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# **Journal of English Language Teaching and Learning**

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## Investigating Memory Loss: How Depression Affects Students' Memory Endurance

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### Abstract

Depression is a disorder that affects feelings and thoughts in the form of feelings of continuous sadness and a sense of loss of interest before doing an activity. One of the effects of depression on adolescents is related to their decreased memory ability and sometimes they do not remember the subject matter and even seem to daydream a lot. Depression that affects students' memory endurance is influenced by the amount of pressure they receive during school, at home and even unfinished tasks. This causes a weakening of the memory system, especially short-term memory. The aim of this study was to investigate how depression affects students' memory endurance. The researcher uses a descriptive as a research method with exposure generated by a questionnaire. By generating and analyzing the result, some methods are suggested to help the students improve their memory endurance in learning some materials and lessons at school.

**Keywords:** memory loss, depression, short term memory, long term memory

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## INTRODUCTION

Memories are the mental ability to store and recall sensations, impressions and ideas (Dorland, 2020). The ability of students in the classroom is influenced by their mental strength and memory in remembering lessons and expressing in class in channeling ideas and creations in their minds. Meanwhile, memory also a place where students can remember what events they have experienced so far, as described if memory are the retention and storage of information (Barrett, 2020). Memory is knowledge acquired so that it can be recalled later. changes nerves that play a role in the retention or storage of knowledge known as memory traces (Sherwood, 2013). Students' thinking abilities are based on memory and in memory stored memories that can encourage students to know many things. Students who have good memory skills will be able to express well, while students who have impaired memory skills will tend to be slow in thinking and cause them to be under pressure.

Memory impairments are a condition where the brain has difficulty storing, controlling, and recalling memories. High levels of depression can affect memory performance, decrease memory, and interfere with concentration. Explicit memory and various forms of implicit memory involve (1) short-term memory, which lasts a few seconds to hours, and (2) long-term memory, which stores memories for years and sometimes for life. Working memory is a form of memory short term that keeps information available, usually for a very short time (Barrett, 2016). Short-term memory is needed for language, spatial navigation, problem solving, and many other daily activities (Ricker, 2015). Depression is avoided by students but one of the mental symptoms caused by pressure and other social factors has become a common thing in the school, attacking students quickly and torturing them until their thinking power slows down. As explained by the researchers above that long-term and short-term memory have their respective roles, they will be immediately disturbed when depression strikes.

Depression is a mental and emotional disorder or disorder caused by external and internal factors (KBBI, 2021). Depression is the body's generalized non-specific response to any factor that overcomes, or threatens to overcome, compensatory ability of the body to maintain homeostasis (Sherwood, 2016). The existence of memory disorders that attack students can cause them not to be in a good emotional state when facing pressure, they tend not to be able to present results well and are too anxious about their surroundings such as fear of the surrounding response and short-term memory that suddenly disappears due to depressed thoughts causing blank face. According to the American Psychiatric Association (2014) depression is described as feeling overwhelmed, worried, broken, stressed, exhausted, and lethargic. Therefore, stress can affect people of all ages, genders, races and situations and can lead to physical and psychological health problems such as memory problems.

According to the previous observasion conducted in SMA Negeri 1 Purbolinggo, East Lampung, researchers found there were some students could not remember the lesson well due to pressure they experienced at home which became a depression. This condition then led to students' memory ability. Based on this case, the researchers want to have a deeper investigation about the relationship between students' depression and their memory endurance. Further, the result of this research is also hoped to be able to give some inputs to the students to increase their memory loss in order to remember the materials and lessons at school.

## **LITERATURE REVIEW**

Various previous studies related to the study about depression and students' memory. First previous study in Igor Marchetti's journal in 2018 entitled "Specificity and Overlap of Attention and Memory Biases in Depression" which stated that attention and memory biases are seen as important cognitive processes underlying depressive symptoms. It can be concluded that memory loss or memory bias can cause depressive symptoms, and conversely, memory impairment can be caused by depression itself. The result of the attention and memory bias that is a factor experienced by students experiencing depression is the thinking power that is blown from the environment and the pressure experienced by these students. Meanwhile, cognitive impairment in children is a condition that affects thinking skills in children. Students who have cognitive impairment will have difficulties in memory, learning, and perception.

The second Susanne Schweizer published in 2018 under the titled "Symptoms of Depression in a Large Healthy Population Group associated with Complaints of Subjective Memory and Memory Performance in Negative Context" stated that cognitive and affective changes in depression are due to other changes in memory performance. Again, it is known that cognitive impairment in children is a condition that affects thinking skills in children. Will have difficulties in memory, learning, and perception. Cognitive that makes it difficult for students to express themselves in class, if they experience memory impairment due to pressure. Memory performance affects students' mentality, making students lose the drive to learn and feel that they will experience memory impairment due to pressure. It revealed that memory becomes a place that is filled with knowledge and if it is lost or difficult to remember it will make the student have to struggle to remember it again and children who have been affected by depression will have difficulty remembering memory and it takes a long time.

In another study conducted by Mahmood Yenkimaleki which is talking about "The Effect of Memory Training on Interpretation" stated that memory plays a key role in all types because of the complex task that demands integration different skills. Through imagination, interpreters create mental images of whatever they hear and use it as a memory aid that plays

an important role in remembering an event. Emphasized in this study that memory plays in the human brain to remember a series of things that are in human nature as evidence that they go through events that can be told in the future as knowledge.

Then, Mori in his recent study in 2022 with stated that the risk factors for depression in adolescence were not includes only individual, risk factors, such as capacity for emotional regulation and coping mechanisms, memory impairment, but also contextual factors such as school and relationships with family and friends. In this study, it is explained that depression affects a person's brain performance which can also have an impact on the surrounding environment or society. It was also explained that social capital is an important factor that affects mental health which can be explained that social can be a cause of pressure on students so that thinking skills decrease and cause depression, this affects how students are in a class that will always feel depressed.

The last, (Charleswoth, 2021) stated that cognitive rehabilitation is a type of therapy that involves people with dementia (memory loss) work with the therapist on the specific skills they would like to develop. For example, they can focus on learning a new skill, such as using a cell phone, or reinventing a skill they used to use, such as reading, remembering lessons they have already learned. This approach focuses on what is important to the person and those closest to them. This can help people with dementia to focus on the skills, abilities and knowledge they still have. It can also help with memory and attention.

Explained by the previous studies are the basic of the facts that have been researched first with the solution provided by one of the previous studies. One of the novelties of this research is cognitive rehabilitation, which can help students to remember through the closest people and several therapies that are carried out by the closest people to help them remember what they forgot when affected by mental disorders such as depression. The danger of depression in children affects the mindset both in the long and short term.

## RESEARCH METHOD

This research method used qualitative method with case study as its design. According to Sugiyono (2011), qualitative research methods are research methods based on post-positivism philosophy, used to examine the condition of natural objects. The data gained by using questionnaire distributed to the class that was used as the research sample. The number of samples were 39 students from SMA N 1 Purbolinggo, East Lampung, class XI IPS 3. The data were then analyzed by using descriptive analysis to describe the findings about level of students' depression experience.

## FINDINGS AND DISCUSSION

The results of the discussion and findings are a questionnaire table distributed by researcherto respondents. Based on the data analyzed, the researcher explained in detail about the items listed in the questionnaire, 15 statement items related to the level of depression experienced by students affecting memory in the learning process. This research was supported by 39 students with different mental and experience levels.

Table 1. Level of depression experienced by students affecting loss memory

No	Items	n	Agree	Percentage	Disagree	Percentage
1	Do you feel you are taking too long to remember?	39	33	84,6 %	6	15,4 %
2	Do you often feel pressured during class activity?	39	35	89,7 %	4	10,3 %
3	When you feel pressured by the class situation then you will find it difficult to remember?	39	36	92,3 %	3	7,7%

4	Do you feel the class's response to you will affect your situation in class?	39	36	92,3 %	2	5,1%
5	Do you find it difficult to remember being under pressure from a teacher or friend?	39	37	92 %	2	5,4%
6	I easily forget material	39	31	79,5 %	6	15,4%
7	I forgot the title of the material the teacher taught	39	28	71,5 %	8	20,5%
8	My memory endurance is weak and I get tired easily	39	35	89,7 %	3	7,7%
9	I sometimes refer to people with formal greetings without mentioning their names because I forget	39	36	92,3 %	2	5,4%
10	I'm under pressure from assignments so can't remember everything	39	37	94,9 %	2	5,4%
11	My memory is easily weakened due to pressure from outside as well as school	39	33	84,6 %	5	12,8%
12	I get sleepy easily and when I wake up, I forget the material situation	39	33	84,6 %	4	10,3%
13	don't remember the material well and easily forget when the lesson is over	39	34	87,2 %	3	7,7%
14	When I'm depressed, anxious and panicked I won't be able to remember anything and tend to think slowly	39	28	64%	11	15,3%
15	When I'm depressed, anxious and panicked I won't be able to remember anything and tend to think slowly	39	32	67,9 %	7	17,8%

In Q1 questions that investigate their mentality, "Do you feel you are taking too long to remember?", it is intended that students can state the condition of their memories, based on the results obtained by Q1 reaching 84.6% which means revealing that students have difficulty in remembering or they feel their memory power is weakening, this of course happens because of several factors, one of which is depression. This is supported by the disclosure of depression can affect and have an impact on short-term and long-term memory abilities. This is proven by research conducted by Kizilbash, Vanderploeg, & Curtiss (2002) that depressive symptoms have a negative effect when retrieving new information so that it can affect individual memory. Memory ability is influenced by the mental state of students, if students are mentally weak and feel depressed, the memory will be disturbed and it hinders their learning process.

In Q2 it was asked about, "Do you often feel pressured during class activity?" Revealed 87.9% of students experience pressure in the classroom. The high pressure experienced by students in the classroom is influenced by several factors, including teachers, classmates, class situations and a sense of being threatened. During the lesson students are very afraid to express themselves because they think that the surroundings will suppress them, it is a bad thought and students who have been affected by symptoms of depression will easily lose their memories if they have experienced pressure from their environment.

Q3 asks, "When you feel pressured by the class situation then you will find it difficult to remember?" Difficulty remembering is not only caused by external but also internal responses. Students find it difficult to remember when they experienced stress in the classroom caused by friends, teachers or other threats. It is better for fellow students to have good communication in order to create a class that supports every activity. This question received a response of 92.3% of students having difficulty remembering when the class situation was not conducive or unstable. (Hadiyanto and Subiyanto, 2003) stated that the

classroom atmosphere is a condition, influence, and stimulation from outside which includes physical, social, and intellectual influences that affect students. According to the expert opinion, it can be concluded that the classroom situation can affect the teaching process of students both physically, physically, mentally and physically.

Q4 is asked, "Do you feel the class's response to you will affect your situation in class?" It was revealed that one of the reasons students felt depressed and depressed was the reaction. Reaction is a form of response to something, if the reaction is positive then the person receiving it will feel happy and if the reaction causes pressure, the student will feel cornered. In the classroom it is the teacher's responsibility to pay attention to their students by using learning strategies. Strategy is a tactic or method that means a number of steps that are engineered in such a way by the teacher to achieve certain goals. Students who feel depressed will tend to lose memory suddenly. Students who feel depressed due to class situations based on the researcher's questionnaire reached 94.9% and this is clear evidence that teachers must pay attention to the class response to their students.

Then in Q5 there is a question, "Do you find it difficult to remember being under pressure from a teacher or friend?" One of the reasons why the researcher asked this question was to prove whether the pressure really affects the students' memory in learning, and based on the results of the questionnaire, this question got 94.9% results where almost all students agreed that the pressure caused by the teacher and classmates can affect their memory processes and state in the classroom. (Tannous, 2011) mentioned that the factors that cause depression in children based on the perception of researchers include pressures experienced every day, family conflicts, teachers, environment and classmates. Factors that weaken the mentality of students at school that can affect their memory, two of which are teachers and classmates, when classmates give bad influence or treatment, the student will feel pressured, then the teacher, when the teacher teaches hard it will make them do not grow mentally healthy but do the work due to the impulse of fear. The memory of students who have collapsed due to the conditions faced at school cannot be healed only with the motivation of the teacher, but the teacher must act wisely. This session is a form of students' feelings about what they feel by using the answer choices provided by the researcher. Broadly speaking, this statement will reveal the causes and effects of decreased endurance after they experience depression.

The sixth question, "I easily forget material," received a response approval from students of 79.5% who stated that they easily forget the material. Then 15.4% did not experience memory difficulties and did not experience depression. (Beck, 2014) mentioned that depression is a psychological disorder characterized by deviations in feelings, cognitive, and individual behavior. Individuals who experience depression can feel sadness, loneliness, decreased self-concept, and show withdrawal behavior from their environment. Students who are under depression will easily forget many things suddenly and they become confused or slow in processing memories.

The seventh statement, "I forgot the title of the material the teacher taught," Students find it difficult to remember what the teacher explained in front of the class due to several factors. Symptoms that indicate learning difficulties can be observed in various forms. It can appear in the form of deviant behavior or decreased learning outcomes. Deviant behavior also appears in various forms, such as: likes to shout in class, likes to annoy friends, has difficulty paying attention, is often pensive, hyperactive, often plays truant to make other students feel disturbed and finally students who experience a decreased mental condition can think slowly. as a result of these things. From everyday experience, students have the impression as if what they experience and learn is not entirely stored in our minds. According to any cognitive theory that we experience and learn if our reason system processes it in an adequate way, everything will be stored in our permanent reason subsystem. The best way to reduce



forgetting is to improve students' memory. There are many kinds of tips that students can try to improve their memory; one of them is by using mnemonic device. According to (Barlow and Reber, 1988) mnemonic device (memory trick) means special tips that are used as mental "hook tools" to enter information items into the system. students' minds and the serial position effect students are encouraged to compile a list of words (names, terms and so on) that begin and end with words that must be remembered. The words that the student must remember should be written using bold letters and colors so that they appear very different from the other words that do not need to be memorized. Thus, the words written at the beginning and end of the list give a distinct impression and are expected to be closely embedded in the permanent subsystem of students' reasoning. This statement received support for 71.8% who experienced the same thing, then 20.5% did not experience the same thing.

The eighth statement, "My memory endurance is weak and I get tired easily," of students who experienced weakness of memory endurance and tired easily reached 89.7% while 7.7% did not experience interference. The magnitude of the number obtained by the researcher can be explained that memory impairment for students or decreased student memory can make students tired easily. They don't want to remember heavy things and tend to feel empty in every lesson. Students who experience decreased endurance in memory will find it difficult to operate their study plans due to the fatigue they experience. (Beck, 2009) defined fatigue based on the level of state, namely the body, the memory system in the nervous and mental human beings. It can be concluded from the expert's statement that the nerves in the head contain all human memory and if disturbed due to physical and mental fatigue, the memory will be weakened.

The ninth statement, "I sometimes refer to people with formal greetings without mentioning their names because I forget." This statement received support from students of 92.3% who stated that they experienced the same thing and 5.1% did not. When students feel they don't remember people's names for a while because they haven't seen each other often, they can be sure that they only have problems with their short-term memory, students can only remember faces but not the person's name. Short-term memory has a very small capacity, but plays a very large role in the memory process, which is the place where we process stimuli that come from our environment. The small information storage capability corresponds to the limited processing capacity. Short-term memory functions as transitory storage that can store very limited information and transform and use that information in generating a response to a stimulus (Dalzeil, 2018). To heal the process of forgetting due to impaired short-term memory processes due to depression, you can practice remembering or writing words that might help them remember.

The tenth statement, "I'm under pressure from assignments so can't remember everything," Students are under so much work pressure that they are stressed and depressed at the same time, this pressure is experienced by almost 94.9% of students in the class. They feel that the task will never end and they are confused about where to start. If students already feel pressured due to their assignments, they not only lose memory skills but other negative thoughts appear. Depression is a very serious mental illness in the world. The negative impacts that arise due to depression such as difficulty concentrating, limited social interaction, memory impairment, impaired adjustment and even the emergence of the risk of suicide, make this problem need serious handling (Nevid, 2018). The lack of policies implemented by schools can endanger students' lives if students are under pressure. The expert explained that depression can interfere with memory endurance and it is true that mental damage affects memory performance in brain sensors.

The cause of the paralyzed memory of students in class is not only influenced by internal school and pressure in the classroom, but also external factors, in the eleventh statement, namely, "My memory is easily weakened due to pressure from outside as well as school," getting support of 84.6% of students experienced the same thing and 12.8% of students did not. Mental health is an important thing that must be considered as physical health. It is known that the condition of mental and physical health stability affects each other (Cahyanti, 2016). The family is the smallest group in society, and is a historical chain of life in the course of human life. Or in other words, the family is the smallest social unit in society, but has a great influence. The weakening of students' resilience due to the pressure factors they experience is caused by family factors, their less harmonious families can suppress students and make these students depressed and affect their memory performance.

Depression also affects the state of the student's immune system, those who suffer from depression will tire easily, this is stated by the twelfth statement, namely, "I get sleepy easily and when I wake up, I forget the material situation". (Beck, 2014) revealed that the physical symptoms of depression include loss of appetite, memory retention and sleep disturbances. The decreased student body due to symptoms of depression and mental stress resulted in them only sleeping, in this statement supported by 84.6% of students experiencing the same thing, they easily fall asleep in class, feel tired and when they wake up, they forget what happened before. 10, 3% did not experience it. One of the challenges students' faces is when they do not remember the material, they have just learned due to falling asleep, but cannot be blamed for being mentally weak due to the pressure they experience.

The thirteenth statement, "I don't remember the material well and easily forget when the lesson is over," received support from 87.2% who had difficulty remembering or forgetting the lesson when it was over. Memory is actually inseparable from the nervous system in the human brain. The human brain has one trillion brain cells with 100 billion active cells or neurons and another 900 billion cells as "glues", nourishing and enveloping active cells. Each of these active neurons or cells is capable of developing between 2,000 and 20,000 branches (dendrites) which are very similar to the branches of a tree. Each dendrite stores information, and receives input from other cells (Dryden and Vos, 2013). Thus, the brain has tremendous power in receiving and processing information so that it can produce creative ideas. Meanwhile (Brachel, 2019) states that depression can undermine the workings of memory only with pressure. It would be unfortunate if students just forgot the lessons they got after the lesson was over, in addition to the pressure, they also hoped that the teacher could play a good role in overcoming the memory problems they were experiencing.

The fourteenth statement, "When I'm depressed, anxious and panicked I won't be able to remember anything and tend to think slowly," Obtained support for 83.5% of those who experience depression and panic when they have difficulty remembering much thing and think slowly. (Adwas, 2019), mentioned that anxiety is a response to certain threatening situations and is a normal thing that occurs accompanied by development, change, new experiences, as well as in finding one's identity and life. Students can remember well because they have supportive surroundings and a stable mental state, while students who have symptoms of depression to panic, they will easily lose memory and feel depressed in certain situations. (Beck, 2009) stated that depression is a psychological disorder characterized by deviations in feelings, cognitive, and individual behavior. Individuals who experience depression can feel sadness, memory disturbances, loneliness, decreased self-concept, and show withdrawal behavior from their environment. Panic attack or panic attack is a health problem that occurs in society. Panic attacks occur by chance and are not expected. During a panic attack, you will have constant fear and worry that will stay within you. Thalita (2021) revealed that the many causes of students experiencing depression which results in memory

disorders, it is necessary that some of the closest people to students help the development of students' memories.

The fifteenth statement, "I feel very lacking in remembering when I have a mental disorder," was supported by up to 75.2% of students with mental disorders. They feel less in terms of learning when experiencing mental disorders, some of them have difficulty thinking, slow to think and lack confidence to convey their wishes. People with depression are more likely to have difficulty distinguishing similar memories. Many experts argue that depression can cause a number of problems, such as lack of sleep, to peaking stress levels (Kompas, 2018). Depression has a big impact on students who experience not only a decrease in body condition but also the endurance of thinking and remembering. The study entitled "Depression in Adolescents" written by Soetjningsih in 2011 explain that depression has three main symptoms, namely feelings of depression (can be conveyed verbally or gestures, emotional color and facial expressions), difficulty thinking (visible from long periods of time). used to respond, speak a little or direct the patient's expression related to concentration difficulties) and the third is psychomotor slowness (shown by physically being easily tired, weak, unenthusiastic, and indecisive).

The results of the questionnaire data above illustrate how students associate their mental problems with decreased memory. These data are supported by 39 respondents and filled with different options that students choose. According to (Bruno, 1988) memory cognitive aspects are needed in human growth and development, one of the most important is memory. This is important because human life cannot be separated from the learning process, but this cannot take place without its memory. Memory is the ability to store, retain, and recall information from past experiences then in the human brain. Jean Piaget's theory of cognitive development or Piaget's theory shows that intelligence changes as children grow. Cognitive development of a child is not only about acquiring knowledge, children must also develop or build mental. Therefore, to improve the memory of students who are disturbed due to depression, important role holders such as parents and teachers must provide guidance and assistance to recall what they have learned.

The study of psycholinguistics examines that long and short-term memory can be taken seriously if it provides psychological intervention, parents and also a positive environment. Students can be said to be depressed if their physical activity decreases, thinks very slowly and is followed by mood swings. A person who is depressed has negative thoughts about himself, the future and his world, thoughts are no longer in accordance with reality, cannot judge reality and cannot be understood by others. The brain can be divided into left brain and right brain. The function of the left brain is related to logic, numbers, writing, intelligence, calculation, analysis, and to short-term memory (short term memory). While our right brain is used for creativity, imagination, music, colors, shapes, emotions and for long term memory. Memories will last longer if you remember using the right brain. To be able to remember well, it is necessary to train the brain to function optimally. Unfortunately, more people use the left brain in the process of remembering. Most people's left brain is more developed without being matched by the development of the right brain. Because the left brain is a short-term memory, the information stored in the left brain will be easier to forget. Therefore, if you want to store in the right brain, information must be converted into stories or pictures. Because the right brain does not recognize text or numbers. Exercise is needed in order to develop the right brain. There are several techniques that can be done.

The methods of remembering described above are only a few examples of remembering techniques that can be used, because there are other methods. This method of remembering will encourage students to be creative in creating short stories, imagining and

imagining them. Students' imaginations will be honed when students add colors to the shadows of the story, add motion, smells or other things so that your imagination is more interesting. If you can, make it a funny story or a story that doesn't make sense. This will help to memorize the information. Students can also try to teach it to children. Thus, memorizing can be a fun activity for them. This will also be a good exercise for the right brain that can stimulate creativity and optimize the child's brain. If students have tried to remember with these methods, storing information in your right brain, the information will not be quickly forgotten and help optimize the brain and help students' memory. And also providing socialization about mental health to students is also needed so that students can find out more about the effects, symptoms and solutions if they are exposed to the same thing.

