a result, both lecturers and students thought that using a game, multimedia, in a class could make both of them enjoy the teaching and learning process in a class. Moreover, this multimedia game could also become a trigger for students to learn and improve their activity. Besides a game implemented in the class, there is also an alternative for teachers to make the class interesting by using a learning application since it is also a trigger for students to learn in a very attractive way and boost their English skills without having a monotonous activity in a class (Wahyudin et al., 2020). It is in line with Aminatun and Oktaviani (2019) that applying language learning applications in an English class can build the students learning autonomous skills and interestingly support their independence learning.

CONCLUSION

It is very clear from the findings and discussions that students can improve their speaking skills by using *Fun Fishing,* multimedia, and clear instructions which has colorful media, interesting questions. This is easily adopted to be one of the attractive ways to show the process of improving the students in the class. Moreover, matching with elementary student's characteristics who are comfortable with colorful media and movement activity, the students showed a positive response to the use of *Fun Fishing.* Thus, this media can be adopted by other teachers to teach in the classroom.

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BIOGRAPHY OF AUTHORS

Robekka Risten Fransiska Sinaga is a student at English Education study program in Universitas Teknokrat Indonesia. During her study, she has achieved some regional and national achievements, such as top ten national teaching media competition in *Pekan Pendidikan Generasi Hebat 2018* in Universitas Muhammadiyah Makasar, *the best student of English Education 2019,* and the winner in *Lomba Inovasi Digital Mahasiswa 2019* in Universitas Negeri Jogjakarta. She also obtained a Copyright from the Ministry of Law and Human Rights in 2018 for *Fun Fishing Game.*

Lulud Oktaviani is an English Education Lecturer in Universitas Teknokrat Indonesia. Besides teaching, she actively presents her paper at national and international conferences and publishing her research in proceedings and journals. Her research interest is teaching media, English teaching, and learning, English as a second language. She also has obtained fundings from the Directorate of Research and Community Service in Higher Education five times for *Penelitian Dosen Pemula (PDP)* and *Program Kemitraan Masyarakat (PKM).*
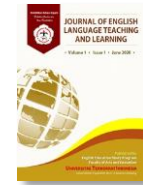
STUDENT WORKBOOK USE: DOES IT STILL MATTER TO THE EFFECTIVENESS OF STUDENTS' LEARNING?

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Abstract

One effort that teachers can do to improve their learning process is by developing learning resources for themselves and their students. Teachers can use student workbook (LKS) to be used as a source of learning for students. A student workbook that contains material summaries can help students more effectively understand the materials. Student workbook containing a variety of practice questions is believed to affect the effectiveness of student's learning. This research aims to analyze the effects of using student workbook (LKS) towards the effectiveness of students' learning. This research was conducted to see students' perceptions of the role of using student workbook (LKS) towards the effectiveness of student learning. To collect data, this study used a questionnaire distributed to 24 students using a survey administration application, consisting of six questions related to the students' perceptions of the role of using student workbook (LKS) towards student's learning process. After all, participants had completed the questionnaire, the data were then categorized based on relevant findings. The findings reveal that the use of student workbook gives beneficial impact on students' learning since it can be one of the sources of learning besides the teacher's explanation. It also makes students easier in understanding the materials with simple content and various practices. In the end, this research hopefully can be useful as a reference or guide for future researchers who want to conduct similar research on the use of student workbook (LKS) as one of the resources in the teaching process.

Keywords: *Student workbook, LKS, learning process, a learning resource*

INTRODUCTION

Education is the nation's main tool in improving quality society advances and develops towards advancing science and technology. Education is one of the very important factors to support as well guarantee students have skills and innovation. Besides, students can work and survive by using life skills. Education has components such as students, educators, goals to be achieved, learning material, and evaluation used. These components are related to each other to improve the quality of education. The success of the education process is when all components are running and implemented well. If one of the components does not work, then overall running system education will be disrupted.

In terms of education, the government and all stakeholders are always making updates or innovations. This aims to improve the quality of education in Indonesia. This update is applied to all components in education, such as curriculum updates, methods, teaching materials, teacher quality standards, and so on. All updates made by the government in various components are one of the efforts to improve the quality of student learning. All stakeholders continue to create new things in education in Indonesia. Each innovation will be implemented in various stages in education, such as at the Elementary School, Junior High School, and Senior High School. The importance of quality of education in improving the quality of human resources (students), the role of the teacher, and the learning media are very influential factors in this field.

In the context of learning, various media and methods can be used by teachers. The main source that can be used by both teachers and students in the classroom is a textbook. The use of textbooks is believed not only to guide the teachers when delivering the materials but also presents necessary input through various explanations and activities (Ayu and Indrawati, 2018). It also covers continuously updated current issues (Sari, 2016). However, using a textbook is sometimes not enough to explore the types of activities and practices that can be

done by the students. Teachers in Indonesia commonly use the assignment method in which they give assignments to students after giving the material (Kuswoyo and Wahyudin, 2017). By instructing the students to do the assignments or task, this will increase students' self-efficacy and autonomous learning and help learners to take responsibility for their learning (Mandasari and Oktaviani, 2018). To achieve maximum results, the teacher uses a certain medium in the process of giving assignments to students; one of which is by using student workbook or in Indonesia it is called LKS (*Lembar Kerja Siswa*). Student workbooks are instructional tools that consist of a series of questions and information designed to guide students to understand complex ideas because they work through systematically (Ufuk, Akdeniz, Cimer, and Gurbuz, 2013).

In the late decades, the use of student workbook is really common at school and it is applied for almost subjects, including English subjects. It is believed that the use of student workbooks will give beneficial effects on students' learning process and achievement. The use of student workbook can help students to understand the material and provide a wide opportunity to demonstrate their knowledge and develop process skills (Karsli and Sahin, 2009). Student workbook (LKS) is a book containing guidelines for students to carry out work or programmed assignments.

As a tool of learning, the use of student workbook (LKS) brings some advantages in the process of teaching and learning in the classroom, i.e. making learning more concise than in textbooks and it has lots of practice questions studied that are related to the materials being learned. Moreover, student workbooks can improve learning success and make students more active and effective in the learning process. As it is stated that student workbook can develop creative thinking skills (Susantini et al., 2016; Bakirci et al., 2011).

Another previous research also stated that the use of student workbook help students to understand the lessons taught (Anwar, 2017). Besides, this media not only be seen as a tool for teachers to teach but more as a means to convey and channel messages from sources (teachers, books, etc.) to recipients of messages (students learn). The student workbook is like a messenger that is not only used by the teacher as a teaching media but also can be used by the students to help their learning process.

However, nowadays, the student workbook (LKS) is no longer used in the learning process at school. The implementation of Kurikulum 2013 urges the schools to use a scientific approach in the process of teaching and learning. This approach is considered the procedure of teaching which values much on the process of learning and student-centeredness so that it can facilitate and develop students' cognitive, affective, and psychomotor aspects (Wahyudin and Sukyadi, 2015). The Ministry of Education and Culture (Kemdikbud) requests that state and private schools in Indonesia no longer use the learning system using student workbook (LKS). This is due to the assumption that the use of student workbook is inappropriate because it can change the philosophy of active student learning into passive. Thus, the learning system that should prioritize discussions between teachers and peers does not work well.

This fact and the case of course are contradictory with the previous statements and assumption stated above though it is also supported by several previous studies that have proved the use of student workbook give positive impacts on students' learning. Therefore, in this paper, the writer of this research aims to determine the influence of the use of student workbook on the effectiveness of student' learning.

METHOD

This study aims to explore the perspective of students towards the use of student workbook (LKS) that influences their effectiveness of learning. In other words, this research used a qualitative research method. As stated by William (2011), one component of a qualitative study is the social phenomenon that is examined from the participants; in this case, it is students. In this study, the researcher distributed questionnaires in the form of survey websites to collect data and the results of the questionnaire will be stated in the data findings using a qualitative approach. Other questions were also developed by researchers to gain the students' perspective. The participants of this study were students at a Senior high School in Bandar Lampung, Lampung, Indonesia. More precisely, it involved participants from XI grades in several Senior High Schools in Bandar Lampung.

