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TABLE OF CONTENTS

THE EFFECTS OF TEACHER’S MOTIVATIONAL STRATEGIES ON EFL LEARNER’S SPEAKING ABILITY IN JUNIOR HIGH SCHOOL	
Widya Lutfi Margareta, Wiwiet Eva Savitri	60
ENHANCING STUDENTS’ LISTENING SKILL: LEVERAGING EXTENSIVE LISTENING ACTIVITY IN AN EFL CLASSROOM	
Desak Ayu Pradnya Gita Sasti, I Dewa Gede Rat Dwiyanana Putra, Putu Santi Oktarina	71
AN IMPORTANT ELEMENTS IN PROMOTING READING COMPREHENSION	
I Kadek Artayasa, Ni Komang Dwi Eka Yuliati	81
CALL EVALUATION: STUDENTS’ PERCEPTION AND CHALLENGES ON THE USE OF VLE AND GAME-BASED LEARNING	
I Gede Putu Adhitya Prayoga, Made Dewi Firmanda Wardani	93
STUDENTS’ PERCEPTION OF THE USE OF GOOGLE FORMS IN ENGLISH SUBJECT	
Olyvia Vita Ardhani, Ganang Yudha Pratista	101
NARRATIVE STRUCTURE ANALYSIS OF PALM TREE MYTH IN PEDAWA VILLAGE, BANJAR DISTRICT, BULELENG REGENCY	
Nyoman Yulia Pratiwi, Maria Matildis Banda, I Ketut Sudewa	108
THE EFFECTIVENESS OF USING VIDEO BLOGS (VLOGS) TO IMPROVE SENIOR HIGH SCHOOL STUDENTS’ SPEAKING ABILITY	
Ramadhania Nur Wachidah Anggraini, Nur Chakim	116
EXAMINING EDUCATORS’ STRATEGIES IN TEACHING ENGLISH FOR SPECIFIC PURPOSES: A CASE ANALYSIS	
Devinka Nandya Putri Kirani, Wiwiet Eva Savitri	125
THE FACTORS THAT INFLUENCE STUDENTS’ INTEREST TO CHOOSE THE HOSPITALITY MAJORS	
Pande Agus Adiwijaya, Putri Yasmin, Luh Made Dwi Wedayanthi, Nur Hasibin, I Komang Gde Trisna Purwantara	135
USING COOPERATIVE LEARNING MODEL WITH PEER TUTORS TO IMPROVE UNDERGRADUATE STUDENTS’ READING ACHIEVEMENT	
I Gede Superjaya	141
TEACHERS’ QUESTIONS TO PROMOTE STUDENTS’ CRITICAL THINKING IN EFL CLASS	
Noni Agustina, Rini Al Baqoroh	152

THE EFFECTS OF TEACHER'S MOTIVATIONAL STRATEGIES ON EFL LEARNER'S SPEAKING ABILITY IN JUNIOR HIGH SCHOOL

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ABSTRACT

The speaking ability is used to evaluate English comprehension. On the other hand, many EFL learners' ability to use English for oral communication is still low, due to fear and shy. Therefore, EFL learners need motivation to strengthen their confidence. There is one method to achieve it that is teacher's motivational strategies. Thus, this study aims to determine the effect of teacher's motivational strategies on EFL learner's speaking ability. In achieving this goal, the researcher used mixed method research. For the quantitative phase, experimental study was utilized to assess the effect between variables X, the teacher's motivational strategies as an independent variable, and Y, the learner's speaking ability as a dependent variable. Meanwhile, the field notes observation is used in qualitative phase. The post-test of both the experimental and control groups is .029 which is smaller than .05. It is acceptable to assume that there is a significant difference between the experimental and control groups. The calculation shows that the teacher's motivational strategies increase the learner's speaking ability. From the field notes observation, it showed that they can participate actively in classroom when teachers are applying motivational strategies or treatment. It can conclude that teachers' motivational strategies increase learner's speaking ability in experimental group.

Keywords: Teacher's motivational strategies, EFL learner, Speaking ability

INTRODUCTION

English is one of the most frequently spoken languages in the world, and it is also regarded a foreign language in Indonesia. English has been taught as a foreign language in Indonesia from elementary school to university level (Sadikin, 2016). English, as we all know, was taught in order to enable Indonesians to participate internationally and can communicate using English language well. As the ability to speak is utilized for measuring English comprehension, few foreign language learners are often more interested in improving their speaking skills than another skill (Ur, 2012, p. 117). Furthermore, mastering English speaking has appeared to be a difficult task for learners, and this is truly what Indonesian learners encountered while learning English, because they start to learn English at a young age in Elementary School for six years, then continue for another six years in Junior and Senior High School, but their English language improvement is chaotic, particularly in the speaking ability (Ariyanti, 2016).

Speaking is quite difficult, as another skill, it seems as simply pronouncing words. This statement strengthens by Zhang (2009), claimed that the most complex skill to master is speaking for majority of EFL learners. The majority EFL learners have low speaking ability because they are afraid and shy to speak English (Dörnyei & Ushioda, 2011; Putra, 2017). Many factors contribute to EFL learners' difficulty in speaking English. Amoah and Yeboah (2021) discovered that the factors influencing their speaking performances are either

linguistic, such as vocabulary knowledge, pronunciation, and grammar, or psychological, such as worry, shyness, fear of making mistakes, and lack of motivation. EFL learners require motivation to enhance their confidence in speaking English in order to succeed in learning a foreign language, because motivation is a key factor that has been identified as having one of the greatest impacts (Song & Kim, 2017). It can be happened because motivation exists in their minds and impacts their bodies to move and act in order to attain their goals, and it can have a good effect and impact on learners to improve their speaking ability (Putra, 2017).

Furthermore, motivation is the potential range of effects on human behavior and attitude (Dörnyei, 2001), which prompt people feel inspired to do something in order to succeed at it (Harmer, 2001) and initiate second language learning. Motivation can significantly increase English acquisition (Anderson et al., 1985), and encourage learners to study foreign language confidently and also feel willingness to speak English in order to attain long-term goals (Gardner, 2010). Absolutely, the teacher's role in enhancing learner confidence is required, because teachers are obviously a major factor in continuance of learner's motivation (Harmer, 2001) and social role figure who have an impact on the motivational quality of the learning process, either positively or negatively (Dörnyei & Ushioda, 2011). Harmer (2001) also stated that the majority of researchers and methodologists believe that intrinsic motivation is especially crucial for motivating success. Based on Harmer's statement, we can say that motivation which comes from teacher can increase learners' motivation greatly in learning.

There is one method, which comes from popular theory from Dörnyei (2001) that is about motivational strategies, can increase learner's motivation in speaking English that is teacher's MS (Motivational Strategies). Teacher motivation strategies are a sort of motivation that comes from teachers in a number of ways in order to encourage learners to learn English. The motivation of the teacher has a huge impact on English learning, particularly in speaking and it strengthen by Putra (2017) stated that the motivation of the teacher improves the learner's confidence in speaking English. Teacher motivational strategies are used to encourage students to be optimistic, confident, and proficient in their English study. Learners who are extremely have strong motivation have a higher chance of succeeding, in achieving good grades, less anxious, feeling confident, and enthusiastic than learners who are less motivation (Leong & Ahmadi, 2017; Ortega, 2013; Putra, 2017; Ur, 1999, p. 127), they consider learning English is hard and monotonous (Kong, 2009) also they are uninterested in speaking English (Dinçer & Yeşilyurt, 2013).

Therefore, teachers must encourage learners to speak English while also improving the learning environment in the classroom by utilizing a variety of English language opportunities (Oradee, 2013) and engaging various discussion or speaking activities that will help them interact in their daily life and achieving their communication aims (Pawlak, 2018; Putra, 2017), such as participating in appropriate activities for learners' age, interests, and cultural backgrounds, which can help learners succeed (Lightbown & Spada, 2015), for example, in an informal dialogue like, teachers can encourage learners to speak about their most memorable memories, using humorous discussion or discussing learner's favorite memories (Murcia, 2001), and short answer exercises for shy and low-confidence learners (Chastain, 1976). According to (Lightbown & Spada, 2015), this may increase positive

motivation and lead to even greater achievement when the content utilized for language acquisition has implicit value for the learners and creates an authentic and also direct urge to learn the language. Furthermore, Al Kaboody (2013) yielded precepts for teachers to motivate language learners, such as teachers should set a personal behavior, for example, ensure that the class situation is comfortable and enjoyable, present tasks effectively to the learners, have great teacher-learner relationships, collaborate on enhancing learners' self-confidence, ensure that the language class is fascinating to the students, and improve as much as possible. Learners will notice that their teacher is truly care with them of what they learned about, it will increase learner's efforts and motivations (Mifsud, 2011).

According to Dörnyei (2001) motivational strategies are motivational affects that are consciously applied in order to attain some structured and long-term positive impact. Motivational strategies should be purposefully generated and improve learners' motivation, as well as sustain ongoing motivated behavior and protect it from distracting or competing action tendencies (Dörnyei & Ushioda, 2011). Teachers should not build activities that can distract learners or compete learners to others to become the greatest learners which potentially to make others feel under pressure. The goal of a motivational strategy framework is to decide how to assemble a long list of appropriate motivational techniques into distinct "themes" (Dörnyei & Ushioda, 2011). Dörnyei (2001) proposed four points of motivational strategies called as MTP (Motivational Teaching Practice): (a) creating the basic motivational conditions, (b) generating initial motivation, (c) maintaining and protecting motivation, and (d) encouraging positive retrospective self-evaluation. Dörnyei (2001) also established the motivational teaching framework into some motivational conditions as follows below:

- 1) Creating the basic motivational conditions: appropriate teacher behaviors and a good relationship with the students; a pleasant and supportive classroom atmosphere; a cohesive learner group with appropriate group norms.
- 2) Generating initial motivation: enhancing the learners' L2- related values and attitudes; increasing the learners' expectancy of success; increasing the learners' goal-oriented; making the teaching materials relevant for the learners; creating realistic learner beliefs.
- 3) Maintaining and protecting motivation: making learning stimulating and enjoyable; presenting tasks in a motivating way; setting specific learner goals; protecting the learners' self-esteem and increasing their self-confidence; allowing learners to maintain a positive social image; creating learner autonomy; promoting self-motivating strategies; promoting cooperation among the learners.
- 4) Encouraging positive retrospective self-evaluation: promoting motivational attributions; providing motivational feedback; increasing learner satisfaction; offering rewards and grades in a motivating manner.

The MTP framework has been widely utilized to explored the types of strategies that will be used by teachers, according to Soraya et al. (2018). These four conditions will be the researcher's main model or references in deciding motivation way that will be given to learners in order to improve their speaking ability. Some studies proved that the motivational strategies were important (Deniz, 2010) and effective in the L2 teaching learning process (Cacho & Frondoso, 2018; Kouraichi & Lesznyák, 2022). By applying motivational

strategies, teacher can make attractive lesson (Cacho & Frondoso, 2018) which influence learner's motivation and increase learner's confidence and also score that indicates their successful language learner (Kouraichi & Lesznyák, 2022). Besides increasing learner's confidence (Kouraichi & Lesznyák, 2022), motivational strategies also involve learner's behavior (Lee et al., 2020) and affect teachers' and learners' ambition and enthusiasm to success in teaching learning process (Deniz, 2010). In achieving successful motivational strategies, the importance of teachers' contributions is needed in improving EFL learners' communicative skills and it was proven by Halima (2018), but teacher must think a variety of motivational strategies to ensure that it works well in improving learner's speaking ability and enhancing learner's motivation to learn language in their classrooms (Lee et al., 2020; Sugita & Takeuchi, 2010; Vibulphol, 2016).

Implementing motivational strategies has been resulted a significant increase in learners' L2 motivation in the class (Moskovsky et al., 2013), such as learners feel enjoy the opportunity in practicing their English-speaking ability with their teacher or friends in classroom (Astuti, 2016). Teachers should allow learners to make mistakes and comments should be given in an appropriate way by focusing on the error rather than the learner in order to decrease learner's nervousness (Deniz, 2010; Halima, 2018) and a freedom also autonomy to adjust their L2 courses (Sanjay, 2020), so students will be willingness to express themselves, ask questions, and even respond to teacher's questions which is involved a communication between teacher and learners. Thus, motivational strategies and teacher's contribution are needed in building a successful English language learning in EFL classroom especially on speaking skills, because teacher is the main role in motivating learners in classroom (Astuti, 2016).

The several finding above found the same result that motivational strategies have a big impact on English learning languages, especially on speaking ability. They demonstrated that motivational strategies can successfully overcome EFL learner's problems such as low self-esteem, fear of making mistakes, shyness, and so on. Based on the previous studies above, they inspire the researcher to investigate the teacher's motivational strategies can increase learners speaking ability by focusing on EFL learners in Junior High School level. This study only concerns on the effect of teacher's motivational strategies in motivating learners to speak English in one of Junior High School in Sidoarjo. This study did not cover other problems that are not related to the effect of teacher's motivational strategies on EFL learner's speaking ability in one of Junior High School in Sidoarjo. The purpose of this study is to find out the effect of teacher's motivational strategies on learner's speaking ability, whether to know that teacher's motivational strategies can increase learners to speak English well or not. The research participants were learners in one of private school in Sidoarjo, East Java. Therefore, this study examined one research question, as follows;

1. Do the teacher's motivational strategies have significant effect on EFL learner's speaking ability to speak well?

METHOD

In achieving this goal, the researcher used mixed method research. This research is more focus on quantitative research method. The qualitative research method only as a supporting data for quantitative data. The study would begin with a quantitative method that

calculate the test score, followed by a qualitative method that involves the field notes. The quantitative method research that this study used is experimental study in order to measure the effect between variables X, teacher's motivational strategies as independent variable and Y, learner's speaking ability as dependent variable. For the qualitative method research, the researcher used field notes observation in order to know the teacher-learner interaction or learner-learner interaction in classroom which can support the calculation in quantitative section. There would be two groups from 8 grades as the experimental group and the control group. The two groups would do pre-test before the treatment is given and post-test after the treatment administered. The group of experimental would obtain the treatment, whereas the control group would not obtain any treatment.

The instruments of this study are test and field notes observation. The tests consist of pre-test and post-test. The test model adapted from the IELTS test model. There would be two parts of the test. Test was used to collect data which address the research question with the aims to examine the learner's performance of speaking in the pre-test and post-test. The field notes observation was presented the interaction between teachers-learners interaction and learner-learner interaction such as "what teachers do" and "what learners do" in detailed from teaching and learning activities. This study provided the result of the pre-test and post-test and observation of field notes.

The first procedure that the researcher has done, the researcher executed pre-test to measured learners' speaking ability for the quantitative phase. The rubric was adapted from Brown (2001). Second step, the researcher gave treatment (teacher's motivational strategies) to experimental group, whereas the control group would not get any treatment. While conducting the treatment, the researcher also took a notes of teaching learning activity. After the class end, the researcher summarized the activities and made them into field notes observation. Then, post-test has been conducted to found out the enhancement of learner's speaking ability from experimental group. The qualitative phase utilized field notes observation which has stated all experimental group learner's response in treatment stage.

The researcher used IBM SPSS 26 to calculated the data. After the researcher got all the data that answered the research question, the researcher analyzed pre-test and post-test score by using independent sample t-test to found out the significant difference in the mean score of experimental and control group. After that, the researcher calculated the post-test score using eta squared formula to inquire the effect size of the treatment. Then, the researcher presented the field notes observation by citing learner's response in classroom.

RESULT AND DISCUSSION

The researcher revealed that the teacher's motivational strategies increase the learner's speaking ability. The calculation shows that there is a significant effect of the teacher's motivational strategies on the experimental group which answers the research question that focused on whether teacher's motivational strategies have significant effect on EFL learner's speaking ability.

Furthermore, the learner's response from experimental group in field notes showed that they can participate actively in classroom when teachers are applying motivational strategies or treatment in the second day until fourth day. It can be concluded that teacher's motivational strategies are effective in enhancing learner's speaking ability.

First, the researcher conducted an independent-sample t-test to examine the pre-test scores of both the experimental and control groups to determine the significant different score and demonstrate that they are equivalent. The researcher used IBM SPSS 26. The significant difference score from both groups before the treatment is as below:

Table 1 Independent-sample t-test of Pre-test Score

Group	Sig. (2-tailed)	Mean Difference	Mean score of Pre-test
<i>Experimental group</i>	.932	.31250	46,8125
<i>Control group</i>	.932	.31250	46,5

As shown on the table above, in the pre-test, the significant difference (Sig. (2-tailed)) between the experimental and control groups is .932, which is greater than .05. As a consequence, it is possible to declare that there is no significant difference (Pallant, 2016) or both the experimental and control groups are same or equal.

Then, the researcher utilized the independent-sample t-test to examine the post-test scores of both the experimental and control groups. The independent-sample t-test was executed to determine the enhancement of the learner's speaking ability by looking at their post-test score and to find out if the treatment is working or not. The researcher utilized IBM SPSS 26. The significant difference score for both groups is as below:

Table 2 Independent-sample t-test of Post-test Score

Group	t	df	Sig. (2-tailed)	Mean Difference	Mean score of Post-test
<i>Experimental group</i>	2.238	62	.029	8.06250	52,875
<i>Control group</i>	2.238	61.919	.029	8.06250	44,8125

As seen in table 4.4, the Sig. (2-tailed) value of the post-test of both the experimental and control groups is .029. The value of Sig. (2-tailed) is smaller than .05. It is acceptable to assume that there is a significant difference between the experimental and control groups. It can determine that teachers' motivational strategies increase learner's speaking ability in experimental group.

On the other hand, the researcher wanted to ensure that the teacher's motivational strategies enhance the learner's speaking ability through calculating the effect size in order to figure out whether the treatment was effective or not. According to (Pallant, 2016), the eta square formula is able to utilized to find the effect size, as demonstrated below:

$$Eta\ Squared = \frac{t^2}{t^2 + (N1 + N2 - 2)}$$

The researcher followed the guidelines suggested by Cohen in Pallant (2016) to interpret the *Eta Square*, which are listed in the table below:

Table 3 *Eta Square* Scale

<i>Eta Square</i>	Scale
.01	Small effect size

.06	Medium effect size
.138	Large effect size

Afterwards, the Eta Square computation to determine the effect size from an independent-sample t-test is shown below:

$$\begin{aligned}
 \text{Eta Squared} &= \frac{t^2}{t^2 + (N1 + N2 - 2)} \\
 &= \frac{2.238^2}{2.238^2 + (32+32-2)} \\
 &= \frac{5.00864}{5.00864 + 62} \\
 &= \frac{5.00864}{67.00864} \\
 &= 0.0747462372 \\
 &= 0.074
 \end{aligned}$$

The Eta Square value is .074, according to the computation above. According to the guidelines, .074 is greater than .06. As a result, the treatment's effect size is estimated to fall in the medium effect size scale.