## **CONCLUSION**

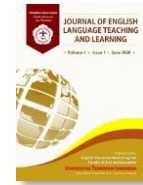
Based on the statements and analysis data reviewed by the researcher and 39 students participating in the researcher's questionnaire, it can be seen from the results of the table in the discovery and discussion section that it is clear how depression has a negative impact on students' memory in the learning process and others, this is certainly a bad spotlight on the world. If education does not stabilize and pay attention to the mental health of students in these institutions, depression is not a mental illness that can be underestimated because of its impact not only on damaged memory but also students' attitudes that can take other negative actions. On average, students have problems with their short-term memory, namely they can't remember what material they got a few hours ago then they also have long-term memory disorders or forget things they should remember for the rest of their lives, this is traumatic for them. For students who experience it, the role of psychology is needed to help students rise and provide therapy to recall things they forgot. Besides, to improve the memory of students who are disturbed due to depression, important role holders such as parents and teachers must provide guidance and assistance to recall what they have learned.

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## STUDENTS' DIFFICULTIES WITH SELF-DISCIPLINE DURING ONLINE CLASS

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### Abstract

The COVID-19 pandemic necessitates the government to take strict rules to prevent the spread of the virus. This condition brought about the transition from the offline learning process to online learning at every level of education across Indonesia. The main advantage of online learning is flexibility. This condition makes students possible to access online courses to learn and carry out assignments anytime and anywhere. Therefore, teaching and learning processes can be more practical and efficient. However, due to low self-discipline, the flexibility of time given by the lecturer triggers students to postpone in submitting their assignment and the majority tend to submit on or close to the deadline time. As a result, these conditions have implications for the effectiveness of the learning process in higher education. The purpose of this paper is to prove that self-discipline in the knowledge acquisition process is one of the most important factors in online learning. The research was conducted with a qualitative method. The instrument of this research was a questionnaire that was used to establish students' opinions which were distributed by using google to collect the data. The questionnaire consists of 15 questions.

**Keywords:** Self-discipline, Online learning, Covid-19

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## INTRODUCTION

COVID-19 has affected many sectors, and education is not an exception. In Indonesia, the government has formally taken strict measures to minimize and limit physical contact since March 16<sup>th</sup>, 2020 to prevent the spread of the coronavirus. Therefore, it was advised that all schools and institutions convert their offline classrooms to online classes for a longer period of time. Some institutions have even decided to conduct all of their classes online for the remainder of the semester. In other words, the practice of teaching-learning has shifted from face-to-face lectures to digital or online classes. The internet is also one of the technological barriers to injustice, with young people being capable of learning in a way that matches their requirements and learning styles thanks to the resources available to them (Ayu, 2020). However, Pustika (2020) argue that the implementation of online learning is a new thing, especially in Indonesia. Teachers and students react in a variety of ways to this unexpected choice.

It is undeniable that new information systems and innovative e-learning tools make the learning process more interesting and efficient (Yacob, 2012). Especially during a pandemic situation, online learning is intended to assist teachers in delivering curriculum to students (Yuliansyah & Ayu, 2021). However, the possibility of learning anytime and anywhere in online (virtual) learning requires more attention so that it can motivate students in the teaching and learning process to achieve online learning goals (Sari, 2020). In online learning, students usually do not need reminders to attend course activities (Martin, 2018). Online learning assumes that students access class regularly and get information related to learning activities that have been provided by teachers in online classes. As a result, these conditions have implications for the effectiveness of the learning process in higher education.

Nevertheless, one of the advantages that teachers and students can get from online learning is flexibility. It means that any of the students are possible to access online courses to learn and carry out assignments anytime and anywhere (Mandasari, 2020). However, the flexibility that students get during online learning cause has lack of self-discipline. Dzivhani (2000) determined that discipline especially in school is a type of classroom behavior within be described such as paying attention, obeying the rule of teacher, respecting teachers, and acting with the suitable norms. Discipline is divided into positive discipline and negative discipline. Positive discipline also called as self-discipline is self-awareness that comes from someone's desire without encouragement from anyone (Nelsen, 2011). Furthermore, Thomas (2021) in his research also found negative discipline during online classes. Negative discipline is the desire that tends the individual to do the opposite from positive discipline. It means that the individual with negative discipline is more inclined to do bad things or pretend to do a good thing when there is someone near them. Gelles, et al. (2020) in his research stated to prevent negative discipline, students were asked to not lie in bed while going to had lessons, keeping their web cameras dynamic, and purposely talking up in lessons in spite of the hypervisibility that involved. As a result, students who manage to avoid negative discipline assign success in the field of education which will help them to prepare for a bright future (Millei, 2010). So it is very important to teach discipline, especially during online learning.

Self-discipline (positive discipline) is usually can be seen from students' attitudes during the teaching-learning process. Students who have self-discipline (positive discipline) tend to obey the regulation which has been agreed by the lecturer and students. Besides, they have the willingness to make or answer the assignment as best as they could without any pressure to do it (Gorbunovs, 2016). Other experts define self-control of exertion in academic settings as academic self-discipline and examine the correlations between non-cognitive indicators, cognitive indicators, features, and scholarly outcomes (Pustika, 2020). In other words, students who have self-discipline are able to choose what things that very important to do first and do the unnecessary things later. It also gives an individual the strength how to overcome their laziness, uncertainty, and fears.

However, during the teaching-learning process that has been conducted through online, students tend to have negative discipline (Aminatun, n.d) (Muliyah, 2020). This is caused by the misuse of time flexibility that students get from online learning. So students can access classes whenever they want without direct supervision from the lecturer. It means, the flexibility of time given by the lecturer triggers students to postpone in submitting their assignment and the majority tend to submit on or close to the deadline time. Sometimes students take assignments not too serious and lazy to do the assignment. This causes a decrease in knowledge of the material provided by the lecturer. Besides, online learning requires the students to involve them in continuing the teaching-learning process all day, and working week students are involved in a wide spectrum of educational activities such as lectures, seminars, and other activities. Online learning offers more flexibility both for teacher and student but it requires high self-discipline.

Self-discipline is very well connected with willpower (Kohn, 2008). Willpower is the ability to control yourself in order to do something difficult. Thus, in this case, all students are expected to be conscientious and assiduous in order to be able to achieve the desired goal. However, not all students have good control in self-discipline (Hagger et al., 2021). The aim of this paper so find out the factors that cause students' difficulties with self-discipline during online learning during online learning and to find out the best solution to solve the problems.



## RESEARCH METHOD

This research method was conducted with descriptive qualitative with non-interactive in order to find some factors that cause a lack of self-discipline in students during online learning and to find out the best solution to solve the problems according to students opinions. This study involves participants who were sampled from the English Education Study Program batch 2018 of the Faculty of art and education at Teknokrat University in Bandarlampung, Lampung. The subject, which took part in this research, was 31 students both male and female in the fifth semester with an average age between 19 to 23. The researcher used questionnaires which was distributed by using a google form that was sent via WhatsApp messages to collect their perspective data. Researchers focus on asking questions that fit the focus of the research. The questionnaire consists of 15 questions that were divided into two parts. First, yes, no question, and the second one is an essay question. The researcher gave the survey website link to the participants and ask them to fill out the question based on their perspective or experience toward online learning that took place during covid-19. After that, all the data that the researcher got from the participant's responses will be collected and compared in order to find factors that cause a lack of self-discipline and to find out the best solution to solve the problems.

## FINDINGS AND DISCUSSION (11 PT)

This result data was collected from the participants who filled out the questionnaire which has been sent via WhatsApp. The questionnaire consists of two types of questions. The first one used yes-no questions and the second one used opinion questions.

### 1. The attitude of students towards online learning and distance education

Table 1. The attitude of students towards online learning and distance education

No.	Questions	Yes	No
1	Are you currently in online courses during the COVID-19 pandemic?	93,5%	6,5%
2	Have you ever felt that the flexibility of online classes triggers students to postpone and be lazy to do your assignments?	87,1%	12,9%
3	Have you ever accessed courses just to check out deadlines of the assignments and delay opening learning materials and videos?	100%	-
4	Have you ever put off doing your assignment and almost forgot to submit it or didn't even submit it at all?	77,4%	22,6%
5	Did you open a video or learning material right before you did a post-test or forum?	87,1%	12,9%
6	If there is no post-test to do, will you open and study the material provided?	67,7%	32,3%
7	If there is no forum will you open and study the material provided?	63.9%	36.1%

The result finding in the table above showed that most of the students are studying from home. This can be proven by the results from the first question with the number of students who answered yes for about 93.5%. Moreover, the next four questions prove that online learning causes students to be lazier. In online learning students not only tend to delay opening videos or learning materials but also delay doing assignments. In fact, sometimes they only access courses just to check assignment deadlines and will be learning the material only when they are going to do a post-test or forum. The habit of delaying doing the post-test also caused 77.4% of the total students to have almost forgotten to submit the assignment and some of them

did not even submit it at all. Surprisingly, 32,3% of students answer that they will not open the video or material if there is no post-test or forum (36.1%), but luckily 67,7% of students chose to keep studying the material given by the lectures.

Based on table 1 above, the student's reasons which cause a lack of self-discipline come from their internal problem such as laziness (Sari et al. 2019). Thus, different learning motivations are required in conducting online classes in order to enhance students' motivations and self-discipline in the teaching-learning process (Sari, 2021). stated that laziness is caused by several conditions such as student's body condition, lack of learning motivation, the influence of lecturers, and the last is the conditions of the environment during learning. This happened cause lack of self-discipline, students are usually more interested in doing fun activities and neglect the main responsibility. Second, the lack of self-motivation students less enthusiastic. Third, unable to manage time. When students are unable to manage the time to complete the assignment, they will tend to delay learning the material or delay to did the assignment.

From the overall data analysis, it is also concluded that the level of readiness of students to implement e-learning is at a moderate level and is still not quite ready to learn online completely. In addition, Sari & Wahyudin (2019) considered that Self-discipline has a positive impact on student learning outcomes. The achievement obtained at the end of the lesson does not depend on the initial competency level of the student. On the other hand, self-discipline that exists in students is a key factor that has a great influence on students and enables them to achieve learning goals. Thus, self-discipline in the knowledge acquisition process on a daily basis is a key indicator that can be used to improve student learning outcomes. Moreover, lecturers play an important role in building student motivation and taking steps to strengthen this spirit during the teaching and learning process in the classroom

## **2. The most common reasons that cause students often forgot to submit their assignments during online leaning**

Table 2. The most common reasons that cause students often forgot to submit their assignments during online leaning

<b>No.</b>	<b>Answers</b>
1	Because I thought that I have finished it.
2	Because I forgot about the deadline time.
3	Lazy to check the deadline.
4	Usually, I forgot about it.
5	I think there is a lot of assignments that I have to finish, that's why I often almost forget to submit my assignment.
6	Bad at time management, I still learning how to manage my time.
7	Because I rarely take notes, so sometimes I forget.
8	Because I forgot the due date.
9	Forgot the deadline because I wasn't checking the spade.
10	Because I don't have someone to remind me for doing the assignment.
11	Because I'm busy so I forget to do assignments.
12	Sometimes I postponed many assignments.

13	Because sometimes my time management is so bad and there are other distractions that make me forget to submit the assignment.
14	Sometimes hard to access the sources to submit the assignment, and we did not check the dateline of the assignment.
15	The website is an error.
16	Overslept and too hard to do.
17	I was in unhealthy condition.
18	Because there are several obstacles such as having difficulties understanding the material and sometimes I forgot to submit the assignments.
19	Sometimes I just forget, sometimes the website goes down.
20	I have experienced this once and it was because I mistyped the due date of the assignment. I had opened the course but I postponed doing the assignment. If I hadn't postponed doing the assignment, I wouldn't have forgotten to do the assignment. Fortunately, I still could submit it because I still had time to do it.
21	I forgot to check the submission deadline.
22	Because, I think there is a lot of assignment that I have to finish, that's why I often almost forget to submit my assignment.
23	Lazy check deadline
24	Sometimes I postponed many assignments
25	Yes, not all just some schedule, because that time when I check Spada error until 3 or 5 days.
26	Because I delayed sending the assignment when the deadline was still long so that the next day I forgot the submission deadline and I didn't send the assignment.
27	Because I forgot the due date
28	I forgot about the deadline time
29	Forgot to look back at the due date for the submission of assignments

Based on the results of table 1 about the attitude of students towards online learning and distance education, it proves that 77.4% of the total students almost forgot to submit the assignments or did not even submit it at all. Table 2 above showed the main reasons why students do not submit the assignments. Most of them answered that they forgot the deadline to submit the assignment. While the rest is due to delay in doing assignments, bad at time management, laziness, unable to access the website because of an error and the last one is due to a health problem.

### **3. Some methods that help students to maintain their self-discipline during online learning.**

Table.3 methods that help students to maintain their self-discipline during online learning.

No.	Questions	Yes	No
1	Do you agree that assignments can help to develop self-discipline?	90,3%	9,7%

2	Do post-tests and forums help you to study the material provided by the lecturer and increase your self-discipline?	100%	-
3	Does writing down notes of the deadline help you to maintain self-discipline?	96,8%	3,2%
4	Do deadlines for submitting assignments help improve self-discipline?	85%	15%
5	Do you agree that turning on the camera during zoom meetings can improve self-discipline?	77,3%	22.7%
6	Does sitting at the study desk make you more focused on learning?	82.3%	17.7%
7	Is the interaction of lecturers and students during online learning quite helpful in developing self-discipline?	72.9%	27.1%

From the table above, we can see at the first question “Do you agree that assignments can help to develop self-discipline?” it is clear that assignments can help students to maintain their self-discipline. According to table 1 about the attitude of students towards online learning and distance education, about 32,3% of students will skip studying the learning material if there is no post-test or forum. Besides, post-tests and forums also help students to study the material provided by the lecturer because it makes students have an obligation to study the material. The last one is to write down notes of the deadline proven help to prevent students to forget to submit their assignments.

Question four prove that deadline helps 96,8% of students in the class to increase their self-discipline during an online class. This is also the same as research conducted by Nartiningrum (2020) that giving a deadline date for each given task helps students complete assignments as soon as possible before the deadline. As a result, students become more enthusiastic about completing assignments. In addition, asking students to activate the camera during a zoom meeting can improve student self-discipline, this is evidenced in question number five in table three, 77.3% of students agree with this. Gelles, et al. (2020) in their research turning the camera on help to prevent negative discipline. She added that the place of study also affects the level of seriousness of students in learning, in the sixth question 82.3% of students agreed. Geselles et al. (2020) in the research he did, students who were asked not to lie in bed got better grades on the test. This is in line with Nurajrina (2020) stated that students who have or increase their level of self-discipline in e-learning tend to experience improvements in their academic achievement. During the online class, the interactions between teachers and students are also lacking (Nartiningrum (2020)). Therefore, 72.9% of students feel that teacher-student interaction makes them more disciplined in acquiring the material given.

In conclusion, there are several ways that can be used by teaching staff so that students are accustomed to self-discipline in online learning, such as giving assignments at every meeting. The task forces students to discipline themselves whether they want it or not because of a sense of necessity. In addition, the task also makes students pay more attention to the material provided so that they can answer possible questions on the post-test. Besides, writing each task deadline is helpful to prevent students from forgetting not to do assignments because of poor time management. Last, conducting regular zoom meetings to maintain teacher-student interaction also can be used to help students to maintain their self-discipline.

## CONCLUSION

Based on the result of this paper, it found that the main reason that caused student's difficulties with self-discipline during online learning is laziness. As the writer mentioned before, the main reason that causes students to laziness is flexibility. The flexibility that students get from online learning tends students to postpone in submitting their assignment and the majority tend to submit on or close to the deadline time and for about 77,4% of students have ever forgotten to submit their assignments due to bad time management. However, there are several things that can help students to maintain their self-discipline. The first one is assignments such as post-tests and forums. Both post-tests and forums aim to determine how much a student has progressed over the material and also it helps them to arouse the desire to study the material. Since 87,1% of students will open a video or learning material right before they did a post-test or forum and 32,3% of students answer that they will not open the video or material if there is no post-test or forum. Furthermore, 96,8% of total students are agreed that writing down the deadline date prove that help them to maintain self-discipline. It helps them in memorizing the due dates of all the post-test. Thus, writing down all the important assignments dates proved useful to complete the assignment on time and to prevent the students from forgetting to submit their assignments. Last but not least, the learning environment and interaction between teacher and students are also not less important in maintaining students' discipline.

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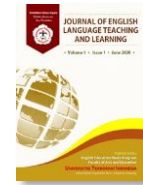
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## STUDENT PROBLEMS IN ONLINE LEARNING: SOLUTIONS TO KEEP EDUCATION GOING ON

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### Abstract

The spread of the Covid-19 virus that has swept across the world has changed various aspects of human life, one of which is the change of learning process that commonly occurs face to face in the classroom become online learning. Online learning is chosen as the solution to keep teaching and learning during this pandemic and this is done by various levels of education starting from primary school, middle school, high school, to college levels. The existence of cases of learning difficulties experienced by students during the Covid-19 pandemic made students do not understand the subject matter delivered by the teacher. This study aimed to find out some solutions of students' problem in the online learning process. Participants in this study were 25 English education students from a private university in Bandar Lampung. The researcher distributed a close ended questionnaire of 9 questions in the form of Google to collect data, and used qualitative data to illustrate the results of the questionnaire in data findings. The results of the study show that there were some problems faced by students in online learning included (1) students difficult to understanding materials, (2) students encounter technical difficulties, (3) limited internet quota, (4) poor communication, and (5) learning becomes less effective. The solutions that researcher has found to overcome the problems are namely (1) teachers or lecturers must implement face to face class twice a week, (2) teachers should use platforms with simpler operations in online learning, (3) teachers or lecturers should provide a material that is interactive, dynamic and attractive and (4) the government must extend the quota assistance for students.

**Keywords:** Students Problems, Online Learning, Solutions.

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## INTRODUCTION

Web-based lecturing methods and seminars (webinars), or so-called online learning are now being applied to all universities in Indonesia in line with the Corona pandemic. In the context of the current COVID-19 pandemic, more than one hundred higher education institutions in Indonesia conduct online learning by optimizing online learning education platforms or applications as auxiliary learning tools such as Spada, WhatsApp group, Google Classroom, Google Meet and Zoom Meeting, (Sari and Oktaviani, 2021). Due to this situation, students are required to become independent learners because they cannot get guidance directly from teachers or lecturers (Aminatun & Oktaviani, 2019). Online learning that take advantage of technological sophistication actually encounter various problems for students. Research conducted by Purwanto et al., (2020) stated that one of the impacts of online learning that can be seen is the learning difficulties experienced by students during the teaching and learning process at home. Students feel pressured when participating in distance learning because they feel forced, plus with inadequate facilities and infrastructure at home. A study conducted by Ahmad (2016) also found a phenomenon that EFL learning that requires a lot of practice to be applied was also Encountered obstacles in listening session when applying the learning system because the ICT tools used by teachers to train students scattered in different places are often ineffective.

Pustaka (2020) declared that COVID-19 is a disease that will attack many people from all over the world. Due to this phenomenon, most aspects of human life have changed. People in 2020 are not allowed to gather in one place. Online learning is indeed the answer to the sustainability of the learning process during the COVID-19 outbreak, learning with the use of ICT is considered the most effective considering the process of knowledge transfer and interaction between educators and students without having to be physically present which will allow it to be a means of dissemination of COVID-19. Pustaka (2015) pointed out that in this technological age,



everyone uses technology in their daily lives. In this information age that requires students to acquire increased knowledge needs, the Internet is seen as the key to providing more information and allowing them to actively search for it (Ayu 2020). The existence of the Internet enables people to keep abreast of news and information from all over the world (Pustika, 2021). In the context of implementing online learning, various problems arise which have implications for the smooth learning process for students. Students are an important part of organizing online learning, considering that on the one hand students are placed as objects that must be able to receive learning material so that the transfer of knowledge from educators to students will make students know and understand science which is given. The situation that arose due to the Covid-19 pandemic requires teachers or lecturers to use all available media to support online learning. As Aminatun (2019) said, the role of technology in the education system has affected teaching methods from traditional to modern methods. Most of today's technology has a positive impact on the education sector. Various applications with various features can be the choice of lecturers in implementing online learning. In addition, it has two advantages: learning strategies and improving students' understanding of using technology as a learning medium (Oktaviani & Mandasari, 2020). But behind the various media conveniences and features available during the online learning process, there are also many problems faced by students in the process of online learning.

First, communication and the relationship between educators and students feels difficult. Online learning cause communication between students and teachers or lecturers to experience technical problems. Students cannot ask the teacher or lecturer directly (face to face) for material they do not understand. Sari (2020) asserted that a successful online learning process is inseparable from the roles of teachers and learners. Second, online learning becomes boring. Although online learning is meant to provide a solution to the boredom of classroom-based learning, this is not always the case. Many e-learning courses consist of never-ending texts followed by a long list of multiple choice questions that fail to engage students. More than e-learning, it feels like e-reading. In addition, students encounter technical difficulties. While it may sound obvious, technical problems are one of the main stumbling blocks of online learning. A study performed by Ahmad (2016) discovered a phenomenon that online learning which calls for a lot of practice for its software additionally reports boundaries whilst the gaining knowledge of learning system is implemented. All this adds to their frustration and reduces employee engagement, the learning experience is disrupted and they will probably abandon the course.

Another pertinent point is students are burdened with quota prices that are expensive, quota problems are often faced by students, quota prices that are pricey make students burdened because they have to buy quotas every month to take online learning and do the assignments given. Maybe right now there is a quota assistance from the government for students, but that assistance is no longer active, so students have to buy a quota with their personal money. Meanwhile, the number of courses that are carried out simultaneously, communication that is not smooth between teachers or lecturers and students can cause several problems such as course schedules that become irregular and teacher or lecture times that are not on schedule, this causes students to feel confused about which meeting to attend. Moreover, students' enthusiasm for learning has decreased, online learning that require students to study at home cause boredom and cause students to become bored. Futhermore, learning becomes less effective, students feel that online learning is less effective because they do not meet face to face, the delivery of material is somewhat disturbed when the internet connection is not stable and we as students feel that learning is not optimal so that the understanding of the material obtained is less effective.

In this case, a solution is needed to overcome these various problems so that students can participate in online learning effectively and efficiently. Based on the clarification above, it is comprehensible that online learning is an opportunity answer for the process of gaining knowledge, inclusive of for students within the Covid-19 pandemic situation. However in fact, it increases some of problems for students and all parties must be ready to enforce it. Therefore, this study is conducted to resolve the research problems. The researcher try to find out several solutions to keep in touch between teachers and students in online learning. By doing this study, the researcher hopes that the end result of this study may be used as information for students, teachers, schools, and the government, to make guidelines in carrying out the online learning.

## **RESEARCH METHOD**

The researcher used qualitative data in conducted the study. In this study, the researcher distributed a close ended questionnaire in the Google form to acquire the data and the results of the questionnaire were stated in the data findings using a qualitative data. Other questions were also developed by the researcher to get to know students' problem from questionnaire. There are 9 questions in the questionnaire that were distributed to the participants to collect their data. The data source was taken adaptively, researchers made a questionnaire in order to obtain research data relevant to the research topic. The researcher did the analysis through questionnaire method. The participants were full fill the questioner given by the researcher. The answer that researcher provided was Yes/No, and by the results of questionnaire, researcher can know what problems students have in online learning and can find out what the solutions to the problems are. This study involved participants who

were students at a private university in Bandar Lampung. It involves participants from English Education Study Program that consisted of 22 students that were selected as participants for this study. They consisted of 7 males and 15 females in 5th semester. They were selected as representatives of the English Education study program group at a university. Their problem were seen as a represent of the students' problem of the community and students.