The participants consisted of 24 female and male students of XI grades of Senior High School. They were selected as representatives of the use of student workbooks towards the effectiveness of students' learning. From those Senior High Schools, 24 students were chosen as the participants of this research consisting of 12 females and 12 males from XI grades students with age range varied from 13-15 years old. Their perspective will be seen as a non-expert perspective. So, they represent the perspectives of the community and students.

This research provided 6 questions to students that were distributed to the participants to collect their perspective data. The questions given were divided into two types of questions. The first type of question was a short answer question. The question is "*How long the students use student workbook (LKS)?*" By using this question, students have to give their short answers. The second is the yes-no question: (1) *Have you ever used student workbook (LKS)?; (2) Do you like doing activities/practices from student workbook (LKS)?; (3) In your opinion, is it effective to understand the material if you do the practices from the student workbook (LKS)?; (4)*

Do you like working on practices in the workbook rather than questions given by the teacher?; (5) *Does working on practices in the workbook make you more understand the material given?*

The questions above were given to collect the data from students of Senior High School in Bandar Lampung toward the use of student workbooks (LKS). After the researcher distributed the questionnaire form to the students to be filled in, the participants gave the response and after that, the researcher entered the data into the data findings. The participants' responses were then analyzed by the researcher to see what the public or students think about the influence of student workbook use towards the effectiveness of student learning.

FINDINGS AND DISCUSSION

The questionnaire consists of two types of questions. There were the short answer and yes-no questions. The results of the questionnaire applied to twenty-four students of XI grade of Senior High Schools in Bandar Lampung are presented below:

Experience using student workbook

The first question is "*Have you ever used student workbook (LKS)?*" From this question, all students (100%) have ever experienced using a workbook in their learning process at school. It shows that the use of student workbooks in Indonesian school is really common since it is believed that by using workbooks, students can learn more at home and they will also be exposed to various types of practices of materials being learned.
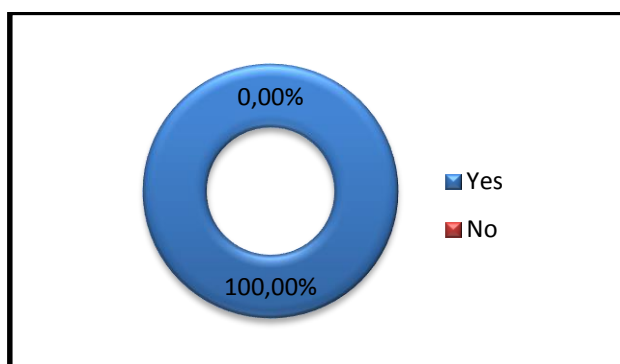
Figure 1. Students' experience in using student workbook

The second question is "*How long do the students use student workbook (LKS)?*" This type of question is a short answer question and is applied for those who have ever used student workbook in learning. There were two choices and the students were also divided into two answers as can be seen below.
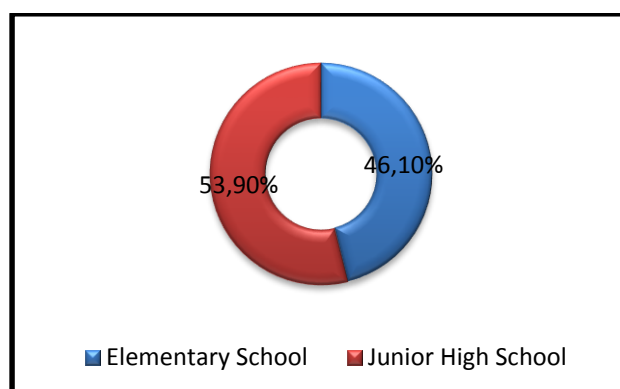
Figure 2. Duration of using student workbook

By looking at the diagram, it can be stated that there are 53.90% of students used the student's workbook since Junior High School in their school during the learning process. While 46.10% of the students are using students workbooks (LKS) since they were Elementary School. From this result, we can know that the use of student workbook is differently applied in various school and it is not such an obligation anymore for school to use this workbook although there are also many schools which are still using it as a supplementary source of knowledge in the learning process for their students in the class (Ristevska et al., 2015).

Students' opinion in using student workbook (LKS)

This second questionnaire required students to answer several questions related to the use of workbooks in their learning process. The result of this questionnaire is summarized in the table below.

Table. 1 Students' perception toward the use of workbooks

No	Questions	Yes	No
1	*Do you like doing activities/practices from the student workbook (LKS)?*	71,4 %	28,6 %
2	*In your opinion, is it effective to understand the material if you do the practices from the workbook (LKS)?*	64,3 %	35,7 %
3	*Do you like working on practices in the workbook rather than the questions given by the teacher?*	57,1 %	42,9 %
4	*Does working on practices in the workbook make you more understand the material given?*	57,1 %	42,9 %

The table above shows the result of students' perception of the use of workbooks in the learning process. The first question of this part shows that around 71.4% of students like doing activities/practiced in student workbook (LKS). Students think that the practices on the student workbook varied from what is given by the teacher. Therefore, they can learn more by doing the activities and practice from the workbook. However, there are 28.6% of students do not like doing activities from the student workbook. It is because it is only a repetition from what has been explained or given by the teachers. Besides that, it only burdens them to have more works to do.

The second question reveals that there are 64.3% of students think that it is effective to understand the materials being learned after having practices from the workbook (LKS) as the student workbook (LKS) contains a summary of the material that makes students easier to understand. The rest is 35.7% of students think that it is not that effective to do practices in student workbooks because the content in the workbook is not as complete as a book and it sometimes makes them confused since there are many sources they need to learn and understand.

The next point reveals around 57.1% of students also agree that they would rather work on practices in the workbook than those given by the teacher. Some of them stated that the practices that are provided in student workbooks are easier and the answers are already listed on summary pages. Therefore, it makes it easier to check their work and correct it directly. Meanwhile, practices given by the teacher are usually different from the explanation that the teacher gives. This can lead students to confusion. However, a different perspective comes from the rest of the students (42.9%) that would rather do practice from the task given by the teacher. They uttered that practices in the workbook are easy and not challenging since the workbook provides the answers on the summary pages.

The last point shows that students get more understanding by using workbooks. They can re-read the materials and also read the summary of it. It makes them easier in absorbing the materials. In some ways, the workbook also explains simply that the teacher does. They even can use the workbooks for practicing what they have learned at home (Ristevska et al., 2015).

From these findings, it can be seen that most students enjoy and are interested in using workbooks in their learning process. They state that the workbook (LKS) gives them positive effects on the learning process and understanding of the materials. Their experience in using a student workbook (LKS) in different subjects can also give different impacts and results for each student. One of the positive impacts of using a workbook for students' learning is that students that use workbooks in all subjects have more opportunities to explore the material better. This is in line with the result of the research conducted by Benning and Agyei (2016) that stated that students who use workbook or spreadsheet get more critical thinking and developing their knowledge. The results of the questionnaire also show that student workbook helps students learn effectively and better. It motivates them to experience the activities that students engaged in.

The results of this research are also following Prastowo's statement (2014) that the student workbook has the function of presenting the teaching material and facilitating students to interact with the content provided. Moreover, he also states that student workbook (LKS) can also train students' independent learning and facilitate educators in giving assignments to students (Prastowo, 2014). By having independent learning skills, students will be able to measure their ability and try to train their awareness of the importance of learning (Aminatun and Oktaviani, 2019).

CONCLUSION

Based on the results of the study, it can be concluded that the use of student workbooks (LKS) still gives good influences on students' learning. The belief that states student workbook can change the philosophy of active student learning into passive is not completely true. Teachers can still use the workbook to facilitate students to be active learning since the use of the workbook will lead them to be independent learning. They can also use the workbook as a supplementary material whose content can be discussed in the classroom with their

teacher or classmates. Students believe that it is easier to understand the material by using the workbook. The summary and practices contained in the workbook also make them learn effectively and easy to understand the material. As a result, their achievement of certain subjects or material also increases.

Besides, the use of student workbook (LKS) in the learning process also has positive impacts on teachers. This helps the teacher make students more understand the material that has been given previously by the teacher. After that students can read the summary contained in the student workbook (LKS) and do the exercises. This is very effective and efficient in the learning process since the teacher does not need to explain repeatedly and waste time.