The research question above which asked about “do the teacher’s motivational strategies have significant effect on EFL learner’s speaking ability to speak well?” has been answered. The Eta Square value is .074 which is greater than .06 and it means that the teacher's motivational strategies had a significant effect on the experimental group. The treatment is effective for the experimental group.

Moreover, the field notes also tracked the learner’s progression in classroom. Teachers applied all motivational strategies in treatment section that has been stated in introduction. In the first meeting of treatment section, they are still shy, but teachers often engage them in a small talk to push them to speak English. Some of these proofs are shown in the excerpts below (in all cases, L stands for learner, T stands for teachers, and Q stands for question). The excerpts below are from learners in experimental group. Teachers engage a short conversation to all learners in classroom about their answer in pre-test section as a stimulation like asking:

Did you still remember my question yesterday? (T, Q1)

Did you still remember your answer? (T, Q2)

One of learners is still remember teacher’s question yesterday and answer:

Yes, Miss. (L14, Q1)

Then, some of them answer teacher’s second question like:

Yes, Miss. In Malang. (L2, Q2)

In garden. (L5, Q2)

In Banyuwangi. (L10, Q2)

Meanwhile, in the second and the third meeting of treatment section, a few of learners start to be brave to speak English. Teachers engage a short conversation to all learners in classroom about

What is your favorite memory in your last weekend class? (T, Q3)

There are six learners answer the question like:

I eat a lot of seafood when I go to beach. (L21, Q3)

I meet a friendly tourist in Jogja. (L2, Q3)

I take picture when sunset in Kuta beach. (L18, Q3)

I eat a lot of street food in Malang. (L21, Q3)

When I see a lot of kind of vintage car in Angkut museum in Malang, because I like car, Miss. (L17, Q3)

When I find a good photo spot. (L20, Q3)

After learners answer teacher's question, teacher often give them compliment or give reward to increase their confident and willing to speak English. Meanwhile, the interaction between teacher-learner or learner-learner in control group classroom did not go so well because teachers are not applying treatment (teacher's motivational strategies) in control group class. The effects are learners are easily getting bored, they do not want to listen to their teachers when explaining material, and some of them are sleeping in the classroom.

According to the explanation above, it has been shown in the pre-test and post-test result between experimental group and control group that in the post-test result table the experimental group's score was enhanced. In the pre-test, the researcher found that there is no significant difference which means that they are equal. It shows .932 which is greater than .05. Then, the significant difference was changed after the researcher carried out a post-test. It shows .029 which is smaller than .05. It assumed that there is a significant difference between the experimental and control groups. It was also supported by Kouraichi & Lesznyák (2022); Moskovsky et al. (2013) argued that motivational strategies have generated a significant increase in learners' L2 motivation and self-esteem in the class. Furthermore, Lee et al. (2020); Sugita & Takeuchi (2010); Vibulphol (2016) also mentioned that a variety of motivational strategies work well in improving learner's speaking ability and enhancing learner's motivation to learn language in their classrooms. The data result of this research could decrease learner's obstacles when they try to speak English such as, linguistic (vocabulary knowledge, pronunciation, and grammar) or psychological (worry, shyness, fear of making mistakes, and lack of motivation) (Amoah & Yeboah, 2021).

Furthermore, the field notes observation from experimental group showed that they are more motivated and willing to speak English in classroom. Meanwhile, learners in control group are lack of motivation to speak English in classroom. The comparative of the experimental and control groups showed dissimilar. The researcher concluded that learners in experimental group are more confident and not fear of making mistake. It was supported by Dörnyei (2001); Kouraichi & Lesznyák (2022) stated that teacher's motivational strategies influence learner's motivation and learner's confidence. Based on the field notes, teachers are trying to encourage learner to do not afraid to make a mistake when speaking English. Likewise, Deniz (2010); Halima (2018); Sanjay (2020) supported that teachers who respect the learners' mistakes, it decreases learner's nervousness and give them freedom which affects learners' willingness to speak English. Therefore, learners in the experimental

group have a higher motivation than learners in the group of control because of motivational strategies that teachers have applied in the experimental group classroom.

CONCLUSION

The execution of the teacher's motivational strategies was a process that is gradual for learners. However, according to the interpretation of the study's result, it can conclude that teacher's motivational strategies affect the learner's speaking ability. Their post-test result reflects the improvement. The experimental group received a higher mean score which is 52.8 than the control group which is 44.8 on the post-test. On the post-test, it is acceptable to assume that the experimental group outperformed than the control group. This is achievable because the treatment or teacher's motivational strategies are only given to the experimental group. The learners in the experimental group are quite confident and can handle their fear when speaking English in front of the classroom.

Furthermore, the field notes observation from experimental group showed that they are more motivated and willing to speak English in classroom. Meanwhile, learners in control group are lack of motivation to speak English in classroom. It can conclude that the experimental group is more confident, not fear of making mistakes, believes that they can speak English, and more motivated than the control group, because the researcher and the English teacher only applied the motivational strategies in experimental group classroom. The significant different post-test score could be support by this field notes data that the experimental group were outperformed than control group. The teacher's motivational strategies had a significant effect on the experimental group which means that the treatment is effective for the experimental group.

This study has shown that the teacher's motivational strategies on EFL learner's speaking ability affect the learner's speaking ability especially in experimental group. This may have potential for other researcher in conducting the same topic and teachers in the English teaching speaking process to assist learners in building their confidence and overcoming both internal and external difficulties that they confront while attempting to speak English.

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ENHANCING STUDENTS' LISTENING SKILL: LEVERAGING EXTENSIVE LISTENING ACTIVITY IN AN EFL CLASSROOM

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ABSTRACT

This research aims to explore the best implementation of Extensive Listening in improving students' listening skill at grade eleven of SMK PGRI 3 Badung. The subject of this research is XI MM 2 class that consisted of 31 students. This Classroom Action Research (CAR) cyclic procedure consist of four stages, namely: planning, action, observation, and reflection. Observation and interview was done focusing on how the students respond to the implementation of the extensive listening method, while the test was administered in the end of class to check whether the applied method is effective. The result showed that the best implementation of Extensive Listening was found in the second cycle where drilling vocabulary was applied during pre-listening, practice and adaptation of speech rate were applied in whilst-listening, and exercises were emphasized in post-listening. This syntax was proven to successfully help the students to achieve the learning goal where 96,77% passed the minimum mastery criteria or KKM (75) with the class mean score of 89,67. Besides, students stated that they liked the teaching method and were more motivated in learning listening. Students confirmed that vocabulary and pronunciation drilling was considered effective and influential for their ability in doing the listening test. So, It could be concluded that: 1) drilling vocabulary should be implemented prior to the Extensive Listening main activities to ensure that the students have sufficient vocabulary, 2) teacher should justify the speech rate of the listening material during the Extensive Listening main activities to suit the students' ability.

Keywords: teacher education, listening skill, extensive listening, read aloud, repeated listening, narrow listening, vocabulary drilling, speech rate

INTRODUCTION

Listening is the first step in learning a foreign language. We must first hear the sounds, words, and speech patterns of a language, so listening has a fundamental role in learning English. However, many people, especially students, find listening to be a difficult skill to master. There are several problems in listening comprehension, according to some experts cited in Hamouda (2013). Boyle (1984) divides the factors that affect listening comprehension that are directly relevant to English as a Foreign Language (EFL) listening into four categories: listener, speaker, medium, and environment. Five major listening challenges have been identified by Chang et al. (1995): speed, a cluster of difficult-to-segment sounds, obsession with translation, association of sounds with words and meanings, and idiomatic expressions. According to Yagang (1993), listening difficulties are caused by four factors: the message, the speaker, the listener, and the physical setting.

In Vocational High School or Sekolah Menengah Kejuruan (SMK), teaching English is aimed at developing students' communicative competence. Students are expected to be able applying mastery of intermediate level English skills both to communicate orally and in writing. So, students' communication skills become the main focus in learning English.

Listening activity is a way that can be used to help train students' communication skills because listening is the initial foundation when learning speaking.

The researcher conducted preliminary research at the end of second semester when the students were still in the tenth-grade class on May 25, 2022. The researcher gave a listening test to the students in order to measure the extent of the students' listening skill. Before started the test, the researcher gave introduction about what test they would get on that day. The results showed that when the teacher said that today's activity was listening, students immediately became nervous and some complained. Some of them said that listening would be difficult because they were not used to the native speaker voice. Some also said that the vocabulary they knew was not enough to understand the whole audio listening. There were only a few students who did not complain and enjoyed the class activities. The result of the listening test showed that many students got low scores. The Minimum Mastery Criterion or *Kriteria Ketuntasan Minimal (KKM)* for English subject at that school is 75, which if the students' scores are averaged, the results are still far below the criteria.

After conducting a listening test, the researcher interviewed the students. Most of them like English, and they want to master it well. However, listening was the most difficult skill for them. One of the students said "Listening susah miss. Banyak kata-kata yang belum saya tahu artinya dan belum pernah dengar sebelumnya". The other students also said "Susahnya listening itu kita susah menangkap maksud dari speakernya miss, karena kan pakai aksen bahasa inggris bule jadi kurang jelas dan terlalu cepat pengucapannya", "Audionya cepat miss, beda pengucapannya kalau orang Indonesia yang bicara". Based on that, the students considered that their listening problems were the native speaker's voice and speed which were not clear to understand, and the lack of vocabularies that were known by the students.

The researcher also interviewed the English teacher of that class on Thursday, May 26th 2022. The teacher confirmed that the students still had problems in listening. In addition, the English teacher also stated that listening sessions are rarely taught in English teaching there. The assignments that the students often get from the English teacher are writing and reading assignments. From the results of interviews with English teachers, the teacher assumed that the students' listening problems are lack of vocabularies, lack of practice, and nervousness because students are not used to listening to native speaker accents.

Thus, from the results of preliminary research that had been carried out by the researcher, encourage the English teacher and the researcher to collaborate in improving students' listening skill. Listening skill is very important to improve in order to master English well because listening is the initial foundation if we want to master speaking English well.

The research was conducted in the first semester of the eleventh grade. The results of the interview with the English teacher stated that based on the experience of teaching in the tenth grade, the teacher observed that the students in each classes on average had the same quality of listening skill and the teacher allowed the researcher to collect data in any eleventh grade classes. But after that, the teacher recommended choosing a multimedia class as a research subject. This was because multimedia students rarely got listening class if

compared to students in hospitality and culinary classes. Based on this, the researcher decided to choose a multimedia class that focuses on class XI MM 2, which at that time they were still in the grade tenth on the second semester. Students in this class did not really understand what the speaker said during the listening session. The reason was their lack of practice, lack of vocabularies, their nervousness during listening sessions, and the speech rate of the native speakers. This was evidenced by the results of interview and students' listening test which was conducted on preliminary research.

Previous studies with the same problem have been carried out by several researchers with various techniques and approaches. Panjaitan (2018) used English Song as the media of listening session. Sari & Susilowati (2019) used Listening Application to catch students' attention of listening session. Ghonivita et al. (2021) used contextual teaching and learning (CTL) in online learning. Day (2018) used the Modified Extensive Listening Approach in improving students' listening skill.

From a number of techniques and approaches used by previous researchers, the researcher decided to use Extensive Listening to improve students' listening skill in XI MM 2 class of SMK PGRI 3 Badung. This is because Extensive Listening has several listening activities that support students to obtain listening input that is understandable, fun, comfortable, and meaningful (Renandya 2011). Extensive Listening means all of listening activities that can motivate students to practice and receive comprehensive and enjoyable listening (W. A. Renandya & Farrell, 2011). This can solve students' problems in listening, so that when they are doing listening session using Extensive Listening, their nervousness will disappear with fun and meaningful listening. Then the students will enjoy practicing and enriching their vocabulary so that their listening skills can improve. This can be done in every situation with several activities such as: 1) teacher directed dictation or teacher's read aloud, 2) repeated listening in the classroom, and 3) narrow listening. The research questions for this study is posted as follows; *What is the best implementation of Extensive Listening that can improve students' listening skill at grade eleven of SMK PGRI 3 Badung?*

METHOD

The researcher applies Classroom Action Research (CAR) method in this study because the researcher wants to make better changes and improvements by collaborating with students directly in the classroom. For the CAR procedure, the cyclic model proposed by Kemmis & Taggart (1988) was adopted, which consists of several steps, namely: planning, action, observation, and reflection. The participants of this research focused on class XI MM 2 class of SMK PGRI 3 Badung, which consists of 9 females and 22 males. They are English as a Foreign Language (EFL) students who master two other languages besides English, namely Basa Bali and Bahasa Indonesia. The reason for choosing this class is because it is in accordance with the results of preliminary research who showed that in this class, listening is a skill that is still poorly mastered and they still have difficulty listening and catching the points conveyed by the speaker.

Observation and interview was done focusing on how the students respond to the implementation of the extensive listening method, while the test was administered in the end of class to check whether the applied method is effective. The data analysis was done to calculate mean score of the listening test, while the data from the observation and interview

is analyzed qualitatively using interpretative analysis based on Miles & Huberman (1994) qualitative data analysis steps, namely data reduction, data display, and conclusion drawing/verification. The CAR cyclic process was refined and repeated until there was an increase in the average score of XI MM 2 students' listening comprehension, with minimum 75% students could pass the KKM with score 75.

FINDING AND DISCUSSION

Based on the findings of the research, the best implementation of Extensive Listening in improving students' listening skill is categorized into three main activities. First is pre-listening activity, which includes introduction of several vocabularies and drilling pronunciation by the researcher before being given a listening test. The objective of this activity is to solve the students' listening problems in vocabulary and nervousness when doing listening session. Next, whilst-listening. In this activity, the researcher provides exercises to the students by reading aloud and repeated listening in different speed. After that, the researcher continues by giving the students a native speaker audio recording with several repetitions. The students are asked to listen carefully and then share all the information they got from the audio. It is intended to make students adapt to the normal speech rate of native speakers, and also to solve the students' listening problems in lack of practice time and nervousness. The last activity is post-listening. In this activity, the researcher conducts listening test after the students being given Extensive Listening activities. The students are asked to do listening test with full concentration and carefully. The aim of this activity is to find out how far the students' listening skill have improved. The implementation of these three listening activities is in accordance with the statement from Richard (2006) who recommends three lesson structures for teaching listening. Figure 1. shows the syntax of extensive listening that could successfully improve students' listening skill in this study.

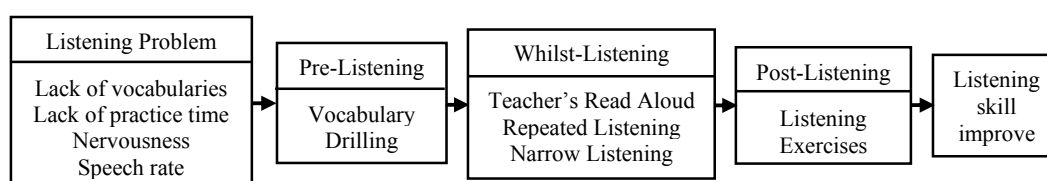


Figure 4.3 The Syntax of the Best Implementation of Extensive Listening

The result from the interview with the students showed that students liked the process of learning English in both the first and second cycles. They like the videos as stimulation before starting to discuss the material. Students also stated that giving several vocabularies and drilling pronunciation was considered effective and influential in make easier for students in doing the listening test. Therefore they agree that learning with Extensive Listening would enhance their ability and motivation in learning listening. The benefit they got after being taught with Extensive Listening is increasing vocabulary, increasing practice time, reducing nervousness, and adapting them to native speaker audio. They also hope that the English teacher will often hold listening classes to train students to get used to listening to native speakers' voices.

Based on the results of reflection on the implementation of Extensive Listening, the researcher found four important issues in this research. First, students' vocabulary. This is one of the students' problems that affect their listening skill. The researcher overcomes students' vocabulary problems by introducing relevant vocabularies and practicing their pronunciation together or drilling vocabulary. The researcher ensures that students really understand the meaning of each words. This is done so that students are ready to face the listening test because they have been given vocabulary related to the test. This is in line with the statement of Harmer (2007), where drilling is a technique that can be used in foreign language classes, emphasizing the repetition of structural patterns through oral exercises to demonstrate students' abilities in using specific language items in a controlled manner. This is also accordance with the statement of Brown (2007) which states that students should have the opportunity to learn the vocabulary and grammar present in the text and they should operate their antecedent knowledge. Fransiska (2016) in her research also show that the use of drilling techniques can improve students' vocabulary mastery.

The second aspect is practice time, which is one of the students' listening problems which is also recognized by the English teacher. The researcher uses an Extensive Listening approach which consists of three activities: teacher's read aloud, repeated listening, and narrow listening. Extensive Listening approach was implemented by the researcher when giving students exercises and listening tests, so that those activity can increase their practice time. This is in accordance with Renandya (2011) who gave the three listening activities in practicing students' listening skill. It is also agreed by Nisa (2018) in her research, that the students need to practice listening for meaning and also some instructions on how to do it effectively. In addition, this is also in line with Ivone & Renandya (2019) which states that the benefit of Extensive Listening with narrow and repeated listening is students will be able to understand the aural text better in practice.

The third issue is students' nervousness when doing listening session. The researcher used repeated listening and vocabulary drilling activities as the way to overcome their nervousness. This activity can help students to get more important information when listening, so that students' nervousness can be reduced. In addition, the material used in listening is material that is appropriate to students' level and the topics discussed in audio listening are topics that are familiar and related to students. It is in line with Ivone & Renandya (2019), which stated that if students practice listening to aural texts at their level of proficiency for a long time, they become familiar with words used in various topics and narrow contexts. Students do not need to stop and repeat the text to understand it. Frequent and repeated practice helps them become more fluent listeners, so when students are more relaxed in Extensive Listening, their confidence in listening to texts in the target language also increases and their nervousness also decreases. Scarcella & Oxford (1992) also argue that listening anxiety is that students face difficult tasks or unfamiliar pronunciations so that they feel anxious in listening sessions. Also, Horwitz (1987) believe that students should have a large amount of vocabulary and grammar knowledge. If the vocabulary problem is not solved, the students' nervousness will increase. Therefore, the researcher uses drilling vocabulary activities to overcome this problem.