## **FINDINGS AND DISCUSSION**

The pandemic era has modified many aspects of the community lifestyle. It also includes the teaching and learning system. Many teachers, lecturers and students need to do teaching and learning in online. Almost all students find some difficulties problems throughout online learning. In this study, the researcher performed the survey with the participants filled out the questionnaire through Google form that were provided. The variety age of participants is various start from 19-23 years old. Within the questionnaire, the participants were requested to provide their opinion regarding the implementation of online learning and the responses were greater than what the researcher has been expected. The researcher has already accumulated all the answer and got the end result from the sample.

No	Questionnaire	Yes	No
1	Has online learning given you any major problem?	91,7%	8,3%
2	Are all courses conducted online?	100%	0%
3	Are some courses conducted simultaneously?	24%	76%
4	Do you find it difficult (understanding material, communicating, doing assignments, etc) with online learning?	66,7%	33,3%
5	Do you find it difficult to access the education platform (technical difficulties) ?	52,9%	47,1%
6	Is online learning boring?	72%	28%
7	Do you feel your enthusiasm for learning has decreased?	64,7%	35,3%
8	Are you burdened because the quota price is expensive?	84%	16%
9	Is learning becomes less effective?	52,9%	47,1%

From the results of the first questionnaire, it was found that the result shows 91,7% of them experienced problems in online learning and this mean that they felt the impact which make them overwhelmed in online learning. The presence of the corona virus has an effect on the education sector (Rajab, 2020), this can be happend because the transition from conventional learning to online laearning gave the strong impacts towards students. Rahardjo and Pertiwi (2020) asserted that several studies also have found a phenomenon that the Covid-19 pandemic has a major impact toward the education sector. There were many students have not comprehend and capable in doing online learning since it was new system for them. 8,3% from the participants stated that they did not experienced problems in online learning. It means that the rest of students were have been accustomed to the online system so that they do not have any trouble while following the online laerning. In the second questionnaire we can clearly see that 100% of students do full online learning in all courses, because as we can see that the current condition is still imposible for us to conduct offline learning as usuall. Distance learning is an education system in which students are separated from educators and the learning process used various sources through Information and Communication Technology. In practice, the distance learning system is applied through an online learning approach (Chun, Kern, and Smith, 2016). We don't know when this pandemic will end, so the best step for education field to keep going is to make online learning as the answer for this problem.

In addition, From the data of the third questionnaire, it can be said that 24% of students stated "Yes" to this questionnaire, they felt that several courses were carried out simultaneously in online learning because the shcedule were not structured. In this case, there was a time where a teacher or lecturer gave an information about the subject schedule to students for instance, it is on Monday at 9.00 am. Then other teachers or lecturers also gave a schedule at the same time without realized it because they teach different subject. Communication that is not smooth between lecturers and students can cause several problems such as irregular lecture schedules and lecture times that are not on schedule. Another cases also happend during the online learning for example, in a day there are 2 to 3 courses, sometimes the teacher likes to start classes not according to schedule, so that in the

end the class still continues and is dragged into the schedule of other courses. So here, only the students who know it and it makes them confused toward the schedule system. On the other hand, around 76% of students stated "No" meaning that their courses were not held simultaneously. As for the fourth questionnaire, As many as 66.7% indicated that many students had difficulty in understanding material, communicating with teacher or lecturer related to courses and doing assignments. Of the other 33.3% students stated that they did not have difficulty toward the statement. Research conducted by Rahma, et. al (2021) showed the results that many students were dissatisfied with the implementation of online learning, teachers were also less able to convey learning materials well, unstable internet signal and large quota expenditures. At this point, it means that online learning has its own problems in this aspect, because the way lectures provide and explain material in online learning is different from offline learning.

Regarding the statement "Do you find it difficult to access the education platform (technical difficulties)", there are quite a lot of students, namely around 52.9% stated that they felt difficulties when accessing the platform or technical difficulties, it can be the signal that is hard to get or the large file that students need to download. In fact that not all students live in urban area, there are also several students who live in faraway rural area that are not blanketed with the aid of the internet, their cell network is occasionally unstable, due to the geographical area that's pretty a long way from the signal coverage. Sadikin and Hamidah's research (2020a) revealed that there are some remote areas and do not have good or adequate internet access to support the implementation of online learning, and because of that it shows a different tendency. Moreover, In the table 6 above, around 72% of students agreed that online learning is boring, not only is the circumstance different from offline learning but also the material explained by the teacher or lecture makes it difficult for students to understand and comprehend it. Online learning has been implemented since the beginning of the COVID-19 pandemic. This means that it has been more than a year that students have studied online from home without the direct presence of a teacher. They are forced to adapt to the new system and learn independently. As a result, many students feel they do not like distance learning because it is difficult to focus and understand lessons without teacher assistance. However, other students around 28% disagree that online learning is boring.

Furthermore, around 64.7% of students felt that their enthusiasm for learning had decreased due to online learning. It can not be denied that the problems students faced make them feel surfeited and do not have a strong desire to following the courses. The lack of supporting technical facilities, poor mastery of technology and the interaction of knowledge transfer that does not occur directly also can reduce the enthusiasm for learning of students in general. While as many as 35.3% students stated that their interest in learning had not decreased, meaning that they were still enthusiastic through this online learning. In the table number 8, it showed the results about 84% of students agreed that they are burdened because of the quota price is pricey, they felt that their money ran out quickly just because to buy internet quota so they could participate in online learning, while about 16% of the other students felt that they were okay with the quota price which quite expensive. A study conducted by Herliandry, Enjelina, & Kuswanto (2020) also stated that the current obstacle that is most often faced is the ability of parents to provide online education facilities such as the internet network which costs a lot of money.

For the results of the last questionnaire, "Is learning becomes less effective", around 52.9% agreed. Those who answered yes to this statement were certainly the students which faced many problems during online learning, they think that if the problems keep emerge then how we as the students get an understanding towards the material given. Meanwhile, for other students who disagreed with learning to be less effective, as many as 47.1% agreed with the statement since they do not have any problem during online learning. Online learning is a very helpful learning media that can overcome the problems of the world of education during the COVID-19 pandemic. Therefore, in order to keep learning, online learning is the best choice in the midst of the COVID-19 pandemic (Reimers, 2020). However, online learning also has its weaknesses, especially if the framework used is still traditional, namely the teacher only gives material, students listen, then do the assignment. Often teachers are frustrated because their students suddenly disappear from the screen. Because they are not in the same room, it is not possible for a teacher to control the classroom in the same way as face-to-face learning. In addition, online learning also requires a stable network and adequate gadgets for both teachers and students themselves.

To reduce the obstacles in online learning faced by students, the researcher has discovered some solutions that can be implemented. To begin with, in order to solve the problem of students who difficult to understanding material, poor communication between educators and students and also to conquer the problem that learning becomes less effective, teachers or lecturers must implement offline class twice a week, and divided into two sessions to keep it conducive. With the implementation of this offline class, students can ask questions, discuss and seek information from the teacher regarding things that are not understood during the online class. A study conducted by Utomo, et. al (2020) also stated that to overcome the problem of learning difficulties is to use the face-to-face method by using a rotating or alternating system, during face-to-face learning, students in class may not exceed sixteen and are carried out every two days. In addition, for the problem of students encounter

technical difficulties, teachers or lecturers can choose online courses that do not require much internal memory. Teachers or lecturers can use platforms with simpler operations, for instance WhatsApp application (Efriana, 2021). Efriana also asserted that teachers should prepare learning materials as attractive as possible to overcome the problem of students feel boring when following the class and students's enthusiasm for learning that has decreased. The teacher can present the subject matter in the form of powerpoint slides accompanied by learning videos that will feel more interesting for students. As for the case that students burdened because the quota price is not cheap, the government must extend the quota assistance for students so that they can continue to follow the online learning.

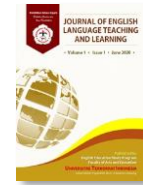
## CONCLUSION

Online learning is the excellent strategy to keep teaching-learning for the duration of this pandemic and online learning is indeed the answer to the sustainability of the gaining knowledge of process throughout the COVID-19 outbreak. The state of affairs that arose due to the Covid-19 pandemic requires teachers or lecturers to use all available media to assist online learning. Numerous applications with numerous functions can be the choice of teachers or lecturers in enforcing online learning. The implementation of online learning throughout the Covid-19 pandemic as the part of distance learning has numerous problems and those problems are experienced by students. The problem faced by students encompass (1) students difficult to understanding materials, (2) students encounter technical difficulties, (3) limited internet quota, (4) poor communication, and (5) learning becomes less effective. The ones numerous troubles can be conquer by enforcing some solutions that researcher has discovered, namely (1) teachers or lecturers must implement face to face class twice a week, (2) teachers should use platforms with simpler operations in online learning, (3) teachers or lecturers should provide a material that is interactive, dynamic and attractive and (4) the government must extend the quota assistance for students.

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## DEVELOPING LIBYAN UNDERGRADUATES' WRITING SKILLS THROUGH REFLECTIVE JOURNALING: A CRITICAL LITERATURE REVIEW

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### Abstract

Poor EFL writing skills among Libyan undergraduates have been a great concern for stakeholders. Teachers and instructors need to adopt new strategies that would help the students to improve their writing skills. Therefore, this study critically examines the impact of reflective journal writing strategy in developing students writing skills by reviewing relevant literature. This is done with a view to providing Libyan teachers with another strategy for enhancing the students' EFL writing skills. The paper reveals the significance of reflective journal writing to not only students' writing skills but the entire learning process. It also highlights the steps of implementing reflective journal writing. Finally, the paper makes some recommendations on how teachers can successfully implement reflective journal writing in their classrooms.

**Keywords:** Libya; reflective journal writing; teaching writing; undergraduates

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### INTRODUCTION (11 PT)

Writing is believed to be an important language skill that plays a fundamental role in communication, especially in an educational setting (Mourtaga, 2004). In most educational institutions around the world, students are evaluated mainly through writing. They are expected to communicate and share their ideas in examinations, reports, term papers, etc through writing. However, writing is considered by many scholars and even learners to be the most difficult language skill to be acquired particularly in a second or foreign language (Nunan, 1996). For instance, writing in English has been a very difficult task for many students learning English as a second language (ESL) or as a foreign language (EFL). There is no doubt that English has become a language of scholarship around the globe and thus, students must be proficient in writing in English. Many studies have been carried out and many others are still in the process of investigating the teaching and learning of writing in English either as a second language or a foreign language in order to enhance the process. This has become necessary because English has become a global language and a language for further education and professional development all over the world. In second and foreign language learning, writing also plays a significant role in enhancing the process (Chastain, 1988).

In the Libyan context, English is used as a foreign language and studies have shown that teaching English as a foreign language in the country witnessed prosperity in the 1960s and 1970s. However, it suffered stagnation in the 1980s and 1990s as the result of the cancellation of English from school curriculums by Gaddafi's regime mainly due to political reasons (Mohamed, 2014). This has been the root cause of all the current challenges facing the teaching and learning of English in the country. Many studies have revealed that many Libyan undergraduates face various challenges with their writing in English and found academic writing the most challenging (Alsied & Ibrahim, 2017). Various factors have been identified as responsible for the students' poor writing skills. However, the most prominent is the lack of qualified teachers (Mohsen, 2014) and adequate teaching approaches that can help to improve the students' proficiency in English. They mostly over-rely on traditional methods that emphasize extensive linguistic input rather than communicative output (Diaab, 2016). For instance, Grammar Translation Method (GTM) is the most popular used approach by teachers in teaching English in Libya which only encourages memorization of English words and their meaning in Arabic (Elabbar, 2011). To improve the teaching and learning of writing in English in Libya, there is a need to equip the teachers with new learning approaches that are proven

effective in enhancing students' writing skills. Therefore, this study suggests that reflective journal writing should be employed by Libyan teachers as a strategy to develop students' EFL writing skills.

The term reflective journal writing is a learning strategy whereby teachers ask students to record their experiences and perceptions of a particular class or class activity. It is derived from the word reflection which according to Boud, Keogh and Walker (2005) is a part of humans' daily activities. According to them, people need to have some time to reflect on their activities to make sense of what has happened or to share other people's ideas or experiences. Another term for reflective journal writing is journal keeping (Peñaflorida, 2002). For many decades, reflective journal writing has been used as a teaching strategy in many countries and found to be a useful strategy (Amirkhanovaa, Ageevab, and Fakhretdinov, 2016). It is discovered by researchers that reflective journal writing encourages students to develop their critical thinking skills and intellectual abilities through communicating their ideas and messages, students also develop their self-reflection, and macro-and micro-linguistic improvements (Sudirman, Gemilang & Kristanto 2021b). It also offers students a good opportunity for extensive reading practices. It is enjoyable to many students because it gives them the freedom to write on a topic of their choice at their convenient time and It also gives them privacy, freedom, and safety to experiment and develop ideas as a writer (Peñaflorida, 2002).

In recent times, reflective journal writing has been widely used in language classrooms, especially ESL/EFL classrooms, because it is proven to be a useful strategy in supporting the teaching and learning processes. Specifically, it enhances writing skills, and the learning assessment and, therefore, allows the learners to make judgments about their learning progress (May-Melendez, Balderas-Garza, Alcocer-Vazquez, Quijano-Zavala, 2019). Despite the widely use of reflective journal writing in ESL/EFL classrooms in various countries like Indonesia (Siahaan, Ping, Aridah, & Asih, 2021), Iran (Kouhpeyma & Kashefian-Naeeni 2020), Mexico (May-Melendez, Balderas-Garza, Alcocer-Vazquez, & Quijano-Zavala, 2019), it has almost not been used in the Libyan EFL classrooms. Thus, this study examines the use of reflective journal writing in developing students' writing skills with a view to providing the Libyan teachers with new teaching and learning strategy.

### **Teaching English in Libya**

English is used as a foreign language in Libyan as such, it could be assumed that the teaching and learning of English face numerous challenges like any other EFL country. However, the case is unique in Libya. Studies have shown that teaching English as a foreign language in Libya went through various stages and challenges in its history from prosperity in the 1960s and 1970s to stagnation in the 1980s and 1990s (Mohamed, 2014). The stagnation was the result of the cancellation of English from school curriculums due to political reasons by Gaddafi's regime. This stagnation lasted for almost a decade. In the late 1990s, there was a revival of the teaching in Libyan schools due to the restoration of political relations with the West following the resolution of the Lockerbie case. Since then, English teaching has been gaining momentum as an academic profession and as a business despite the hard conditions experienced by the country in the aftermath of the revolution, which led to the downfall of Gaddafi's regime.

After the restoration of the teaching of English in the Libyan schools, other challenges sprang up mostly due to the long period of absence of teaching English in the country. Studies have shown that teaching English in Libya has been facing various challenges ranging from lack of qualified teachers, shortage of teaching aids for the language, language laboratories at schools, and absence of programmed language training for the teachers, (Mohsen, 2014). Diaab, (2016) reported that many Libyan English language teachers lack adequate teaching approaches that can help to improve the students' proficiency in English. They mostly over-rely on traditional methods that emphasize extensive linguistic input rather than communicative output. This has been supported by Elabbar (2011) who pointed out that the Grammar Translation Method (GTM) is the most popular and accepted approach to teaching English in Libya. This is simply because most the teachers believe that when students memorize a large amount of vocabulary and grammar rules, introducing various activities to practice the language use would be easy. As a result of the poor teaching and learning methods employed by the teachers, many students face challenges in learning the language. Alsied and Ibrahim (2017) revealed that Libyan undergraduates face various challenges with their writing in English especially academic writing the most challenging. It was also found that Libyan teachers had negative attitudes towards their students' research due to the following reasons: lack of motivation, insufficient background knowledge about research, lack of library resources, inadequate number of courses related to research, and unavailability of the Internet in the college. Therefore, there is a serious need to develop the EFL teaching and learning in Libya by introducing Libyan EFL teachers to the other theoretical and methodological developments which are proven effective in the discipline. (Mohamed, 2014), thus, the need for reflective journal writing.

### **Definition of Reflective Journal Writing**

The term reflective journal writing has been defined by numerous scholars. For instance, it is defined by Dymont and O'Connell (2003) as students' daily records or notes on the event, personal reflections, observations of a learning environment, and experiences responses. Merly and Edgargo (2016) defined it as a kind of learning in which students can capture their learning experiences through writing a journal. It is also defined as a writing in a form of a diary which learners used to record their thoughts, experiences, and ideas regularly (Amirkhanovaa, Ageevab, and Fakhretdinov, 2016). Reflective journal writing is described as discovery writing because students can explore many ideas by using different topics from their classroom experiences and relate the ideas to their environment. In the writing, they can explain what they understand in the class and ask for whatever they do not understand and also explain what they need to know in subsequent meetings. Through this, the students may develop flexibility and engagement perspectives as learners that will increase their success in the writing classroom (Dymont & O'Connell, 2003).

According to Northern Illinois University, reflective journals are personal notes of students' learning experiences that they submit to teachers for feedback. The content of the journals is usually determined by prompts or questions given by teachers concerning the students' learning experiences which include the course, tasks, the learning process etc. Whether the journals are graded or not depends on the professor's criteria. However, some scholars have a view that reflective journals should not be necessarily submitted to teachers. They suggest that students should keep their writing if they like and the reflective journal should not be graded. This would allow students to write their real learning experiences to simply write what their teachers like. The main purpose of reflective journal writing is to establish the link between the present level of knowledge and the already obtained knowledge and to detect a personal connection with the material studied (Amirkhanovaa, Ageevab, and Fakhretdinov, 2016).

Reflective journal writing is effective in developing students learning skills and many other skills. For example, Sudirman, Gemilang, & Kristanto, (2021) in their systemic review discovered various benefits of reflective journal writing on students' writing skills. It develops writing performance, enhances self-discovery, self-inquiry, critical ideas, advancement of cognitive and metacognitive skills, creativity, self-organization, and professional practice development among others. It also encourages the development of the students' higher-order cognitive skills, such as monitoring, inference, and perspective-taking (Kim & Park, 2019), and students' reflective skills (So et al., 2018). It is also reported that reflective journal writing facilitates students' reflection on their personal opinions, activities, and learning experiences which enable them to develop new awareness and understanding in learning activities (Boud, 2001). Reflective writing of a journal helps students to connect their learning experiences (Fisher, 1996) and use background materials relevant to their individual learning experiences (Hashemi & Mirzaei, 2015). In the EFL setting, it is reported that reflective journal writing has many benefits for students: increases students' writing competence generally which includes the frequency and accuracy of using cohesive devices, generic meanings, cohesion, and textual environment (Alfalag, 2020). In addition, reflective journal writing benefits students as it allows them to learn and master new English words through the use of a dictionary. For example, when students write words and definitions from a dictionary, the meaning is documented for them to remember them. This enables the students to write clear and accurate messages that could be understood simply (Rhodes & Brook, 2021).

Reflective journal writing has some pedagogical implications for both teachers and students in an ESL/EFL classroom. It develops the students' metacognition which is an essential requirement that allows the student to be aware of themselves concerning their learning needs, and plan, monitor and evaluate their learning process. For instance, reflective journal writing enables them to think and rethink the learning activities and to identify their strengths and weaknesses in every learning process (Sudirman, Gemilang & Kristanto 2021b). As for the teachers, when the students' metacognition is increased it would help teachers to design and deliver their course contents successfully. A reflective journal helps teachers to carry out a formative assessment which eventually helps the students to develop their critical thinking and other skills (Henter & Indreica, 2014).

Despite the benefits of reflective journal writing on students' writing and learning skills, it may be a daunting task for some students because it may require multiple extensive revisions based on the lecturer's comments or feedback (Roesler, 2020). Thus, learners, especially ESL and EFL, should be aware of evidence-based writing, and have some basic English language skills, editing skills, or peer feedback (Balderaset & Cuamatzi, 2018) as these would help to minimize multiple revisions and teachers' comments. Thus, implementing the reflective journal writing in the Libyan EFL context, could be better if second or third-year students are used because they have at least acquired the basic knowledge of English vocabulary, spelling, sentence formation and punctuation. Reflective journal writing task may be a very difficult task for first-year students because some are not used to regular writing in their previous schools while others lack basic English skills.

As for the format of reflective journal writing, unlike other genres, there is no specific format for reflective journal writing. Its format could be free which allows students to write as they like or structured where teachers give a specific format for the students. Whatever, the format chosen, teachers have to ensure that the reflective journal writing process should be flexible enough to enable the students to choose topics, test new ideas, comment on personal behaviours, and describe feelings. Through this, their critical reflection skills will be developed and eventually transform their learning, self-confidence, engagement, and self-discovery (Carter & Kurtts, 2019). In



terms of the characteristics of reflective journal writing, the Learning Centre, of the University of New South Wales (2008) identifies some characteristics of reflective journal writing that it contains:

- students' response to experiences, opinions, events or new information
- students' response to thoughts and feelings
- students' way of thinking to explore their learning
- an opportunity to gain self-knowledge
- a way to achieve clarity and a better understanding of what they are learning
- a chance to develop and reinforce writing skills
- a way of making meaning out of what they study

### **Theoretical Underpins Reflective Journal Writing**

Theoretically, reflective journal writing is based on many learning theories such as Dewey's theory of reflection. He sees reflection as a process of making meaning where students associate information with the experience they have had in-depth and connect with other ideas (Rodgers, 2002a). Dewey (1916, p. 38) believes that learning should not be "an affair of telling and being told, but an active and constructive process". Therefore, through reflective journal writing, learners would put the hypothesis they have shaped about language into use. Reflection according to Moon (1999) "a form of mental processing with a purpose and anticipated outcome that is applied to relatively complex or unstructured ideas for which there is not an obvious solution". Based on Dewey's definition of reflection, Rodgers (2002b) identified four stages in the reflection process namely; presence in experience: learning to see, description of the experience: learning to describe and differentiate, analysis: learning to think critically and create theory, and experimentation: learning to take intelligent action. Reflection is largely seen as an experience. Grimmitt and Erickson (1988) see reflection as a state of mind which enables a person to think about previous actions or experiences to prevent failure in the future. This explains the paradox that "one cannot know without acting and one cannot act without knowing."

Reflective journal writing is also supported by Kolb's (1984) experiential learning theory where he believes that knowledge is created through the transformation of experience. He outlined a four-stage model that leads to effective learning: (a) concrete experience, (b) reflective observation, (c) abstract conceptualization, and (d) active experimentation. It is a cyclical model of learning where learners may begin at any stage and then follow the sequence.

### **Previous Studies on Reflective Journal Writing**

Reflective journal writing has been investigated by many researchers in many countries and has proven to be effective in developing various aspects of students' writing skills. For instance, Siahaan, Ping, Aridah, and Asih, (2021) examine the influence of reflective journal writing on the writing competence and motivation of high school students in Indonesia. They collected the data from 70 students using a writing competence questionnaire and interviews. The results of the study show a significant simultaneous effect of reflective journal writing on the students' writing competence and motivation. The study further discovered the students' willingness and desire to engage in EFL writing because they considered it a fun activity, enjoyment activity, satisfaction, and effort of facing problems. In another study, Sudirman, Gemilang and Kristanto (2021) investigated the impact of a reflective journal writing on Indonesian students' writing performance, especially on their ability to communicate ideas. The findings of the study show the usefulness of the reflective journal in helping the students to make critical reflections and self-discovery in their writing. It also helps the students to focus on unity, coherence, cohesiveness, content, and organization of ideas in their writing. Similarly, Ni'ma, Sumardi, and Tarjana, (2020) discovered that reflective journal writing is more effective than the traditional writing methods in promoting students' writing skills. It also increases their motivation toward writing.