This study proves that the use of student workbooks still matters on the effectiveness of students' learning. Even though nowadays that the use of student workbook (LKS) is no longer applied in every school level, only some schools which are still using it, it is hoped that there will be a better student workbook (LKS) replacement in a modern way, such as in a form of digital platform or application since nowadays, internet-based material is believed as a more effective teaching resource than coursebook (Sari, 2016). In the end, the government, schools, and communities who continue to support and create innovations for the field of education, are expected to help improve the quality of education in Indonesia.

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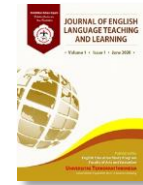
THINK-PAIR-SHARE: ENGAGING STUDENTS IN SPEAKING ACTIVITIES IN CLASSROOM

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Abstract

Think-Pair-Share technique is one of the cooperative learning strategies that promote student involvement in the classroom. This strategy makes students engaged in in-class activities such as discussions and provides opportunities to share their ideas with others. The purpose of this study was to describe the implementation of the Think-Pair-Share strategy in teaching speaking skill for secondary students. A qualitative method with a descriptive analysis was undertaken in this study. The sample was twenty students of eighth grade. The data was collected through interviews, observation, and document analysis. The data analysis technique used was presented in a descriptive form. The results indicated the implementation of the Think-Pair-Share technique during the learning process took place following the stages that have been stated in the learning process plan made by the teacher. Appreciation for the implementation of the Think-Pair-Share technique both from students is quite good. Students stated that they can overcome the constraints in the learning process of speaking activity through Think-Pair-Share.

Keywords: Think-Pair-Share, cooperative learning, engaging, speaking

INTRODUCTION

One form of education that is implemented in schools and family environments from an early age is language education because language is a very important tool in life. People can interact with each other by sharing and receiving messages or information (Sari, 2018). Besides, people can express thoughts and feelings towards others, develop expressions, and at the same time develop intellectual abilities through language.

Language education at school is an effort to achieve language skills according to its function, which is a function as a means of communication, thinking, and reasoning. To fulfill the communication function, language learning at school aims to improve language skills. According to Nunan (2003), language skills include four components, namely listening skill, speaking skill, reading skill, and writing skill. The four language skills can be grouped into two, namely the ability to understand (receptive) and use (production). Receptive skill consists of two language skills, namely listening (Kuswoyo and Wahyudin, 2017) and reading skills. Productive skill consists of speaking and writing skills. Speaking skill is the earliest language productive skill able to be controlled by someone. Before being able to write, people first produce language orally. Even illiterates have the speaking ability. Therefore, speaking skill is a very important language skill.

Unfortunately, the fact is that some students thought that speaking skill is one of the most avoided skills in English. The reality in the field shows that from year to year, students' learning outcomes in speaking English are below the completeness criteria. The objective of learning speaking skills is that students can communicate in English fluently. According to Raba (2017), the low learning outcomes of speaking English can be caused by various factors, namely, internal factors and external factors. Internal factors are factors originating from the students themselves which include low intrinsic motivation of students to speak English, self-confidence, background knowledge of students, and learning strategies. There is a relationship between learning strategies and motivation that can affect students' outcomes in speaking English, that is, motivated learners have a greater desire to seek out solutions or support from others and employ more strategies to process the new information (Mandasari and Oktaviani, 2018). The external factors consist of subject matter factors and methods or learning models.

Moreover, practicing speaking in the classroom takes time and students have less participation in speaking class (Mandasari and Aminatun, 2019).

In the current 2013 Curriculum, one of the speaking activities which is required in the Indonesian junior high school learning competency standard is storytelling skill. Through story competency standards, eighth-grade junior high school students are required to be able to master the basic competencies of telling the most memorable experiences, telling stories with visual aids, and telling stories in good order, pronunciation, intonation, gesture, and the right expression. Storytelling skill is important to master because it is useful for descriptive thinking and the ability to interact socially (Wahyudin, 2020). Sanjani (2015) explains that storytelling is the creation of a transactional relationship between reality, memory, and imaginary/narrative worlds. Transactional connections help students to what they know to contextualize what is unknown, thus affording the learner, in this case, the story listener, with the power to control understanding and knowledge. This shows how great the power of storytelling skills in helping students' thinking power. Through lecture and demonstration or the teacher gives examples of storytelling she has shown an effort to convey more varied storytelling learning. But it has not helped many students to overcome the obstacles that are faced when telling stories, such as fear, nervousness, and shame.

The use of Think Pair Share technique in storytelling learning will increase students' interest and enthusiasm in speaking activities by collaborating with friends. The method of learning to tell stories used is a paired storytelling technique. Paired Storytelling is developed as an interactive approach between students, instructors, and subject matter (Lie, 2004). Within pairs, students can vary in overcoming difficulties in telling stories in front of the class. At the sharing stage, students get the opportunity to show participation to others. Think-Pair-Share as one type of cooperative learning allows students to think, pair up or work with partners, share, and help one another, so it can add variety to learning models that are more interesting and enjoyable. It also can increase activity and student cooperation. This type of learning places students as subjects of learning.

The advantage of the Think-Pair-Share technique is the optimization of student participation. Compared to the conventional method that allows only one student to progress and share the results for the whole class, this type of Think-Pair-Share gives more opportunity for students to be recognized and show their participation to others (Lie, 2004). Think-Pair-Share technique is one of the simple cooperative learning models that has explicitly stated procedures so that it is easy to implement. Based on several studies, the use of Think-Pair-Share technique can help students overcome the obstacles of storytelling. Especially the use of paired storytelling techniques reduces individual student tension in storytelling.

According to Kagan (1994), the benefits of Think-Pair-Share technique are students use more time to do their work and listen to each other when they are involved in Think-Pair-Share activities and more students raise their hands to answer after practicing with their partner and teachers might also have more time to think when using Think-Pair-Share. They can concentrate on listening to students' answers, observe students' reactions, and ask high-level questions. Meanwhile, Lie (2005) argues that the strengths of paired groups are increasing student participation in the learning process, this technique is suitable for simple assignments, each student has more opportunities to contribute to his group, interaction in the group is easy to do, and group formation becomes faster and easier. In line with this argument, based on research conducted by Subrata (2009), concluded that by using a cooperative learning model of storytelling in pairs, students can be more active in developing thinking and imagination abilities. Therefore, Think-Pair-Share technique is one of the simple cooperative learning models that allow each student to carry out a process of "thinking-partner-sharing" activities in learning.

The steps in Think-Pair-Share technique are quite simple. This technique encourages teachers to ask students to think about a topic, pair up with other students and discuss it, then share it with the whole class. According to Lyman (1981), the first stage of Think-Pair-Share technique is thinking. The teacher provokes students' thinking with a question or prompt or observation. The second stage is the pairing. Using designated partners or a deskmate, students pair up to talk about the answer each came up with. The last stage is sharing. After students talk in pairs for a few moments, the teacher calls for pairs to share their thinking with the rest of the class. Kagan (1994) describes the stages of Think-Pair-Share technique involve a three-step cooperative structure. During the first step, individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, share the responses with other pairs, other teams, or the entire group.

Think Pair Share technique with experimental methods can improve student learning outcomes and activities (Gani, Fajrina and Hanifa, 2015). Another study showed that 83% of students shared activities with other students and students reported that they were very involved with 62% during the thinking phase and 70% during the pairing phase (Khotiyal, 2013). It means that this method makes the students work in a group they can activate their prior knowledge of a topic at the beginning and share their idea with a group. In line with the description above, it can be stated that this study aimed to describe the implementation of Think-Pair-Share technique in teaching and learning storytelling as one of the productive skills in language and engaging student activities in the classroom.

LITERATURE REVIEW

The nature of the cooperative learning model

Cooperative learning is a form of learning that is based on constructivist understanding. Cooperative learning is a learning strategy with several students as members of small groups with different levels of ability. In completing their group assignments, each student group member must work together and help each other to understand the subject matter. In cooperative learning, learning is said to be incomplete if one of the friends in the group has not mastered the lesson material.