The last one is the speech rate of the native speakers. This is the problem that is most often encountered when carrying out listening activities. Because listening is rarely taught

by English teacher there, the researcher decided to use Extensive Listening approach to teach students, which includes three activities, namely teacher's read aloud, repeated listening, and narrow listening. Teacher's read aloud and repeated listening were carried out by the researcher to make it easier for students to get information from what they were listening to. The researcher read the dialogues with facial expressions, gestures, and voice intonation according to the contents of the dialogues. In addition, the researcher wants students to adapt in listening activities. After seeing the good student learning outcomes in the first cycle, the researcher wanted to upgrade the students' listening level by using native speaker audio in the listening test of the second cycle, while still giving the teacher's read aloud and repeated listening in the students' exercises. In accordance with Renandya (2011), the benefit of Extensive Listening is to improve students' ability to overcome speech rate. Students often say that they have difficulty understanding spoken language, not because the content or the language is too difficult, but because it is too fast. We could not have asked them to listen any faster, but what we can do is give them repeated listening practice so that they gradually become accustomed to listening to normal speech. This is also in line with the results of Kristanti & Ni'amah (2022), which states that Extensive Listening can explore students abilities regarding normal speech rate. Waring (2010) also stated that extensive listening is an approach to improve students' listening fluency. According to him, if we understand almost any text we listen to, we can build word recognition speed, see more use of grammatical points, more collocations and generally our brain will work very effectively.

According to Mayora (2017), there are five general principles in Extensive Listening: quantity, understanding, student concentration, meaning orientation, and accountability. Based on these principles, the students are encouraged to listen to a large number of easy target language texts within or just above their current linguistic understanding and level, select texts based on potential relevance, interest, and enjoyment rather than their linguistic content, perform comprehension-oriented, non-intrusive tasks, writing or telling an appreciation, main idea or summary in their native language of the material at their own pace without intervention from the teacher, and focusing on meaning rather than form. The researcher used these five principles when teaching listening using the Extensive Listening approach in class XI MM 2 at SMK PGRI 3 Badung. First, the principle of quantity was applied by the researcher by providing listening exercises with videos as brainstorming and dialogue examples given before the listening test. Second, the principle of comprehensibility was applied by the researcher by choosing examples of dialogue texts that are easily understood by students. Third, the principle of learner-centeredness was applied by giving listening exercises at a slower pace when first given, then gradually increasing according to students' understanding. Fourth, the principle of meaning-orientation was applied by providing listening exercises with dialogue texts that relate to their daily life and students are asked to understand the meaning, not the form. Finally, the accountability principle is applied by giving a listening test.

CONCLUSION

Based on the discussion, the best implementation of Extensive Listening in improving students' listening skills is categorized into three main activities. The first is a pre-listening activity by providing an introduction to some vocabulary and pronunciation

drilling by the researcher before being given a listening test. Next, whilst-listening by giving exercises to the students with reading aloud, listening repeatedly at different speeds, and giving native speaker audio recordings to the students with several repetitions. The last is post listening, by holding a listening test after students are given Extensive Listening activities. Based on the aforementioned best implementation, there are four issues that should be given emphasize during the implementation of Extensive Listening activities. First, students' lack of vocabulary. This issue was overcome by the researcher by introducing relevant vocabularies and drilling vocabulary. Second is students' lack of practice time. The researcher gave three Extensive Listening activities, namely teacher's read aloud, repeated listening, and narrow listening to increase their practice time. The third is students' nervousness when doing listening session. This issue was overcome used repeated listening and vocabulary drilling to reduce their nervousness. The last one is the speech rate of the native speakers. The researcher applied three Extensive Listening activities, namely teacher's read aloud, repeated listening, and narrow listening. The text is read by the teacher repeatedly with facial expressions, gestures, and voice intonation, then upgraded the students listening level by using native speaker audio in the listening test of the second cycle, to make students familiar with the normal native speakers' speech rate.

This study is Classroom Action Research that took place in a single classroom in the level of high school. Future researchers are expected to replicate this study in the same context or different context includes different education levels to give a broader insight in the implementation of Extensive Listening in English Language Education.

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AN IMPORTANT ELEMENTS IN PROMOTING READING COMPREHENSION

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ABSTRACT

Reading is a fundamental skill that should be fostered during the early grades and serves as a crucial component for successful learning in subsequent classes. The essence of reading lies in the ability to comprehend the text. This study aims to analyze significant factors that contribute to enhancing the teaching of reading for comprehension. The research employs a qualitative approach with a descriptive methodology. The research process encompasses various stages, including planning, conducting research, implementing strategies, analyzing data, and finally, composing reports. The participants in this study consist of two supervisors, two literacy coaches, two principals, and six teachers who specialize in early-grade education. The findings derived from interviews and observations highlight nine key elements that play a vital role in improving the teaching of reading for comprehension. Among these elements is the cultivation of a habit of establishing connections between the content of the book and the world outside of it.

Keywords: literacy, comprehension, reading

INTRODUCTION

Reading comprehension skills are basic skills that must be mastered by everyone. These skills need to be mastered from early year to be able to adapt and succeed in facing future studies. Comprehending is the key to acquiring new knowledge (McDonald Connor et al., 2009; Ocskus Lori D, 2012). Comprehension as an active process and that is required when listening to information from various media. Reading skillfully can train comprehension effectively. So that it can be said that reading comprehension is a basic skill that must be mastered by everyone to be able to understand other forms of knowledge sources. Therefore, reading skill is an important factor affecting the quality of education and the quality of one's life into adulthood.

Skilled readers are lifelong learners. Reading comprehension has a very important role in improving the quality of human life. Human beings who are skilled and have strong reading comprehension will be lifelong learners. All forms of values, thoughts, knowledge or attitudes are transmitted through a process of understanding. The internalization of values and the formation of attitudes begin with the process of reading comprehension. The Three Reading skills will allow a person to develop his knowledge, values, skills, and vision. The purpose of reading is to understand the written text, integrate new ideas, and infer what is already read.

The above exposure is in line with policy directions and strategies in the field of education. The main goal of today's education is the mental revolution through the improvement of the culture of literacy in education. Literacy is inseparable from the world of education. Literacy is a means for students to know, understand, and apply the knowledge they get in school. Literacy skills are the main goal of the direction of the mental revolution in education. Literacy skills are indispensable. This is linked to the need for 21st century

competence which requires every individual to be able to think critically, creatively, 2 communicatively, and be able to work together. Basic literacy is a 21st century skill that should be mastered by all nations of the world (Faizah et al., 2016; Nihayah & Shintia Revina, 2020). The Prague Declaration (Prizes, 2018) proclaims the importance of information literacy, namely the ability to seek, understand, critically evaluate, and manage information into useful knowledge for the development of one's personal and social life. In the demands of the 21st century, information is important. The Alexandria Declaration in 2005 affirmed that information literacy is the ability to realize the need for information, identify and find the information needed, critically evaluate information, and communicate that information effectively, legally, and ethically.

One of the basic literacy skills emphasized in the early grades is language literacy with a reading literacy dimension. The reading literacy ability hinted at in the early grades is that students are required to be able to understand texts analytically, critically, and reflectively (Children, 2021). The purpose of reading is to read with understanding. However, reading with comprehension is a complex skill built from a variety of sub-skills that are gradually acquired.

Reading skills are not just reading letters into words or sentences, but also understanding the content of the text. Usually children are said to be able to read based on their ability to recognize letters, spell, read words, and read sentences. Actually, this skill is not always in line with his ability to understand the content of the text. Children who understand the content of the text must be able to read, but children who can read do not necessarily understand what is read. Therefore, the ability to read must be accompanied by the ability to understand texts. Given the importance of the role of reading comprehension, the government implemented an illiteracy eradication program organized by the Ministry of Education and Culture (Kemdikbud). Indonesia is recorded as a country that has high success in eradicating illiteracy. UNDP data in 2014 noted that Indonesia's literacy rate reached 92.8% for the adult group, and 98.8% for the adolescent group. This shows that Indonesia has successfully passed the stage of literacy crisis in the sense of literacy. The results of the 2015 census of the Central Statistics Agency (BPS) showed that the number of illiterate people in Indonesia was 5,629,943 people or 3.9% (Kemendikbud, 2019). This illiteracy rate has decreased when compared to the previous year.

Although Indonesia has passed the stage of the literacy crisis, the challenge faced is the low interest in reading which has a direct impact on low understanding. Being able to read is different from understanding what is read. Being able to read is one thing, and understanding what is read is another. Low reading ability occurs continuously so that data shows that more than 55% of 15-year-olds are in the PISA (The Program for International Student Assessment) test in the category of functionally illiterate. This student can read the text but is unable to answer questions about the text (Hutasoit, 2019). PISA is a reference to see children's reading skills. The PISA test in 2018 was attended by 600 thousand students aged 15 years from 79 countries. The PISA test results released in 2019 show that Indonesian children's reading ability is ranked 72nd with an average score of 378. This score is below the country-wide average score of 487.

Indonesian children's reading ability has decreased since achieving their highest score of 402 in 2009, then 396 in 2012, and 397 in 2015. The reference shows that although

comprehension is a key skill to be mastered in the early grades, the reality is that students' reading skills are very low. (Kemdikbud, 2020) put forward some notes from the results of the 2019 PISA test analysis on the reading ability of Indonesian children. It was explained that Indonesian students are good at understanding single text but weak in understanding multiple text. Indonesian students are good at searching, evaluating, and reflecting on information but weak in understanding information. This means that Indonesian students can understand simple texts but have difficulty understanding more complex texts or connecting one piece of information with another. The results of PISA in 2018 are an accumulation of the quality of Indonesian education. To see the causes of low PISA results for reading literacy can be drawn up to the early grades of elementary school. This finding is supported by the results of a literature study conducted by the Center for Research and Policy on Education and Culture, Research and Development Agency, Ministry of Religion and Culture (Pratiwi et al., 2020a) stated that the achievement of the ability of Indonesian students aged 15 years for reading literacy is quite concerning. Indonesia is below the OECD average. Other data states that 21% of 10-year-olds in Indonesia cannot read and understand texts (Yarrow Noah, 2019). In other words, grade 4 elementary school children have not been able to read fluently or can read but have difficulty in understanding the content of the text. This of course will hinder his learning skills so that it will affect his academic ability.

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multiple text. Indonesian students are good at searching, evaluating, and reflecting on information but weak in understanding information. This means that Indonesian students can understand simple texts but have difficulty understanding more complex texts or connecting one piece of information with another. The results of PISA in 2018 are an accumulation of the quality of Indonesian education. To see the causes of low PISA results for reading literacy can be drawn up to the early grades of elementary school. This finding is supported by the results of a literature study conducted by the Center for Research and Policy on Education and Culture, Research and Development Agency, Ministry of Religion and Culture (Pratiwi et al., 2020a) stated that the achievement of the ability of Indonesian students aged 15 years for reading literacy is quite concerning. Indonesia is below the OECD average. Other data states that 21% of 10-year-olds in Indonesia cannot read and understand texts (Yarrow Noah, 2019). In other words, grade 4 elementary school children have not been able to read fluently or can read but have difficulty understanding the content of the text. This of course will hinder his learning skills so which will affect his academic ability.

Low reading skills result in low student achievement in other subjects as well as the ability to think critically, creatively, and communicatively, the ability to cooperate, and the ability to solve problems. The low reading skills and literacy needs in this global era require the government to implement the School Literacy Movement (GLS) program gradually taking into account school readiness. This readiness includes the readiness of school capacity, the availability of reading materials, facilities, and literacy infrastructure. The stages in implementing GLS are (1) habituation, namely the growth of interest in reading through 15-minute reading activities (2) development, namely improving literacy skills through activities to respond to enrichment books, and (3) learning, namely improving literacy skills in all subjects using enrichment books and reading strategies in all lessons.

Thus, the estuary of the teaching of reading is the use of reading strategies to improve understanding. Reading must be accompanied by an active thought process to understand it. The more types of text that are read, the process of understanding will become automated process. The active thought process when reading encompasses many things, including interpreting vocabulary, connecting pre-existing knowledge, relating information in the text, and taking the essence of the text.

Reading comprehension can be defined as an active reader process in which students know why, how, and when to implement certain strategies to become effective readers (Duke & Pearson, 2009). Reading comprehension is a clue to a student's level of proficiency and cognition in learning. Reading comprehension can be seen from students' achievements in controlling strategies that will help them make meanings or realize when meaning cannot be mastered then the reader must adjust his strategy in constructing meaning in reading (Paratore et al., 2007). This low reading comprehension results from the absence of explicitly teaching reading strategies. Reading strategies are tools to improve the comprehension of different types of texts in learning. This statement is supported by (August et al., 2009) who add that an effective reading program is when teachers provide concrete examples using effective strategies such as connecting with the initial knowledge, inferring, visualizing, and predicting.

The goal of reading is to understand written text, integrate new ideas, and conclude what has been read (Alan E. Farstrup and S. Jay Samuels, 2011). Reading skills are not just

reading letters into words or sentences, but also understanding the contents of the text. Usually, children are said to be able to read based on their ability to recognize letters, spell, read words, and read sentences. These skills are not always in line with their ability to understand the contents of the text. Children who understand the contents of the text must be able to read, but children who can read may not necessarily understand what they read (Tahmidaten & Krismanto, 2020). Therefore, the ability to read must be accompanied by the ability to understand the text. The role of teacher's teaching strategies plays an important role in students' success in reading comprehension (Ayu et al., 2022).

Even though Indonesia has passed the literacy crisis stage, the challenge it faces is low interest in reading which has a direct impact on low comprehension. Being able to read is different from understanding what is read. Being able to read is one thing, and understanding what is read is another. Low reading ability occurs continuously so the data shows that more than 55% of 15-year-old children in the PISA test (The Program for International Student Assessment) are categorized as functionally illiterate. These students can read texts but are unable to answer questions about the texts (Hutasoit, 2019).

(Kemendikbud, 2019) put forward several notes from the results of the 2019 PISA test analysis on Indonesian children's reading ability. It was explained that Indonesian students were good at understanding single texts but weak at understanding multiple texts. Indonesian students are good at finding, evaluating, and reflecting on information but are weak at understanding information (INOVASI, 2020). This means that Indonesian students can understand simple texts but have difficulty understanding more complex texts or connecting one piece of information with another. The 2018 PISA results are an accumulation of the quality of Indonesian education. To see the causes of low PISA results for reading literacy can be traced back to the early grades of elementary school. This finding is supported by the results of a literature study conducted by the Center for Education and Culture Research and Policy, (Pratiwi et al., 2020b) stated that the achievement of ability of Indonesian students aged 15 years to read literacy is quite concerning. Indonesia is below the OECD average.

Previous findings explain that the role of the teacher is very important in determining students' success in reading comprehension. Teaching practices carried out by the teacher determine the level of success of students in understanding reading (Samuels & Alan E. Farstrup, 2011). Reading comprehension is a complex process and forms a cycle. Students need to have sufficient knowledge to understand, and in understanding reading, students will gain new knowledge that forms understanding. In short, knowledge and understanding are intertwined. Most knowledge is obtained through the process of comprehending. Before students can read to learn, students need to learn to read. Factors in improving the teaching of reading for comprehension need to be identified. This study aims to find out the factors that can improve the teaching of reading comprehension in the early grades.

METHODS

Factors that can improve reading teaching in the early grades need to be well identified. Therefore, understanding the elements that can improve reading teaching so that it can directly improve students' reading comprehension is indispensable. This study aims to analyze elements that can improve reading teaching by emphasizing understanding.

Qualitative research can show how a person behaves, their history, social movements and relationships with each other. Data for qualitative research can be obtained by calculating the results of the questionnaire distribution, but the analysis is carried out qualitatively (Putri & Ain, 2022). The location of this study is at SDN 1 and 2 Kenayan Tulungagung. The implementation of this research starts with design and research. Implementation, data analysis, and report writing. The subjects in the study were two supervisors, two literacy experts, two principals and six early-grade teachers.

Data collection techniques are carried out through interviews, literature reviews, and observations. The presented data were gained by conducting interviews and discussions with supervisors, principals, early-grade teachers, and early-grade literacy experts. This discussion is carried out by conducting a focused discussion on the topic of reading teaching in the early grades to improve reading comprehension. Literature reviews on topics relevant to the current literature are carried out to strengthen the results of the discussions. The sources of informants in the discussions and interviews were first, second, and third-grade teachers at SDN 1 Kenayan and SDN 2 Kenayan, two school superintendents, two principals, and two senior literacy coaches from the Indonesian Children's Literacy Foundation. Observation techniques are carried out in the early grades of the two elementary schools where balanced reading teaching has been applied which specializes in reading comprehension skills. The research is documented in photos and videos, including the activities of researchers, teachers and students. The research instruments can be seen in table 1.

Indicator	Subindicator
Preparation for reading	The teacher prepares a teaching plan.
	The teacher sets up a reading area.
Class management	The teacher manages the class with clear rules and procedures.
	The teacher gives all students the to participate in meaningful discussions.
A teaching plan for reading	The teacher follows the learning steps.
	The teacher reviews the new vocabulary.
	The teacher asks understanding questions.
	The teacher exemplifies the use of strategies.
	The teacher reads with expression.

Table 1. Research Instruments

The data analysis method in this study used a general analytical model from Miles and Huberman. Data analysis in this study was carried out in two stages. First is data collection. In this stage, researchers record all phenomena found in the field through observation, interviews and data documentation as well as a literature review. Interviews and discussions were conducted with teachers, principals and literacy experts. The second stage is data reduction. At this stage, the notes from discussions and interviews were reviewed to obtain core elements. A literature review was also carried out to support the findings of the study results. This process is carried out repeatedly to show the possibility

of misclassification. The presentation of the data has been classified taking into account the focus and objectives of the study.