In Iran, Kouhpeyma, and Kashefian-Naeeni (2020) examine the influence of reflective journal writing on the writing performance of Iranian EFL learners using control and experimental groups. The findings of the study reveal that there is no significant difference in the mean scores of the control and the experimental groups. This shows a little influence of reflective journal writing. However, the study observed the difference in the participants' ages contribute to the little differences observed in the mean scores. In their study, Jannah, Usman, Daud, Muslem, and Abdul Samad, (2020) investigated the impact of reflective journal writing on the writing performance of Indonesian high school students writing performance. They categorised the participants into control and experimental groups and then collected the data using pre-and post-treatment writing tasks. The findings of the study show a significant difference between the mean scores of the control and the experimental group. In a similar study in Mexico, May-Melendez, Balderas-Garza, Alcocer-Vazquez, and Quijano-Zavala (2019) examine learners' perception of reflective journal writing in their learning process in Mexico. The findings of the study reveal the students' positive perceptions of a reflective journal writing. However, they do not like writing reflective

journals in all courses. Thus, the study suggests that teachers should vary the use of reflective journal writing in their teaching.

Tsingos-Lucas, Bosnic-Anticevich, Schneider and Smith, (2017) investigated the relationship of reflective-writing skills with academic success. The results of the study show that reflective-writing skills were found to be a predictor of student academic performance in written examination, oral assessment tasks and overall score for the Unit of study. Finally, Amirghanovaa, Ageevab, and Fakhretdinov (2016) explore the impact of reflective journal writing on students' learning motivation to learn English as a foreign language in Russia. The findings show that reflective journal writing increases students learning motivation as well as self-confidence. In the Libyan context, Rushton, and Duggan (2013) discovered that cultural practices influence students' performance and interest in reflective journal writing. Specifically, they revealed that reflective journal writing was not part of the Libyan educational culture. Thus, students may not find it interesting the first time. However, for over a decade now the situation may not have been the same.

From the studies reviewed so far, it is evident that the reflective journal writing strategy is rarely used in the Libyan context. This has proven the findings of the previous studies that many Libyan EFL teachers lack the awareness of effective approaches and strategies for teaching English that would improve the students' performance in English (Mohsen, 2014). It also supports the discoveries of the previous studies that most Libyan EFL teachers heavily rely on the traditional methods of teaching that emphasize extensive linguistic input rather than communicative output (Diaab, 2016). Therefore, this necessitates the need to adopt reflective journal writing in the teaching and learning of EFL writing in the Libyan setting. Hopefully, it would improve the students' writing performance as it does in other countries.

### **Procedures for implementing reflective journal**

Rodgers (2002b) identifies the following steps which teachers could use to implement reflective journals in their classrooms.

1. Presence in experience (learning to see) the students have to participate actively in the class activities to be able to write a reflective journal. In this step according to Rodgers, teachers should give writing prompts that would help students to recall their previous knowledge related to the topic or concepts learned in the class. For instance, questions such as: "what you have learned, what difficulties you have found, how you have overcome them, what is the relationship of prior knowledge with the material to be learned? Should be asked." Also, the questions or writing prompts should be related to materials given by the teachers to enable the students to interact with friends after the class.

2. Description of experience (Learning to describe and differentiate): In this step the students should write to describe all they have learned in the previous class; present all the information relevant to the material obtained from previous activities in the journal. Teachers should give questions or writing prompts that would help the students to recall the activities such as . Finally, the students should read out all they have written to choose relevant ideas and cross out the unrelated ones.

3. Analysis of experience (Learning to think critically and create theory): Here the students should analyse the ideas/ the information written and relate them with their previous knowledge or experience of the cognitive structure that students have as a reference in constructing new concepts. Teachers should give questions or writing prompts that can facilitate the students' writing such as "What sense can you make of the situation? Can you integrate theory into the experience/situation?"

4. Experimentation (Learning to take intelligent action): Here, the students should apply the concepts they have learned in other things such as in daily life. Teachers should give questions or writing prompts that would help the students to apply the concepts, such as how can you use the concepts YX to solve a particular problem.

### **Implementing RJW in the Libyan Setting**

To successfully implement the RJW strategy in a writing classroom, teachers are at liberty to choose the strategy suitable to them based on the curriculum and the ability or level of their students. First, students could be asked to write a reflective journal after every class for 12 weeks of the semester.

Secondly, the students could be asked to write after every two weeks for 12 weeks. This means the six RJWs will be produced before the end of the semester.

Finally, the students could be asked to write RJ after every four weeks which means that only three RJWs will be produced before the end of the semester. This is similar to the strategies used by Amirghanovaa, Ageevab, and Fakhretdinov, (2016) where they administer three sets of questions to students to write about at different times. In the first set, the students should be asked to describe the learning materials with the help of five questions such as: 'What new fact did I learn throughout this week?', 'What's my reaction to a particular topic in the lecture?'

In the second set of questions, the students were asked to evaluate the knowledge or understanding gained from the class using the questions such as: 'Do I understand what I have learnt?'

In the third set of questions, the students were asked to explain their attitudes and behaviours toward the class. Questions such as: 'How can I make the strategy more effective?', and 'What can I do to get a better

understanding?’ were used. Amirkhanovaa, Ageevab, and Fakhretdinov, (2016) consider three RJW in a semester as the basic. It could be understood that anything less than three may not yield the desired result because the students may not have enough opportunity to reflect and write about their experiences in the class throughout the semester. The authors also suggested that a maximum of 30% grade should be awarded to students for keeping RJW in a semester. Thus, teachers should decide based on the activities of the class in the semester to award the marks for the RJW.

Whatever strategy of RJW a teacher is adopting in his/her class (whether 3, 6 or 12 RJW in a semester), the writing prompt or questions given to the students should take care of the following:

1.The students must be asked to write about their experiences in the class. These include what they learnt, their feeling towards the class, their likes and dislikes, experiences with the learning materials and peers, the teacher’s method of teaching, class activities, timing etc.

2.The students should be asked to think critically and analysed their learning experiences and create “theory”. For instance,

3.Finally, students should be asked to experiment, take action or suggest actions based on their experiences in the class.

### **Conclusions**

The study aims to critically review the importance of reflective journal writing in developing undergraduates’ writing in English with a view to providing Libyan EFL teachers with a new strategy. The paper reveals that reflective journal writing enhances students’ writing and other learning skills such as critical thinking, metacognition, motivation, self-reflection, and macro-and micro-linguistic knowledge. The study also identifies stages and methods by which to implement reflective journal writing in their classroom. There are some limitations to the study. It is a literature review. An experimental study should be carried out to provide evidence on the effect of RJW on the Libyan EFL writing performance. Despite the limitation, the study is useful to EFL teachers as it creates awareness of Libyan EFL teachers of the need for reflective journal writing in the Libyan context. The study will also guide further researchers in the field.

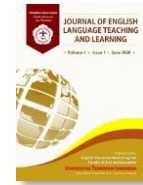
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## CHARACTER BUILDING IN ENGLISH FOR DAILY CONVERSATION CLASS MATERIALS FOR ENGLISH EDUCATION FRESHMEN STUDENTS

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### Abstract

English Daily Conversation's materials help to instill character building in the students. By studying the materials, the students acquire insights, good attitude, act accordingly based on the norms and values in the society, and they can conduct effective communication. In this particular subject, the students train their soft skills, such as their confidence, motivation, creativity, communication, and initiation to face their future, therefore, the researchers intend to reveal and elaborate the character building in English daily conversation materials. The researchers apply Krathwohl's theory and also the Likert Scale to collect and analyze the data. The data are taken from surveys and observation. From the results from the survey, observation, and analysis, the students seem to have gained the soft skills they need to face their future. The Krathwohl instruments have deliberate the students' improvement during the teaching and learning activities of the English Daily Conversation in the class. The students also have trained to have more understanding of the cultural values and norms. They can initiate an idea and then implement it on the daily basis.

**Keywords:** Character building, English conversation, Krathwohl theory, Likert scale, speaking skills

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## INTRODUCTION

Character building is a way to improve religious values, tolerance, creativity, social and environmental care, and also love for the motherland (Abdullah et al, 2019). Nowadays, Indonesia is challenged by the industrial revolution 4.0 and society 5.0 (Putri, Emiliana, and Sari, 2020). These particular eras emphasize the need for various skills like critical thinking, problem-solving, creativity, organization, and leadership, teamwork, and decision-making abilities (Erya and Pustika, 2020). For that reason, character-building should be implemented in all aspects of society including education. Character building education is to instill good habits in the hope that the students can acquire a good attitude and act accordingly based on the norms and values in the society (Cahyaningsih, et al, 2019).

Character building education improves students' soft skills because they are going to need these skills to face the challenges in work life. Language, as one of the soft skills, plays an important role in the students' intellectual, social, and emotional development (Ambarwati and Mandasari, 2020). Therefore, English as an international language is designed as a medium to communicate and to gain knowledge (Sasalia and Sari, 2020). Effective communication requires the ability to speak fluently and to think fast and critically (Lestari and Wahyudin, 2020). Thus, speaking skills become the major skill that students need to master to strengthen basic communication as well (Sinaga and Pustika, 2020).

Character building in studying English Speaking is necessary nowadays, English is a world language that every country uses in all areas (Yuliansyah and Ayu, 2020). Once students have mastered the English language, it helps them a lot not just to survive but also to compete with others at the high level of work-life (Ho, 2018). However, the phenomenon in the society and environment in Indonesia shows that the awareness of recognizing how important English-speaking skills is still low (Manda, 2016), hence studying English needs to start in the early childhood continuously until they reach university level (Handayani and Aminatun, 2020). It is one of the ways to create awareness for children, in this case, students, and make them accustomed to speaking English daily (Aprianti & Ayu, 2020). When students have reached the university level they should be trained and educated to have critical thinking by practicing (Sinaga and Oktaviani, 2020), because one of the best ways to acquire knowledge especially language, is by practicing (Avdiaj, 2017). At the university level, students are involved in the organization that leads them to broaden their vista and trained their soft-skill (Agustin and Ayu, 2020). Due to those reasons,

Universitas Teknokrat Indonesia, especially English Education Department gathers and composes teaching materials that enable the students to gain more opportunities to conquer the challenges in the future. The materials are included in the learning contract for skills subjects including English for Daily Conversation. This subject aims to introduce the students to vocabularies, expressions, and speaking practices in daily conversation. Learning various topics related to their daily life such as daily activities, hobbies, occupations, and so forth could improve the students' speaking skills (Pratiwi and Ayu, 2020). It is expected that after the students finish this subject, they can communicate in English. These topics must be explored and presented by the students in front of the class. They should also answer some questions from their classmates and lecturers related to their presentation. There are also discussions, research, and community services that enable the students to be more proactive during the lesson. In this particular subject, the students train their soft skills, such as their confidence, motivation, creativity, communication, and initiation to face their future.

Furthermore, the researchers find the materials given in the subject as an interesting topic to be discussed further. Therefore, the researchers intend to reveal and elaborate the character building in English daily conversation materials for freshmen students in English Education Department, especially in Universitas Teknokrat Indonesia.

To support this research, the researchers also use five previous studies. The first previous study is a journal, "Three in one: Character Building and Academic Achievement with the Making of Game Religion Multimedia Vocational School" by Suhada and Sudarto in 2019. The researchers need this previous study to gain insights related to the application of character building in the learning process. This previous study focuses on the development of the students' character and academic achievement through the religious game. faculties or homes. attainment will be done to assist in giving new concepts and price to character, morals, and religion. Through the manufacture of faith games, it is expected that students interchange each existing role while learning religion. Additionally, through video games production, students can enhance skills and accomplishments in transmission majors. The study explains the creation of a religious game that supports the values of character education and Indonesian Language education in transmission skills programs and builds a harmonious model of learning.

The second previous study is a journal entitled "Beyond School Reach: Character Education in Three Schools in Yogyakarta, Indonesia" and concentrates on the ability of Indonesian schools to develop a student's personality which is far from the expectations and obligations of the law (Abdullah, et.al., 2019). The researchers take this previous study to support the research because this study provides information on the type of character building that is required by the students. This particular study suggests the need for changes in school autonomy due to the expansion of governments that create a climate that encourages the emergence of various approaches to improving character formation. Character formation arises from the differences between school ideology and Indonesian cultural diversity. Educational systems need to move away from textual orientation to better fit into the dynamic cultural context as a source of character learning.

The next previous study is a thesis written by Atik Rahayu entitled, "Character Education Analysis of English Textbook "When English Rings a Bell" for the Seventh Grade of Junior High School. This study contains sixteen characters education namely religiously, honesty, tolerance, patriotism, achievement orientation, friendship or communication, love of peace, fondness for reading, environmental awareness, social care, and responsibility, yet there is two-character education value that is not mentioned in the chapter of textbook is creativity and democracy. The researchers need this study to enhance the researchers's understanding of character building in the education field.

The last previous study is "Examine Students' Perceptions of Using Classroom Debates to Improve Their Critical Thinking and Oral Communication Skills" by Zare and Othman (2015). The study suggests that students regarded classroom discussions as constructive learning activities. Respondents felt that the discussion helped them improve their critical thinking and oral communication skills. According to the students, other benefits of the discussion included mastering the content of the course, building self-confidence, overcoming stage phobias, and improving teamwork. Furthermore, this study also provides the researchers with a way to apply the Likert scale as a method to collect the data from the students.

Krathwohl is a model used to describe an individual in the learning process and how the individual internalizes learning objects on an affective level (Teevan. Et al, 2021). There are five kinds of instruments in Krathwohl's theory. The instruments include receiving, responding, value and organization, and characterization (Suhada and Sudarto, 2019). The first instrument is receiving instrument which focuses on how the students keep an open mind to new insights and experiences. It also helps the students to identify differences that occur in society including in the class. These instruments assist the students to accept the differences and encourage them to listen to others. To foster this instrument, the students need to pay attention during the lesson. The learning outcomes of this instrument are the students can ask a question, follow the instruction, be able to choose, describe, give, identify and select, to use, and to answer some questions.



The second instrument is responding. This instrument helps the students to create an idea and to commit to the idea by complying with the steps to achieve the final goal (Kaharuddin, 2019). This instrument also directs the students to follow each of the steps and to stay focused on the aim. The instrument also encourages the students to be able to recommend their idea and to participate in the activity regarding the idea. To foster this instrument the students must be encouraged to volunteer or to participate in an activity. The learning outcomes of this instrument are the students can assist and help others, to greet and to present, to tell and to perform, to conform, to select, to read, and write.

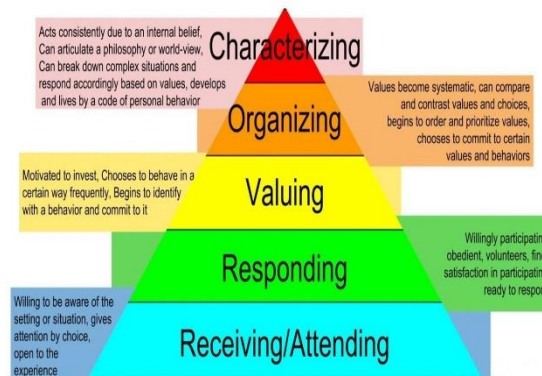


Figure 1. Krathwohl Taxonomy taken from <https://www.educarepk.com/affective-domain-krathwohls-taxonomy.html>

The third instrument is value. Value is needed in the teaching and learning aspects. Through this instrument, the students are expected to internalize their idea. They can internalize the idea by developing their proficiency in supporting as well as debating. In other words, the students learn how to state their opinion if they are agreeing or disagree with certain ideas. To foster this instrument the students must be able to discuss the new idea and they should also be able to formulate some potential paths to apply their ideas. The learning outcomes of this instrument are the students can initiate, form, explain, invite, follow, join, propose, complete, and share their ideas and also activities related to the ideas.

The fourth instrument is organization and focuses on the integration of a new value with the already existing value (Luthra, 2015). To do this, the students are encouraged to conduct a discussion, to state a theory related to the discussion, to formulate a hypothesis on the values, to balance the idea of each value, and to examine the value based on the needs and the people. To foster this instrument, the students need to help others to solve problems by implementing and integrating the new ideas by comparing and synthesizing, relating, and valuing. The learning outcomes of this instrument include the students being able to adhere, arrange, identify, combine, alter, integrate, organize, prepare, synthesize, relate, order, and modify ideas to solve any kind of problem that exists during the lesson (Shairf, 2018).

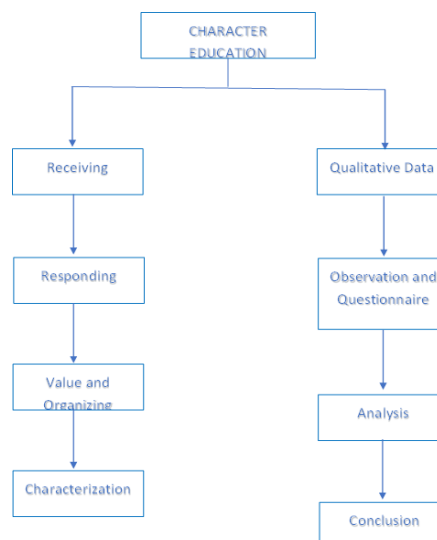


Figure 2. Krathwohl's Theory Flow Chart

The fifth instrument is characterization. The characterization of the students is expected to be formed after the previous four instruments are applied to the student's actions in the learning process consistently. To foster this

instrument, the students have to be encouraged to transfer ideas on the daily basis. The learning outcomes are the students' act and display their best behavior, they give positive influence and listen to others, they can perform, practice, and modify the ideas they have been proposing, they give a direct and exact question, they can serve, use, solve, verify, and they are also qualifying to do their responsibilities (Utami, 2020).

## METHOD

The researchers apply two kinds of data collecting techniques: Observation and Questionnaire for this research. The observation technique is applied to observe the students in the teaching and learning process of English for Daily Conversation (Simamora and Oktaviani, 2020). The observation process includes the process of preparation, performance, questions and answers session processes, and evaluation process (Putri and Aminatun, 2020). At this point, the researchers act as the observer who records and takes pictures during the process of instilling character education to the students at the university level.

The second is the questionnaire technique. For this technique, the researchers use the Likert Scale. This technique aims to assess students' interests, self-concept, values, and attitudes towards the activity conducted in the class (Sari and Aminatun, 2020). The questions in the questionnaire lead to the students' perceptions which are influenced by their emotions and experience during the lesson (Rahmania and Mandasari, 2020). In this section, the researchers use Google Form to spread the questionnaire. There are five main statements for the questionnaire:

1. The English for Daily Conversation's materials are beneficial for the students in speaking English.
2. The Application of English Daily Conversation's materials on campus requires the students to master basic English.
3. The materials in English Daily Conversation encourage the students to think critically.
4. The English for Daily Conversation's materials are difficult to understand.
5. The process of learning English for Daily Conversation's materials is difficult to be followed and do.

In this case, the students need to choose among five options, they are strongly agree, agree, disagree, and strongly disagree. Thus, in this research, the researchers have chosen one conversation class. There are 24 students in the class, however, the researchers could only gather 19 responses from 19 students.

## FINDINGS AND DISCUSSION

### *Students' Responses on the Questionnaire*

There are five statements in the questionnaire and based on the response of the students on the questionnaire, the researchers find most students agree that English for Daily Conversation's materials is beneficial for them. Therefore, the researchers assumes that the materials can instill character building in the students. It is proven from questionnaire conducted. For the first statement in the questionnaire, English for Daily Conversation's materials is beneficial for the students in speaking English are 57.9% of the students **strongly agreed** with the statement. Meanwhile, 42.1% of the students **agreed** with the statement.

Below is the chart for the first statement:

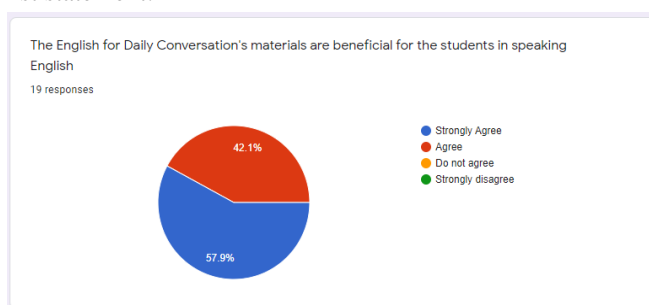


Figure 3. The percentage of the students' statement who agreed that English for Daily Conversation's Material are beneficial for the students in speaking English.

The chart above shows that the students have gained and experienced the benefits from learning the materials. For this reason, the researchers believes that the materials have supported the teaching and learning process to instill character building. Moreover, the results also emphasize Krathwohl's first instrument which is *receiving*. This instrument keeps the students to be open-minded regarding new insights and experiences. Through this instrument, the students can identify the situation and give their opinion which is part of the learning outcomes. The students' responses for the second statement in the questionnaire that most students **agreed** that the application of English Daily Conversation's materials on campus requires the students to master basic English. Meanwhile, the rest 36.8% are **strongly agreed** with the statement.

Below is the chart for the first statement:

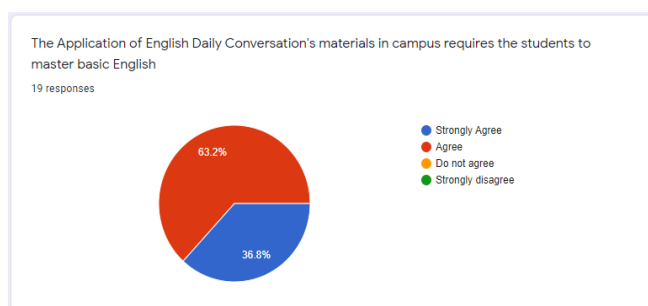


Figure 4. The percentage of the students' statement who agreed that the application of English Daily Conversation Materials in Campus requires the students to Master Basic English.

The chart above shows that the students have understood that the materials of English for Daily Conversation Class require them to master basic English. In other words, the students should first be able to know basic English if they want to be able to comprehend the materials. The result is in line with Krathwohl's first and second instruments. The result strengthens the assumption that the students have been able to describe and identify the materials given. Furthermore, the result means that the students have had an idea of the English for Daily Conversation materials. They have stated indirectly through the result of the questionnaire and the researchers also senses that the students hold their commitment to achieving the maximum speaking ability.

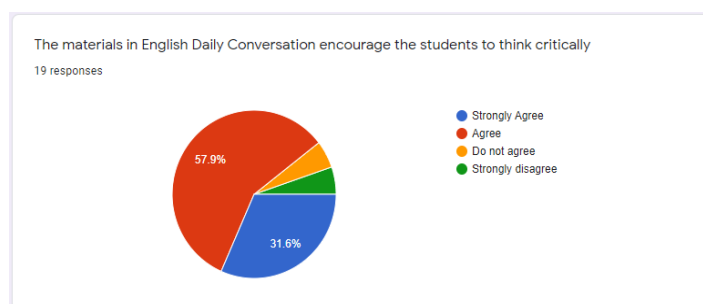


Figure 5. The percentage of the students' statement who agreed that The Materials in English Daily Conversation encourage the students to think critically.