The cooperative learning model is one of the learning models that support contextual learning. The cooperative learning teaching system can be defined as a working system / structured group learning. Included in this structure are the five main elements put forward by Johnson and Johnson namely positive interdependence, individual responsibility, personal interaction, collaboration skills, and group processes. Whereas Lie (2005) mentions the cooperative learning model is not the same as merely group learning, but there are basic elements that distinguish it from the division of groups which is done carelessly. This learning model places students as learning subjects (student-centered). With a democratic classroom atmosphere, mutual learning gives opportunities for greater opportunities to empower students to their full potential. The role of the teacher in cooperative learning as a facilitator, moderator, organizer, and mediator is visible.

The nature of Think-Pair-Share

Think-Pair-Share is one of the cooperative learning strategies that promotes and supports higher-order thinking (Macpherson, 2007). The teacher instructs students to think about a particular topic, in pairs with other students to discuss their ideas and share them with the group. This Think Pair Share strategy makes all students involved in-class activities such as discussions and provides opportunities for each student to share answers to each question. This learning method requires processing time and increases the depth of thought. Increased self-confidence is one of the benefits of Think-Pair-Share. Many students feel more confident when they discuss their assignments with friends or discuss in pairs before they have to talk in a larger group in front of the class. Thinking becomes more focused when discussed with a partner. The second is the timer user allows all students to discuss their ideas. In the construction phase of this knowledge, students will find out what they know and don't know. Therefore, students are actively engaged in thinking. From that opportunity, students will be more critical in thinking to discuss and reflect on the topic. Students have the opportunity to share their thoughts with at least one other student, thereby increasing their sense of involvement.

Based on the statement above, it can be concluded that Think-Pair-Share has many benefits. Not only for students but has Think-Pair-Share also had benefits for the teacher. By using Think-Pair-Share, the teacher can create a situation to make the students active in the learning process. Moreover, the classroom is not a silent class anymore and students become active. The other benefit for students is the student confidence is increased and all students are given away to participate in class rather than some who usually volunteer. Students are actively engaged in thinking. More critical thinking is maintained after the lesson if students have the opportunity to discuss and reflect on the topic.

The use of this strategy will help students to draw on background knowledge to understand ideas, give students time to think, generate and analyze ideas, maintain a high level of engagement, participate in small group interactions. The use of this strategy also helps teachers increase their waiting time, thereby increasing students' thinking time, too. Waiting/thinking time has proven to be a strong factor in increasing students' responses to questions and questions. It takes time and it's hard to help all the trainers during discussions because they have so many groups are the disadvantages from polling stations. However, there are some advantages to TPS. According to Lyman (1981), Think-Pair-Share as one model of cooperative language learning has several advantages. They are as follows:

a. The Think-Pair-Share technique is fast and doesn't take much preparation time.
b. The Think-Pair-Share technique makes the class discussion more productive because students have had the opportunity to think about their ideas before sharing with the whole class.
c. Students have the opportunity to learn higher-order thinking skills from their peers and gain confidence when reporting ideas to the whole class.
d. The 'pairing' step ensures that no students are left behind from the discussion.
e. Students can practice responses mentally and verbally, and all students have the opportunity to speak.
f. Both students and teachers have increased opportunities to think and engage in group discussions.
g. Think-Pair-Share techniques apply at all levels and sizes of classes.

There are several previous reports have reported the potential of applying Think Pair Share in classroom learning. Some previous studies inform the implementation of Think Pair Share can improve students' understanding of learning material (Hermiati, 2017), creative thinking skills (Utami, 2014), as well as having an

impact on student participation (Zainollah, 2014) and student motivation (Januartini et al., 2016)) during the learning process.

METHOD
Method and type of research
This research was conducted at one of Junior High Schools in Bandar Lampung. The treatment was carried out for 2 times face to face. This research method is a qualitative type of embedded single case study. Data sources include (1) informants, namely teachers and students, (2) Documents, namely storytelling skills learning plans using Think-Pair-Share type Cooperative Learning methods compiled by the teacher.

Data Collection and Analysis
Data collection techniques in this study were interview techniques, observation, and document analysis. Interview techniques were applied to informants which included teachers and students. The technique aimed to get information about the learning system that was applied and appreciation from the users of the learning methods applied. Observations carried out during the learning process took place to find out real events or facts that occurred in learning to tell stories. Document analysis was carried out on various documents supporting the learning process of storytelling, namely a lesson plan prepared by the teacher and the curriculum used by the teacher. The data that has been collected then was analyzed using interactive analysis techniques and presented in a descriptive form.

FINDINGS AND DISCUSSION
Based on the results of observations of learning in the field and analysis of the learning process plan documents, the implementation of Think-Pair-Share strategy in storytelling learning at one of Junior High Schools in Bandar Lampung implemented in eighth grade ran well and interactively. Learning indicators developed include (1) Being able to determine the main points of the story, (2) Being able to arrange the main points of the story into an interesting story sequence, and (3) Being able to tell stories using props based on the main points of the story. The materials presented in learning were how to tell a story, determine the main points of the story, various props supporting the success of telling a story, and how to deliver a story. The implementation of learning storytelling with the Think-Pair-Share strategy in the learning plan created by the teacher was applied in two meetings. Each meeting took 40 minutes. The objectives achieved in the first meeting were (1) students could determine the main points of the story, (2) students could arrange the main points of the story into an interesting story sequence. Learning objectives to be achieved at the second meeting was that students could tell stories with props by using an effective choice of words and sentences.

Each meeting specifically used three stages. The first stage is thinking. The teacher asked questions or issues related to storytelling skills, students were asked to think about these questions or issues independently for a few moments. Then, students answered questions on the answer sheet "Think" individually. They would start to think and read aloud the story text interactively in pairs to comprehend the meaning and content of the story. As a result of using interactive read aloud, where one student posed questions about a text as they read to help another student construct meaning and better understand the text. Barrentine (1996) suggested that these conversations help students become aware of key elements in the story that they might otherwise miss. The interactive component also allowed students to hear the perspectives of their peers which allows other students to become actively involved in the learning and provided a purpose for the learning process (Ayu, Diem, and Vianty, 2017). After comprehending the topic given by the teacher, the students were given a project to perform storytelling with their pair. They were required to understand instruction, recognize relevant information in written text, writing script, or narratives to prepare for the presentation. These activities could contribute significant positive effects on students' L2 comprehension and fluency (Wahyudin, 2017).

The second stage is the pairing. Students form groups in pairs then received the "Pair" answer sheet. The teacher asked students to pair up with other students to discuss what they have thought in the first stage. Students paired up to find agreement on the theme of the story and the techniques that would be used in storytelling. Students identified the stories that were known together in pairs and wrote them on the "Pair" answer sheet. Students determined the main points of the story based on the storyline and then arranged them into stories. They also determined the supporting props to tell the story following the selected story. After that, they practiced storytelling in pairs and reminded one another of mistakes and shortcomings, then for 5-10 minutes, students told a story that has been chosen in the previous meeting in pairs by using props in pairs in front of the class. Another pair of groups watched the weaknesses and strengths of their performance. This interactive activity can motivate and engage students with learning activities and create their interest in learning English in overcrowded classrooms (Ayu, 2018). Promoting interactive activities such as forcing students' engagement in pairs, group discussions and presentations can be alternative ways to aid students to learn English in a meaningful way and make them communicate effectively in English during the teaching and learning process.

The last stage is sharing. In the final stage, the teacher asked the pair to share with the whole class what they have talked about. Students discussed the weaknesses and strengths of the work of each group in pairs. They discussed ways out of difficulty in determining the main points of the story and how to arrange them into stories. Devi, Musthafa, and Gustine (2015) mentioned that the discussion after storytelling is very important because sometimes there are students who have difficulties in grasping the meaning of the story in English. Sharing skills in the whole class can be done by appointing partners who were willing to volunteer to report the observations and experiences of the group or take turns pair by pair until about a quarter of the pair has had the opportunity to report. In this sharing stage, identifying the characteristics of classroom interaction is beneficial to the teachers in managing their classroom activities. The teachers are required to be a skillful manipulator using questions, commands, and other cues to elicit correct sentences from the students (Rido and Sari, 2018).