FINDING AND DISCUSSION

The results of the observations showed that teachers in grades one, two, and three taught reading activities at a special time of one hour every day. This reading activity is included in the balanced reading program component which consists of different activities. In grade one, the teacher conducted phonics activities three times a week. In this activity, the teacher emphasizes the identification of letter sounds. The second activity is interactive reading which is also carried out three times a week. Interactive reading activities emphasize the introduction of interesting storylines, comprehension, story reflection and vocabulary. The books that are read in interactive reading activities are fiction and non-fiction books with engaging plots. The second reading activity that is carried out is reading together. In reading together, the teacher uses a book in which the text and pictures are in large print. The focus in reading together is modelling reading strategies. Because the focus is on modelling reading strategies, the ledger, easel, and bookmarks are the main components. The next reading activity carried out by the teacher is guided reading activity. In this activity, the teacher carries out reading activities according to the needs of students. The books used in guided reading activities are guided reading books. This guided reading activity is the core of the balanced reading program. In this activity, students are grouped into homogeneous groups. The teaching and books used by the teacher to teach each group have been carefully adapted. For this activity, each group is guided once a week. Groups are moved dynamically every two months. In grades two and three, the teacher also does all of the reading components except the phonics activity. Phonics activities are only taught in first grade for fourteen weeks as a foundation before students can read fluently. In grades two and three the reading activities carried out were interactive reading, shared reading and guided reading. In addition, five minutes before going home the teacher reads five new words every day. This is done so that students can read words that children often use in everyday life automatically. In grades two and three the reading activities carried out were interactive reading, shared reading and guided reading. In addition, five minutes before going home the teacher reads five new words every day. This is done so that students can read words that children often use in everyday life automatically. In grades two and three the reading activities carried out were interactive reading, shared reading and guided reading. In addition, five minutes before going home the teacher reads five new words every day. This is done so that students can read words that children often use in everyday life automatically.

The results of the discussion explained that several things would affect the teaching of reading with comprehension. The first is to model explicit reading strategies for students. This modelling must use storybooks that are close to the child's life. The second is getting students to understand, discuss, and understand pictures to support understanding. The third thing is making predictions and connections. Prediction is thinking about what will happen next in a section of the book. Making predictions will challenge students to find out what will happen next. Students should also get used to checking predictions made. What makes the prediction right or wrong. Connection is making a connected line between the book and

yourself, the environment, and the outside world. The fourth thing that is very important in reading comprehension is reading fluency. Students must be able to read at the right tempo. Not too fast and not too slow. Books that are read too quickly make students unable to remember the information contained in the book. Books that are read too slowly will make students forget the information they get. The Fifth Thing is teaching text conventions. The basic text convention is the use of periods, commas, question marks, and exclamation points. This punctuation greatly affects reading comprehension, therefore text conventions must be taught explicitly. Books that are read too slowly will make students forget the information they get. The sixth thing is teaching text conventions. The basic text convention is the use of periods, commas, question marks, and exclamation points. This punctuation greatly affects reading comprehension, therefore text conventions must be taught explicitly. Books that are read too slowly will make students forget the information they get. The seventh Thing is teaching text conventions. The basic text convention is the use of periods, commas, question marks, and exclamation points. This punctuation greatly affects reading comprehension, therefore text conventions must be taught explicitly.

The results of the literature review show that several important things can encourage students' reading comprehension quickly. The first thing is to give students access to a variety of quality reading books, both fiction and non-fiction (Kirby, 2007). Students with high comprehension tend to read more books than students with low reading comprehension. Reading a variety of books will increase your vocabulary, teach a variety of skills, and develop a habit of reading. Students should be given reading books that are not too difficult for them but also challenging (O'Rourke, 2017). The second thing to consider to improve students' reading comprehension is to provide motivating and contextual texts (Falco Valorie & P, 2011). Motivation correlates strongly with learning in general. Students who are motivated in reading show respect and engage in meaningful discussions. Reading motivation is strengthened by complex interactions between books and students. Books that are close to children's lives will provoke meaningful discussions. The next thing is to teach reading strategies for comprehension (Shea, Mary & Roberts, 2016). Effective teachers will help students to develop strategies to become active readers. Teachers can teach when, where, and why to use certain reading strategies. Teachers also need to teach the structure of the text. Knowledge of the structure of the text plays an important role in understanding the text. Text structures that need to be taught include characters, time settings, problems, solutions, and resolutions (Routman, 2003). These things build a complete story. The easiest way to find out students' understanding of the text is to ask students to describe the beginning, problems, solutions, and ending of the story. Another important thing to do is to invite students to have meaningful discussions. Comprehension is an active process and requires a collaborative process to construct meaning.

This study found that several elements can improve teaching reading comprehension. The first is a quality and structured reading program whose implementation is based on in-depth research. The balanced reading program conducted by early-grade teachers at SDN Kenayan 1 and 2 is an example of how teachers have implemented teaching reading that is quality, structured, and has been based on solid research. The first thing the teacher does is a phonics activity. This activity focuses on recognizing and identifying letter sounds. Knowing the sound of letters makes it easier for students to combine words into

syllables, syllables into words, and also finally be able to read sentences fluently faster. With phonics knowledge, when students see a new word, students can read the word easily. This is following the theory described by (Dickinson et al., 2004)

After students have a strong phonics foundation students do interactive reading activities. In this activity, students are exposed to various genres of quality children's storybooks with interesting plots. Meaningful discussion activities are carried out before, during, and after reading. During interactive reading, the teacher discusses the pictures to aid understanding and also asks why and how questions. The teacher also asks connection and prediction questions. This practice is very good for improving students' reading comprehension. According to research conducted by (Gruhn et al., 2020), vocabulary mastery and the ability to make predictions and connections while reading will improve students' comprehension skills. In addition, when students are exposed to various genres of books, students will quickly get used to analysing various types of texts.

Joint reading activities provide modelling of how to use various strategies in reading using a large book. The activity of modelling reading strategies plays a very important role in reading comprehension. The reading strategy must be explained explicitly (Su & C, 2001). Explicit strategy modelling can equip students to apply reading strategies when students read independently.

Guided reading activities are very important in improving reading comprehension. This activity teaches children to read according to their abilities. The books used are appropriate so that children are not frustrated in reading. Besides not being too difficult the book is also not too easy so students feel challenged in reading this book. In other words, the books used in guided reading are books with the right level. Choosing a book with the right level is very important in improving students' reading comprehension (O'Rourke, 2017; Wren, 2002). Another thing that is done in guided reading activities is teaching reading strategies that suit the needs of children. Differentiated teaching makes students increasingly able to show their optimal capacity. In guided reading, the teacher also has the opportunity to hear each student read.

Important teaching elements in improving students' reading comprehension are also related to the characteristics of good readers. Teaching can be adjusted concerning the characteristics of a good reader. Good readers are active readers. In other words, good readers are used to reading different types of books and reading is enjoyable. Teachers can consider this aspect when wanting to improve students' reading comprehension. The second thing is those good readers have a purpose in reading. A good reader can scan the text to get the information he wants. Good readers are always making meaningful guesses about what will happen next. A good reader also actively forms good questions as he reads. While reading, a good reader fills in his scientific gaps. Good readers can understand the meaning of words that are not yet known by using various clues or markers, both picture markers and context. A good reader not only gains knowledge while reading but also before and after reading. All the important elements of a competent reader must be considered as trigger questions when the teacher makes a teaching plan so that the teacher can improve students' reading comprehension.

Suggestions for future research in this area could include investigating the effectiveness of different teaching strategies in improving reading comprehension. For

example, comparing the outcomes of explicit modeling of reading strategies versus other instructional approaches could provide valuable insights into the most effective methods for enhancing comprehension skills. Additionally, further exploration of the impact of motivation and contextual texts on reading comprehension could shed light on ways to create a more engaging and meaningful reading experience for students. Research on the explicit teaching of text conventions, such as punctuation, could also be conducted to examine its influence on comprehension. Moreover, investigating the relationship between access to a variety of quality reading materials and reading comprehension levels could provide a better understanding of the role of book selection in fostering comprehension skills. Finally, exploring the connection between the characteristics of good readers and reading comprehension could offer insights into how to cultivate these attributes in students to improve their overall reading comprehension abilities.

CONCLUSION

In conclusion, the observations and discussions in this article highlight the importance of a structured and comprehensive reading program for improving students' reading comprehension. Teachers in grades one, two, and three allocate one hour every day to teach reading activities as part of the balanced reading program. These activities include phonics activities, interactive reading, reading together, and guided reading, each tailored to meet the students' needs and promote different aspects of comprehension.

The findings emphasize several key factors that influence reading comprehension. Teachers should model explicit reading strategies using storybooks that resonate with students' lives. Students should be encouraged to understand and discuss pictures to enhance comprehension. Making predictions and connections fosters critical thinking and engagement with the text. Additionally, reading fluency, teaching text conventions, and inviting meaningful discussions play significant roles in improving comprehension skills.

The literature review underscores the importance of providing students with access to a variety of quality reading books and motivating and contextually relevant texts. Teaching reading strategies and the structure of the text are crucial for active reading and understanding. Guided reading activities that match students' abilities and challenge them appropriately contribute to comprehension development. Moreover, considering the characteristics of good readers, such as reading diversely, reading purposefully, making predictions, asking questions, and using context clues, can inform teaching practices and enhance students' reading comprehension.

Future research should investigate the effectiveness of different teaching strategies, including explicit modeling of reading strategies, to identify the most impactful methods for enhancing comprehension skills. Exploring the impact of motivation, contextual texts, and explicit instruction on text conventions, such as punctuation, can provide insights into creating a more engaging and meaningful reading experience. Additionally, examining the relationship between access to quality reading materials and reading comprehension levels will deepen our understanding of the role of book selection. Furthermore, exploring the connection between the characteristics of good readers and reading comprehension can guide efforts to cultivate these attributes in students and improve overall comprehension abilities.

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CALL EVALUATION: STUDENTS' PERCEPTION AND CHALLENGES ON THE USE OF VLE AND GAME-BASED LEARNING

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ABSTRACT

This study investigates how students perceive and interact with the use of a VLE and game-based learning in their classes. The students at a private school in Bali's Badung district made up the study's sample population. There are three different levels of education available at this school: elementary, secondary, and high school. The researcher used a mixed-method approach to collect and analyze the data for this study, gathering both quantitative and qualitative information. The quantitative data came from the findings of the questionnaire, whilst the qualitative data came from the results of the interviews. Interviews were conducted with just five of the 30 students who responded to the surveys. The majority of survey respondents have positive perceptions about and interest in using virtual learning environments and game-based learning platforms, according to the survey results. In this comparison, a score of 4 is the highest and a score of 3 is the lowest. The average score for all participant responses is 3.69 as well. The table with the mean score indicates that 3.69 is a high degree. According to the findings of the interviews, the participants also had trouble connecting to the internet when using the VLE. It is predicted that this study's final results will help teachers choose the finest teaching and learning methods for their students.

Keywords: VLE, Game-based Learning, Perception, Challenges

I. INTRODUCTION

In recent years, technology has increased student learning, teaching, and progress monitoring. The majority of teachers and students think that technology makes it simpler for them to access resources and information. According to Apriani, information and communication technology (ICT) can improve students' moral character as well as their academic performance (2016). Technology use by teachers must be creative (Syahrial & Syafryadin, 2020). Raja and Nagasubramani (2018) list four advantages of adopting technology: In addition to increasing students' drive to learn, it also allows students with busy schedules to work from home on their own terms, teaches them new technological skills they may apply in the industry, boosts students' motivation to learn, and it encourages a "green revolution" by lowering the cost of paper and photocopies.

Computer assisted language learning is one method that has been employed as a modern teaching and learning aid (CALL). It has shown to be utterly effective because the majority of teaching and learning resources available today may be found online. Both professors and students must have access to a computer and an internet connection in order to teach and study languages via CALL. Levy defines CALL as "the research and study of

computer applications in language teaching and learning" in Mutlu (2013). Computers are used as tools for CALL, which is closely related to many other academic disciplines, or as study aids. CALL encompasses a wide range of information and communication technology uses and approaches for teaching and learning foreign languages, from the "classic" drill-and-practice programs that established CALL in the 1960s and 1970s to more contemporary expressions of CALL. CALL is used in both virtual learning environments and web-based remote learning. Mobile-assisted language learning, computer-mediated communication (CMC), virtual worlds for language learning, and interactive whiteboards are also included. The computer can also be utilized by teachers to plan language-learning activities; it can be employed in the curriculum for a number of things, including student tools and tutors. CALL is essentially a method used by teachers to facilitate language acquisition. It can be used as a remedial tool to assist students who need more support or to reinforce what has already been learnt in the classroom.

Two CALL types that are widely applied in the learning process are virtual learning environments (VLE) or web-based learning software and game-based learning. Both professors and students utilize VLE for communicating as well as for sharing resources and making presentations. VLEs provide a mechanism to direct the learning process, communicate the ideal learning process, and motivate teachers and students to take part in the process (Sneha & Nagaraja, 2013). The followings are some advantages of virtual classroom according to Amit and Sukhmandeep (2018), such as (1) fast and universal accessibility to a variety of students, (2) flexibility in terms of travel, (3) sessions may easily be recorded, (4) user friendly system as retrieval and storing of data is fast and effective, (5) overcome geographical barriers, (6) encourages freedom of expression, (7) allow learners to work at their own pace, (8) scheduling problems of classrooms is removed, (9) instructor expertise is distributed more broadly, (10) facility to create breakout rooms during the main session whereby several smaller groups can work together during the session, (11) persons with disabilities can take great help with various devices, (12) cost effective since maintenance cost of campus is eliminated, (13) teachers can reuse their own material or easily get material from others.

The creation of engaging and difficult games for game-based learning is intended to improve learners' skills and knowledge. According to Setyaningrum et al. (2018), the usage of game-based learning that incorporates a problem-solving method (GeoGame Adventure) also yielded superior learning results than traditional training that was centered on the textbook. According to Cheng et al. (2012), educational video games should have characteristics of challenge, fantasy, and fun.

- 1) Challenge, i.e., game difficulty. The considerations included the difficulty of creating goals for the game, the degree of latitude given to the game's rules and fundamental limitations, and the methods that players may employ while playing against the clock, the computer, themselves, and even actual people.
- 2) Fantasy, or the use of one's imagination in the game experience. It primarily increased the allure of games and motivated players to finish the task at hand.
- 3) Fun, or enjoyment of the gaming experience. It could improve the leisure value of games in addition to increasing learning motivation and entertaining the learning effect.

Nurhikma (2017) carried out a study to find out if the use of computer assisted language learning (CALL) may improve students' hearing comprehension and students' motivation in listening activity. The findings show that the CALL paradigm can improve students' listening comprehension. Using the CALL paradigm has a beneficial effect on students' listening motivation as well. In 2020, Ashim also conducted related research. This study looked into how Bangladeshi college students who were learning English using computer-assisted language learning (CALL) perceived such challenges and overcame them. The findings showed that students felt positively about CALL's involvement in English teaching and learning. The findings also showed that pupils have some trouble using computers and other key technology tools for learning English.

This current study, the authors looked into how students perceived and struggled with the use of a virtual learning environment (VLE) and game-based learning in the classroom. One of Bali's private schools provided the study's sample population. Primary, lower-secondary, and high-secondary school were separated into three separate levels. A mixed-method technique was used to collect the data for this study, which suggests that both quantitative and qualitative data were collected and examined. Results from the survey were used to generate the quantitative data. The questionnaire contains 20 assertions that need to be addressed. While the qualitative information was gleaned from interview data. Five individuals were randomly selected by the author to be interviewed. It is predicted that this study's final findings will aid teachers in selecting the best teaching and learning strategies for their students. Additionally, students might increase their desire to learn.

II. METHOD

A private school in Bali provided the study's sample population. Primary, secondary, and high school were the three separate levels that they were divided into. Ten students will be assigned to each level. Because this particular school has children in reception (years 4-6) through grade 13, the researchers decided to gather data there (high school).

A questionnaire will be delivered to the study's sample participants in order to collect data. The researcher has chosen the questionnaire in order to simplify and measure how learners perceive the use of the VLE in classroom instruction. The questionnaire has thirteen five-point Likert scales that are broken up into three sections (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = extremely agree). So that it may be finished in ten to fifteen minutes, the number of questions is kept to a minimum. Nevertheless, the interview script only contains five ill-defined questions. In order to facilitate a thorough discussion of the CALL integration experiences in English language teaching and learning, the questions for the students have been designed.

The spreadsheet tool was used to examine the data from the questionnaires. Both the basic background information and the respondents' remarks were computed and displayed as percentages. The degree and nature of the subjects' motivation and attitude toward learning were evaluated on a five-point scale. This scale was utilized in the questionnaire to represent the level of agreement or disagreement in accordance with the following criteria.:

Table 1. Table of the Mean Range

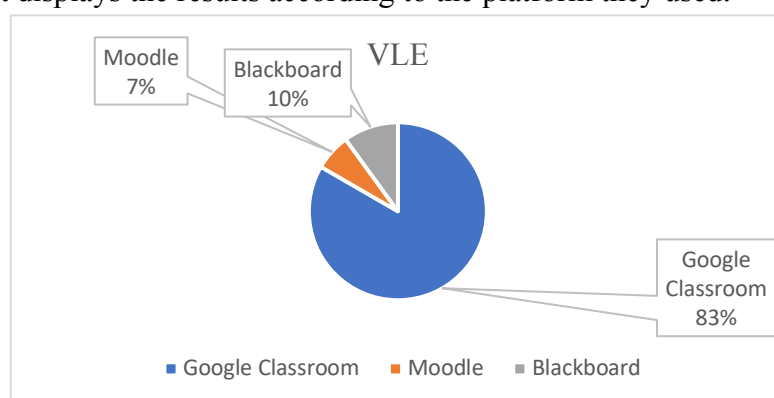
Mean Range	Interpretation
3.68 – 5.00	High degree
2.34 – 3.67	Moderate degree
1.00 – 2.33	Low degree

Tables and charts are used to present the results of the questionnaires. On the other hand, the researcher used a qualitative semi-structured interview and thematic analysis. Classifications are examined using thematic analysis to reveal themes (Boyatzis as cited in Ashim, 2020). It fully explains the facts and covers a range of topics through examples (Braun & Clarke as cited in Ashim, 2020).

III. FINDINGS AND DISCUSSION

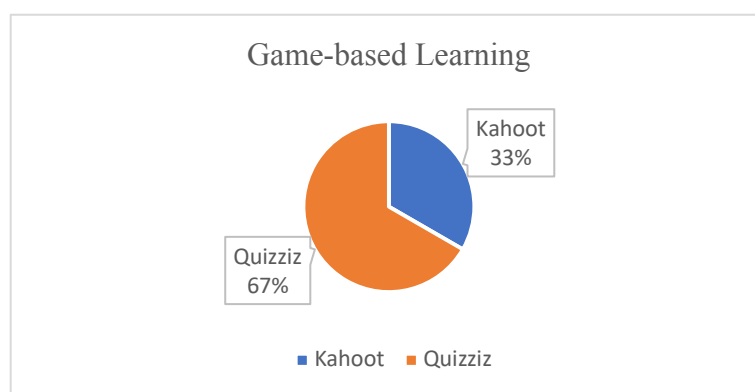
The researchers used questionnaires with 20 statements each to collect information about how students perceived and were interested in using VLEs and game-based learning. Ten men and thirty women made up the group of 30 participants.