Meanwhile, the table above is the form of picture of student's responses for the third statement in the questionnaire that most students **strongly agree** that the materials of English Daily Conversation encourage the students to think critically. Meanwhile, 31.6% are **agreed** and the rest 6% of the students choose to **disagree** and **strongly disagree**.

The chart shows that more than half of the students have realized that the materials in English Daily Conversation can encourage them to think critically. The materials require the students to present and to get involved in a question-and-answer session. The researchers assumes that during the presentation, the students are trained to use their logic and to gather as much information as possible. The materials train them to be more confident, especially in it comes to deliberating ideas. The result is in line with the first, second, and third instruments which are *receiving*, *responding*, and *value*. The students receive the materials they create or initiate ideas, and then they volunteer to state their ideas or opinion as a form of *responding*. Meanwhile, most students have been able to think critically after learning grammar A. At this point, the students must have understood that they must also find potential ways to implement their ideas on the reality show.

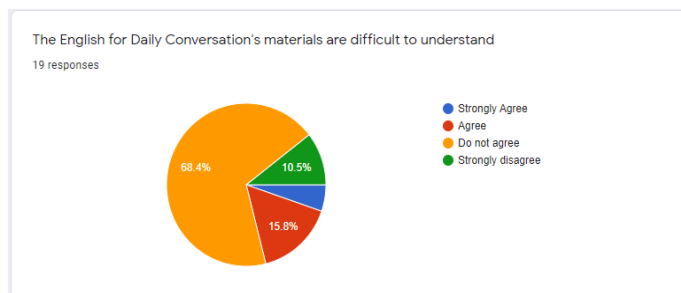


Figure 6. The percentage of the students' statement who disagreed that English for Daily Conversation materials is difficult to understand.

The students' responses for the fourth statement in the questionnaire that the English for Daily Conversation materials is difficult to understand are most students *disagree*. There are 68.4% of the students who *disagree*, 15.8% of the students are *agreed*, and 10.5% *strongly disagree*. The rest of the students choose *strongly agree* with the statement. From this result, the researchers assumes that most students have mastered basic English, therefore, they are strongly disagreeing when the statement presents that most of them do not find it difficult to grasp the concept of the materials. The result is in line with the first four Krathwohl instruments which are *receiving, responding, value, and organization*. The students seem to have improved their awareness in the class, they have participated in the activities given by the lecturer, they have begun to perform their best attitude in the class. The researchers assumes that the students have understood that one of the main objectives of learning the materials in the class is to be active and confident. Although the rest of the students still consider the materials to be difficult, their numbers only reach 5.3%.

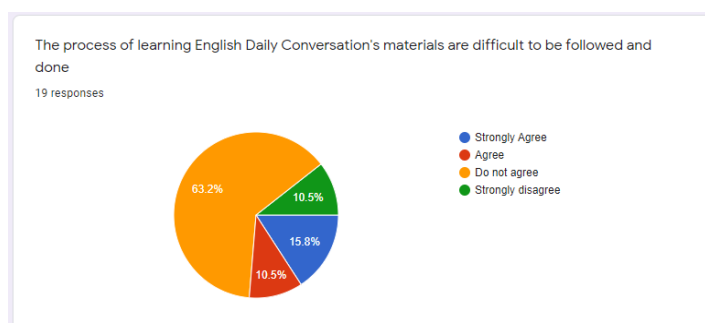


Figure 7. The percentage of the students' statement who disagreed that English Daily Conversation's materials are difficult to be followed and done.

The students' responses for the fourth statement in the questionnaire that the process of learning English Daily Conversation's materials are difficult to be followed and done are most of the students *disagree*. There are 62.3% of the students who *disagree*, 10.5% of the students are *strongly disagreeing*, 10.5% are *agreed*, and 15,8% *strongly agree*. The result from the chart shows that most students disagree with the statement, which means that most students do not feel that the learning process of the materials is difficult. The students seem to enjoy their learning process. However, around 26.3% of the students this time agree that they have found difficulties in the learning process. In other words, the rest of the students in the class could not follow the learning process easier. The difficulty is a niche for the lecturer to implements other types of teaching methods that would attract the students' interest and motivate them during the learning process.

## Observation

### Lecture – Observation

Lecture observation starts when the lecture teaches the students about the materials in the class. During the observation, the researchers notices that the lecturer ensures the students paid attention by involving them in the class discussion. The lecture also gives the students chance to share their ideas and opinions in the class. Lecturing requires time and energy; however, it also trains the students to be mentally ready to face any challenge in the classroom.



Figure 8. Students' Discussion in the Class

The 1<sup>st</sup> and 3<sup>rd</sup> Krathwohl instruments emphasize receiving and giving value, here the students are encouraged to listen to others identify differences and learn to accept them. In the class, the students listen to each other's questions and also learn to accept others' opinions. Additionally, the students are also persuaded to state their idea and to think of how to implement their idea. Based on the researchers's observation, the students involved in the class activity; raise their hands and ask a question regarding the materials given by the lecturer and the presentation. They can answer questions and re-explain and describe the materials based on their understanding.

### ***Presentation – Observation***

Presentation observation begins when the students present their assignments in the class. This activity in the class has assisted the students to create the idea and participating voluntarily. The 2<sup>nd</sup> Krathwohl instrument brings out the students' quality of being able to respond to the situation. The students are brave to deliver their presentation as a response to the lecturer's assignment. Furthermore, the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> Krathwohl instruments teach them to implement their ideas, organize their presentation based on their understanding, and formulate potential answers for the questions or the issues. During the observation, the students seem to be able to conduct a discussion based on their hypothesis.



Figure 9. Students' Presenting their ideas

### ***Performance – Observation***

Performance observation is conducted on the quiz and midtest sessions. The two sessions require the students to perform speech and storytelling. The students are given one week to prepare for each performance. They are free to choose the theme for the performances. The researchers believes that the observation is significant to gather information related to the process of instilling character building to the students. During the preparation for the performances, the students are allowed to ask questions or request help from the lecturer to practice. The researchers note on the students' development before, during, and after the performance. The lecturer motivates the students before they perform in front of the class.



Figure 10. Students' Performance in the class

Some students are excited, while others are relatively nervous. The encouragement boosts the students' moods, therefore, the students continue their performance, even though it makes them shake and stammer. From the two performances, the researchers believe that the students have gained more confidence and enthusiasm. They are not ashamed to look at the audience, and whenever they forget some words, they take some time without any hesitation and restart again. The materials enable the students to have more rooms to strengthen their speaking ability. Furthermore, the researchers observe that the student's interests and attitudes toward English have changed to be more positive, they are no longer need to be told to search or ask for new vocabulary. The improvement is in line with the 5<sup>th</sup> Krathwohl theory that the students can act and display their best behavior during the lesson and on the daily basis.

### ***Question and Answer Sessions – Observation***



Figure 11. Question and Answer Sessions

Question and Answer sessions observation enable the students to be more open-minded, especially to new insights and perspectives. The two sessions teach the students to be brave to state their opinion about certain topics. They have shown more initiative during the sessions since they are no longer hesitate to confront, clarify, and identify issues and solutions. Krathwohl's 4<sup>th</sup> instrument emphasizes the integration between the conservative and old ideas with the new ideas. The sessions have led the students to be able to integrate the previous point of view with the latest one. Based on the researchers' observation the students can implement their ideas contextually based on the issues, place, culture, tradition, and even religion. For example, the students know when studying one of the materials, "Meeting Diverse People", the particular material teaches the students to discuss issues that come from the diversity of people and how to find solutions based on the culture of the people. Students can combine and synthesize their ideas and finally could give a solution for the issues. Additionally, the two sessions enable the students to examine the value based on the needs and the people.

### ***Evaluation – Observation***

Evaluation observation has shown the researchers that the learning outcomes of each Krathwohl theory have been achieved. The students can identify differences in the class, are brave to ask questions, and can follow instructions. Furthermore, they understand the concept of each material, they participate actively even though some of them are still facing some challenges. They are not afraid to volunteer as the first presenter in the class. They learn to state their opinion and value others' perspectives during a discussion. They have developed a sense of empathy and sympathy by listening to each other. The students understand that to implement their ideas they need to formulate a hypothesis based on the issues, culture, traditions, religions, or people's needs. Additionally, the students have been able to transfer ideas on the daily basis. They also act and display their best behavior, they give positive influence and listen to others, they can perform, practice, and modify the ideas they have been proposing.

## **CONCLUSION**

Character building at the university level has improved students' soft skills. The skills are needed by the students to face the challenges in work life. Language as one of the soft skills supports assists the students to be more intellectual, and also to have improved their social skills. Speaking skills becomes the major skill that students need to master to strengthen basic communication as well.

Based on the survey, most students are pleased with the materials which they have been studied in the English Daily Conversation Class. Meanwhile, the results from the observation sessions based on Krathwohl instruments show that the students have shown significant improvements that can be seen from their activity in the class, and their interactions as well as responses during the lesson. English Daily Conversation's materials have challenged the students to be more creative, active, and confident. It also encourages them to have more empathy and care about their surroundings. After conducting a survey and observation in the class, the researchers concludes that the students have gained the soft skills they need to face their future. The Krathwohl instruments have



elucidated the students' improvement during the teaching and learning activities of the English Daily Conversation in the class. Furthermore, the students have also been trained to have more understanding of the cultural values and norms. They can initiate an idea and then implement it on the daily basis. The materials have trained them to instill values of character building and enhance the students' English-speaking skills.

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## THE ROLE OF MOVIE SUBTITLES TO IMPROVE STUDENTS' VOCABULARY

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### Abstract

According to M. J. McCarthy (1990), vocabulary in language learning is one of the important linguistic features. Without adequate knowledge of the word and its meaning, the language learning of students cannot use the language efficiently. However, depending on the level of language proficiency and vocabulary content of the movie learners, they may sometimes face difficulties in understanding video material without being provided with subtitles in the mother tongue or target language. This study uses a qualitative method. The population of this research is students majoring in English Education Department Semester 4 Class A at UIN SMH Banten, Serang. Four students became the sample, consisting of one boy and three girls. The research instruments in this study is interview. The researcher explored the effect of watching movie subtitles on students' vocabulary. they gave a positive response; those are an increase in their vocabulary. Without even realizing it, when we watch movie subtitles, we are learning the specific target languages used in the movie. Learning new vocabulary, as a demanding task for most language learners, plays an important role in language learning, especially in improving their communication skills. Movie subtitles have a special attraction for students learning English, especially in increasing vocabulary. When students watch English movies but do not know what the actors or actresses are talking about in the movie's storyline, they will find out the meaning or meaning through the displayed English texts. Students will translate difficult words and phrases into Indonesian.

**Keywords:** movie, subtitles, vocabulary, the role of movie subtitles

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## INTRODUCTION

Vocabulary is a collection of words, or in general, vocabulary is a list of terms used to communicate with other people, expressing their feelings, opinions, and criticism. Vocabulary is the fundamental element in learning English, and it needs to be mastered. According to Barcroft (2004), vocabulary is initially less important than grammar. The point is that without grammar, very little can be conveyed. Without vocabulary, there is nothing that can be obtained. Zhang (2012) believes that vocabulary is more important than grammar because people generally use vocabulary and reduce grammar, especially when conveying messages quickly and precisely is most important, such as telegrams, panic situations, or moments of very high emotions. Therefore, vocabulary helps us when communicating with someone. It has so much vocabulary that it will be straightforward to express feelings or communicate with native speakers. According to M. J. McCarthy (1990), vocabulary in language learning is one of the important linguistic features. Without adequate knowledge of the word and its meaning, the language learning of students cannot use the language efficiently. Communication in the target language, no matter how fluent the sounding language is controlled, no matter how well learned the grammar is, cannot occur in a meaningful way without words to express wider meanings. In addition, the size of a student's vocabulary is almost always used to figure out their level of language proficiency because they are often required to reach a certain level of vocabulary to be able to speak fluently.

According to Megawati (2017:107), the key to mastering a language is vocabulary. Learning English vocabulary must be followed by its meaning. Mastery of vocabulary is very important to building a meaningful understanding of language. Learning English fluently means mastering vocabulary. By having a lot of vocabulary, we can improve our language. Mastering vocabulary is the ability to get or receive many words. By having and mastering vocabulary, we will know the meaning of a word in its context. It can also help to avoid errors in understanding written or spoken text. According to Megawati (2017:108), the media is one component of communication, namely as a messenger from the communicator to the communicant. Learning media can be thought of as an intermediary in the learning process. In this era, there are lots of media that can be used to improve speaking, listening, writing, and reading English skills, such as music, video, movie, and so on. The most popular medium today is movie. Movie is one of the audio-visual media that can be easily found in everyday life. Movies contain wisdom and exciting visuals suitable for language learning. Watching movies has become a habit or hobby for everyone. Language teachers can use this by presenting authentic learning materials.

In the movie, actors and actresses present dialogue and a storyline with a plot, starting from introductions, problems that arise, problem-solving, and resolution. Students learn appear can give students new vocabulary. Watching movies is not just entertainment, but more than that, it can make learning English less boring. Through movies, it is hoped that students can enjoy watching and update their English vocabulary through movies. It can also increase the number of students learning English. It takes courage and confidence in students to practice speaking English. This is where the lecturer or teacher plays a role in building an English daily environment. In an effort to build a British, American, etc daily environment, lecturers or teachers will use the English language approach and method of teaching that are considered suitable for students so that they will feel comfortable and confident in the learning and teaching process. Below is the target language teaching method, such as:

1. Approach to Teaching Oral and Situational Language  
Richard and Rodger (2001:43) stated that there were three teacher roles. First, at the gurub acting presentation stage as a model, by tuning and modeling a new structure that has been spoken over and over again by students. Second, the teacher seemed like a conductor of an orchestra show who directed musicians to remove a harmonious sound. Third, the teacher is required to become a talented-talented person with a question, command, and other instructions for fishing the right sentence from students.
2. Audiolingualism  
According to Richard and Rodger (2001:62), the role of the teacher here is central and active. This is called the method that is dominated by teachers. The teacher becomes a model of the target language, controls direction and steps, and monitors and corrects the student's speech. The teacher must keep students focused by providing drills and tasks and determining the situation relevant to the structure of practice.
3. The Silent Way  
Stevick defines the duties of a teacher as teaching, testing, and issuing ways. Teaching means presenting one thing at a time, using nonverbal clues to acquire meaning. After that, continue with a test that raises and shapes students' pronunciation as quietly as possible. The teacher uses gestures, charts, and manipulatives to issue and form a response to students, and here the teacher must be fluent and creative as a pantomime.
4. Total Physical Response  
Total Physical Response is a method of teaching language that combines speech and gestures to help students learn how to speak and write in English. This method is used to help students build a daily English environment. The TPR method is a language learning method that relates to the coordination of commands, speech, and movements. According to Larsen and Freeman (1986, p.116), the "Total Physical Response method" applied by

the teacher aims to create a comfortable and confident atmosphere so that students can enjoy learning and can learn to communicate using foreign languages well. This is because this method was developed to reduce pressure for students in the classroom and make the classroom atmosphere pleasant.

5. Community language learning
6. In this approach, there are five stages of development in the role that the teacher holds. In the early learning stages, the teacher plays a supporting role by providing target language translation and becoming a model that will be imitated by clients upon request. Then, the interaction is started by the students, and the teacher monitors student speech by providing assistance when asked. When teaching takes place, students' ability to receive increased criticism and teachers' ability to intervene directly to correct the student's speech deviations, provide idioms, and give advice regarding points of grammatical use are enhanced.
7. Suggestopedia  
The main role of the teacher in this method is to create the most favorable situation for the teacher to be able to suggest students and then present linguistic material in a way that is most likely to push student acceptance and memory.
8. whole language  
According to Richard and Rodger (2001:110), the teacher's role is seen as a facilitator and an active participant in the learning community rather than as an expert conveying knowledge. Instead of following a teaching plan or script, a teacher teaches students based on the subject discussion and sees events from moments that can be taught. an atmosphere that supports learning with collaboration (collaborative learning). Teachers have the responsibility of negotiating work plans with students.
9. Multiple Intelligence  
According to Richard and Rodger (2001: 120), Multiple Intelligences (MI) Theory provides complex mental models to teachers, beginning with the compilation of a curriculum to developing it himself as an educator. is expected to understand, master, and commit to the MI learning model. The teacher recommended that they administer the MI inventory for themselves, and thus they are able to connect their life experience with the concept of MI. The MI inventory is a short list, which makes it easy for the user to create their own profile and use it as a guide for designing and reflecting on experiences after studying them. The teacher then becomes a curriculum developer, designer, lesson analyst, activity inventor, and orchestrator of multisensory rich shows within the realistic barriers of time, classroom space, and resources. The teacher recommended not looking at themselves only as a language teacher. They have a role that not only improves students' language skills, but also contributes to the main part of the development of student intelligence overall.
10. Lexical approach  
Lewis stated that teacher talk is a main source of student input in demonstrating how phrases lexical used for functional purposes differ. Lewis generally views the teacher's role as one of the most important in creating an environment for students to act effectively and helping students handle their learning process alone. Here the teacher must eliminate the teacher's impression as a person who knows better and concentrate on ideas about students as 'explorers'.
11. Communicative Language Teaching  
A quote from Richard and Rodgers, Breen and Candlelin (2001:167) stated that the teacher's role in CLT is twofold, namely first to facilitate the process of communication

between all participants in the class, and second to provide participants with various kinds of activities and texts. The second role is to act as a participant independent in study groups. Another teacher's role is as a needs analysis, advisor, and group process manager.

12. Natural Approach

According to Richard and Rodgers (2001:188), the teacher has three central roles. First, the teacher is the main source of the target language input that can be understood. Here, the teacher must develop a language input flow that is constant while providing a variety of nonlinguistic clues to help students interpret the input. Second, the teacher creates a class atmosphere that is interesting, friendly, and has a low filter for affective learning. Lastly, the teacher must select and orchestrate activities that promote rich learning that cover a wide range of various sizes, loads, and contexts. The teacher is responsible for collecting materials and designing their use.

13. Cooperative Language Learning

According to Richard and Rodgers (2001:200), teachers should create a learning environment that is very structured and well laid out in class, by setting goals, planning and structuring tasks, managing physical arrangements in the class, asking students to group and play a role, and determining the material and time. The important role of the teacher is as a student learning facilitator. In this role, the teacher must move around the class to help students and groups. The teacher spoke a little and gave questions that challenged students to think, preparing students for the task that must be completed, helping students learn the task, and giving a little command, emphasizing control and discipline.

The description above, those of the teacher or lecturer, has a very important and very important role in its special interaction if you want to build a British daily environment. It's important for students to have teachers who care about them and know how to help all of them learn, like teachers who make the classroom a place where students are happy, brave, and confident in learning. According to Brown (2004:172), there are five elements in speaking, of which one is vocabulary, which means understanding vocabulary or terms in speaking. If the five elements of speaking ability are fulfilled, the student already has good English language to speak from words and sentences shown in a movie. Various utterances and dialects that skills. Based on the description above, learning English can be improved through the media. Through audio-visual media, students who watch movies with subtitles to learn foreign languages have improved reading and listening comprehension, word recognition, decoding skills, motivation, and vocabulary mastery. Movies with the same subtitles as the actors and actresses in the movie (English subtitles) are expected to enable students to identify how to express and pronounce English text directly from native speakers. Students are expected to be familiar with hearing conversational expressions in English through this learning process.

Mayer's cognitive theory is one of the many learning theories that support the use of movie subtitles in increasing students' vocabulary. Mayer's cognitive theory of multimedia learning assumes that "there are two separate channels (auditory and visual) for processing information; there is a limited capacity of the channels; and learning is an active process of filtering, selecting, organizing, and integrating information (Davey K). One example of this audio-visual channel, with the help of subtitles, gives the learner a large amount of vocabulary, which the learner first needs to pay attention to and then process. As mentioned by M.Lévesque (2013), For successful vocabulary mastery, the learner needs to be provided with a text with about 98% of the words known and unfamiliar that need to be repeated in various contexts. In addition, other researchers also added that frequent repetition of written words helps vocabulary. So, when students watch movies subtitles, they are faced with three independent systems with close interrelationships. Among them are images, sounds, and text. Information is then classified in more ways than one in the brain but still aids retention and recall of new vocabulary because words are learned in different modes. On the other hand, subtitled films promote visual

information in real-life contexts with realistic and natural language that is "spoken at a normal conversational speed as well as language differences of different ages, genders, and sociocultural backgrounds" according to J. Lertola (2012)

However, depending on the level of language proficiency and vocabulary content of the movie learners, they may sometimes face difficulties in understanding video material without being provided with subtitles in the mother tongue or target language. Therefore, watching foreign language movie subtitles is a significant educational component that has shown great promise in facilitating various language traits, especially vocabulary acquisition. In such conditions, vocabulary acquisition occurs spontaneously since students are trying to understand the material content by accessing spoken language that they are not fully acquainted with. In particular, films with subtitles can be a great tool in bringing students closer to authentic, real-life communication vocabulary. According to the above, I hope that teaching English to increase students' English vocabulary with movie subtitles media will provide a new way to motivate students to learn English. Based on the above background, the title chosen for this research is "The Role of Movie Subtitles to Increase Students' Vocabulary."

### **RESEARCH METHOD**

This study uses a qualitative method. The population of this research is students majoring in English Education Department Semester 4 Class A at UIN SMH Banten, Serang. Four students became the sample, consisting of one boys and three girls. The research instruments in this study is interview. Based on Welman & Kruger (2001), an interview is a data collection method that generally involves personal visits to respondents at home or work. The meaning of the interview is a kind of conversation by asking participants about the social world in which they live. This researcher uses fourth-semester students in the hope that they will have good English speaking, writing, listening, and reading skills. Besides that, they have received all of the courses I mentioned since semester one. The research was carried out in this class because I wanted to know how far their English skills had progressed due to learning to Improve their vocabulary from movie subtitled.

### **FINDINGS AND DISCUSSION**

This section presents the findings based on the results of interviews with 4 participants, namely for the first question "How often do you spend time watching subtitled movies?" All the answers that have been given are answered often but have different frequencies. The first participant answered that he often watched film subtitles once a week. The second participant said that he generally watches subtitles every weekend. As for the results of the third interviewer, he often watches subtitled films, which is once every two weeks. And for the last participant, he said that he watches subtitled movies every holiday. Based on the meaning, Murthy (1998:181) explains that the adverb of frequency is an adverb that states how often an event occurs. "As long as you watch movie subtitles, it could help you gain more vocabulary than watching movies without subtitles, or not?" The result of the second question is that the answers from all participants are quite similar in that watching subtitled movies helps them improve their vocabulary understanding, although sometimes there is a mismatch between vocabulary and subtitles because the actors or actresses speak too fast. Not only can being able to watch movies with subtitles help them find slang and proverbs, but it can also improve their reading comprehension. According to them, watching subtitled movies is very useful. One of them even said that their teacher recommended watching movie subtitles to improve their English skills, especially vocabulary. On the other hand, it is not only easy to understand but also fun because we can not only listen but also see the interesting visuals from the movie.