The application of storytelling learning with Think-Pair-Share strategy in the lesson plan specifically made by the teacher used stages that were following the general stages of the learning strategy. In other words, it does not come out of the main groove theoretically stages. The steps in learning Think-Pair-Share in general according to Lie (2004) are: (1) the teacher divides students into groups of four and gives assignments to all groups, (2) each student thinks and does the task himself, (3) students pair up with one of the colleagues in the group and discuss with their partners, (4) the two partners meet again in a group of four. Students have the opportunity to share their work with four groups (Lie, 2004). Stages of learning scenarios that have been stated in the learning process plan made have been implemented coherently by the teacher during the learning process of storytelling, although it does not rule out the teacher also improvises according to the learning situations and conditions.

In the learning process of storytelling in the second meeting, the second stage (Pair), the teacher applied a different paired group form to the first meeting. The paired storytelling technique used is paired storytelling. Paired Storytelling is developed as an interactive approach between students, instructors, and subject matter (Lie, 2004). The implementation of storytelling learning activities teachers has implemented the principles of learning following the curriculum used, namely using creative and interactive learning scenarios and integrating several aspects of language skills. Students not only improve speaking skills but also other receptive and productive skills because all language skills are interrelated related to unity.

As a result, appreciation for the implementation of Think-Pair-Share strategy was pretty good. The appreciation was conveyed by the users of the method namely the teacher and students as the recipient of the method. Both of them stated that the Cooperative Learning method of Think-Pair-Share type contributed to the learning of language skills, especially in storytelling skills. The method was sufficient to contribute to the learning process, both teachers and students, especially for improving student competency. Teachers as using this method are helped in various ways, including ease in planning and applying methods. In terms of planning, learning does not complicate teachers, especially in the preparation of materials, the selection of instructional media, preparation of scenarios learning, and assessment instruments. In terms of the implementation or application of the teacher's method, the benefits included finding an easy way to make the class conducive. Students could feel more enthusiastic and active during the learning process, easily in assessment, assisted in delivering material, and support other learning aspects (Zaim and Radjab, 2004).

Activities during the learning process using Think-Pair-Share strategy contributed to improving students' affective abilities, such as work cooperatively with fellow students and teachers, respecting differences of opinion, and other people's opportunities for opinion. Besides, with the Share stage, students were taught to manage emotions when speaking in public. Students as the recipient of the strategy stated that the Think-Pair-Share was able to overcome the obstacles in the process of storytelling learning, especially the "Pair" stage that promoted mutually supportive or cooperative cooperation between individuals. Working in pairs was very helpful in overcoming various problems of storytelling, including individual student tensions in storytelling, afraid of making mistakes, and nervous. In other words, they gained confidence in storytelling activities because the burden of students was reduced by collaboration with their partners or groups (Kusrini, 2012). The situation of interrupted or silence was almost non-existent because when students told stories in pairs, they complimented each other in silence. Besides, students helped their pairs in expressing imagination. Through the "Share" stage students also found it was helpful to break the deadlock because they could share with friends in various ways during the learning process. This stage was also able to develop an attitude of tolerance towards others, especially in managing emotions in public speaking, respecting differences of opinion, and respecting other people who were. Thus, Think-Pair-Share strategy in storytelling learning was also able to improve competencies in an integrated manner, both cognitive, psychomotor, and affective or attitude competencies together.

CONCLUSION

Based on the results of the analysis that has been described in the discussion, the conclusion in this study was Think-Pair-Share strategy has been implemented in one of Junior High School in Bandar Lampung. The implementation of learning storytelling with the Think-Pair-Share strategy in the learning plan specifically created by the teacher used stages that are appropriate to the general stages of the method and the implementation during the learning process of storytelling took place following the stages of the learning scenario that has been stated in

the learning process plan made by the teacher. Appreciation for the implementation of Think-Pair-Share strategy both from the teacher and students as the recipient of the strategy is quite good. Students as recipients of the strategy stated that they were able to overcome the constraints in the learning process of storytelling more easily.

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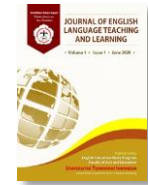
INDONESIAN EFL STUDENTS' PERSPECTIVES TOWARDS LEARNING MANAGEMENT SYSTEM SOFTWARE

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Abstract

The use of strategy takes an important role in language learning. The use of Learning Management System software (LMSs) in the EFL classroom enables the students to get their target language. LMSs has a feature that can enhance communication between student to student and between lecturer and students. This study generally explores students' perspectives toward the use of LMSs as a language learning strategy. This qualitative research was conducted in Universities in Lampung Province, Indonesia. The subjects were 33 undergraduate students in the English Education study program, Faculty of Arts and Education. The data used were questionnaires and interviews. The findings show that the participants give positive feedback toward their experiences in using LMSs. By using LMSs, admitted that LMSs was given improvement to their speaking, reading, listening, and writing skill. However, some students revealed that there were some technical problems founds when they use LMSs, such as bad gateway connection. Nevertheless, learning a language using LMSs as the strategy helps the students to have self-learning experiences.

Keywords: learning management system, language learning strategies, students' perspective.

INTRODUCTION

In a formal educational context, teaching and learning process certainly requires a suitable learning strategy to achieve the learning objectives (Mandasari and Oktaviani, 2018), on the other side, it also needs interaction to create the successful interactive systems and interaction design (Sari, 2018) to promote its process in the classroom. Language learning strategies play an important role to succeed in the process of language learning in the class. Even though it was commonly interchangeable with the terms learning style (Wahyudin and Rido, 2020), according to Mandasari and Oktaviani (2018), several learning strategies are commonly used by learners such as affective, memory, social, metacognitive, cognitive, and compensation language learning strategies. As it occurs in Indonesian college students, the strategies are used to support the language learning process.

In the current year, the importance of language learning strategies in the EFL classrooms is increasing as with the increasing importance of language learning. Cohen (2011) defines language learning strategies as thoughts and actions, consciously chosen and operationalized by language learners, to assist them in carrying out a multiplicity of tasks from the very outset of learning to the foremost advanced levels of target language performance. As stated by Tanjung (2018), language learning strategies are conscious methods, techniques, activity, or devices that a student utilizes from preparation, process, and evaluation of their learning so they can acquire language and achieve the learning goals altogether.

The development of technology affects the changing of the teaching and learning process and provides the various learning strategies which are suitable for the learners' characteristics to make them become independent learners (Aminatun and Oktaviani, 2019; Oktaviani and Mandasari, 2020). One of the language learning strategies is blended learning or e-learning, and one of the foremost under-reported mechanics of any blended learning or e-learning environment is the learning management system (LMS). Learning Management Systems are often criticized, due to the belief that these technologies simply virtualize non-virtual classrooms (Silva, 2013). Within the learning management system, the interaction happens through devices that enable communication, either synchronously or asynchronously. The learning management

system allows the creation of different strategies to encourage dialogue and active participation of the learners. Learning Management System has been a crucial part of the e-learning environment. Ellis (2009) points out the basic description that LMS (Learning Management System) is a software application that automates the administration, documentation, tracking, reporting of learning programs. The learning management system may facilitate the instructors, the learners, and also the administrators, so that they are easy to use and access the services and it's beyond the restriction of your time and place in the teaching and learning process. As it is also stated by Sari and Putri (2019) that the learners should be provided with a user-friendly instructional learning media to help them build their knowledge of the language.

There is several hottest learning management system software (LMSs) such as Moodle, Edmodo, and Blackboard. LMS software sets a framework through which learning content is being delivered and managed. The content of language learning will be managed by the instructor, and the instructors will provide each of the topics that will be discussed with the learners. The language learners can access the content of material given by the instructors everywhere and every time.

In the previous study conducted by Chaubey and Bhattacharya (2015), they are points out that the role of LMS in teaching and learning pedagogy, access and flexibility, and cost-effectiveness can be an effective way in the teaching and learning process to achieve effective learning outcomes. Besides, the technology's roles in any educational environment have significantly altered the way EFL teaching and learning are carried out (Wahyudin, 2018). This is showed that LMS can also be used as language learning strategies. Universitas Teknokrat Indonesia has already implemented the learning management system by using SPADA that can be accessed by the Moodle platform. The SPADA (In-network Learning System) is already used as the learning strategies, but how the learning management system can also be used as the language learning strategies. Therefore, this research will explore in detail how the Learning Management System on the SPADA might be used as language learning strategies in the EFL classroom.