Three examples of VLE platforms, including Google Classroom, Blackboard, and Moodle, were given to the participants. Additionally, two instances of game-based learning environments were provided, including Kahoot and Quizziz. Because students have been utilizing VLE and game-based learning platforms (at least one of the examples provided) for two years, those platforms were chosen based on the researchers' initial survey. The following chart displays the results according to the platform they used:



Picture 1. VLE Platform Used by The Participants

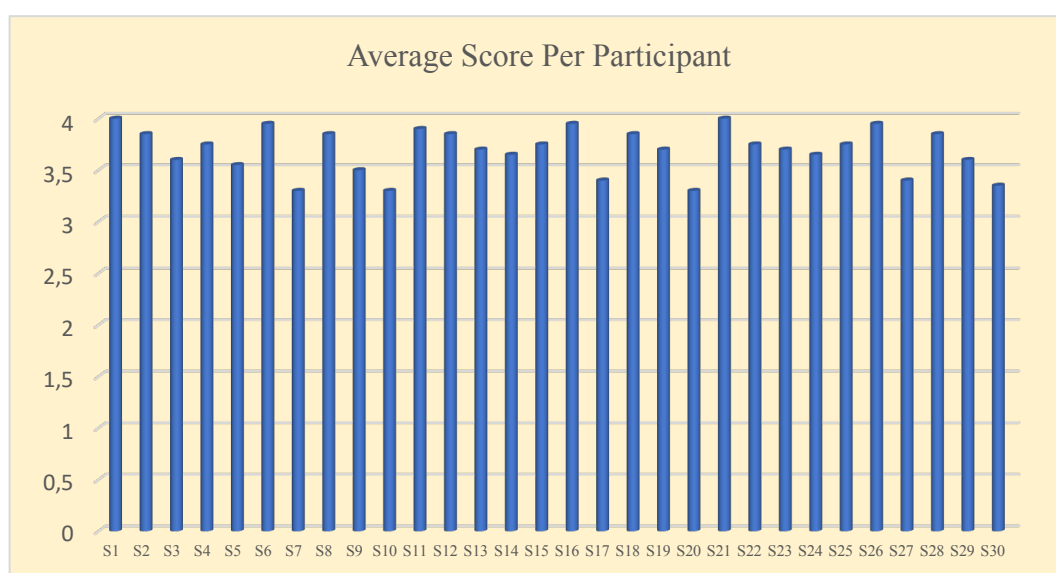
The majority of students at this school have used Google Classroom. According to the displayed data, 83% of the participants use Google Classroom to aid in their academic work. During the interview, one of the participants remarked that Google Classroom is simple to use and offers many of options to enhance her studies. She also hopes that this platform will continue to be utilized in the future.



Picture 2. Game-based Learning Platform Used by The Participants

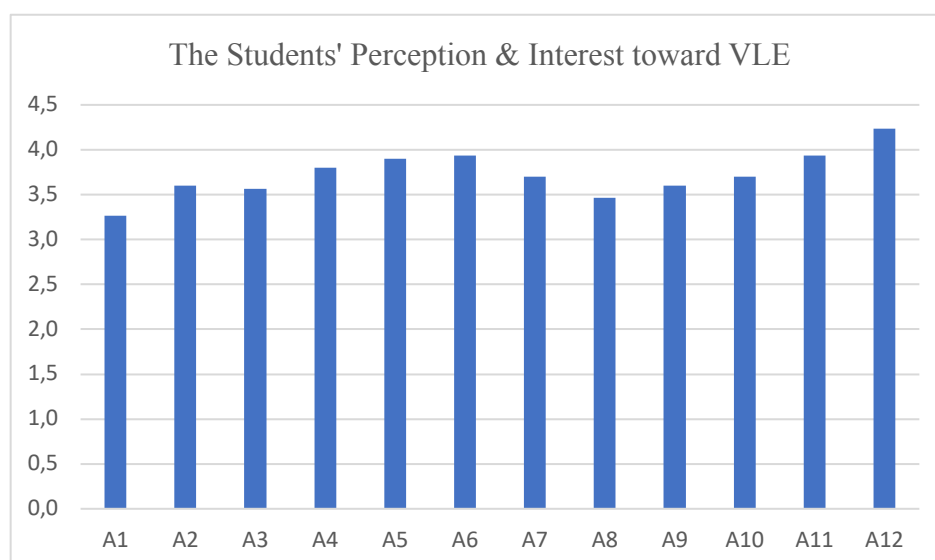
Both Quizziz and Kahoot provide engaging and exciting online gaming for learning. According to the survey's findings, 67% of respondents said they utilized Quizziz more frequently than Kahoot. One of the participants argued that Quizziz is more well-known and that the teacher frequently offered quizzes as homework or for class assignments.

According to the questionnaire results, the majority of participants have favorable opinions about and interest in using virtual learning environments and game-based learning platforms. The greatest score is 4, and the lowest is 3, in this comparison. In addition, 3.69 is the average score across all participant responses. 3.69 is listed as high degree in the table with the mean score. The graphic below shows the specifics of the outcome:



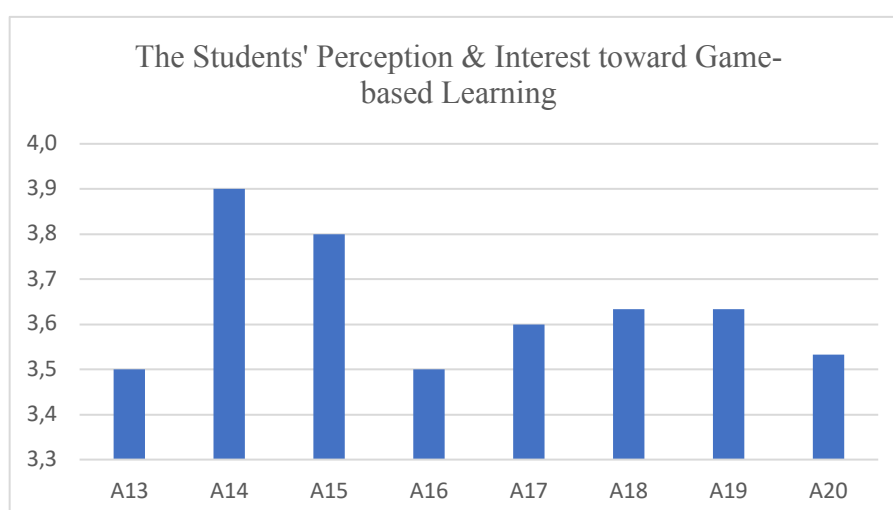
Picture 3. Average Score Per Participant

The questionnaire has 12 statements that discuss how students perceive and are interested in VLEs. These 12 statements have a 3.7 average score. This result indicates that the statements are largely accepted by the responders. During the interview, one of the participants came to the conclusion that the VLE website had aided her in her studies and that she would suggest the website to other students. Following are the full statements and the chart:



Picture 4. The Students' Perception and Interest toward VLE

The questionnaire has 8 items that discuss how the students perceive and are interested in game-based learning. These 8 statements have an overall score of 3.6. This result indicates that the statements are largely accepted by the responders. The claim that pupils are enthusiastic about learning via games received the highest score. Following are the full statements and the chart:



Picture 5. The Students' Perception and Interest toward Game-based

Based on the above findings, it can be concluded that participants generally have favorable perceptions of and interest in using VLE and game-based learning platforms. The average score obtained through the questionnaire serves as proof of this. The result is 3.69, which denotes a "high degree." Most participants concur that the platform is very helpful in advancing their research. The site, according to them, is simple to use and access. Being tech savvy is beneficial to them. The participants said they would also tell other pupils to use the platform. Yet, some of them claimed that while utilizing an internet tool to study,

they became sidetracked. They also believed that they required supervision when using the platform.

Finding out whether or not there were problems using the VLE and game-based learning platform is the second research topic of this study. Five students were questioned, and they each responded to two questions: "What obstacles did you encounter when utilizing the platforms?" and "What did you do to resolve the issue?" The participants faced difficulties, such as slow connections, out-of-date technology, a lack of motivation, time constraints, and a need for IT skills, according to the results. The participants could, however, also resolve the issues on their own, by seeking out a strategic location to get a stronger connection, using a more modern device, like a phone, asking their parents to remind and encourage them, texting via phone to get faster communication, and using IT more frequently to get comfortable with it.

IV. CONCLUSION AND SUGGESTION

According to the aforementioned findings, it can be said that participants generally have favorable perceptions of and interest in using VLE and game-based learning platforms. The average score obtained through the questionnaire serves as proof of this. The result is 3.69, which denotes a "high degree." Most participants concur that the platform is very helpful in advancing their research. Additionally, they encountered difficulties using the platforms due to a slow connection, an obsolete device or computer, a lack of motivation, the need for IT knowledge, and the length of the process. The participants could, however, also resolve the issues on their own, by seeking out a strategic location to get a stronger connection, using a more modern device, like a phone, asking their parents to remind and encourage them, texting via phone to get faster communication, and using IT more frequently to get comfortable with it.

The research's findings imply that students could make the most of their use of the VLE to aid in their learning. To make the lessons more fascinating and engaging, they must be innovative and use the VLE appropriately. Also, the teachers must develop their creative skills and learn how to use the VLE efficiently. Other platforms, such as an online quiz site, might be integrated with the VLE. It is advised to conduct additional research on the more general usage of computers to support students' learning.

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STUDENTS' PERCEPTION OF THE USE OF GOOGLE FORMS IN ENGLISH SUBJECT

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ABSTRACT

Information Communication Technology (ICT) has become the centre of the teaching and learning process in the 21st century. The Covid-19 pandemic made teaching and learning shift to online and partially abandoned the conventional method. Google Forms is one of the applications commonly used by teachers to give students exercises and administer tests. Google Forms is a web-based data collection tool offered for free as part of the Google Suite application suite provided by Google Cloud. Hence, this study investigates the students' perception of using Google Forms in an English subject. This study was conducted through a qualitative descriptive method, and purposive sampling was employed to collect the data. The participants in this research were 15 students in grade 10 from one of the senior high schools in Magelang. This study gathered the data through a questionnaire and an interview. The closed-ended questionnaire data were analyzed by the frequency of students' responses and were stated in percentages. Then, the interview was taped, transcribed, and analyzed. The study concludes that Google Forms helps students do their homework more effectively and efficiently. The students believe that Google Forms is more practical in helping them do exercises than paper as they need to erase and type if they want to change the answer. Although most students claim that Google Forms is effective and efficient as a method of doing exercises, they also feel that there need to be more features that can motivate students to participate in the class. As a result, students' motivation does not improve using Google Forms.

Keywords: Google Forms, Students, Perceptions

INTRODUCTION

Technology is continuously developing, and it is also affecting people's lives, especially in teaching-learning activities. Currently, the methods for teaching and learning are evolving by incorporating technology, including computers, the internet, and digital resources such as YouTube, WhatsApp, and various other online education platforms developed by application developers. Moreover, technology is beneficial for language teaching-learning. Sari et al., (2019) explain that the most important thing is that technology development for teaching-learning can trigger and create an easy way to learn the language. The field of education has widely adopted Information and Communication Technology (ICT). In the 21st century, teachers must enhance their teaching and learning methods to integrate technology in every aspect of their work and are referred to as "digital natives" (Kennedy et al., 2016). With ICT, teaching and learning activities can occur anytime and in place. However, teachers must understand which platform is suitable for their students. A suitable platform facilitates effective learning and encourages students to gather information or materials from various sources.

Due to the COVID-19 pandemic, all teaching and learning activities have shifted to online classes and implemented online platforms to ensure that education can continue. One of the widely used online platforms is the Google Forms application. Google Forms is a free web-based tool for gathering data, part of the Google Suite application suite provided by

Google Cloud (Beightol, 2012). Google Forms enables teachers to create, share, collaborate, personalize, and distribute formative assessments to students. This allows for synchronous feedback that produces measurable performance data crucial for evaluating students' progress online (Castro, 2018). Therefore, while favourable and unfavourable factors can impact students in the teaching and learning process, teachers must be innovative and adaptable to the students' environmental conditions and the students themselves.

Several researchers have conducted studies about implementing Google Forms in the teaching and learning process. Iqbal et al (2018) studied using Google Forms for student worksheets as a learning media to discover the steps of creating student worksheets through Google Forms and their structure. The results showed that the steps in designing the worksheets required the stages of preparation, design, and implementation. The worksheets also created a stimulating, interactive learning environment and were less time-consuming. Another similar study was conducted by Sari et al., (2020). They investigated the positives and the limitations of Google Forms as an EFL (English for Foreign Language) assessment tool. They found that Google Forms gave many benefits to the students, such as efficiency in time and energy, conformity, less cost, detailed results, and helpful features. The teachers also felt these benefits, as Google Forms could reduce their workloads. Drawing from the preceding discussion on the integration of technology and the utilization of online applications for English language instruction, the researchers aim to explain students' perspectives regarding the use of Google Forms.

METHOD

The method of this study was a qualitative descriptive method. According to (Bradshaw et al., 2017), the qualitative descriptive method is particularly relevant where information is required directly from those experiencing the phenomenon under investigation and where time and resources are limited. It provides a detailed description of the experience depicted in easily understood language. The goal of a descriptive qualitative method is a comprehensive summarization of specific events experienced by individuals or groups of individuals (Lambert & Lambert, 2012). The participants involved in this research were 15 grade 10 students from one of the senior high schools in Magelang. The researchers employed purposive sampling. Purposive sampling differs from convenience sampling in that researchers do not simply study whoever is available but instead use their judgment to select a sample that they believe, based on prior information, will provide the data they need (Fraenkel et al., 2011). The researchers chose them as the participants because at least they had already used Google Forms a year during their first year of high school. Moreover, they recently used Google Forms for their final examination; thus, their experiences utilizing it are still fresh.

This research gathered the data through a questionnaire and an in-depth interview. The questionnaire comprises 14 closed-ended questions rated on a five-Likert scale. The questionnaire was used to determine students' perceptions of using Google Forms. Meanwhile, a student named Sarah (pseudonym) was interviewed. In qualitative interview, an interviewer asks open-ended questions without response options and listens to and records the interviewee's comments (Creswell, 2012). The interview comprises seven open-ended questions to elicit an in-depth account of the student's Google Forms experience. The

interview was done through video conference. The students' closed-ended questionnaire data were analyzed by the frequency of students' responses and were stated in percentages. The interview was taped, transcribed, and analyzed. Data from questionnaires and interviews were utilized to describe students' perceptions of Google Forms.

FINDINGS AND DISCUSSIONS

This section presents and examines the findings connected to the research questions on students' perception of Google Forms. The interpretation of the results in the tables elaborated with the information from the interview is used to illustrate the topic. The research's findings were derived from the responses of 15 senior high school students. The students have utilized Google Forms as the medium for examinations and exercises for English subjects.

a. Students' Perception of the Interaction with Google Forms

Students work on exercises and exams using Google Forms, particularly English subjects. This section focuses on displaying and interpreting data related to interactions with Google Forms. The following table is the result of the questionnaire filled out by students;

Table 1: Interaction Category of Students' Perception

No	Statements	Strongly Disagree	Disagree	Doubtful	Agree	Strongly Agree
1.	Exercises using Google Forms are interesting and fun.	0	0	6,7% 1	60% 9	33,3% 5
2.	The use of media in Google Forms makes the questions more interactive.	0	6,7% 1	20% 3	53,3% 8	20% 3
3.	Google Forms is easy to access.	0	0	13,3% 2	40% 6	46,7% 7
4.	Google Forms is easy to understand.	0	6,7% 1	0	46,7% 7	46,7% 7
5.	I have used Google Forms before.	0	0	0	20% 3	80% 12

The first statement is, "Exercises using Google Forms are interesting and fun." Based on the findings, nine students chose "agree" and five "strongly agree" that exercises through Google Forms are fun and exciting. Furthermore, only one student doubted that he/she was interested and had fun doing exercises by Google Forms. Thus, working on exercises and exams through Google Forms is exciting and fun since most students respond positively. In addition, Sarah (pseudonym) explained,

"I think doing exercises on Google Forms is fun because they are more effective and efficient. For example, if the connection drops, the answer is not lost."

The interview transcript above shows that the student found Google Forms effective and efficient concerning the internet connection.

The following statement is, "The use of media in Google Forms makes the practice questions more interactive." 11 students agreed with the statement, while three students

doubted that. However, only one student disagreed with it. Therefore, the media in Google Forms helps improve the design of the exercises to attract the students to finish the exercises. If the students are interested, they will stay energized during the exam and will perform better. This finding supports McLaughlin & Yan (2017) finding that Google Forms has the potential to encourage student engagement, bolster student enthusiasm to learn, and lead to improved academic achievement. As a result, they will get a better score.

The following statement is, "Google Forms is easy to access." Six students agreed, and seven strongly agreed, meaning most students acknowledge the ease of accessing Google Forms. Meanwhile, two students wondered if the ease of accessing Google Forms.

Moreover, 14 students felt that Google Forms is easy to understand. It means they found no significant difficulties when doing the exercises on the google form. As shown in Table 1 above, three students agreed, and 12 strongly agreed that they had used Google Forms frequently. It means they are used to using google forms. Because of that, they did not encounter any problems when working on exams and exercises in the google form, as explained by the Sarah (pseudonym) below.

"I think Google Forms are easy to understand because I need to click on them. Moreover, it is familiar because I often use it, especially during full online school. Almost all subjects use Google Forms for the exercises."

From the explanation above, the student enjoyed working on Google Forms because it was easy to operate. The student was used to using Google Forms as most of the subjects were carried out making use of it.

b. Personalization

The second student perception category is personalization. Personalization is related to the student's perceptions of the effects of Google Forms on their learning performance. The following table is the presentation of the data;

Table 2: Personalization Category of Students' Perception

No	Statements	Strongly Disagree	Disagree	Doubtful	Agree	Strongly Agree
6.	Google Forms increase my motivation in learning English.	13,3% 2	6,7% 1	46,7% 7	26,7% 4	6,7% 1
7.	Google Forms help me in understanding the learning material.	0	6,7% 1	40% 6	46,7% 7	6,7% 1
8.	Exercises in Google Forms help me in remembering the learning material.	0	20% 3	33,3% 5	26,7% 4	20% 3
9.	Exercises in Google Forms trigger me in exploring learning material.	0	13,3% 2	40% 6	33,3% 5	13,3% 2

The sixth statement is, "Google Forms increase my motivation in learning English." The table shows five students agreed that working on Google Forms can increase their

motivation to learn English. However, seven students doubted the statement. According to Marton et al., (2019) doubt is a lack of subjective certainty about and confidence in one's perceptions and internal states. Most students have yet to be able to decide whether practice questions through Google Forms can foster motivation to learn English or not. Moreover, three students disagree with the statement.