Which types of movie subtitles (vlogs, series, etc.) lead to more successful vocabulary acquisition for long-term retention? For the third question, most of them answered the vlog subtitles due to the vocabulary they got, which was often used for daily activities. There is no significant difference between movie subtitles and vlog subtitles. Might be watching movie subtitles requires more effort

because of the longer duration, while most vlogs are only a few minutes. However, it all depends on which one each person prefers. All kinds of movies can help us remember vocabulary easily, as long as we are focused, serious, and consistent in watching the movie. So far, according to your opinion, has there been a significant change in the improvement of your English vocabulary? And for the last question, they gave a positive response, namely an increase in their vocabulary. Without even realizing it, when we watch movie subtitles, we are learning the specific target languages used in the movie. Thus, we try to understand the language through subtitles and maybe it could be practiced in everyday life.

**A. Definition of a movie**

Films are collectively referred to as "cinema". Cinema itself comes from the word kinematics, or motion. The literal meaning of film is Cinemathographie, which comes from Cinema + tho = phytos (light) + graphie = grhap (text = image = image), so it paints motion with light. In order for us to be able to paint motion with light, we must use a special tool, which we usually call a camera. According to Hornby, 16, a film is a series of motion pictures recorded with sound that tell a story, shown on television or in a television cinema.

**B. The Benefits and Drawbacks of Watching**

Nasution said that the advantages of film are:

- a) This film is very good for explaining a teaching and learning process;
- b) Every student can learn something from the movie, whether it's smart or not smart;
- c) Historical films can describe events in the past;
- d) Films can take students from country to country.

As is well known, everything, of course, has its drawbacks. In addition to its many advantages, the use of English films in EFL classes still has drawbacks or obstacles. First, watching movies takes a long time, so it makes students bored. Using English films in EFL classes will reduce students' time to do class activities such as writing or discussing. According to Mirvan (2013, p.65), a film generally reduces the active time to more than one hour, so that it will be a tedious time for students to finish the film until it is finished.

**C. Kinds of Vocabulary:**

Some experts divide vocabulary into two types: active and passive. Harmer (1991:150) distinguishes these two types of vocabulary. The first type of vocabulary refers to the vocabulary that students have been taught or learned and that they are expected to use. According to Dakshina Murthy Jayanthi (2003), the sentence can be further divided according to the function of each word in the subject-predicate relationship; each of these functions is classified as a different part of speech. They are:

➤ Noun

This is one of the most important parts of speech. This is where verbs help to form important sentence cores for each complete sentence. It could be a person's name, a place, thing, or idea. An Example: This is a book.

➤ Verb

It is a word that expresses an action, condition, or existence. Example: Students are playing badminton.

➤ Adjective

It is a word used to describe or qualify a noun. For example: This novel is cheap.

➤ Adverb

It is a word to modify a verb, adjective, or other adverb or words used to describe how, where, when, and why an action takes place. Example: I attended university.

➤ Conjunction

It is a word used to combine one word with another, or one sentence with another. For example: forgot to call him before I left.

➤ **Pronoun**

a word that can be used in place of a noun. Example: They are classmates of mine.

➤ **Interjection**

It is a word put into a sentence to express a sudden feeling of mind or emotion. Example: Oh my goodness, I can not believe it is true.

➤ **Prepositions**

It is a word used to explain the relationship between two grammatical words or a word used with a noun or pronoun to show their relation with some other word in the sentence. It is known as a preposition. Example: He is upset with me.

**D. The Research-Related Theory**

The researcher explored the effect of watching subtitled movies on students' vocabulary mastery. The theory designed is a behavioristic theory. As stated by Abuddin Nata, behavioristic theory assumes that children do not have potential from birth, but that children's growth and development is influenced by environmental factors, such as family, school, community, humans, nature, culture, region, and so on. Where the growth and development of children is related to concrete terms that can be seen and researched. Then Jeanne says in her book, There are several basic assumptions of behavioristic theory about learning. The first assumption is that some people's behavior is the result of experience with environmental stimuli. Second, learning can be drawn from the relationship between the ancients that can be studied, namely the relationship between stimulus and response. Third, learning is the effect of changing behavior. The last is that learning often occurs when the stimulus and response come in the near future. Furthermore, in the book, Abuddin Nata also says that, "behavioral theory is said to be a stimulus and response theory, which is separated into three parts, they are:

- a) Stimulus response theory;
- b) Conditioning Theory;
- c) Reinforcement theory."

The relationship between Behavioristic Theory and the Strategy of Watching movie subtitles on students' vocabulary mastery where Behavioristic theory is one of the assumptions that children's behavior and growth and development are influenced by environmental factors such as family, school, community, humans, nature, culture, region, and so on. So, behavioral theory is called stimulus response theory. The strategy of watching movies is a student learning approach with learning strategies. With the strategy of watching subtitled movies, a teacher teaches students cognitive skills by creating learning experiences, by modeling behavior, and then helping students to grow these skills based on their efforts by providing encouragement, support, and so on. In addition, watching movie subtitles is also good for self-learning because it is quite easy to access anywhere and anytime. Also, watching movies with subtitles is another way to use media to help people learn new words.

**CONCLUSION**

Learning new vocabulary, as a demanding task for most language learners, plays an important role in language learning, especially in improving their communication skills. On the other hand,

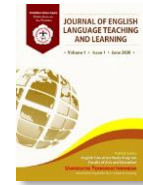
increased access to various multimedia and technological resources, including movie subtitles, offers learners many opportunities to enrich their vocabulary. Many scholars have seen the value of subtitles in helping students through the vocabulary acquisition process. Thus, many studies have been conducted to explore the effectiveness of watching movie subtitles in vocabulary acquisition. Previous studies have found some benefits of using movie subtitles by confirming that subtitles do improve vocabulary learning. As multimedia language materials, particularly movies, have been shown to be powerful tools in aiding language learning, investigating their benefits is a significant approach in computer assisted language learning (CALL). However, this study extends previous research by examining different factors that may have an impact on vocabulary acquisition through watching movies. Therefore, this research is important, firstly, because it provides researchers and educators with insight into how watching movies subtitles can have great potential in developing students' vocabulary mastery. It also shows how films can influence our understanding of vocabulary use in real contexts while providing an authentic environment for vocabulary acquisition.

Movie subtitles have a special attraction for students learning English, especially in increasing vocabulary. When students watch English movies but do not know what the actors or actresses are talking about in the movie's storyline, they will find out the meaning or meaning through the displayed English texts. Students will translate difficult words and phrases into Indonesian. Students' difficulties in understanding vocabulary will hinder them in their English skills. Students who are accustomed to watching movie subtitles tend to have good communication skills in English. They will know a lot and understand various vocabulary and can pronounce words according to native speakers. In this study, it was found that there was a positive correlation coefficient correlation between students' habits of watching subtitled films and their improvement in their English vocabulary skills. Students who regularly watch movie subtitles will also have excellent English skills. Students who understand the meaning and writing of English pronunciation will gain confidence in their ability to speak, write, read, and listen in English.

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## THE CORRELATION BETWEEN COLLEGE STUDENT PERSONALITY TYPES AND ENGLISH PROFICIENCY ABILITY AT UNIVERSITAS TEKNOKRAT INDONESIA

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### Abstract

Personality types are usually divided into extrovert and introvert. Those personalities are believed to affect students' ability to master the skills they learn, especially English skills. Therefore, this research was conducted to examine the correlation between students' personality types and English proficiency ability (or results of EPT scores). In this research, the method used was the Quantitative Approach, while the research design used in this research is the Correlational Study. The sample in this research was taken from 44 students from the English Education study program, to be precise students from P118A class. This research used online questionnaires as an instrument to obtain data about the personality types of each student and also the acquisition of EPT scores. In analyzing the data, this research uses Person Product Moment (by using SPSS) as a medium to analyze the data obtained to be examined.

**Keywords:** students personality, English ability, EPT scores

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## INTRODUCTION

According to Jusuf (2018), personality is a description of a person's character in everyday life and is included in one of the terms in psychology. Everyone in this world has a different personality, starting open-minded person, easy to get along with, and some are closed-minded, difficult to interact with, and so on. These personality types are usually divided into two, which are extroverted and introverted personalities. People with introverted personalities are known to have more closed personalities, while people with extroverted personalities tend to be more open and easy to socialize with those around them.

These two types of personality (extrovert and introvert) can be seen in the environment or daily interactions, for example in a campus environment. Rido & Sari (2018) defined interaction as a prominent style in which students and teachers interact to increase knowledge and understanding, particularly in language classes. Students with extroverted personalities are usually easier to interact with other students. Patric (2019) explained that people who enjoy interacting with others and are enthusiastic, talkative, assertive, and gregarious are rated as extroverts. Meanwhile, students with introverted personalities usually prefer to spend time with certain people or even prefer to spend time alone. Patric (2019) stated that people who have introverted personalities are usually judged to be more reserved or reflective.

These personality types are believed to have a relationship or influence with the mastery or acquisition of material learned by students in learning in the classroom and outside the classroom. Shiddiq & Oktaviani (2022) explained that individual differences must be highlighted and accounted for when learning a foreign or second language because they play a significant role in influencing students' learning. One of the subjects that become the benchmark in this research is English subject. English is a global language that everyone uses to interact and communicate (Mandasari & Wahyudin, 2021). Therefore, almost all people in the world learn English, starting from young learners until college or university level. The importance of mastery of academic English at the university level is becoming clearer than ever (Wahyudin & Sari 2018). Sinaga & Pustika (2021) also state that English is a significant topic in our educational system. It is clear from the concrete decisions made by the Indonesian government that English is being included in the curriculum. Besides, the world community require English as an international language (Mandasari & Oktaviani, 2018). According to Pustika (2021), to be globalized civilians, some people need English as an important skill.

There are four skills in English. The first English skill is listening. When mastering English as a foreign language, listening is an essential skill for students to have (Aminatun et al, 2021). Kuswoyo & Wahyudin (2017) stated in their study that the functional listening course seems to be the prerequisite for many other listening classes, including conversational listening, critical listening, and academic listening. The second English skill is speaking. Mandasari & Aminatun (2020) stated that speaking ability becomes a crucial part of language learning. Several aspects must be dealt with while learning to speak, such as vocabulary, grammar, pronunciation, topic, and fluency. The goal of developing speaking skills is for students to be able to communicate in English clearly and confidently (Mandasari & Aminatun, 2019). The third skill in English is reading. Pustika & Wiedarti (2019) state that mastering reading skills are more crucial than getting students to pass the national English examination. Reading is an important element of written statements, which also are frequently used as formal communication (Ayu, 2021). The last skill in English is writing. Writing is an essential language skill that must be taught at school. Writing is a communication skill that will not be overlooked or excluded from communicative pedagogy and studying (Ayu & Zuraida, 2020). Those skills are skills needed by learners if they want to master English.

Several previous studies have discussed the correlation or relationship between students' personality types (extrovert and introvert) and students' English skills. Noprianto (2018) has investigated the comparison of language strategies that are often used between students with introverted personalities and students with extroverted personalities in learning English. The results of his research showed that students with introverted personalities were not highly frequently used language strategies, while students with extroverted personalities used more language learning strategies highly frequently. In addition, the findings in this study also revealed that introverted students used memory strategy highly frequently, while extroverts used effective strategy in learning.

There is another study that also raises the theme of students' personality types with one skill in English. Rofi'i (2017) has investigated the comparison of speaking skills between students with extroverted and introverted personalities. The results obtained by the researcher in this study indicate that the speaking skills possessed by students with extroverted and introverted personalities are the same. In other words, the speaking skills of students with extroverted and introverted personalities don't have a difference between them. In his research results, students with extroverted and introverted personalities can both show good performance when practicing speaking.

The research results from several previous studies that have been done previously are the factors that encourage the researcher to research the correlation or relationship between student personality types and English proficiency abilities. In this study, the researcher correlated student personality types with the EPT (English Proficiency Test) scores obtained by students. Then, what exactly is the goal that the researcher wants to achieve in this research? The goal or aim of the researcher in conducting this research is to examine the correlation between students' personality types and English proficiency ability (or results of EPT scores). By conducting this research, it is hoped that we can find out whether or not there is a relationship between students' personality types and the EPT scores they get.

## **METHOD**

Several methods are used by researchers when conducting research, starting from the qualitative method, quantitative method, and others. But, what exactly is the meaning of research itself? Kothari (2004) cited in Apuke (2017), explained the definitions of research as "a scientific and systematic search for pertinent information on a specific topic." In this research, the researcher uses Quantitative Approach as a method to conduct this research. Apuke (2017) stated that quantitative research is the study that deals with quantifying and analyzing variables to get results. While the research design used by the researcher is a Correlational Study. The reason why this research uses Correlational Study is that this research used to examine the correlation between students' personality types and English proficiency ability (or results of EPT scores).

The sample in this research was taken from English Education students in Universitas Teknokrat Indonesia. 44 students from English Education majors were being sampled in this study, more precisely students from the PI18A class. The total population of students who take the English Education major is around 187 students consisting of four batches.

The data collection technique used in this research was questionnaires. Roopa and Rani (2012) defined the questionnaire as a list of mimeographed questions that respondents used to give their opinion. The questionnaire form used to collect data in this research is an online questionnaire. The researcher used Google Form as a medium to design and share the questionnaires with all participants. In the beginning, the researcher designed what kind of questions will be included in the online questionnaires. After the designing questionnaires are finished, the questionnaires are distributed online (in the form of a link). The responses or answers from participants who contributed to filling out these questionnaires will be collected by the researcher as findings or data in the research being conducted.

After the researcher has obtained the data needed in the research, the next step taken by the researcher is to analyze the data obtained. In analyzing the data, the researcher uses an application called SPSS (Statistical

Product and Service Solutions). Gogoi (2020) defined SPSS as a combination of software used to research social science in the form of a set of statistical packages. The data that has been collected is then analyzed using the SPSS application to find out about the correlation between students' personality types and English proficiency ability (or results of EPT scores).

**FINDINGS AND DISCUSSION**

This is the finding of the relationship between students' personality types (extrovert and introvert) and English Proficiency Ability (EPT Scores). The explanation of the finding of this research will be discussed in the discussion part.

**Findings**

After surveying by using 26 item statements which use a Likert Scale (1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree) in Google Form or an online survey, data obtained from the research entitled "The Correlation between Students Personality Types and English Proficiency Ability." Those data are as follows :

**Table 1. The Reliability of Instruments**

Cronbach's Alpha	N of Items
.786	26

Those are the results of the Reliability Test. The results show that the data obtained from the questionnaire with the title "The Correlation between Students Personality Types and English Proficiency Ability" is very reliable. This is indicated by the results of Cronbach's Alpha which reaches a value of "0.786" or close to 1. The rules in Reliability Analysis state that if the results of Cronbach's Alpha get closer to 1, then the analyzed data will be more reliable.

**Table 2. The results of students' GPA and EPT**

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
GPA	39	390.00	2.00	392.00	274.9723	145.55432	21186.061
EPT	39	240.00	313.00	553.00	448.6154	56.36470	3176.980
Valid N (listwise)	39						

Descriptive Statistics Analysis is an analysis that describes the research data. Those are the results of Descriptive Statistics Analysis. The results of the Descriptive Statistics Analysis in this analysis show that the maximum GPA of the data obtained is "3.92", while the minimum GPA is "2.00." In addition, the results of this analysis also describe the maximum and minimum EPT scores. The maximum EPT score in this study was "553", while the minimum EPT score was "313."

In conducting this research, the researcher used 26 item statements from Skellett (2017) (in the journal entitled "Assessing Introversion and Extroversion in a Second Language Setting") which uses a Likert scale (1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree) in Google Form that was distributed via online. While the data of participants who participated in filling out this questionnaire were 39 students. Questionnaires used in this study are useful for identifying student character or personalization. In this questionnaire, several statement items indicated student extroversion and student introversion. Here are the data obtained.

**Table 3. Questionnaires that were used to measure the level of students' extroversion**

No.	Statement	N	Mean	SD
Q1	I am bored with individual work in language class.	39	2,92	1,04
Q2	I have a lot of energy in language class.	39	3,67	0,98
Q3	I talk more than I listen in language class.	39	2,87	1,08
Q5	After language class, I like to spend time with friends or classmates.	39	3,79	1,00
Q7	I get excited by a long discussion in language class.	39	3,26	0,88
Q9	I am excited by talking to others in language class.	39	3,46	0,94
Q10	I work best in groups in language class.	39	3,31	0,73
Q11	I would rather give a speech in front of the class than listen to my classmates' speeches.	39	3,03	0,93
Q12	I find it easy to speak loudly in language class.	39	3,23	1,04
Q17	I like to discuss with others in language class.	39	3,72	0,97
Q19	I like discussing topics with others in language class.	39	3,67	0,93
Q20	I like to spend time with my classmates from language class.	39	3,72	0,94

Q25	I like giving a speech in front of my classmates in language class.	39	3,05	1,02
Q26	I enjoy group work in language class.	39	3,77	0,99
		Mean	3,39	0,96

The questionnaires above were useful for measuring the extroversion level of participants. From this data, we can know the characteristics of extroverted students while studying. The largest results in the questionnaires are coming from questionnaire number 5 (Q5) with the mean result "3.79." The statement in Q5 is "After language class, I like to spend time with friends and classmates." Another result that is no less big is the average result from questionnaire number 26 (Q26), which is "3.77" with the statement "I enjoy group work in language class." Then there is also another questionnaire result, such as questionnaire number 17 (Q17), which is "3, 72" with the statement "I like to discuss with an others language class." From the examples of the three largest mean results in these questionnaires, it can be seen the characteristics of extroverted students. Extroverted students tend to like activities related to social interactions, such as group discussions, interacting with others, and other characteristics of extrovert students, which can be seen in the table above.

**Table 4. Questionnaires were used to measure the level of students' introversion**

No.	Statement	N	Mean	SD
Q4	I get tired after a long discussion in language class.	39	3,21	1,13
Q6	I am calm in language class.	39	3,62	0,81
Q8	My voice is quiet in language class.	39	3,33	0,96
Q13	I work best alone in language class.	39	3,38	1,07
Q14	I find it difficult to speak loudly in language class.	39	3,41	1,09
Q15	I listen more than I talk in language class.	39	3,82	0,79
Q16	I need quiet time alone after a language class with lots of talking.	39	3,64	0,99
Q18	I don't like speaking in front of the whole class in language class.	39	3,13	1,20
Q21	I enjoy working by myself in language class.	39	3,67	0,96
Q22	I would rather listen to my classmates' speeches instead of giving one myself.	39	3,54	0,85
Q23	I would rather hear someone else's opinion than share my own in language class.	39	3,36	0,90
Q24	After language class, I like to go home and be by myself.	39	3,62	1,02
		Mean	3,48	0,98

The questionnaires above were useful for measuring the level of participants' introversion. From this data, we can know the characteristics of introverted students while studying. The largest results in the questionnaires are coming from questionnaire number 15 (Q15) with a mean result of "3, 82." The statement in Q15 is "I listen more than I talk in language class." In addition, another mean result that has a fairly large average questionnaire is questionnaire number 21 (Q21) with an average result of "3,67." The statement contained in Q21 is "I enjoy working by myself in language class." Students with this type of personality will usually match with individual work patterns of teaching-learning interaction in the classroom. Individual work interaction occurred when the teacher requested the learners to complete the book exercise. This exercise must be completed by the students on their own (Sari, 2018). There is also another result that has a fairly large average questionnaire, that is questionnaire number 16 (Q16) with an average result of "3,64." The statement contained in questionnaire number 16 is "I need quiet time alone after a language class with lots of talking." From the three largest sample questionnaires in this questionnaire, we can see that the characteristics of introverted students tend to prefer to spend time with themselves rather than interacting with their friends or with their surroundings, and there are other characteristics of introverted students can be seen from the table above.

**Table 5. The result of the Correlational Analysis between students' personality types and EPT scores**

Students Personalities		Students Personalities	EPT
StudentsPersonalities	Pearson Correlation	1	-.127
	Sig. (2-tailed)		.443
	N	39	39
EPT	Pearson Correlation	-.127	1
	Sig. (2-tailed)	.443	
	N	39	39

The results of the Correlation Analysis of the data above indicate that there is a correlation between student personality types and the result of EPT scores. How can the results of this analysis be said to be correlated? The questionnaires used in this research are used to measure student extroversion (the greater the scores of the questionnaires obtained, the more extroverted the character of the student). The results of the Pearson Correlation show a negative result, that is "-0.127." It does not indicate that there is no correlation between student personality types and EPT scores, but the results of this review show that the more introverted

students are, the greater the EPT scores they get. However, the correlation between student personality types and EPT scores is very small because the results of the Pearson Correlation are close to zero (-0,127).

### **Discussion**

After we describe the findings we have obtained from the online survey (Google Form Survey), now we will discuss the findings we get from the research that discusses the relationship between students' personality types (extrovert and introvert) and English Proficiency Ability (or EPT scores). We can see that the data questionnaires obtained in this study are very reliable, where the results of Cronbach's Alpha reach a value of "0.786" or close to 1.

So, in this discussion, we will focus on the correlation between students' personality types (extrovert and introvert) and English Proficiency Ability. To find out the student's personality types, the researcher used online questionnaires (Google Form) as an instrument in conducting research. There are 26 questionnaires in the form of statements used in this study, which are divided into 2 types, first is a questionnaire that is used for measuring the level of participants' extroversion (amounting to 14 statements), and the questionnaire that is used for measuring the level of participants' introversion (which amounts to 12 statements).

The results of the questionnaires that are used for measuring the level of participants' extroversion show that the basic characteristic of extrovert students is that they have a strong interest in social interactions. It can be seen by the results of the data questionnaires obtained. The results of these data show that the largest results in the questionnaires are coming from questionnaire number 5 (Q5) with the mean result "3.79." The statement in Q5 is "After language class, I like to spend time with friends and classmates." Another result that is no less big is the average result from questionnaire number 26 (Q26), which is "3.77" with the statement "I enjoy group work in language class." This is also in line with the opinion of experts. According to Rofi'i (2017), he explained that a person that has an extrovert personality is more open and easy to express opinions. Besides, Dewaele & Furnham (1999) cited in Noprianto (2018), explained that the characteristics of extravert people are sociable, like parties, having many friends, need to have people to talk to, and do not like reading or studying by themselves.

Next, we will discuss the results of the questionnaires that are used to measure the level of participants' introversion. The results of these questionnaires indicate that the basic characteristic of introverted students is that they tend to prefer to spend time with themselves rather than interacting with their friends or with their surroundings. It can be seen by the results of the questionnaires which show that the largest results in the questionnaires are coming from questionnaire number 15 (Q15) with the mean result "3, 82." The statement in Q15 is "I listen more than I talk in language class." In addition, another mean result that has a fairly large average questionnaire is questionnaire number 21 (Q21) with an average result of "3.67." The statement contained in Q21 is "I enjoy working by myself in language class." This is also in line with the opinions of experts who discuss introverted personalities. Rofi'i (2017), it is stated that the person that has an introverted personality is more closed and tends to be quiet.