METHOD

To explore the objectives of this study, a descriptive qualitative method was employed. The subjects were 33 students from the English Education study program, Faculty of Arts and Education, Universitas Teknokrat Indonesia. The data collections were obtained through questionnaires and interviews. The questionnaires were distributed to all respondents. The questionnaires consist of 15 statements, which included 8 technical statements and 7 educational statements. The scales of each statement are Strongly Agree (SA), Agree (A), neutral (N), disagree (D), and strongly disagree (SD). The interpretations of the questionnaire were through the level of strongly disagree (1.00-1.80), disagree (1.81-2.60), neutral/moderate (2.61-3.40), agree (3.41-4.20), dan strongly agree (4.21-5.00)

To strengthen the findings, an interview was conducted for all respondents. The interview was conducted to explore their perspectives toward the use of LMSs (Learning Management System software) as language learning strategies. The data obtained from interviews were transcribed into words to find out the results

FINDINGS AND DISCUSSION

This section discusses the findings of the study by exploring their response toward the use of LMSs (Learning Management System software) as language learning strategies. The table below describes the means to each item of the questionnaire. The detail results can be seen as follow:

Table 1. Students Responses toward the Use of LMSs as Language Learning Strategies
(Technical Aspect)

	Statement	Result	
		n	*mean*
1	The use of LMSs is easy to use.	33	3.50
2	The use of LMSs is an effective learning strategy.	33	3.31
3	The use of LMSs is easily available and downloadable.	33	3.50
4	LMSs has already been used as a teaching-learning tool.	33	3.63
5	LMSs can be accessed everywhere and anytime	33	3.60
6	LMSs uses lots of internet data.	33	3.41
7	LMSs makes the student's eye strain.	33	3.31
8	Bad gateway often occurs in LMS.	33	3.48

Based on the results, there were various responses from the respondents. Table 1 describes the differences for each percentage which are very slight. Most of their responses to each statement given were agree. The highest mean was in statement 4 with the mean score of 3.63, which meant that the students agreed that LMSs has already been used as a teaching-learning tool. While, the lowest means were statement 2 and statement 7 with the same mean, 3.31 points. Statement 2 and statement 7 were indicated that the students were given a neutral response to the statement that LMSs is an effective learning strategy and the LMSs makes the student's eye strain. The other responses from statement 1 and statement 3 have gained the same mean score for 3.50 points. The students agreed

that the use of LMSs is easy, easily available, and downloadable. Statement 5 gets a mean score of 3.60 which stated that these strategies can be accessed easily – every time and anytime. Besides, statement 6 (mean score of 3.41) and statement 8 (mean score of 3.48) show the results that the students agreed that these strategies consume much internet data and often occur a bad gateway system.

Moreover, table 2 also describes the results of students' responses to the use of LMSs as language learning strategies in the view of educational aspects. Seven statements present the results from the questionnaires. The results can be seen as follows:

Table 2. Students Responses toward the Use of LMSs as Language Learning Strategies
(Educational Aspect)

	Statement	Result	
		n	*mean*
1	LMSs is an interesting teaching platform	33	3.19
2	LMSs creates interaction between students.	33	3.04
3	LMSs creates interaction with the facilitator (lecturer).	33	3.16
4	LMSs shares the learning material.	33	3.60
5	LMSs is an appropriate platform for further practicing the target language.	33	3.31
6	There is a sufficiency of the time to finish tests and assignments.	33	3.46
7	The assignment given in LMSs is more difficult than the assignment given in the classroom.	33	3.41

In the educational aspect, most of the students give a neutral response to the statement given. Statement 4 was the highest mean with a result of 3.60. It is indicated that students were agreed that LMSs shares learning material. It means that LMSs has provided material for the students, support from statement 3 in the technical section (table 1) that LMSs is easily available and download-able, which means that LMSs facilitate the students in their language learning process. While the lowest mean was statement 2 with the result 3.04. The students gave a neutral response toward the statement LMSs creates interaction between students.

To strengthen the results, all students were interviewed for several questions related to their experiences using LMSs as language learning strategies in their EFL classroom. From the interview, it was found out that most students discovered several advantages of using LMSs.

Firstly, there were some students stated that LMSs was easy to use and access. The following extracts described their positive responses toward the use of LMSs.

TPA : *"More easy and fun because there are many ways to learn a language like from songs, movie, social networks or another device that provide it because that I know there are many ways to learn the language, not only stay in class and listen to teacher/lecture but some applications on the internet we can use it for learning more interesting. And also we can learn everywhere we want."*
DA : *"Easily accessible anywhere, anytime and more relaxed when doing assignment or posttest and so on"*
ARV : *"Based on my experience, using LMS will effective and get a lot of benefits if we can use it properly and well."*
AHR : *"... it easy to get the material."*
RWA : *"my experience of using LMSs is easier for me to following the material."*
GKT : *"Easy, nice, understandable."*
OAS : *"I can easily learn the material."*
ERS : *"more time and can read the material"*
NN : *"It can be reached everywhere, and whenever we want."*
AN : *"More efficient and can using every time"*
DR : *"I can access that everywhere and anytime."*
SMS : *I can access it anytime and anywhere.*
RA : *I can access it every time and everywhere*

Besides, it was admitted that LMSs (Learning Management System software) help the students in their language learning. The responses might be seen in the following extracts.

SLH : *it helps me to learn individually*
AP : *"...I think it can be a solution for introverted people to state what they think through LMS."*
AK : *"I can memorize a lot of vocabulary"*
MN : *".. sometimes not just give material on ppt or pdf but also on video it more interesting. And also giving a post-test to check to understand about the material."*
DA : *"Because it makes my study easier and can be more focused when doing the assignment."*
SMS : *"I can track my progress, too. Some have reminders so I can keep my learning on track."*
RR : *" it makes student easily to achieve the goal of the learning process."*
GKT : *"Because it is understandable."*
OAS : *"I can read the material anytime. so, when I didn't understand I can learn it more."*

The use of LMSs is also helping the students to improve their target language in some aspects. The result of the interview described below.

AY   : "Yes. Speaking."
RR   : "Yes. In the fluency of using language."
AP   : "Maybe yes. In reading and writing skills."
SI   : "Yes, of course. In all aspects of learning."
SH   : "Yes, it is. Especially, in the writing aspect. Because using LMSs can train students in writing skills. They can put what they think through LMSs."
AF   :" Yes, especially in reading."
DR   : "Writing and reading, we must more clearly to read the material, and when we answer the question to help we critical to write especially for grammar."
DA   : "I think the improvement is not the big ones. Maybe an improvement in listening."
GKT   : "I think in my writing aspect it increased because the learning media using LMSs collected the task using the word."

In the interview, the students also mention that there are some advantages to using LMSs. Most of them stated that they were provided some interesting materials and got much information from the provided learning materials,. They also said that they could use the LMSs anywhere and anytime as long as they had the internet data. Here are the responses that describe in the extract.

ETH   : "..more knowledge or information."
AP   : "First, it can be accessed anywhere, second, it consists of interesting materials, and the last is it only needs internet quota to access it."
NRP   : "It can be used by learners efficiently and effectively."
SI   : "the schedule not tight"
RWA   :".. to improve the standard of the learning process to maximize the effectiveness of achieving learning objectives."

Besides the positive responses, the students also gave their responses to their difficulties in using LMSs. Most of the difficulties are about internet connections. The LMSs sometimes has bad gateway conditions. The responses are described below.

SLH   : "...The error system and internet connection"
ERS   : "there is no connection in my hometown"
NN   : Bad connection is the main reason.
AK   : "When I have an important test and I have a bad internet connection sometimes I run out of time"
DA   : "When the connection is bad, it can be difficult to access and wasting time."
RA   : "The difficulties are about Signal or bad getaway."
NRP   :" When there is a disruption in the signal."
AHR   : "I faced trouble because of internet connection"

This study is designed to explore students' perspectives toward the use of LMSs as their language learning strategies. The LMSs has already been used as their learning media. Overall, the findings found out that the students give positives feedback toward the use of LMSs. It all can be seen from points of technical aspect and educational aspect. Most of their responses were agreed toward the statements given, and the rest was neutral. They gained the simplicity and convenience in utilizing a LMSs. Through LMSs, the students can get easy to access the material and it can be done everywhere and every time. The learning process through LMSs is furthered by the lecturer's guidance. In the daily activity, the students were instructed to access the subjects based on the schedule. The lecturer will provide material in the form of ppt, pdf, or video that can be accessed by the students. Supported by Bouhnik and Deshen (2014) that by uploading and sharing its material, it ensures every student gets the message to download the files. In some subjects, there are also pre-test and post-test to check the understanding of the students. Thus, LMSs is a convenient strategy to use in the language learning process.