The following statement is, "Google Forms help me in understanding the learning material." Eight students responded positively that Google Forms helped them understand the learning material. Only one student disagreed, and six students doubted. It means that as a teaching and learning media, Google Forms is effectively helpful for teaching and learning. Furthermore, Sarah (pseudonym) said,

"It is better to work on exercises through Google Forms. For example, there is a video. It can be played repeatedly, so it is very helpful to understand the question and then know the answer."

The student stated that the features of Google Forms eased the difficulty of doing an exercise since the video in the exercise could be repeated as she pleased.

The following statement is, "Exercises in Google Forms help me in remembering the learning material." Three students disagreed, while five students doubted the statement. However, four students agreed, and three strongly agreed that google Forms help them remember the material.

The next statement is, "Exercises in Google Forms trigger me in exploring learning material." Five students agreed with the statement, and two students strongly agreed. Meanwhile, six students doubted it, and two students disagreed with that.

c. The Contents of the Google Forms Exercises

The third category is the contents of the Google Form. The writers designed the Google Form exercises to be used by the students. Therefore, this part focuses on examining students' perceptions of the contents of the Google Form used. The following is the table of the data gathered from the students;

Table 3: Content Category of Students' Perception

No	Statements	Strongly Disagree	Disagree	Doubtful	Agree	Strongly Agree
10.	The instructions given in the Google Form exercises are understandable.	0	0	13,3% 2	53,3% 8	33,3% 5
11.	The questions in the Google Form are understandable.	0	0	20% 3	53,3% 8	26,7% 4
12.	I can answer the questions on Google Forms easily.	0	0	33,3% 5	33,3% 5	33,3% 5
13.	I enjoyed the learning process using Google Forms.	0	6,7% 1	20% 3	40% 6	33,3% 5
14.	I want to use Google Forms	0	6,7%	6,7%	46,7%	40%

	again during the English exam.		1	1	7	6

Eight students agree, and five students strongly agree that the instruction in the google form is easy to understand. Only two students doubt it. Students readily understand the instructions given in the Google Forms, and they do not experience confusion while using the google form. It is supported by Nguyen et al., (2018) that Google Forms is user-friendly and easy to administer.

The eleventh statement is, "The questions in the Google Forms are understandable." Three students doubted it, eight agreed, and four strongly agreed with the statement. It means that Google Forms is an effective medium for students to practice some exercises.

The following statement is, "I can answer the questions on Google Forms easily." The majority of the students responded positively that they could answer the question in Google Forms easily. However, there were five students still in a grey area.

The following statement is, "I enjoyed the learning process using Google Forms." One student disagrees, which means he/she did not enjoy using google Forms during the learning process. Meanwhile, three students doubted the statement. Furthermore, six students agreed, and five agreed they enjoyed the learning process using google forms.

The last statement is, "I want to use Google Forms again during the English exam." 13 students responded positively. It means they want to use Google Forms again during the English exam. Meanwhile, only one student did not want to use Google Forms again for the exam and was still in a grey area. Sarah (pseudonym) explained,

"I prefer Google Forms rather than paper because the answer is preserved if there is a connection problem. Then, I need to type in Google Forms, so it is more efficient than paper as I find it tiring to write on it. Still, in Google Forms, it is easier for me to change the answer, while on paper, I need to erase the answer first and then write it again on it. As a result, my writing could look better."

The paperless method, like doing exercises via Google Forms, was considered an efficient and effective exercise as it offers more practicality than paper.

CONCLUSION

This study investigates the students' perception of using Google Forms in an English subject. Google Forms gives many benefits perceived from students' points of view. The students feel that doing exercises using Google Forms is interesting and fun. They find it effective and efficient to do exercises using Google Forms as it is more practical than paper. It also helps students understand the material more easily. However, Google Forms is not proven to increase students' motivation. Most students wonder if Google Forms can foster their motivation in the teaching and learning process. Thus, although most students claim that Google Forms is effective and efficient as a method of doing exercises, they also feel that there is a lack of features that can motivate students to participate in the class.

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NARRATIVE STRUCTURE ANALYSIS OF PALM TREE MYTH IN PEDAWA VILLAGE, BANJAR DISTRICT, BULELENG REGENCY

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ABSTRACT

Pedawa Village, located in Banjar District, Buleleng Regency, owns a myth about the palm tree growth in the village, which was told from one generation to another. The myth becomes guidelines for the villagers which is still applied at the present day. The purpose of the research is to break down the myth based on its narrative structure forms. To break down the myth the theory of narrative structure from Roland Barthes and Alan Dundes is used. Through the analysis process, it is revealed that this myth consisted of main function and catalytic function. Aside from that, the myth is also consisted of motifeme structure. The two breaking down processes proved that the myth fulfills the temporal and causality order.

Keywords: myth, Pedawa, palm tree, narrative, structure

INTRODUCTION

Pedawa Village is located in Banjar District, Buleleng Regency, Bali. Pedawa Village is one of four villages whose people adhere to the Bali Aga or Bali Mula beliefs, the initial beliefs of the Balinese people before the arrival of Hindu beliefs from India which spread across the archipelago. The four villages are Sidatapa Village, Cempaga Village, Tigawasa Village, and Pedawa Village. The locations of these four villages are close together in Banjar District with geographical landscape consisting of mountains and hills.

The people of Pedawa Village rely on the agrarian sector products such as cloves, coffee and palm sugar. Aren, or “*jaka*” in Balinese terms, is a commodity that reflects the identity of Pedawa Village produced on a home industrial scale. The basic ingredient of Pedawa palm sugar is produced from *nira* (palm tree sap), cooked using traditional methods. *Nira* is cooked on the stove until it becomes a thick liquid sugar. This sugar liquid is then cooled in a half ball shaped mold made of coconut shell until it hardens and becomes sugar, ready to be marketed and consumed. In general, this type of sugar is known as palm sugar or brown sugar. In Bali, palm sugar is also known as *gula jaka* after the name of the tree.

The myth of the palm tree’s growth in Pedawa is a part of socio-cultural activities, which further affect the village’s economic growth. The myth palm tree’s growth in Pedawa originates from a misunderstanding between the natives of the area now known as Pedawa and a trader from Java. The Javanese trader offered palm tree seeds that can be used for various purposes. The natives were interested and ordered *bluluk* fruit (palm fruit seeds) to be delivered the next time the trader visit. The trader thought they ordered in large quantities while the locals actually only wanted to order one seed to for themselves to cultivate. Hence there was a misunderstanding about the amount the natives bought. The trader was very disappointed since he brought so many seeds with him. He found an area in the village and threw all his palm tree seeds in anger. He also made a *pastu* (curse) that the palm tree would grow as a wild tree (unwanted weed), growing wildly without being able to be controlled let

alone exterminated. It is because of the curse that the palm trees can grow freely in Pedawa without much care from the farmers.

The myth of the palm tree above is in the form of narrative folk prose. The motive in the story of the growth of the palm tree in Pedawa Village will be explored further. The motives in question are the elements of a narrative story (Dananjaja, 1991: 53). As mentioned, the motive in a text story refers to the elements of the story that are prominent or unusual. These elements can be in the form of objects, concepts of prohibition or taboo, fraud, extraordinary animals, to certain structures such as sacred numbers. So, associated with the story about the growth of palm trees in Pedawa Village, it is suspected that there are several motives that can be obtained through the analysis of the narrative structure of the prose story.

Native oral literature is often found in various forms. According to Danandjaja (1991: 21), oral literature can be in the form of folk language, traditional expressions and riddles, folk poetry, and folk prose stories. In short, regional oral literature such as the myth of the palm tree in Pedawa Village takes the form of narrative prose. Furthermore, the study of narrative prose structure in oral literature also examines the units or elements that make up the entire myth. In an analysis of narrative structure, the researcher examines whether the narrative is just a set of words or whether a narrative has a structure or pattern so that it can be formulated (Barthes, 2010: 80). In this case, narrative structure refers to certain rules and units.

The structure of the narrative influences the function of the literature text. In other words, an analysis of the form or structure of a discourse does not stop at the division of units, but also examines the function of each of these units. So, it can be inferred that each unit is functional (Barthes, 2010). Narrative structures have a communicative function which is to be conveyed to the public and carried out in accordance with the situation of the people who own the literature. In this case, what needs to be answered in this study is whether each unit has a function or whether the entire units are grouped based on its function.

Myths are different from other oral literature or folk prose stories, such as legends or folk tales. William Bascom (in Dundes, 1984: 5) describes the differences between the three types of narrative prose based on the timing. The event of folklore can happen at any time, or outside the normal time standard, which is characterized by the phrase marker *once upon a time* which does not specifically refer to a particular era. Meanwhile, myths take place before, until, or right at the creation of the world and other natural phenomena. Lastly, legends refer to stories that took place after the world was created. Because the time setting takes place after the creation process (which is still ongoing today), legends sometimes don't necessarily have a definite ending for the characters.

Furthermore, Bascom also defines folklore as fictional narrative prose. Folklore has no dogma or traces of history, may or may not have occurred, and is not taken seriously. Meanwhile, a legend is a narrative prose that is believed to have really happened by speakers and listeners, but takes place in a time setting that is close to the current era. Myth, on the one hand, is a form of narrative prose that is believed to have truth in the community who owns it, which happened in the past. Myths are told with the aim of being believed, have dogma, are sacred, and associated with certain rituals.

On the other hand, Danandjaja (1991: 50) explains that the division of folk prose stories based on the categories explained above is only an ideal type. In fact, these oral stories have more characterization from one type of prose, making it difficult to decide a story to fit only to one category. For this reason, a folk tale is determined by its type based on consideration of which category's characteristics are more dominant.

The concept of myth slowly began to shift as the time flows. Myths are basically used to convey a moral message, but as the time flows, the values of myths can be replaced by rational science-technology values (Yunis, 2010: 26). On the other hand, myth is known as an emotional bond between society and its environment, providing opportunities and choices for the community. That means the moral message contained in myth is something that is not forced into daily life, but still offers a wisdom and ethics so that each individual can control his attitude.

Each narrative unit in the story is also called a sequence (Barthes, 2010:94). Each of these sequences can consist of a number of motives or units of meaning, whereas in the study of fiction, each story unit is given certain symbols or notations. Barthes classifies story units into two functions, namely the main function and the catalytic function. The main function in the story has a role to determine the storyline or plot, while the catalyst acts as a link between the main functions. In other words, the main functions fill the story space as a whole, then the gaps between them are filled by the catalytic function.

The sorting of story units may be done based on temporal order or logical order, or it can also be referred to as chronological order. Meanwhile, story units may also be sorted based on causality. Both types of sequence of story units can be found in a fictional text. According to Forster (in Nurgiyantoro, 2012: 47), the causality sequence plays a role in forming the plot, while the temporal sequence forms the story. Outside of fictional texts or stories, pure chronological or temporal elements exist in diary texts, while pure causality can be found in argumentative texts.

A paper worth to mention in accordance to this research was a paper which analyzes another Balinese myth in terms of its narrative structure. The paper entitled *Teks Naratif dari Mitos Keris Ki Gajah dalam Tradisi Ngrebeg* written by Anak Agung Ayu Meitridwiasiti in 2018 analyzes its intrinsic structure of the myth owned by the people in Tabanan Regency. The paper, however, analyzes a myth that is already written in traditional *lontar*. The paper also only analyzes the structure based on its intrinsic structure, accompanied with literature convention, namely geanologic and mythologic convention (Meitridwiasiti, 2018). On the other hand, this research is based on oral literature, which would explain why the writer is focusing on its form structure after the myth is transcribed into narrative text.

Meanwhile, the causality sequence model was introduced by Dundes (in Danandjaja, 1991) through a structural analysis method. This model can be used to prove that folk prose stories have structure and are not messy. This model can consist of two motives (sequences), four motives, up to six motives. These motives can be sorted by the formula: *Lack (L)*, *Lack linguidate (LL)*, *Interdiction (Int)*, *Violation (Viol)*, *Consequence (Conseq)*, and *Attempted Escape (AE)*.

METHODS

The design of the research model used in this study is a qualitative research model to reveal a phenomenon in descriptive form. The data in this study consisted of primary data and secondary data. The primary data in this study is the oral data on the mythical story of the Pedawa palm tree told by an informant. This data is also supported by interviews with other informants. Another source of data is observing the process of harvesting palm sap until it is processed into palm sugar, which contains various rituals and traditions for palm producers throughout the process. Meanwhile, secondary data comes from a literature review that has a connection with the traditions and myths of the aren tree in Pedawa Village.

The data source is an individual who later becomes an informant, so that the informant is someone who is a community leader who is able to provide the information needed in this study. Purposive sampling technique was used to select a number of informants based on certain considerations, in this case, based on the informants' knowledge and expertise in providing information. Based on these considerations, the prospective informants to provide information are the people who work as farmers and palm sugar producers in Pedawa Village.

RESULTS AND DISCUSSION

Chronologically, the myth of palm tree in Pedawa is divided into several parts, as follows:

The story begins with the arrival of a Javanese trader who promoted a tree from his origin. The tree was said to have a lot of uses and function.

- 1) *Asal mula jaka di Pedawa, ade dagang uli Jawe, Ia ngaba a biji bluluk, tarianga kene, "Ne blulukene yen ba jadi, rone dadi anggon, kulitne dadi anggon, basangne dadi anggon sago, dukne masi dadi anggon. Tapi de ngadep tuak. Gula ane kapatutan ane dadi adep."*

Translation:

The origin of palm tree in Pedawa, there was once a trader from Java. He brought a fruit seed of the palm tree, while saying, "This seed, if it grows, the leaves can be used, the skin can be used, the trunk can be processed into sago. But do not sell the sap as wine. It is the sugar you should sell."

- 2) *Ane uli dini nepukin dagang uli Jawane ento matempah ia bluluk.*

Translation:

The villagers who saw the trader then ordered the seed.

- 3) *A kalesan, liwat seratus biji ia misi, ane besik totonan maaji aji a talen. "Nah abaang be dini a pondong, ka beli besik aji a talen."*

Translation:

One branch, consisted of a hundred seed, one that priced for one *talen* (25 cents). "Well then bring them as many as one quintal, and shall I buy one for 25 cents.

- 4) *Makelo-kelo to ane uli Jawe totonan teka ye ngaba bluluk a pondong jaran ia ngaba. "I raga nak meli tu a besik. Adi a pondong ngaba, meli tu a besik."*

Translation:

Over time, the Javanese trader came back bringing one quintal of seeds, that he brought on a horse. The villagers were confused, “I just want to buy one seed, why did you bring a quintal, when I just want to buy one?”

- 5) *“Nah yen keto beli be a besik ne, karenne kal ka kutang, kualai cai ka pastu ne,” keto kone dagange ento. “Dini di Pedawa kabrarakan pang mentik di Pedawa pang linggahange. Pidan masi tuak jak gulane adep, sing dadi ngadep tuak. Yen adep tuake, kajemak buin tuake,” keto sabdane ane medagang bluluke to.*

“Well then, you can buy this one, and I will throw the rest, but I shall curse you,” said the trader. “Here in Pedawa I scatter the seeds, and shall they grow here so the village will be full of them. Whenever the sap and sugar are ready, you may not sell the sap as wine. Shall you do it, I will take back the sap,” shouted the trader, cursing the village.

- 6) *Sangkal jani turun temurun ento lantas jani, sajaan to yen ngadep tuak, satu lumur to ngadep tuak, ane di jakane sing bisa ngiris.*

Translation:

Therefore at present day, after many generations, the curse happens to be true. If one sell the sap as wine, even for just one glass, the sap in the tree will dry, hence unable the farmer to harvest it.

In dividing the story structure based on each of their function by Roland Barthes, the six points written above can be categorized as the main function. These six points are the main story which forms the core or basis of the myth, and are agreed upon by various versions of the story which were told orally. From the various versions of storytelling by the informants, there are several things that are not in the main function of this myth. These parts of the story are not the core of the story, but are spoken by the speakers in their own style of storytelling. This catalytic parts remains functional, but its function is limited to maintaining the correlation between the main functions. Therefore, the catalytic function is weak, unilateral, and cannot stand alone (Barthes, 2010: 95). In other words, the catalytic function fills in the gaps between the main functions.

The existence of the catalytic function itself, as can be found in the myth of the palm tree, may arise because there are differences in the style of speech by the speakers from Pedawa Village. In the series of stories above, the events or sequences of the story are connected by a bridge between one sequence to the next by several markers which are then referred to as catalysts. In other words, this catalyst serves as a binder for the narrative unit, as explained below:

a. Place Markers

*The origin of palm tree in **Pedawa**, there was once a trader from **Java**.*

*“**Here in Pedawa** I scatter the seeds, and shall they grow here so the village will be full of them.”*

From the quotations above, it can be seen that the sentence refers specifically to the location where the myth occurred and the place of origin of the characters. Although this placemark does not interfere with the plot or context of the occurrence of the mythical palm tree, the mention of this place has the importance of confirming that

the location of this mythical event is believed by the local community and does not happen anywhere else.

b. Time Marker

***Over time**, the Javanese trader came back bringing one quintal of seeds, that he brought on a horse.*

*Therefore **at present day**, after many generations, the curse happens to be true.*

In the first quotation, the timing of 'over time' does not exactly indicate the interval between the fourth and fifth sequences, but still has an important role to bridge the fourth main sequence to the next sequence. The time gap in the quote allows a logic in the story that after some time has passed, the villagers who originally ordered one quintal seeds changed their minds to buy just one seed in the hope of cultivating their own sugar palm plants. This time marker also serves to indicate the temporal sequence of the story.

Meanwhile, the second quotation shows the present time, which serves as a marker that the merchant's curse still has an effect that is believed by the people to this day. In other words, it shows a cause-effect relationship between the myth and the tradition done by the people of Pedawa Village in the present day.

c. Characters Introduction

*The origin of palm tree in Pedawa, there was once **a trader from Java**.*

***The villagers** who saw the trader then ordered the seed.*

The introduction of the story characters in both quotations does not specifically mention the names of the characters, but these introductions have the function of explaining clearly that there are two parties involved and conflicted in this story. One of the two characters, namely the trader, has an important role, namely as a carrier of a new plant and culture with the seeds he carries. This makes the merchant character a cultural hero, the character who brings new culture in myths generally found in Indonesia (Danandjaja, 1991: 52).

d. Story Continuation

***Therefore at present day**, after many generations, the curse happens to be true.*

This story uses very little of story continuation sign, such as 'then', 'after that', etc. like other storytelling. However, the 'therefore' remark above shows a sign of causality which affects the daily life of Pedawa people in the present day, as well as being the closure of the story.