We have discussed the characteristics of both extroverted and introverted students. Then, what is the relationship between students' personality types (extrovert and introvert) and the students' English Proficiency Ability (EPT scores)? To find the answer to this question, the researcher collected data on all participants' EPT (English Proficiency Ability) scores. After the data is collected, the researcher then tests the correlation between the student personality types data and the student's EPT scores in the SPSS application. It should be noted that the questionnaires used in this study were used in identifying the extroversion of participants. So, the higher the questionnaire results student gets, the more extroverted the results obtained. So, this test aims to prove the statement that students with extroverted personalities tend to get higher EPT scores than students with introverted personalities.

However, when the researcher examined the correlation between student personality types data and student's EPT scores in the SPSS application, the results of Pearson Correlation in this study show a negative result, which is "-0.127." It does not indicate that there is no correlation between student personality types and EPT scores, but the results of the correlation are not in the same way. The purpose of this statement is that students who have introverted personalities tend to have greater EPT scores than extroverted students. However, the results of the correlation between introverted students and EPT scores are a low degree or not too strong. It is because the results of the Pearson correlation are close to zero (-0,127). Due to its nature, the correlation can be a strong degree if the results of the Pearson Correlation are close to 1.

Then what factors make students with introverted personalities have higher EPT scores than extroverted students? Dewaele & Furnham (1999) cited in Noprianto (2018), stated that the characteristics of introverted people are a quiet retiring sort of person, introspective, fond of books rather than people; they are reserved and distant except to intimate friends. From this statement, it is stated that children with introverted personalities are fond of books rather than people. This is the factor why students with introverted personalities tend to have

higher EPT scores. They prefer to spend their time reading books (academic and non-academic), studying in a quiet place, and they also prefer to explore something they don't know by reading or studying it by themselves.

However, what needs to be remembered again is that the correlation results obtained in research on the correlation between students' personality types (extrovert and introvert) and English Proficiency Ability (EPT scores) are not strong (or low degree). So, it means that not only students with introverted personalities can get high EPT scores, but students with extroverted personalities can also get high EPT scores. However, overall, students' personality types still have a relationship with students' EPT scores acquisition because the personality types that students have will determine the learning method that students use, and it can affect the results of EPT scores.

## CONCLUSION

The conclusion from this correlation analysis is that there is a correlation between students' personality types (extrovert and introvert) and English Proficiency Ability (or EPT scores). In this study, it is said that students who have introverted personalities tend to have greater EPT scores than extroverted students. This is because students with introverted personalities are fond of books rather than people, and they also prefer to spend their time exploring something they don't know by reading or learning it by themselves rather than spending time interacting with others. But, the correlation between the two is very small (low degree). It is because the results of the Pearson Correlation are close to zero. As we have known before, the correlation can be said to be strongly related if the results of the Pearson Correlation are close to 1, not close to zero. So, it can be said that not always all introverted children get higher EPT scores, and it could be the other way around. Finally, the researcher is aware that there are still many shortcomings in presenting information and data in this study. Therefore, it is hoped that researchers who will study the correlation between students' personality types (extrovert and introvert) and English Proficiency Ability (or EPT scores) in the future can address those deficiencies so that researchers who will analyze this topic in the future can present a better research result than previous research.

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## THE USE OF SMALL-GROUP DISCUSSION TO IMPROVE STUDENTS' SPEAKING SKILL

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### Abstract

Speaking skill plays an important role in communication. Speaking skill is needed not only in our daily language but also we need it to use it using an international language. Speaking skill is not easy, especially for vocational high school. In addition, teacher needs to find the solution to help the students to master of it. Teacher should be creative and use elective strategy that still can supervise students individually, so students can learn and teacher can focus on the students even though in a group. To keep students from boredom while improving their speaking skill, teacher can use a small group in learning to invite students to talk more and critics more. Small group discussion is one of way for teacher and students to use it while the students learn how to improve their speaking skill and teachers easily to focus on students and help the teacher to give feedback for students individually. This research aimed at indentifying students' improvement on their speaking mastery after learning using small group discussion in the classroom. The participant of this study is students of senior high school in lampung province. Data gathered through questionnaire. The result of this research that using small group discussion in improving speaking skill to be effective, because in small group students more confidence to deliver their idea dan criticize to think and matches the characteristics of children as a learners.

**Keywords:** small-group discussion, speaking skill, teaching strategy, communication skill

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## INTRODUCTION (11 PT)

Speaking skill is one of the most important communication skills in the world. People use it to convey important information about another person. If we speak English in particular, when we need to communicate with other people in another country, we need to learn and use it. Teaching speaking is important for students to teach language skills in school so that they can improve their skills in the future. They learned to express something with their friends. This is the most important way for them to establish relationships with some foreigners in this era of globalization. Listening is about understanding, understanding what others are saying and self-expression are about using language to express thoughts and feelings, including responding to spoken language. English occupies a very important position in almost all areas of life: business, trade, learning, tourism, etc. It was declared as the first foreign language in Indonesia and therefore listed as a foreign language in school curricula. Argawati (2014) states that speaking is an activity used by someone to communicate with others. Meanwhile, Mart (2012) defines speaking is being capable of speech, express or exchange thoughts through using language.

According to Brown (2004), speaking is a productive skill that can be directly and empirically observed, those observations are invariably coloured by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. By speaking, students can share information, expressing their ideas and their feeling. Because talking is the most direct means for people to connect with one another, it is the foundation of human communication. Imam Fauzi (2017) stated that active speaking abilities can be developed gradually through the correctness and efficacy of listening skill. To put it another way, discussion necessitates the participation of at least two or more persons, who must both listen and speak.



However, Their difficulties in using a foreign language alongside their native language, their feelings of shyness and fear in participating in an English conversation, or even problems arising from teachers who do not frequently speak English in the classroom are all common issues. Moreover, speaking skill goals could not be reached if there are not any treatments. So, to solve those problems, teachers must be able to find out the solutions. To promote this skill, Celce (2001) said that discussion, speeches, role-plays, conversation, audiotape oral dialogues journals, and another accuracy –based activities can be implemented to increase students speaking skills. In this research the researcher use small group discussion to help students to increase students possess communicative and functional in speaking skill using English. As stated by Brown (1994) speaking skill can be practices when students have a class work in the class. Therefore, the goal of small groups is to promote student cooperation and communication for educational reasons, as well as to provide a social setting for individual investigation and involvement.

Hamer (2001) stated that some of pairs work is not sufficient, and that in some occasions, work pairs is not works well. So, regarding to this case, small group discussion can help the teacher to organize them in teaching language activity through groups story or role play. Similarly, Hammer (1998) asserts that in small group discussion, students have a lot of opportunities where students can express their opinions, ideas and the interaction between them can build without realizing them to discuss the material together. Expressing their ideas without embarrassing can develop their ability because students will learn how to complete the task by sharing and correct the ideas form one student to other students (Ur. 1996). Moreover, Individual elements such as (1) topical knowledge (2) incentive to talk (3) instructor feedback during speaking activities (4) self-confidence (5) pressure to perform well, and (6) time for preparation influence interaction tactics, according to Lalu Bohari (2019). Taking into account the aforementioned factors, students' speaking skills are developed based on aspects of struggle to make such as pronunciation, structure, vocabulary, content, and fluency. Small-group discussion is a teaching method in which teacher divide the class into groups. Each group can consist of four to five students. The students divided into groups, sat opposite each other, and talk freely. This situation creates free communication and students can use their language freely in class without hesitation. In conducting group discussions, there are some aspects that need to be taken seriously. These aspects are factors in the roles of students, classes and teacher. For group discussions, teachers need to know how to organize classes. Usually in a group discussion, there is a leader and a group member. In order for the discussion to proceed smoothly and be successful, every student needs to understand their role in the group.

Discussions can take place after content-based lessons for a variety of reasons. Students may try to reach a conclusion, share opinions about an event, or identify a solution in their discussion groups. The teacher must determine the aim of the discussion activity prior to the discussion. As a result, discussion points are relevant to this goal, and students don't waste time talking about unrelated things (Hayriye Kai, 2006). Because silent students may avoid contributing in large groups, it is usually preferable to avoid forming large groups for effective group discussion. Finally, students should always be encouraged to raise questions, paraphrase ideas, show support, and seek clarification, regardless of the purpose of class or group discussions. In the fact that, students' perceptions are also one of the factor that can influence students improment in improving their speaking skill. According to students' perception if they need a porper treatment to help them to improve their skill especially in speaking. Small group discussion is one of treatment that can observed them not in I a big group but in the small group that consist of 4-5 students in a group, so students know how to increase their skill based on their problem. How teachers interact with students, encourage speech exercises, and relate them to their personal interests and needs are all important aspects in improving speech in speaking lessons.

## **Method**

This research was taking place in one of school in Bandar Lampung named SMKN 1 Bandar Lampung to the 10<sup>th</sup> grade students. This research was participated by 30 students on one class. The goal of action research is to provide practical assessments in real-world settings, as well as the validity of scientific truth testing and their use in assisting students in acting more wisely and skilfully in their speaking abilities (Wahyudin, A. 2015). In recent years, action research has been used to address issues such as curriculum development and service learning, particularly in the area of self-evaluation (Arikunto, 2006:57). The implementation of this research uses online classroom action using zoom. The data of this research is using qualitative design using questionnaire through Google Form. "Qualitative is the process of enquiry," says Creswell, as quoted by Herdiansyah (2010). Of comprehension based on several methodological approaches from investigations that look into or human issues. The researcher creates a sophisticated and comprehensive image, analyses words, and writes reports. "An in-depth look at the data, as well as performing research in natural settings". So, in this research, the researcher use close-ended questionnaire to collect the data. This questionnaire was adapted form one of the newest journal by Mohammed and Ahmed (2021). The researcher also give the students some questions of interview to support the result of this data. The purpose of the interview was to gather information regarding students' perceptions of the small group discussion model as well as suggestions on how to improve students speaking skill. Open questions about evaluation, efficacy, students learning objectives, and learning model enhancement are included in the interview guidance. After receiving treatment for cooperative and traditional learning, the students' achievement revealed a range of speaking abilities. The interview was participated by 5 students using Zoom App. Here are some question that provide to the students and this interview question is adapted by Damurki, at.al (2017).

Question 1: Do you think small group discussion were invite the students to be more active, creative and could cooperate in group?

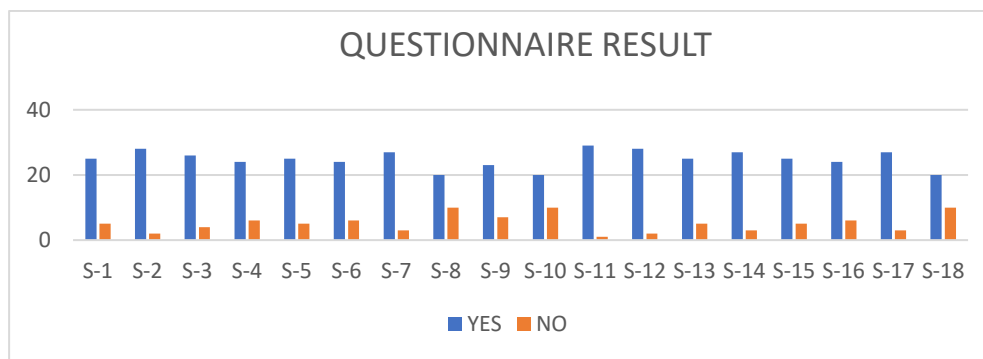
Question 2: Does the students dared to speak either in group or in front of the class?

Question 3: Do you think students were pleased when the learning procces begins with lot of practices in groups?

Question 4: Do you think small group discussion help the students to make sure either well-prepared or unprepared ublic speaking?

Question 5: Do you think this small group discussion could empower the students to think critically in speaking in group or in front of the class during the presentation?

## **Result and Discussion**



In the brief result, the interpretation of the data result of questionnaire show that students response in positive result. In the first statement, there are 25 students that agree if a group discussion can develop classroom activities. There will be unexpected interaction that will be happened during the discussion each students. Small group discussion also have to engage students to complete all assignment and speaking project from the teachers. Therefore, this way also help the students to be confidence to give and to deliver their answer to their group, same as with the seventeenth statement. Moreover, in the second statement, they will think carefully about their assumption when they want to share it. It mean that students will learn how to investigate their ideas and deliver it after think it carefully. As well as with the statements number thirteenth, while students can recognize and investigate students' assumptions they also learn how to solve the problem and find the solution of the problem. Moreover, in fourteenth statement small group discussion also teach students to take a decision in small discussion with their friends, so students also learn other skill while they improve their speaking skill. The other side, in the third statement, students are not only learn academically but also non academically. Unexpectedly, they learn how to respect to listening other students perspectives. There are 28 of students that agree if students can increase their respectful listening and encourage their attentive in speaking. However in the fourth statement, there are 24 students say "Yes" if small group discussion encourage students' intellectual agility in suing a language during speaking. While there are 6 students that still say "No". It means that, the result of the data can be accepted if group discussion can increase students' intellectual agility when they used a language while they are speaking.

Teachers also need to add the time commitment in the class so, student have to do it with peers electronically or on collaborative work. Same as with the third statement 26 of students say "Yes" students can easily to connect with the topic using group discussion because of there will be a correction from other students. However there are still 4 students that say "No". As well as with the fourth statement group discussion will help the students to be easier to connect to the topic of the learning. There are 24 students that say "Yes" related to this statement and 6 students that say "No" the way students discuss the topic during the discussion students can relate the material. In the sixteenth statement, students also agree that

Moreover, during the discussion of students, the intellectual agility in using language can be increased. Teacher can be seen the way students use the language to deliver their topic, another benefit of students' agility in using language is the increasing of students' vocabulary in speaking skill. As well as in the sixth and twelve statements, small group discussion also help the students to explore the diversity of perspectives (Yudha and Mandasari, 2021). There are 25 students whose say "Yes" and 5 students say "No", it means that students would be deal with diversity of perspectives. The perspectives itself, it does not come from their group but also students can learn from another groups.as well as with the statement of number seventh and eighth, students also increase students respect and democratic to group discussion while teacher help students to improve students speaking skill. In statement of number ninth, there are 26 students say "Yes" and there are 4 students say "No". it means that students are agree if small group discussion help students to develops habits of collaborative learning, same as with the ten statement. Students increase their confidence during increasing students speaking skill, students also increase their collaborative learning (Sinaga and Pustaka, 2021).

In more results, the result of the interview show positive responses by the students in using small group discussion to improve students speaking skill. The students were enthusiastic about using a cooperative approach to teach speaking. They felt more confident in executing one of innovative learning. These encouraging answers suggested that the cooperative approach to the development of a spoken learning model at the university level was well received. Acceptance of cooperative learning in speaking instruction is predicted to result in improved speaking instruction in the future, particularly at the high school level. Students who are hesitant to speak in front of the class will enjoy and dare to speak in front of others as a result of cooperative learning. They will shift their perceptions of speaking as a challenging skill to one that is easy. In addition, due to the students' responses, small group discussion also empower students critically in thinking and expressing their idea in a group or in front of the class. So, the researcher can conclude that if small group discussion most got the good response from the students.

### **CONCLUSION**

In conclusion, the purpose of this research is to develop speaking skill of students through small group discussion. According to the result of the data, students had positive response when teacher use small group discussion to develop speaking skill of students. The majority of students' responses recognized some of benefits of utilizing of small group discussion in increasing of students' speaking skill. Students also acknowledged that small group discussion is simple way and help this speaking skill by let the students deliver their ideas and response the use of small group in the class also can increase students' confidence and students thinking in critically to criticize the arguments. Most of the students was excited and some of them was unexcited because in some of reasons. Moreover, to support this strategy, teachers are needed to help students and give feedback about their performance.

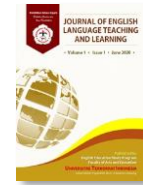
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## EXPLORING ACADEMIC PERFORMANCE AND LEARNING STYLE OF UNDERGRADUATE STUDENTS IN ENGLISH EDUCATION PROGRAM

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### Abstract

Exploring students' learning style has drawn attention of practitioners and teachers. Previous reported studies have noted that learning styles have been one of successful factor in promoting learning and achievement for students. This study aimed to explore the students' academic performance and its relation to different learning style preference at undergraduate level. Survey has been conducted to capture the students' learning style preferences (visual, auditori, and kinaesthetic) and their learning achievement (GPA and EPT Score). A small group of respondents consisting of 39 students majoring in English Education participated in this study. The result shows that 49% of students preferred visual learning style, 31% of students preferred in Kinesthetic learning style and 20% of students preferred Auditory learning style. The Correlation was 0,697, and the t-table was less than the T-test. So, it is entirely feasible to determine that learning style has a statistically significant effect on students' performance.

**Keywords:** Learning Style Preferences, EFL, Students, English

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## INTRODUCTION

Successful teaching of English as a foreign language (EFL) is determined by many factors. Among factors that have largely contributed to the success of the attainment of foreign language mastery students' learning style preference was considered important. (Brown, 2006). The students' learning style preferences can be the insight for the teachers in managing the classroom practice. The students with certain learning styles might prefer different way of learning. Acknowledging these preferences can be very useful for teachers in the occasion when they prepare a lesson, manage the classroom task, and conduct the assessment to achieve the learning goals. On the same line, Csapo and Hayen (2006) also stated that to achieve the learning goals, teachers must be aware of the students' learning style to conduct an effective teaching and learning.

Learning style in this study refers to the students' natural way of knowledge acquisition. Learning style is also associated with the individual's cognitive and psychological capacity to respond the interaction and learning environment. A student may have a different characteristic of how they prefer to get, process, and grant information. According to Arin (2013), Easiness in processing new information is either easy or difficult. The learning style can influence the first step that students use. In addition, Haar (2002) stated that processing, submission, and perceptions in getting information individually differ depending on their learning style tendency, which they often use in the learning process. In short, from the explanation above, learning style is how students learn to get information in the learning process attractively and efficiently.

Some students may have dominant learning styles that they use in various situations. Students have their ways of learning. Some students are visual learners, while others are auditory or kinesthetic learners. Visual learners learn visually using charts, graphs, and pictures. Auditory learners learn by listening to lectures and reading (Haggart, 2011). Kinesthetic learners learn by doing physical activity. Students can prefer one, two, or three learning styles (Gilakjani, 2012).

Because learning style becomes the most necessary component that influences students' success and plays an essential role in gaining knowledge, teachers should have much more concerned about classifying the students learning styles (Khaki et al., 2015). Teachers need to incorporate their curriculum activities related to each learning

style to succeed in their classes. To retrieve information and select the best learning, it is necessary to teach as many preferences as possible.

Language proficiency (EPT) is the language ability in language use. Wong (2010) defines language proficiency as learners' communication of information, ideas, and concepts necessary for academic success in the content area of social studies. Proficiency refers to the degree of skill a person can use in a language. Proficiency may be measured through a proficiency test organized into listening, reading, writing, and speaking skills. Proficiency goals include general competence, mastery of the four skills, or mastery of specific language behaviors. The four basic skills are related by two parameters: the mode of communication: oral or written and the direction of communication: receiving or producing the message.

A Grade Point Average (GPA) is the average of all final grades for courses within a program, weighted by the unit value of each of those courses. As the Grade Point Average (GPA) has been used as a unit of measure to assess the academic performance of the students it is important to identify and understand the factors that influence the Grade Point Average of students. The GPA is calculated by taking the number of grade points a student earned in a given period of time. GPA are also calculated for undergraduate and postgraduate students in most universities. The GPA can be used by potential employers or educational institutions to assess and compare applicants.

Marzulina (2019) stated that "the student's ability in any skill is determined by their learning style". The finding was a significant correlation (18%) between visual learning style students on their English proficiency. It could be confirmed that learning style positively influenced learning instruction. On the other hand, Yufrizal (2011) stated that no significant difference in their English proficiency whatever students' learning styles.

However, statistical analysis proves that there was no significant influence of learning styles on students' scores on EPT. However, there is a proper place for learning styles in the second and foreign languages. For example, it could help teachers prepare to learn top topics suited to students' learning style preferences. It could guide teachers in deciding what kind of teaching approach they must use to teach students whose different learning styles.

The purpose of this study is to explore the impact of learning style on student performance: how learning style influences academic performance (GPA) and students' EPT. The research was conducted on an English Education major in one of a university in Lampung.

## **RESEARCH METHOD**

This research employed a quantitative approach with a descriptive survey design. Agarwal (2008) defined "descriptive research as gathering information about prevailing conditions or situations for description and interpretation". The research was conducted in March 2021 involving 39 students of English Education major in one of a university in Lampung.

The researcher adopted O'Brien's (1985) questionnaire, consisting of a 15-item survey questionnaire. The researcher used a closed-questionnaire with a rating scale in this study. The Likert scale is used to assess how subjects agree with each item. The degree of agreement was graded on a five-point scale: strongly agree, agree, neutral, disagree, and strongly disagree.

The questionnaire was distributed through WhatsApp to the participants to collect the information related to the use of Visual, Auditory, or Kinesthetic learning styles. Additionally, the participants are required to fill out the biodata and attach the proof score of their EPT before responding to the questionnaire. SPSS 18 was used to calculate the correlation between Learning Style Preferences and Students' Achievement to analyze the data.

## **FINDINGS AND DISCUSSION**

This research aims to reveal students' tertiary learning styles. The following data and table show the final result. The characteristics of respondents based on their gender are included in this report (See Table 1).

Table 1. Characteristic of respondents based on gender

<b>Gender</b>	<b>N</b>	<b>%</b>
Male	12	30,8%
Female	27	69,2%
Total	39	100%

Tabel 1.2 The Reliability of Instrument.

Reliability Statistics	
Cronbach's Alpha	N of Items
0,697	15

The reliability of the questionnaire is indicated by the value of Cronbach’s Alpha 0,697, which means highly reliable, as shown in table 1.2. This report includes assessing the students' achievement and proficiency in this report. Students’ scores were measured using the Grade Point Accumulative (GPA), and language skills were measured using the English Proficiency Test (EPT) score.

Tabel 1.3 The Result of Students’ GPA and EPT

Descriptive Statistics								
	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
GPA	39	1.94	2.00	3.94	3.42	.076	.48036	.231
EPT	39	240.00	313.00	553.00	445.61	9.05	56.52	3195.29
Valid N (listwise)	39							

Table 1.3 points out that the result of students’ achievement indicated by GPA has a minimum score of 2,00, and the maximum score is 3,94 with a mean score of 3,42. Meanwhile, the minimum grade is 313, while the maximum is 553.

Tabel 1.4 Percentage of Learning Style Preferences

Categories	Frequency	Percentage
Visual	19	49%
Auditory	8	20%
Kinesthetic	12	31%
Total	39	100%

Table 1.4 shows the Percentage of Learning Style Preferences (visual, auditory, and kinesthetic). The students (visual learning style) had the highest percentage with 49%. And then followed with the students at (kinesthetic learning style) with the percentage 31%. Afterward, it followed with the lower percentage (auditory learning style) with 20%. It demonstrates that students prefer visual learning style preferences to kinesthetic or auditory.