CONCLUSION

Through the results, it can be concluded that LMSs might be used as language learning strategies in the EFL classroom. Almost all participants, using LMSs as language learning strategies give positive experiences. Besides, there were also some goals achieved from the use of LMSs, such as sharing and using learning material, enhancing communication between student to student, and between students to the lecturer. The participants revealed that LMSs is an easy and interesting platform. They also admitted that LMSs affect the improvement of their speaking, reading, listening, and writing skills. Language lecturer takes an important role in the use of LMSs, how the lecturer gives clear instruction to the students lead the understanding of the students.

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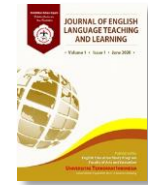
LANGUAGE LEARNING STRATEGIES OF UNDERGRADUATE EFL STUDENTS

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Abstract

This study attempts to explore the language learning strategies used by the students' who take English Literature study programs in English as a foreign language (EFL) setting. This study involves 76 participants asked to fulfill a questionnaire called Strategy Inventory for Language Learning (SILL) developed by Oxford (1990). The result of this research showed that metacognitive has been the most frequently used strategy followed by social and compensation strategies while affective strategies become the least strategy used by the students. This research could be meaningful insight for other researches or the students to analyze the language learning strategies used by the students and be meaningful to know the language learning strategies that appropriate especially in the field of the second language.

Keywords: language learning strategies, EFL, strategy inventory for language learning.

INTRODUCTION

In the last decades, there are some researches in the field of the second language (L2) teaching and learning has shifted from instructional methods to some learner characteristics due to the development of technology in the education field (Sari and Wahyudin, 2019). The growth development of technology has embraced valuable parts of language learning at all education levels to improve the quality of teaching and learning processes and make learners independent (Sari and Wahyudin, 2019; Aminatun and Oktaviani, 2019). Every learner employs certain strategies and styles (Wahyudin and Rido, 2020) to support the attainment of language learning objectives (Ayu, 2018; Mandasari and Oktaviani, 2018). This statement is in line with Abdelheim (2015) who states that "there was an awareness that aptitude was not the governing factor in language learning success implying that language achievement depends quite heavily on the individual learner's endeavors. This led to greater interest in how individual learners approach and control their learning and use of language."

Oxford (1990) mentions that there are full Learning Language Strategies (LLS). The first, direct strategies include point one for creating mental linkages, applying images and sound, reviewing well, and employing action. Second, cognitive strategies are related to, practicing, receiving and sending messages, analyzing and reasoning, and creating a structure for input and output (Wong and Nunan, 2011). Third, compensation strategies deal with, guessing intelligently, and overcoming limitations in speaking and writing. The fourth, indirect strategies include metacognitive strategies related to centering our learning, arranging and planning our learning, and evaluating our learning. The fifth, affective strategies are the attempt to lower our anxiety, encouraging ourselves, and managing our emotional temperature. At last, social strategies cover, asking questions, cooperating with others, emphasizing with others. On the other hand, in the study from Mandasari and Oktaviani (2018), it is mentioned clearly that most students used language learning strategies including affective, memory, social, metacognitive, cognitive, and compensation.

Thus, this paper is a modest attempt to bring a broader discussion about defining the strategies that used by students in their learning, however, being aware of the characteristics, techniques, and strategies of a good language learner facilitate students' language learning and help them enhance learning efficiency especially in the undergraduate level. This research will help practitioners identify the language learning strategies that appropriate to be taught to the students. Besides this research benefits the students so that they realize their learning strategies and they can employ it more effectively and efficiently to support their target language mastery.

METHOD
Participants

The participants of the study are selected from a total of 200 populations consisting of male and female from the second-year students in one of the private universities in Bandar Lampung. After randomly selected, the sample of the research is 76 students. The age of the students ranged from 20 to 25 years, with a mean of 22 years. They never studied abroad and stayed in English-speaking countries beforehand. All the subjects had studied English for at least six years in the intermediate and secondary schools. 98% of the subjects reported that they have never learned English outside of their formal education and their native language is not English.

Instruments

The instrument of this research used a modified version of the Strategy Inventory for Language Learning (SILL) administered to examine the types and frequency of use of language learning strategies (Oxford, 1990). The SILL has been employed as a key instrument in numerous studies. A Cronbach's alpha calculated for this study also revealed acceptable reliability. In the SILL, language learning strategies are grouped into six categories for assessment: memory strategies, cognitive strategies, compensation, metacognitive strategies, affective strategies, and social strategies. The Indonesian version of the questionnaire was discussed and checked by professional Indonesian teachers to avoid any ambiguity in the wording of the questionnaire and to ensure content validity. The questionnaire consisted of 50 items to which students were asked to respond on a 5-point Likert scale, ranging from 1 to 5. A range of 3.5-5 is thought to reflect high use of that strategy, 2.5-3.4 medium use, and 1.0-2.4 low use of strategy (Oxford, 1990). Besides, a semi-structured interview was also used to confirm the result of LLS use of the students.

Data Collection and Analysis

The questionnaire was administered to the students in the classroom and also via email. The students were told that there were no right or wrong answers to any question, their confidentiality was secured, and their responses would be used for research purposes only. They were also informed that their participation would not affect their grades, and they still had the option not to participate. The data was analyzed using SPSS 19.0. to explore frequency means the standard deviation, as well as the participants' demographic information.

FINDINGS AND DISCUSSION

This study was conducted to explore the students' language learning strategies at the undergraduate level. There are five categories of language learning strategies explored in this study. They are memory strategies, cognitive strategies, metacognitive strategies, compensation strategies, effective strategies, and social strategies. The findings show that students equally use those five strategies.

Table 1. Language Learning Strategies used by the students.

Category	mean
Metacognitive strategies	3.78
Social strategies	3.73
Compensation strategies	3.54
Cognitive strategies	3.31
Memory strategies	3.13
Affective strategies	3.12

Table 1. highlights that all strategies are rather equally used by the students at the tertiary level. The most frequent strategy is metacognitive strategies, while the least strategies used by the students are effective strategies. Each category then is analyzed to know which typical strategies frequently used by the students. From the questionnaire analysis students tend to think the relationships between what they have already known and new things they learn in English (4.1) in memory strategies, while the least strategy used by the students is using rhymes to remember new English words (2.8).

Table 2. Memory strategies used by the students

Strategy	Mean	SD
I think of relationships between what I already know and the new things I learn in English.	4.1	0.69
I use new English words in a sentence so I can remember them	3.7	0.81
I connect the sound of a new English word and an image or picture of the word to help me remember the word	3.4	0.51
I remember a new English word by making a mental picture of a situation in which the word might be used	3.1	0.91
I use rhymes to remember new English words	2.8	0.83
I use flashcards to remember new English words	2.67	0.77
I physically act out new English words	3.4	1.08

I review English lessons often	5.7	0.96
I remember new English words or phrases by remembering their location on the page, on the board, or a street sign	2.9	1.12

The memory strategies table shows that the students often think of a link between what they are learning and what they have learned before. They do not prefer using rhymes or using flashcards to remember new English words. The students know the new word and try to remember the word from objects that in outside places such as street, building, and store. They do not try a new method of learning English like using flashcard they only do what they do before. The highest score of memory strategies is for "I review English lesson often" (5.7) the students prefer review what they learn before to more understand the lesson infrequently and the lowest is for "I use flashcards to remember new English words" (2) the students have less interest in using flashcard to remember new English word it is like they did not want to try a new method of learning. The result of the questionnaire analysis related to Cognitive strategies used by the students are shown in table 3:

Table 3. Cognitive strategies used by the students

Strategy	Mean	SD
I say or write new English words several times	3.2	1.01
I try to talk like native English speakers	3.6	0.81
I practice the sounds of English	3.8	0.84
I use the English words I know in different ways	3.65	0.51
I start conversations in English	3.3	0.67
I watch English language TV shows or go to movies spoken in English	3.35	0.83
I read for pleasure in English	3.31	0.58
I write notes, messages, letters, or reports in English	3.45	0.92
I first skim an English passage (read it quickly) then go back and read carefully	3.45	1.02
I look for words in my language that are similar to new words in English	3.25	0.67
I try to find patterns in English	3.1	0.82
I find the meaning of any English word by dividing it into parts that I understand	3.35	0.94
I try not to translate word-for-word	3.1	0.54
I make summaries of information that I hear or read in English	2.6	0.72

According to table 3, the students frequently practice the sound of English. They tend not to make summaries of information that heard or read in English. The students use their English words in different ways instead of adding new English words. Some students use the skim technique in reading. They try to translate in form sentences not word by word. The highest score of cognitive strategies is for "I practice the sound of English" (3.8) the students prefer listening to the sound of the English word as the practice to more understand the right pronunciation and word spelling and the lowest are for "I try to find patterns in English" (3.1) in this strategy the students attempt to find various ways in learning English structure of vocabulary use and "I try not to translate word-for-word" (3.1) the students try to translate in the whole sentence rather one by one of the words it would be more acceptable. Compensation strategies that used by the students are listed in table 4:

Table 4. Compensation strategies used by the students

Strategies	Mean	SD
To understand unfamiliar English words, I make guesses	3.3	0.56
When I can't think of a word during a conversation in English, I use gestures	3.9	0.77
I make up new words if I do not know the right ones in English	3.9	1.08
I read English without looking up every new word	2.55	1.03
I try to guess what the other person will say next in English	3.45	0.82
If I can't think of an English word, I use a word or phrase that means the same thing	4.2	0.64

Table 4 shows that the most frequent strategies used by the students are 'If I can't think of an English word, I use a word or phrase that means the same thing' and the least strategies that used the students make guessing to understand familiar English words. They use a guess when they don't know unfamiliar words or to understand the word. They use gesture when cannot think while in conversation. The highest score of compensation strategies is for "If I can't think of an English word, I use a word or phrase that means the same thing" (4.2) the students have other alternatives when they did not know about the word in English they would like to use the other phrase or word with the similar meaning and the lowest is for "To understand unfamiliar English words, I make guesses" (3.3) the students try to find another way to understand an unfamiliar word when they learning English with make guesses, this kind of activity make them more express the meaning. Metacognitive strategies used by the students are demonstrated in table 5:

Table 5. Metacognitive strategies used by the students

Strategies	Mean	SD
I try to find as many ways as I can to use my English	3.7	0.66
I notice my English mistakes and use that information to help me do better	3,8	0.54
I pay attention when someone is speaking English	4.05	0.78
I try to find out how to be a better learner of English	4.4	0.82
I plan my schedule so I will have enough time to study English	3.3	0.63
I look for people I can talk to in English	4.2	0.88
I look for opportunities to read as much as possible in English	3.6	0.97
I have clear goals for improving my English skills	3.55	0.74
I think about my progress in learning English	3.95	0.55

Based on the table, the highest score of metacognitive strategies is "I try to find out how to be a better learner of English" with 4.4 points it means that they are more motivated and feel eager to find the ways to shape their ability in learning English. On the other hand, table 5 shows that the least strategies used by the students are that they plan their schedule so they will have enough time to study English. This is because they think hard to manage their time to study and had a lot of other activities since they were in the second year of study.

Table 6. Affective strategies used by the students

Strategies	Mean	SD
I try to relax whenever I feel afraid of using English	3.65	0.43
I encourage myself to speak English even when I am afraid of making a mistake	3.55	0.76
I reward myself or treat when I do well in English	3.05	0.52
I notice if I am tense or nervous when I am studying or using English	3.7	0.91
I write down my feelings in a language learning diary	2.1	0.58
I talk to someone else about how I feel when I am learning English	2.7	0.83

Table 6 shows that the most frequent strategies used by students in the affective strategies are they try to relax whenever they feel afraid of using English (3.65) while the least strategies used are they write down their feelings in a language learning diary (2.1). students still try to use English even though there is a fear of making mistakes since the class environment is conducive and the teacher is very supportive of them. On the other hand, the students are not relying on a diary to express their feeling since it might not be in their era anymore to express their feeling in a diary. Students commonly called Millenials and Gen Z is more digital-minded and express their feeling frequently on social media.

Table 7. Social strategies used by the students

Strategies	Mean	SD
If I do not understand something in English, I ask the other person to slow down or to say it again	4.2	0.76
I ask English speakers to correct me when I talk	2.65	0.81
I practice English with other students	3.7	0.54
I ask for help from English speakers	2.5	0.58
I ask questions in English	3.05	0.69
I try to learn about the culture of English speakers	3.34	0.85

Table 7 highlights the most frequent social strategies used by the students is "If I do not understand something in English, I ask the other person to slow down or say it again". This statement has the highest mean score 4.2 while "I ask for help from English speakers" only gain 2.5 as the least frequently used strategy. This may be reasonable since all students are non-native English speakers and they are not used to hearing a normal speed rate of native speakers. Slowing down the rate is very helpful for them to understand the information delivered by other speakers.

These findings are also confirmed by the result of the interview in which affective strategies are likely to be the least strategies used by students. There might be two main reasons for the rare use of affective strategies: first is that students do not feel the need of using them because they do not have any effective problem. Another reason may be that students suffer from tension or anxiety but they do not use effective strategies because they are not aware of them. Some literature stated that anxiety stems from a low proficiency level (Yen and Chou, 2009; Zare, 2012). More specifically, problems with comprehension, expressing oneself, and insufficient vocabulary knowledge result in tension. It can be seen from the results of the interview that suggests student with the lowest level of effective strategies feels that they are somehow anxious while doing some performance or written test, but they can overcome it. The students reported the following response:

T: *Do you feel anxious while you are learning some language lessons in the classroom?*
S1:   *Yes, because English is not my mother tongue and I haven't known many English. So, it makes me feel an anxious little bit but while I found troubles all people around me are still eager to help me.*

This finding is similar to Altunay's (2014) study which shows in her research that the students did not seem comfortable in communicating with others because they have a lack of knowledge in English. But, when they can ask some friends or groups about language problems, they become more relaxed and feel more motivated. In the current study, even if learners avoid sharing feelings related to anxiety, they envy their successful peers and tell this to them. In the second question the learner reported the following:

T: *Do you talk to others and share your problems while learning?*
S1:   *Yes, sometimes I talk it to my friends and sister, and I tell to them how difficult it to be understood.*
S2:   *Of course. Particularly when I have to give my opinion or answer well something I can't understand well.*
T: *Do you write a diary to keep your problem?*
S1:   *No, because I don't like writing in a diary I should tell to my friends.*

The results above show that the students tend to use more social strategies in learning English than affective strategies. This finding also supports the study done by Yen and Chou (2009). The students learn certain things and were able to understand English lessons while talking to others (Takeuchi, 2013). The students also pay attention when someone is speaking English. While they know that someone has better English speaking skills than them, they will seek some help to make them understand more about the subject matter (Alhaisoni, 2012). The students are likely eager to find a way to be a better English speaker. This case proves that interaction plays an important role in shaping learners' language skills (Rido and Sari, 2018).

CONCLUSION

This research investigated the use of language learning strategies by EFL students at the undergraduate level. The findings show that the students use five types of language learning strategies in which metacognitive strategies are the most often used by them followed by social strategies, compensation strategies, cognitive strategies, memory strategies, and at last effective strategy. According to the interview, the students seldom use affective strategies since they do not pay attention too much on emotional factors such as anxiety and nervousness while they are learning English. It was found that the learning atmosphere has been supportive of them and the peers assist them to master the target language. When the students found difficulties in learning they are without doubt shares their problem with others and let their friends help them learn more about the target language. The findings of this research may benefit most from a wide application of teaching methods and strategies in the classroom. Besides this research can be replicable and further elaborated in multiple research contexts. Future research may investigate whether there is a significant difference between language learning strategies use in terms of genders and other factors such as characteristics, motivation, and social background.

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