In a structural analysis of a folktale, apart from being broken down as a sequence to divide the story plot, the story can also be divided into parts known as motifeme. The division of stories into the motifeme system was originally used by Alan Dundes to prove that the stories of Indian tribes in America have structure and are not random (Danandjaja, 1991: 93). These stories can be divided into four motifeme or six motifeme. In the four motifeme structure, each motifeme has a role, in which the story begins with an interdiction, followed by violation, consequence, and attempted escape.

Meanwhile, in the six motifeme system, the story series has a role with the formula: lack, lack liquidated, interdiction, violation, consequence, and attempted escape. This system can be abbreviated by the formulas (*L*), (*LL*), (*Int*), (*Viol*), (*Conseq*), and (*AE*). In the

case of the myth of the growth of palm trees in Pedawa Village, the series of stories can be divided into these six motifemes, with the following description:

Table 1. Six motifemes of palm tree myth

Motifeme	Palm Tree Myth in Pedawa Village
<i>Lack</i>	A trader wanted to sell a palm seed.
<i>Lack liquidated</i>	The villager ordered a seed of palm tree.
<i>Interdiction</i>	The trader was told to bring a load of seeds the next time he came to the village.
<i>Violation</i>	The villagers apparently just wanted to buy one seed only.
<i>Consequence</i>	The trader cursed the village so that the area will be full of palm tree and the sap can be dry sometimes.
<i>Attempted escape</i>	The villagers made full uses of the palm tree and proceed to follow the prohibition so they do not fail to harvest the sap.

From the table above, it can be concluded that the myth the palm tree growth in Pedawa Village fulfills the temporal sequence as a narrative story as well as it fulfills the causality sequence. The later can be seen in the contradictions of the villagers who initially ordered a lot of seeds but then only bought one. This is what causes traders to be disappointed and curse the village area so that the palm trees grow and fill the area of Pedawa Village where the palm seeds were thrown. In other words, the trader's disappointment was not based on an empty wishful thinking that the villagers would buy a lot of seeds, but because it was the villagers who might have changed their minds in the interval before the trader returned to the Pedawa area, resulting in a loss and disappointment for the trader. The explanation in this myth proves that the order of causality cannot only be found in argumentative texts, but can also be found in narrative discourse to explain a phenomenon.

In addition, the motifeme (*AE*) where the people of Pedawa Village then tried to make uses of the palm trees that grow in the area reflected the guilt feeling of the Pedawa villagers. The motive (*AE*) itself, as an attempt to reverse the consequences (*Conseq*), is limited with the possibility of success or failure (Danandjaja, 1991: 93). In the case of the mythical palm tree of Pedawa Village, this effort yields both results, namely success if the farmers adhere to the taboos so that the sap becomes plenty, and fail if the farmers violate the taboos so the sap becomes dry, hence the failure. This myth has become a direct guide for present day farmers to always be careful of their actions and become material for self-reflection by reflecting on the experiences of their ancestors.

CONCLUSION

From the explanation above, it can be concluded that the myth of the palm tree growth in Pedawa consisted both of main function and catalytic function. The catalytic function consisted of place markers, time markers, characters introduction, and story continuation. Aside from that, the narrative structure of this myth can be divided into six motifemes, which allow the writer to conclude that the myth not only occurs in chronological order, but it also occurs in causality order, since it has the cause-effect elements from the

conflict of the story. By breaking down this myths into several parts, it allows the researcher to see the discourse implied by the myth. To present day, the curse casted by the trader developed a new culture for the Pedawa villagers, and since then it becomes a guidance for the farmers in behaving themselves.

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THE EFFECTIVENESS OF USING VIDEO BLOGS (VLOGS) TO IMPROVE SENIOR HIGH SCHOOL STUDENTS' SPEAKING ABILITY

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ABSTRACT

This study aimed to examine the effectiveness of utilizing video blogs (vlogs) as a means to enhance the speaking ability of senior high school students. Considering the limited research on this subject within the context of senior high school students, a quasi-experimental design was employed, utilizing a quantitative approach. The study involved two classes, each consisting of 37 students, who served as participants in this research. The participants were assigned randomly to either the experimental group, which received the vlog treatment, or the control group, which did not. Both groups underwent pre-test and post-test assessments to evaluate their speaking ability. The findings from the paired sample t-test demonstrated a significant improvement in the speaking ability of the experimental group ($p < .05$), indicating the positive impact of vlogs. Furthermore, effect size analysis indicated a substantial effect of vlogs on enhancing students' speaking skills, with an effect size of 0.37. In conclusion, this research provides support for the use of vlogs as an effective tool for improving the speaking ability of senior high school students.

Keywords: EFL learners, speaking skills, video blogs (vlogs)

INTRODUCTION

In the 21st century, technology plays a crucial role in education, where students have become increasingly proficient in using technology in their everyday routines. In this case, students are comfortable with devices such as smartphones, tablets, and computers. Technology also has a huge impact on how students learn and engage with information. This phenomenon was supported by Wood et al. (2012) showed that digital technology can potentially expand the reach and effectiveness of education. Thus, with technology, the learning process can also be more varied. Meanwhile, learning is commonly associated with the traditional classroom setting; it's essential to recognize the value of incorporating different media types to enrich student's learning experiences and enhance their abilities. One of the skills that can be improved by using technology is speaking, because technology offers a variety of interactive platforms that allow students to practice and improve their oral communication skills.

Nowadays, speaking is a skill needed by everyone, including students. Among the four skills, speaking is also intended as one of the skills required for successful communication, especially using the target language. Speaking skills also plays a vital role in various aspects of life, both academically and professionally. Therefore, cultivating and refining speaking skills should be a priority in educational settings to equip students with the necessary tools for successful communication in their academic and professional lives. This is also in line with Brown (2001) said that speaking is a productive language skill that uses oral communication to convey meaning and interact with others. It means speaking is not just about saying a word, but is more related to bringing a message to others. Hasanah

(2020) also proved that speaking is a communicative skill people use to share ideas, thoughts, or information with others. In other words, speaking involves using language to communicate and express ideas verbally. Based on the preceding statement, it can be deduced that students need to continuously enhance their speaking skills to facilitate effective communication, which can ultimately boost their self-confidence when speaking.

However, there is a significant issue with English proficiency among teachers, as reported by Coleman (2009). Only a tiny percentage of teachers (less than 1%) demonstrated high proficiency in English, while the majority had low to intermediate proficiency levels. This lack of ability among teachers can negatively impact students' motivation to improve their speaking skills, as students become fearful of making mistakes. Zakaria et al. (2019) provided additional support to this assertion, demonstrating that speaking is commonly acknowledged as the most challenging skill to acquire. Even though speaking can be said as the most challenging aspect to learn, it was still essential for students to master this skill, because success in language learning ultimately depends on their ability to express their thoughts and emotions effectively through oral communication. Therefore, technological innovation should be implemented to have a specific way of improving speaking. In this case, vlogs are introduced to the students to improve their speaking ability.

Vlogs were chosen because it has the potential as the new multimedia for developing speaking skills in foreign language practice and learning. Vlogs also offer various experiences for students since they combine audio, picture, and text to deliver engaging ideas, expressions, or thoughts. Incorporating vlogs into the teaching and learning process yields positive outcomes. These findings align with a study conducted by Nada (2021), which proves that video blogging positively contributes to improving fluency, accuracy, and accent in speaking. Watkins (2012a) stated that vlogs come from the word video and blogs, whereas 'vlogging' here is the act of recording videos related to exciting things to express feelings and stories to the audience by entering audio, text, and images, then posting them on the internet. Teachers can effectively share valuable insights through vlogs, capturing students' attention and making learning more enjoyable. Hence, it can be inferred that educators can employ this approach as a means of facilitating the learning process within the classroom setting.

Furthermore, Anil (2016); Watkins (2012a) revealed that vlogging has several benefits for teachers and students. First, vlogs can be used to assist students in practicing pronunciation of new vocabulary and grammar. By recording themselves, students can focus on their pronunciation and work on improving their spoken language skills. By recording themselves in the form of videos (vlogs), students can observe and evaluate their own pronunciation, identify areas for improvement and increase their confidence in speaking the target language. Second, vlogs can be used by students for self-assessment. By recording their own videos and reviewing them, students can assess their language skills and also identify areas where they need some improvement. Third, vlogs also allow teachers to provide more detailed feedback to students. By having access to student's video recordings, teachers can re-watch students' performances, this allows a more comprehensive assessment of their speaking ability. This detailed assessment can include specific suggestions for improvement, focusing on areas where students need some improvement and providing customized guidance to improve their language skills. Lastly, vlogging offers flexibility and

convenience for both students and teachers. Students can vlog anywhere and anytime using their own devices and accessing various online platforms. Additionally, teachers can assign vlog-related assignments as part of homework or project assignments, giving students the opportunity to continue their language learning beyond the confines of the school environment.

Recently, some research has been conducted on using vlogs for speaking ability. Putri & Sari (2020); Brilianti & Fithriyani (2020); studied the utilization of vlogs in improving student's speaking performance for tertiary-level students. The result shows a significant increase in students' ability after using vlogs to learn English, especially speaking skills. Similar investigations were carried out by Valimbo & Hartati (2018) among Junior High School Students, revealing that using video blogs as a learning medium effectively enhances students' speaking skills.

Those are some of the studies related to vlogging and speaking skills. However, most are done for college students and Junior High Schools students. In addition, most of the research above is also conducted using qualitative methods and mix-method. Thus, it can be inferred from the above explanation that there is little research on applying vlogs in high schools, particularly in quasi-experimental studies. Consequently, the researcher is eager to conduct research by implementing this method (vlogs) for senior high school students due to the lack of research at the high school level using a quasi-experimental study. The objective of this study is to find out whether students who are taught using vlogs demonstrate greater improvements in their speaking abilities compared to those who are not exposed to vlogs as a teaching medium. Moreover, the researcher poses a central question that aligns with the main focus of this study:

Is there any significant difference between students taught using vlogs and those who are not taught by using vlogs?

METHOD

The aim of this study was to investigate whether there is a significant difference between the students who are taught using vlog and those who are not taught by using vlogs. Thus, the researcher employed experimental study in the form of quasi experimental design. Quasi-experimental design were research studies where the researchers manipulate or introduce a treatment to see how it affected a certain group, this design also used existing groups that are naturally formed, like classrooms (Shadish et al., 2002). There were several forms of quasi-experimental designs, including pre-experimental designs: the one-group pretest-posttest design; the one-group post-tests only design; the non-equivalent post-test only design; pretest-posttest non-equivalent group design; and one-group time series. In this study, the researcher focused on the pretest-posttest non-equivalent group design (Cohen et al., 2018). This design was the most commonly used approach in quasi-experimental studies. In this design, the experimental (group A) and control groups (group B) were chosen without random assignment. Both groups take a pre-test and post-test, but only the experimental group receives the treatment (Creswell, 2013). The data collected were in the form of scores, which were analysed statistically and presented in written form to inform the reader about the results of the analysis. The research design is visually depicted in Table 1.

Table 1. Research Design

Pretest-Posttest Non-Equivalent Group Design			
Experimental Group	Y1	X	Y2
Control Group	Y1	-	Y2

Source: Creswell (2013)

Notes:

Y1 : Pre-test

X : Treatment

- : No treatment

Y2 : Post-test

As can be seen from Figure 1 above, this study consisted of an experimental group that received treatment using video blogs, while the control group did not. This study's independent variable was video blogs (vlogs), and the dependent variable was students' speaking ability. Moreover, apart from addressing the research design, this chapter also encompasses various crucial elements of the study. These include the study's context or setting, the individuals involved as subjects or participants, the data itself and its source, the technique and instrument employed for data collection, the research procedures undertaken, and the technique adopted for data analysis.

The study was conducted on high school students in the tenth grade at a senior high school in Sidoarjo. Thus, the population for this study encompassed all students in the tenth grade, while the sample was chosen through simple random sampling. Simple random sampling is a method that delivers an equal probability for every individual in the population to be chosen as a sample. The process involved the English teacher's assistance in randomly selecting classes to ensure that both classes had comparable speaking abilities. Consequently, two classes (X2 and X5), comprising a total of 74 tenth-grade students from a senior high school in East Java, were chosen through this random selection. The classes were subsequently split into the control group and the experimental group.

The researcher gathered data on students' scores by administering a speaking proficiency test as the assessment for both groups. Two kind of tests were conducted: a pre-test and a post-test. The speaking proficiency test required students to speak for around 3 to 4-minute on a given topic. The pre-test and post-test outcomes were evaluated using a rubric based on Brown (2001), which encompassed five aspects: grammar, vocabulary, comprehension, fluency, and pronunciation. Initially, a pre-test was given to both groups to establish their starting speaking proficiency level. Subsequently, the experimental group underwent the treatment, which involved the utilization of video blogs (vlogs) over the course of three sessions. In the first session, the researcher explained the project's topic, provided an overview of the material (report text), demonstrated the vlog creation process, and assigned students to create their own vlogs. In the next session, the teacher reviewed the steps involved in creating vlogs and provided an opportunity for students to discuss their progress with the teacher. The final session involved students presenting their vlogs in front of their peers, getting feedback and suggestions from their classmates.

Following the completion of the treatment, the control and experimental groups underwent a post-test to evaluate any changes in their speaking proficiency. The collected

data were analyzed using a paired sample t-test to assess the pre-test and post-test scores between the two groups. The statistical data was counted using SPSS 26.0 software. Prior to conducting the paired sample t-test, a normality test was delivered to ensure if the data was normally distributed or not. The researcher used Shapiro-Wilk test for doing a normality test. The formula of Shapiro-Wilk test was explained below:

1. If the significance value is less than 0.05, it indicates the data is not normally distributed.
2. If the significance value is greater than 0.05, it indicates the data is normally distributed.

After conducting a normality test, the researcher used a paired sample t-test to determine the significance of the mean scores between both groups. The significance values, were as follows:

1. If the significant value is more than 0.05 (> 0.05), it indicates there is no significant improvement on students speaking ability.
2. If the significant value is less than 0.05 (< 0.05), it indicates there is a significant improvement on students speaking ability.

The next step after getting the result of paired sample t-test is to know the effect size the researcher used formula as mentioned in Pallant (2016), as explained below:

$$Eta\ Squared = \frac{t^2}{t^2 + (N - 1)}$$

The data interpretation from above formula as follows:

Table 2. Data Interpretation

.01	Small Effect
.06	Moderate Effect
.14	Large

Source: Pallant (2016a)

RESULT AND DISCUSSION

A. Result

As mentioned in the previous part, the researcher performed a normality test using the Shapiro-Wilk test. The outcomes of this test are presented in the table below:

Table 3. The result of the Normality Test (Pre-Test)

Groups	Shapiro-Wilk		
	Statistic	df	Sig
Pre-test_Experimental Group	.944	37	.064
Pre-test_Control Group	.945	37	.065

$p > 0.05$

The table presented shows the results of the normality test conducted for the pre-test data for both the experimental group (X2) and the control group (X5). Researchers

specifically examined the results of the Shapiro-Wilk test, which yielded significance values of 0.064 and 0.065 for the experimental and control groups. Based on these findings, it can be concluded that the pretest data in both groups showed a normal distribution because the p-value obtained was greater than the significance level of 0.05. Next, the researcher proceeded to calculate the average score for the experimental and control groups and conducted a paired sample t test.

Table 4. The mean score of the Control Group

Groups	Mean	N	Std. Deviation
Pre-test_Control Group	50.59	37	7.132
Post-test_Control Group	52.86	37	6.937

The table provided above displays the average scores for the control group. The findings indicate that the pre-test mean score was 50.59, while the post-test mean score showed a slight increase to 52.58, reflecting a rise of 2.27 points.

Table 5. Mean Score Experimental Group

Groups	Mean	N	Std. Deviation
Pre-test_Experimental Group	51.24	37	6.918
Post-test_Experimental Group	56.76	37	6.853

Table 3 represent the average scores for the experimental group. It was revealed that the pre-test mean score was 51.24. After the experiment, the post-test mean score increased to 56.76. This indicates a significant improvement of 5.52. In contrast, although the control group in Table 2 also showed some improvement in their average scores, the increase was not as substantial as the one observed in the experimental group. As the next step, the researcher conducted a paired sample t-test on the experimental group to know if this improvement was statistically significant after providing them with vlogs as a treatment.

Table 6. Paired Sample T-Test

Groups				
	Mean	t	df	Sig. (2-tailed)
Pre-test Experimental_Post- test Experimental	-5.514	-4.697	36	.000

$$p < 0.05$$

The table above revealed that the sig (2-tailed) value was .000, below the significance level of 0.05. This indicates a noteworthy distinction between the speaking scores of the experimental group (X2) during the pre-test and post-test. Therefore, we can conclude that video blogs (vlogs) effectively enhance students' speaking skills. This suggests

that students who received the vlog treatment demonstrated a significant improvement in their speaking abilities compared to those who did not receive the treatment (vlogs).

The researcher employed the eta-squared formula, as described by Pallant (2016) to assess the effect size in this study. The outcomes indicated an effect size of 0.37, signifying a substantial impact of the vlog treatment on enhancing students' speaking skills. These findings suggest that the treatment effectively improved the participants' speaking abilities. The effect size results from this investigation are presented below:

$$\begin{aligned}
 \text{Eta Squared} &= \frac{t^2}{t^2 + (N - 1)} \\
 &= \frac{-4.692^2}{-4.692^2 + (22.061809 - 1)} \\
 &= \frac{21.999}{21.999 + 21.061809} \\
 &= 0.511
 \end{aligned}$$

B. Discussion

Based on the above results, this study has effectively addressed the research question regarding the notable distinction between the two-teaching media. These findings also indicated that using vlogs in teaching can effectively improve students' speaking skills. The improvement in students' speaking ability through vlogs may be due to their interest in video making. This result also aligns with Putri & Sari (2020) who showed that vlogs are effective media to help students develop their speaking ability. Additionally, using vlogs as a form of media allowed students to share information with others. This research demonstrated that when students create vlogs, they share information, especially related to report texts, with their audience. This finding aligns with the research carried out by Hasanah (2020), which presents evidence that speaking is a communicative skill that individuals employ to express and exchange ideas, thoughts, and information with others.