Tabel 1.5 Reports of visual learning style used by students

No.	Statement	N		
			Mean	SD
Q1	I remember something better if I write down	39	3,94	0,72



Q2	When trying to remember someone's telephone number or something new like that, it helps me to get a picture of it in my mind	39	3,5	0,71
Q3	Using flashcards helps me to retain material for tests.	39	3,58	0,54
Q4	It's hard for me to understand a joke when someone tells me	39	2,7	0,88
Q5	I should get work done in a quiet place	39	4,3	0,73
Mean			3,58	0,54

The report on students' visual learning styles is shown in the table above; from this data, we can see that the highest score for the respondents is in Q5, with a mean score of 4,3. According to the data, students prefer to complete work in a quiet place. Next, Q1 was also the most common among students with a score of 3,94. It demonstrates that the students agree to use pictures, graphics, colors, and maps to express ideas and thoughts would aid them in improving their academic performance. In contrast, the lowest was for Q4, "It's hard for me to understand a joke when someone tells me". This is the lowest. This shows that students do not like it to improve academic performance. The mean visual learning style report was 3,58. It shows that students like visual learning to maximize academic performance.

Tabel 1.6 Reports of **auditory learning style** used by students

No.	Statement	N		
			Mean	SD
Q6	I understand how to do something if someone tells me, rather than having to read the same thing to myself	39	3,55	0,94
Q7	I remember things that I hear rather than things that I see or read	39	3,30	1,00
Q8	It helps to use my finger as a pointer when reading to keep my place	39	3,48	0,91
Q9	It's hard for me to read other people's handwriting	39	2,92	0,83
Q10	If I had the choice to learn new information through a lecture or textbook, I would choose to hear it rather than read it	39	3,61	0,78
Mean			3,48	0,91

If the first table shows students' visual learning styles, the table above indicates students' auditory learning styles. The researcher provides students with five statements for this auditory learning style. The data shows that students have the highest score, with 3,61 in the Q6 statement. "I understand how to do something if someone tells me, rather than reading the same thing to myself". It means that the students agree that a person learns best by listening to music, video clips, and conversations are their ideal way of learning. While the lowest score of the students is 2,92, in Q9 with the statement, "It's hard for me to read other people's handwriting", which means that male students rarely like auditory learning style.

Tabel 1.7 Reports of **Kinesthetic learning style** used by students

No.	Statement	N		
			Mean	SD
Q11	I learn best when I am shown how to do something, and I have the opportunity to do it	39	3,89	0,78
Q12	I find myself needing frequent breaks while studying.	39	3,58	0,81
Q13	I am not skilled in giving verbal explanations or directions	39	3,23	0,90
Q14	I think better when I have the freedom to move around	39	3,79	0,73
Q15	I don't like to read directions; I'd instead start doing	39	3,17	0,88

Mean	3,23	0,90
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The result from 39 respondents' answers for kinesthetic learning style in Q15 is 3,17, which means the respondent is rarely skilled read directions and prefers to start doing the activities. It demonstrates that respondents like to use this learning style in which learning takes place by the students carrying out physical activities, rather than listening to a lecture or watching demonstrations.

**Table 1.8 The Result of Correlations Analysis between GPA and Students' Learning Style**

		GPA	LEARNING STYLE
GPA	Pearson Correlation	1	.248
	Sig. (2-tailed)		.128
	N	39	39
LEARNING STYLE	Pearson Correlation	.248	1
	Sig. (2-tailed)	.128	
	N	39	39

Based on table 1.8, we can see that the value of Pearson Correlation is .248. It indicates that the GPA has a positive correlation with Learning Style. It means that the higher the student's GPA, the higher the need for using a learning style to improve academic performance.

**Table 1.9 The Result of Correlations Analysis between EPT and Students' Learning Style**

		EPT	LEARNING STYLE
EPT	Pearson Correlation	1	.028
	Sig. (2-tailed)		.867
	N	39	39
LEARNING STYLE	Pearson Correlation	.028	1
	Sig. (2-tailed)	.867	
	N	39	39

Based on table 1.9, we can see that the value of Pearson Correlation is .028. It indicates that the EPT has a positive correlation with Learning Style. It means that the higher the students' EPT Score, the higher the need for using a learning style to improve students' academic performance.

**Students' Performance with Different Learning Style Preferences**

Categories	GPA	EPT
Visual	3,36	446
Auditory	3,42	430
Kinesthetic	3,44	456

Based on the table above, we can see that the highest mean score of Learning Style Preferences that can improve Students' Performance was Kinesthetic with a GPA of 3,44 and EPT 456. And then Auditory with GPA 3,42 and EPT 430. And the last is Visual with a GPA of 3,36 and EPT 446. It demonstrates that the Kinesthetic Learning Style is more effective in improving students' performance than visual or auditory.

Learning style refers to students' propensity to adapt such techniques in their learning as a level of obligation to develop a learning strategy and understanding consistent with the demands of learning in class/school and the subjects' needs. This paper tries to determine the type of learning style that students use to improve students academic performance through the questionnaire.

Many sections of the data listed in the previous section need to be addressed. First, it is assumed that most of the students responded that they are visual learners / and that they emphasized the sharpness of their eyes/eyesight. They enjoy learning to communicate ideas and feelings using images, graphics, colors, and charts.

The following most students are also considered to be kinesthetic learners. They like to learn by doing and practicing actions in authentic contexts. From this, it can also interpret that most students prefer to do something meaningful in their real life. In contrast, few students like to learn from written and printed expressions. It means that reading is probably too boring for most students.

Another learning style used to improve academic performance is the auditory learning style. Auditory learning styles can process information through the ear/hearing. Students with an auditory learning style can learn more quickly by engaging in verbal conversation and listening to what the instructor says. Auditorial students have strong musical sensitivity and excel in oral activities; they talk in a rhythm and typically speak fluently, and describe things in depth. The noise quickly distracts students with this learning style, struggling with visual activities.

## CONCLUSION

According to the findings and discussion above, the writer concludes that there is an impact on the use of different learning styles on student academic performance. The writers found that 39 respondents' responses were 49% visual, 20% auditory, and 31% kinesthetic. It could mean that learning styles enhancing students' academic performance are visual learning styles. On the other hand, the Kinesthetic Learning Style is more effective in improving students' performance than visual or auditory. It indicates that students prefer visual learning to other types of knowledge but the most that can be improved is Kinesthetic. It demonstrates that learners use specific learning styles in their studies.

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## THE IMPACT OF VIDEO GAME: “AGE OF EMPIRES II” TOWARD STUDENTS’ READING COMPREHENSION ON NARRATIVE TEXT

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### Abstract

With the development of technology that never stops year by year, the development of learning media also follows particularly from digital media and all device. All media has been massively used by teachers and researchers to make learning activities interesting. Teachers always keep searching to find new learning media to keep students’ moods are still in line. One of media that able to use in education field is video game. A few studies have looked into the impact of video game on students learning English especially for reading comprehension. However video games is full with content that can increasing students’ English skill especially on their reading comprehension. One of the video game that full with reading text and also has historical thing is Age of Empires II. This study is designed to see how video games influenced students’ reading comprehension on narrative text games. The study consisted of 72 students from MAN 1 Bandar Lampung in tenth grade. X MIA 3 and X MIA 4 were the class samples of this study. The effect of video games can be reflected in the multiple-choice students’ score. The writer used a quantitative and quasi-experimental method as the methodology with a random sampling approach. Multiple-choice test was used as the tool of test. The research findings in this study explain that video games has significantly impact.

**Keywords:** video games, reading comprehension, narrative text

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## INTRODUCTION

English is a popular language studied by foreign learners in formal and informal education. In Indonesia, English included in the curriculum program, and a primary material school for national examination. It was taught elementary school to university level. According to Fitriana (2012) the uses of English is also becoming widespread, almost in every field. It is used not just for communication only, but also in business and government thing. Most people succesful carrier are equip in good command with english (Özdemir, 2015). Therefore, students are required to mastered english skill for the key of their success.

There are four essential skills for all students to master English fluently. According to Sadiku (2015), for the teaching of English to be successful, the four skills, reading, listening, speaking and writing, should be integrated in an effective way. The four basic English skills are the main foundation that must be completely solid for students to be able to speak English; these four basic skills have their ways of learning for students to master them. For this reason, many learning media can be used for students to make learning English easier.

One of the most important English skills as the central core is reading. Reading is the ability to read, which examines the information we can visually from the written texts people read. According to Bharuthram (2012) Reading is one of the most important academic tasks encountered by students. Reading is also an essential factor in how students can get the latest resources to help them, master English. A simple example is the discovery of new vocabulary in English that they do not meet in English daily. However, the problem is the students' lack of interest in reading to master reading skills. It is stated by Hassan (2012), word knowledge is crucial to reading comprehension and determines how well students will be able to comprehend the texts they read. For those people who are good in reading are also indicated to have good linguistic intelligence which can be a basic provision for the future (Aminatun, Ngadiso, et al., 2018).

In reading, particularly reading comprehension is the capacity to comprehend a written passage of a text by combining the reader's prior knowledge or world knowledge with information in the text to develop an understanding of the text itself. However, reading comprehension for students is somewhat difficult to get. It may

be a direct result of the absence of remembering the words, their learning technique, their motivation or the intercessions from another subject that can view as more significant than English. According to Olviyanti, Marbun, and Arifin (2015), there are five characteristics of reading comprehension that can help students understand a text efficiently there are main ideas, detailed information, vocabulary in context, reference, and inference.

Various reasons why students are less interested in reading skills even though it is the primary key source of knowledge, namely monotonous learning. This monotonous learning tends to make students not enthusiastic about mastering reading skills. There are various ways to raise the spirit of students so that they want to master it, but most of them are temporary. Rahmawati (2011) argues that the problem faced in understanding reading texts lies in the lack of knowledge about reading materials and not knowing how to connect ideas between sentences. So teachers must try hard to find the latest media to bring an atmosphere that attracts students to learn English reading skills so interesting. The function of media in teaching and learning is to increase the stimulation of the learners in learning activities (Ali, 2009). A novel, short stories, and audiobooks can be used for teaching reading comprehension, but some of students lack interest with reading so they are easy getting bored when reading text. It is stated Wahyudin, Pustika, et al (2021), a lot of students' have been bored when reading text in common form of media such as story books. Students also have their role to find out proper media for help them to increasing their reading skill. However, there is one medium is rarely used in the education field but always exists for entertainment. The thing mentioned is Video games.

Nicholas, (2005). video games are played with a visual and audio apparatus and can be based on a story. Video games are devices designed for games played digitally by many people, from young to adults. The primary purpose of video games is to entertain people to get rid of the boredom they go through in their spare time after working or studying. In its role, video games in the world of education, it is very rarely used in teaching and learning activities because educators have a stigma that the role of video games is under their nature, namely entertainment tools. Shaffer, Halverson, Squire, and Gee (2005) found that the typical stereotype among people is that video games are made for "entertainment" only. However, that does not mean it is impossible if teaching English can use video games to learn media, especially English. Griffith (2002) stated Videogames could provide elements of interactivity that may stimulate learning. According to Costikyan (2002), The use of video games as media itself is present a combination of audio, video, and text that allows students to take part in an action with Computer program on the game and achieve the mission while they (player) complete every mission.

In Indonesia, video games have become part of entertainment for many people from young people and also adults. It is approved from many events available on the news about electronic sport (E-sport). More hundred thousand people, including students, are playing video games in their spare time. Commonly video games themselves are interactive personal computer games used to entertain the user. However, Tavinor (2009), led an observation to discover the meaning of video games and emerge with the end that he questions assuming a video game would be able to characterize. the study done by Tavinor (2009) highlighted that video games are a digitally designed amusement object that will create however long there is innovation improvement.

Video games as learning media aim to stimulate student learning to feel fun. In several studies, the use of game media as a learning medium has increased the players' enthusiasm for learning (Wibawanto, 2013). Educational Game is one type of media used to teach and improve users' knowledge through unique and exciting media (Fatima et al., 2019). According to Schlimmer (2002), video games create a context in which participants can discuss scenarios and outcomes to facilitate their understanding of other concepts. They improve children's reading, spelling, spatial abilities and critical-analyzing skills.

Cabarse (2018), found improvement but no have difference between two class that he treat about the effect of video games. He stated, video games can be an alternative method for learning media. Komala and Rifai (2021) revealed a significant difference in score, with the experimental group achieving significantly higher grades. Video games were proven to trigger students' participation while they are learning. Nadhif (2021), shows that video game increase students' motivation to learn and entertain them during their learning process.

In this study, to prove the explanation from researchers above. The author use Age Of Empires 2 for video game research. This game was released in 1999, the game is based on a true story in the history of the medieval era. This game tells the story of the previous kingdom, which is then visualized through game images. Some of the characters listed are based on historical stories, but for the narrator as a third character's point of view the story is fictional.

By the explanation described above. This study will aim to prove whether there is an impact of video games on students' reading comprehension in the form of narrative text. This study took the subject of high school students, namely MAN 1 Bandar Lampung. MAN 1 Bandar Lampung has a population of 432 students in grade 10. The researcher then took samples in 2 classes as the main subject, namely X-MIA 3 and X-MIA 4, which had 36 students per each class.

## RESEARCH METHOD

This research based on the data collected in 2022 from Faculty of Art and Education student of private university. The research method used in this research is quantitative research with a quasi-experimental approach. By giving a test to two classes, namely the Experiment class and the Controlled class. The tests used are pre-test and post-test. Pre-test is used at the beginning to find out whether the two classes already know what lessons will be given to them or not. Meanwhile, the post-test was used to determine whether the research subjects had understood the material that had been given by the researcher. Then the results of the calculation of the value are measured by looking for normality, homogeneity, and the t-test hypothesis. The search is carried out using statistical calculation software, namely SPSS version 26.

## FINDINGS AND DISCUSSION

### 1. Normality test

A normality is used to identify whether the data collected are normal to distribute or not. Since the sample size is 36 from 72. The researcher used Kolmogorov-Smirnov to assess normality. The test result stated that oth classes in pre-test and post-test scores were normally distributed (see Table 1 and Table 2). As a result, the following:

H0: The data is normal distributed.

H1: Data is not normal distributed.

Table 1. Normality test of Pre-test

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Exprettest	.144	33	.079	.938	33	.061
Conprettest	.143	33	.086	.958	33	.229

a. Lilliefors Significance Correction

Table 2. Normality test of Post-test

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Exposttest	.147	33	.067	.931	33	.038
Conposttest	.127	33	.196	.951	33	.146

a. Lilliefors Significance Correction

The table above reveals that the significant value of normality test in Pre-test on Experiment class was 0.079 while in the Controlled class was 0.086. The table above reveals that the significant value of normality test in Post-test on Experiment class was 0.067 while in the Controlled class was 0.196. As the result shows both normality test of pre-test and post-test between two classes is distributed normal.

## 2. Homogeneity test

After calculates normality data, the researcher need to calculate the homogeneity of data. Whether the both are homogeneity on their pre-test and heterogenic on their post-test. It will be calculated using Compare Means Independent Sample T-test in SPSS 26 program for Windows Operation System. The indicator of Homogeneity Test for the result:

H0 : The sample of Experiment class is homogenous or above 0.050 from Controlled Class. Which means there is no differences between Experiment class and Controlled Class.

H1 : The sample of Experiment class is heterogenous or below 0.050 from Controlled Class. Which means there is identified differences between Experiment Class and Controlled Class

Tabel 3. Homogeneity test of pre-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	0,746	0,391	0,809	70	0,421	3,111	3,847	-4,561	10,784
	Equal variances not assumed			0,809	69,988	0,421	3,111	3,847	-4,561	10,784

Tabel 4. Homogeneity of post-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
			Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	2,134509	0,1485	2,611146	70	0,011032	11,88889	4,5531304	2,807957	20,96982
	Equal variances not assumed			2,611146	67,5148	0,011109	11,88889	4,5531304	2,802076	20,9757

From Table 3 above it can be seen the significance between Experiment Class and Controlled Class on Significance 2 tailed, it is shown  $0,391 > 0.050$  that indicates both class are homogenous. While Table 4 significance between Experiment Class and Controlled Class. It is shown  $0,148 > 0.050$  that indicates both class are also homogenous. However, there has been a decrease in the sig column which shows there is a difference in the homogeneity test results from the pre-test and post-test.

## 3. Hypothesis test

After the researcher found the result of normality and homogeneity test, the next step is find out Hypothesis by using t-test. T-test was used to examine hypothesis of the research whether video games give significant effect on students' reading comprehension. IBM Statistic SPSS 26 was used to calculate the independent sample test. The test used data from post-test of Experiment Class and Controlled Class.



Table 5. Hypothesis test using Independent Sample T-Test

Independent Samples Test										
		Levene's Test for Equality of Variances	t-test for Equality of Means		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
		Sig.	T	df				Lower	Upper	
Result	Equal variances assumed	2,134509	0,1485	2,611146	70	0,011032	11,88889	4,5531304	2,807957	20,96982
	Equal variances not assumed			2,611146	67,5148	0,011109	11,88889	4,5531304	2,802076	20,9757

The table above shows the significance (2-tailed) of the post-test is 0.011 and it is below than 0,05. It indicates that there is statistical difference between experiment class and controlled class in post-test result.

Table 6. Group Statistic

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	Exposttest	36	70.25	17.366	2.894
	Conposttest	36	58.36	21.089	3.515

The mean score and standart deviation of both classes focusing the subject' response were calculated, for the experimental score (M = 70.25, SD = 17.36), the controlled class (M = 58.36, SD = 21.09). The table 6 mentioned standard error of each class. For the experiment class shows SE = 2.89 and controlled class shows SE = 3.51.

## DISCUSSION

This section discusses the impact of Age of Empires 2 video games on students' reading comprehension in narrative texts. How the students' reading comprehension in the experimental class can be improved with the video game media and how the flow of treatment learning takes place.

Before treating students. The researcher prepared lesson plans that was designed for four meetings. Before the researcher plunged into the field. Researchers observed the location taken to conduct research at MAN 1 Bandar Lampung. Researchers get permission to borrow the room and install learning media that will be used before the day of giving the treatment. The installation of the media is accompanied by members of the extracurricular students who are concerned about the world of computers and robots who of course understand how to install video games on a computer that they want to use for learning media. The video game installation is carried out on a computer per computer and then tested whether there are problems that need to be repair or not on the computer that the video games cannot be played. This media installation was carried out in an Arabic language laboratory which has 29 computer units. In the second week before the meeting arrived, the researcher returned to the Arabic language laboratory to check the computer whether there were obstacles that needed to be repair or not again.

On the first day the researcher conducted a pre-test to find out whether the students had known the lesson that would be delivered by the researcher. This pre-test was followed by the full experimental class with a total of 36 students in the class. The pre-test sampling was carried out directly with the reading question cards given by the researcher. On the first day of taking the pre-test, the experimental class was given an introduction to material about reading comprehension. Likewise the control class, the control class was also given a pre-test which was to find out whether the control class students knew the material that would be delivered by the researcher. The control class was fully attended by 36 students. The researcher also gave the same treatment to the control class students regarding what reading comprehension was.

On the second day the researcher as well as the researcher went to the field to give treatment to both classes. In the experimental class, apart from providing material on reading comprehension, they were also given an introduction to the video game to be played, namely Age Of Empires 2. The researcher then reviewed the definition of reading comprehension and the structure in it. On this occasion the researcher explained in detail

about reading comprehension. The researcher explains what structures are in reading comprehension. In reading comprehension there are Main Idea, Reference, Specific Information, Inference, Vocabulary In Context. Then related to the game used, the structure is then shown that in the game there is a reading comprehension structure that is discussed. This is contained in the narrative of a mission from the game Age Of Empires 2, about an Islamic historical figure, namely Salahudin Al-Ayyubi or called Saladin. The storyline is set in Egypt, where Saladin's troops try to save the city of Cairo which is being attacked by crusader soldiers. The students then follow the instructions given by the researcher on how to complete the game and what mission tasks are listed on the mission. Then, at the end of the lesson, the researcher reviews the material being studied. Meanwhile, the treatment in the control class was carried out in a conventional way with powerpoint slides and the same text as examples to study.

On the third day, problems occurred for the meeting on that day due to the schedule of the month of Ramadan which required students to study online and forcibly could not continue the next treatment in the experimental class. At the meeting, the researcher conducted online teaching through Google Meet to deliver the next material, namely narrative text. The researcher also did not forget to review the material given at the previous meeting regarding reading comprehension and the structure of reading comprehension detected in the Age Of Empires 2 game about Saladin. At the third meeting the researchers gave online treatment by playing the second story with different historical figures in the Age of Empires 2 game. The researcher then chose a story about a female knight from France, Joan of Arc. The reason why the researcher chose the story is because it has a fairly fast and easy gameplay. So that it can help the researcher to manage the learning time given to experimental students. Active communication occurred on the third day to keep students enthusiastic about being treated by the researcher. In the narrative text material, the researcher explains what narrative text is, its genre, and its structure. The researcher explained that the storytelling in video games mostly uses narrative text. The narrative text used in the Age Of Empires 2 game is Historical Stories with the point of view of a third person character as the narrator in it. During the control class learning hours, the researcher provides an explanation of similar material through audio text from the game installed in the PowerPoint slide show.

On the last day of the meeting, the researcher took a post-test for both classes. The researcher did not forget to provide repeated reviews of reading comprehension and the structure of reading comprehension and also a review of narrative text material and its structure by providing a slide show from the game Age of Empires 2. The post-test was also taken on the last day. Students begin to work on and implement what has been given and learned by the researcher.

After taking the post-test sample, the researcher as well as the researcher began to perform statistical calculations using SPSS version 26 software. The results from the Pre-test and Post-test were then tabulated and then the average of each class was calculated. The results obtained that the average pre-test score of the experimental class students got 35.16, and the control class got an average pre-test score of 32.05. Then the calculation of the average number of post-test scores increased in both classes in the experimental class to get a value of 70.25 while the value of the control class was 58.16. This shows that the experimental class that was given the video games media treatment was superior to the control class. This can be seen from the significant results.

After treating English material in the research field, researchers did the process data that was obtained. The results of the four meetings gave significant results in students' learning of reading comprehension in narrative text using video games as learning media. The test questions are given with the reading comprehension aspects described by Olviyanti, Marbun, et al. (2015) regarding five aspects of reading comprehension included main idea, references, inferences, factual or specific information, and unfamiliar vocabulary. The results found among five aspects, identifying reference get the highest improvement. The researcher assumed that it is because of the easiest aspect that able to answered. The text and the picture description in video games helped students to guess the questions about reference. Meanwhile the lowest improvement of five aspects of reading comprehension is identifying inference. Because it made students thinking critically to conclude a whole story inside video game. Thus, students are difficult to answered the questions of the test.

## **CONCLUSION**

In conclusion, the findings of this study confirm that there is an impact of the video game "Age Of Empires 2" on students' reading comprehension in the form of narrative text. It can be seen that there has been a significant difference between the two classes, namely the experimental class and the control class. The experimental class showed the results of post tests were superior to the control class. Thus, video games can be used as an alternative learning media to improve students' English skills, especially reading comprehension. It is recommended that a game that is rich in story content and a plot has the potential to be used as a medium of learning.

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