Furthermore, besides being a medium for students to develop their communication skills, vlogs also allow students to self-assess. This idea finds support in the study conducted by Anil (2016), which demonstrated that using vlogs enables students to identify specific areas for improvement, such as pronunciation and grammar, and make necessary corrections to rectify any mistakes. The study's statistical results supported this, as the experimental group's mean score increased after the treatment. Throughout the treatment process, students were allowed to brainstorm, articulate, monitor, and evaluate their vlogs before uploading them.

Moreover, previous studies have provided evidence supporting the positive impact of using vlog on speaking ability. Brilianti & Fithriyani (2020) investigated the effect of implementing vlogs as a teaching media for second-semester students of Computer Engineering, and the results showed that implementing vlogs in the teaching process was effective and also became a valuable tool in improving speaking skills during the learning process. Valimbo & Hartati (2018) also conducted similar research on junior high school students about vlogs. The findings showed that using video blogs (vlogs) effectively and efficiently improved speaking skills in seventh-grade students. This is because students

become happy using vlogs during teaching and learning. Lastly, it's crucial to note that there are some limitations to consider in this study. This study only focused on the utilization of vlogs in teaching speaking skills. While speaking is essential to language learning, other abilities such as reading, writing, and listening must also be developed. Overall, this study's findings suggested that vlogs can be an effective medium for improving speaking skills in senior high school students. Nevertheless, further investigation is required to examine the potential of vlogs in enhancing other language skills and in diverse educational settings.

CONCLUSION

This study centered on the utilization of vlogs as a means of enhancing the speaking proficiency of tenth-grade students in senior high school. The experimental group was experienced vlogs as the treatment, while the control group did not receive such treatment. The findings demonstrated that the experimental group achieved higher mean scores, indicating the efficacy of employing vlogs as a teaching medium. The effect size analysis further supported the significant impact of vlogs on improving students' speaking skills. Consequently, it can be deduced that vlogs serve as a valuable tool for enhancing speaking abilities in senior high school students.

However, it is necessary to consider the limitations of this research. The study was conducted with a limited number of participants, focusing only on two classes of the tenth-grade students in senior high school. Moreover, future research should explore the effectiveness of vlogs by expanding the number of participants. By doing this, it would enhance the generalizability of the findings. Additionally, it would be helpful to examine vlogs in language learning and explore their impact on various language skills, such as reading, listening, writing, and others. A broader research would yield a more comprehensive understanding of the advantages and potential of vlogs in language learning.

In addition to the limitations mentioned earlier, this study also offers several valuable suggestions. First, this research focuses on the potential for incorporating technologies especially on the utilization of digital platform such as vlogs, in language learning within the classrooms. By integrating vlogs into learning, teachers can provide students with interesting and interactive learning experiences that can stimulate active participation from the student, especially in terms of speaking. The use of vlogs also allows students to develop their speaking skills in interesting contexts, because they can observe and practice the use of language in everyday life.

Second, the positive results of this study highlight the importance of applying innovative teaching methods to attract students' interest in improving speaking skills. The class approach by relying solely on textbooks and lectures may be felt to be less effective in overcoming student problems, especially in terms of speaking in the target language. By introducing vlogs, teachers can create an engaging learning environment that encourages students to express their thoughts, engage in conversations and develop their confidence in speaking. Third, by encouraging students to utilize vlogs, they can actively practice their speaking skills and collaborate with peers, thus fostering confidence and motivation in language learning. In addition, this research shows that vlogs have the potential to encourage students to improve their speaking skills. Future research can further explore the potential

of vlog in language education. Investigating their impact on other abilities, such as listening, reading, and writing, can provide a comprehensive understanding of their benefits.

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EXAMINING EDUCATORS' STRATEGIES IN TEACHING ENGLISH FOR SPECIFIC PURPOSES: A CASE ANALYSIS

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ABSTRACT

The effectiveness of English language teaching in the classroom can be influenced by a multitude of factors, and among these, the teaching style employed by the teacher is a critical determinant that can significantly impact the success of the learning activities. This study aims to investigate the types of teaching strategies employed by English teachers in vocational high schools, specifically under the implementation of the Merdeka Curriculum. A qualitative research approach has adopted, and data collection has done through two main techniques: classroom observation and interviews. The results showed that both teachers implemented lecturing and small group discussions as their primary teaching strategies. The study also revealed the need for English lessons to be more specific to a topic that is closely related to students' majors, as highlighted by previous research. Moreover, the study revealed that different learning topics necessitate different teaching strategies, and using multiple strategies can enhance learning outcomes. However, this study is limited to focus on teaching strategies in the context of the independent curriculum in vocational high schools, which require further exploration of students' direct responses to these strategies in the classroom.

Keywords: teaching strategies, vocational high school, English teaching.

INTRODUCTION

The success of teaching English in the classroom is influenced by various factors, with the teacher's teaching style being particularly significant (Nguyen et al., 2018). The primary objective of learning activities is to develop students' fluency in communication, comprehension of diverse messages, and effective expression of their thoughts and ideas (Trilling & Fadel, 2009). Teachers must prioritize the communicative aspect of language learning when choosing activities to help students achieve their language goals. Teachers have the responsibility to employ various pedagogical techniques to meet the objectives of teaching and learning (Brown, 2007). They should develop effective strategies aligned with students' educational goals, emphasizing communication skills (Cole, 2008). Being creative and flexible, teachers must identify students' specific learning needs and design instructional plans accordingly. Creating a positive and supportive environment that fosters active engagement and risk-taking is crucial. Encouraging English speaking, interactive activities, authentic materials, and multimedia resources are effective strategies (Donald C. Orlich, 2010). Regular feedback and support should be provided to ensure students' progress in language development.

There has been a significant amount of research conducted on teaching strategies in Vocational High Schools, but limited research has focused on strategies in the context of the independent curriculum (previous studies mainly examined the 2013 Curriculum). Language teachers encounter obstacles from both intrinsic and extrinsic factors in teaching and learning practices. As has been studied in some previous studies, in Asian contexts where non-native speakers are predominant, teachers often feel underprepared in certain aspects of teaching. This highlights the need to move away from a one-size-fits-all approach

that overlooks the diverse needs of each student. Additionally, factors such as students' learning styles, interests, speed of learning, capabilities, and cultural backgrounds present further challenges for teachers in determining the appropriate teaching strategies (Bai et al., 2019; Suprayogi et al., 2017; Tomlinson, 2001; Tsunemoto et al., 2020)

Previous research on teaching strategies in vocational education settings in Indonesia found that implementing several classroom strategies positively impacted students' foreign language acquisition. However, some teachers may not apply many strategies due to lack of motivation or personality. National syllabus provisions must be followed for equity in formal classroom learning. Updating the curriculum and syllabus has also presented challenges for English teachers (Inayah, 2012; Rido et al., 2016). Efficacious teachers can address student diversity in foreign language learning by adjusting the curriculum, which can positively impact students' English development and minimize the negative relationship between Foreign Language Classroom Anxiety (FLCA) and academic (Botes et al., 2020; Jacoby & Lesaux, 2019; Moore, 2015; Nafissi & Shafiee, 2020).

Creating culturally sensitive learning environments that foster positive relationships among students, teachers, and parents is essential for enhancing the learning experience, according to Gu et al. (2022). Proficient English teachers should possess a diverse range of pedagogical skills and knowledge to cater to individual learning styles and design effective lessons (Freeman & Le Dréan, 2017). Another study also emphasizes the importance of teaching strategies in addressing students' unique needs, strengths, and limitations (Moore, 2015), while Thi Hong Nhung (2018) suggests that selecting appropriate teaching strategies based on shared values and diversity positively impacts foreign language learning and academic achievement. Teachers should create a supportive learning environment, ensuring the physical and mental well-being of students (Petrie & Darragh, 2018). Introducing and incorporating culture into foreign language learning, particularly in vocational high schools, is crucial for skill acquisition (Jung et al., 2019). Teachers should be sensitive to students' talents and backgrounds, designing suitable strategies that maximize their potential.

With recent changes giving teachers more autonomy, further research is needed. This study aims to investigate teaching strategies in the current curriculum and explore how students in vocational high schools respond to these strategies. Vocational high school students have distinct characteristics and a greater interest in productive subjects, which motivated the investigation of how teacher strategies enhance English proficiency in this setting, based on observations in adaptive English classes.

These teaching strategies offer various approaches to cater to different learning needs and enhance students' learning outcomes according to Wehrli, G & Nyquist (2003):

Table I. Types of Teaching Strategies

No.	Teaching Strategies	Description	Benefits	Shortcomings
1.	Lecturing	Lecturing involves the teacher presenting information or ideas in a structured	Benefits of lecturing include efficient delivery of information, conveying complex	Disadvantages include passive learning, limited interaction, potential mismatch with different learning

		manner to a large group of students.	<p>concepts, introducing new topics, and providing summaries.</p> <p>To make lecturing more effective, teachers can incorporate interactive elements, visual aids, and combine it with other teaching strategies.</p>	styles, and difficulty in retention without reinforcement.
2.	Brainstorming	Brainstorming is a group discussion activity where students generate ideas and solutions to a problem or topic.	<p>It promotes creative and critical thinking, collaboration, and communication skills. It can be used in various subjects, and its benefits include improved problem-solving, innovation, and creating a positive classroom culture.</p>	The potential for limited inclusivity and dominance of louder voices within the brainstorming process may hinder the exploration of diverse perspectives.
3.	Problem Solving Strategy	Problem solving involves presenting students with a challenging task and guiding them through finding a solution.	<p>It enhances critical thinking, problem-solving, and decision-making. The typical steps include defining the problem, generating solutions, evaluating them, selecting the best solution, and implementing it. Skills. Problem-solving strategies can be adapted to different subjects and learning levels.</p>	Overemphasis on finding quick solutions may overlook the importance of thorough analysis and consideration of alternative approaches.
4.	Demonstration	Demonstrating involves showing students how to do something by performing a task or activity. It provides	<p>Advantages include clear understanding, engagement, and modeling. Teachers can enhance demonstrations by</p>	Disadvantages include time consumption, limited visibility, retention without reinforcement, and

		visual and practical examples, models skills or behaviors, and encourages active learning.	providing clear instructions, asking questions, and providing opportunities for practice.	compatibility with learning styles.
5.	Simulation	Simulation creates a simulated or virtual environment for students to make decisions and take actions. It applies theoretical knowledge to practical situations, teaches complex scenarios, and enhances engagement and motivation.	Problem simulation as a teaching strategy offers a practical and immersive learning experience that fosters critical thinking, decision-making skills, and real-world application of knowledge.	Challenges include feasibility, preparation, realism, and guidance requirements. Effective implementation involves clear instructions, objectives, feedback, and debriefing.
6.	Small-Group Discussion	Small-group discussion involves a facilitated conversation among a small number of students.	It promotes active learning, critical thinking, collaboration, and receiving feedback. Benefits include personal and interactive engagement, communication skills practice, and peer support.	Challenges include managing group dynamics, ensuring participation, and addressing sensitive topics. Effective implementation requires planning, setting expectations, using various techniques, and staying focused.
7.	One-To-One Strategy	One-to-one teaching involves personalized instruction and support from one teacher or tutor to one student.	It allows customization, immediate feedback, and stronger teacher-student relationships.	Drawbacks include limited social interaction, exposure to diverse perspectives, independent learning opportunities, and potential for burnout. Combination with other strategies may be beneficial for a balanced approach.
8.	Games	Games can promote student engagement,	They can teach new concepts, reinforce knowledge, and	Excessive reliance on games as a teaching strategy may result in

		motivation, and learning outcomes. Examples include Jeopardy, board games, and quiz games. Designing games should consider learning objectives, clear instructions, and alignment with the curriculum.	develop critical thinking and collaboration skills.	limited transferability of knowledge and skills to real-life contexts.
9.	Roleplay	Roleplay involves students taking on specific roles in a simulated scenario to explore different perspectives and viewpoints.	It promotes engagement, communication skills, empathy, and critical thinking. Benefits include increased understanding of complex topics and adaptability to different learning styles.	Challenges include planning, management, and suitability for all topics. Roleplay can be combined with other strategies for more engaging learning experiences.

METHOD

The focus of this study is to investigate the teaching strategies used in teaching English in vocational high schools, specifically under the implementation of the Merdeka Curriculum launched by the Indonesian Ministry of Education. It aims to understand the teaching strategies employed by educators in teaching English through qualitative research. Qualitative research is a scientific investigation that aims to systematically answer a question and collect evidence to produce findings that were not predetermined. The results of this study are expected to have broader implications beyond the study's scope. Qualitative research is particularly useful in gathering culturally specific information about a particular population's values, opinions, behaviours, and social contexts (Creswell & Creswell, 2018; Creswell & Poth, 2016; Hester & Adams, 2017). The theoretical approach for conducting this research is a Case study. This method is well-suited for researchers who want to provide a detailed description of a particular social phenomenon (Yin, 2018). Since the study focuses on a specific case in a micro-environment, using case-based inquiry is an ideal fit for the research methodology. This method involves observing the phenomenon over a period of time to gain a deeper understanding (Denzin & Lincoln, 2018).

The research study at hand seeks to gather data and analyse it in order to answer the research questions that have been posed. In this particular study, a qualitative research approach has been adopted, and data collection is executed through two main techniques: classroom observation and interviews. Classroom observations were used as a technique to observe the teaching strategies employed by the teacher during an English lesson in the

vocational high school. This technique provided insights into how the teacher delivers the lesson and engages with the students, how students respond to the teaching, and what challenges or opportunities arise during the lesson. Interviews with the teacher were conducted to gather their perspectives on the teaching strategies employed in the classroom, their understanding of the English language, and their experiences with the new curriculum. The subjects of this investigation are English teachers who meet the researcher's criteria for research objectives and relevance: 1) Teachers who design their teaching approach based on their observations of the learners' needs and; (2) Teachers who incorporate the Ministry of Education's latest curriculum into their classes. Criteria include teachers who determine teaching strategies based on learner needs and teach the latest curriculum. The researcher sought data from a targeted school to guide teacher selection. Two teachers were identified as eligible for the study. Teacher 1 has over 20 years of experience, attends relevant seminars and workshops, and is knowledgeable about independent curriculum. Teacher 2 has over 5 years of experience, is pursuing a master's degree, has received awards and scholarships, and holds a position at the school's Special Employment Center. Both teachers are certified professionals.

Prior to presentation, the researcher undertook further analysis of the data collected from classroom observations and interviews. The analysis process was conducted using the matrix presented by Miles & Huberman (2014), which serves as a valuable tool for interpreting the collected data. To facilitate the analysis process, the data has been categorised and divided into different sections based on the following diagram:

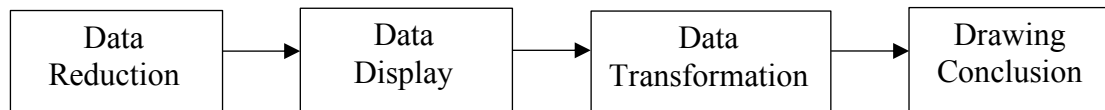


Figure 1. Data Collection Matrix

This research utilized analysis matrix by Miles et al. (2014) to process the collected data from classroom observations and interviews. The matrix comprises four key components, namely data reduction, data display, data transformation, and conclusion drawing/verification. In the data reduction stage, the data were being coded to find essential themes, categories, and concepts. The data were organized in a meaningful and manageable format in the data display stage using visual aids such as charts, graphs, and tables to reveal patterns and relationships in the data. In the data transformation stage, the relationships and connections between the data, including making comparisons and identifying causal relationships were being explored. Finally, the conclusion was drawn based on the data analysis and were being confirmed through additional data collection found from the interviews and classroom observations.

RESULTS AND DISCUSSION

According to the data processing from classroom observation and interviews with the research subjects, two types of findings can be found as follows.

What are the Teaching Strategies Selected by the Teachers

The present study aimed to investigate the types of teaching strategies that English teachers integrate into their classes. Drawing on Wehrli, G & Nyquist (2003) framework, the study focused on two English teachers and explored their pedagogical practices through observation and interviews. The results revealed that both teachers implemented lecturing and small group discussion as their primary teaching strategies. These findings are based on an evaluation of the implementation of learning activities from the previous semester and feedback from students.

In the initial interview question, the interviewer sought information from the teacher regarding the teaching strategies employed in her English classes, as per the teacher's own statement. Teacher I responded by explaining that she utilizes various teaching strategies depending on the language skill being taught and the nature of the material. The teacher acknowledged that a significant barrier to developing students' speaking skills is their incorrect pronunciation of words. To address this, she employs several strategies, including lecturing to review and explain the material, demonstrating proper pronunciation, and utilizing small group discussions to encourage active participation and improvement in speaking skills. The objective is to motivate students and foster a supportive learning environment where they can learn from one another.

Teacher II shared that when selecting teaching strategies for English as a summative subject, she assesses the effectiveness of the strategies used in the previous semester and academic year. This assessment helps her gauge how well the chosen strategies facilitate teaching and learning activities related to specific topics and whether they increase student motivation. Based on her assessment and review of teaching strategies used thus far, Teacher II found that simulation is most suitable for materials such as procedure texts and explanatory texts, where there are tools or steps that need to be explained by the teacher, but students struggle with comprehension and speaking English. Teacher II further explained that employing simulation as the teaching strategy, followed by lecturing, enhances students' understanding. After grasping the material's context through simulation, students can better comprehend the relevant features when the teacher explains through lecturing. The mastery of the topic's language aspects is typically emphasized through small group discussions, providing students with the freedom to explore their overall understanding of the language skills taught within the context of the related topic.

The findings of this study shed light on the importance of integrating different teaching strategies in English language teaching which has a significant correlation with the previous studies in the identical field (Asmin, 2019; Auerbach et al., 2018). The use of lecturing and small group discussion has proven to be effective in facilitating students' active and enjoyable learning experiences. This also aligns with Cooper & Brownell's (2016) research where teachers can apply this learning strategy to supply students with background information. This finding was further reinforced by Teacher I's statement who felt the impact of the post-pandemic in the field of education which caused students to experience learning loss that has the teachers need to tone down the pace of learning a little by considering that students can achieve the learning goals set by the Ministry of Education in the Merdeka Curriculum.

Moreover, the study suggests that English teachers should be encouraged to adopt a variety of teaching strategies that match their teaching goals and objectives. This could help to enhance the effectiveness of the teaching and learning process and contribute to better learning outcomes for students. Using a variety of teaching strategies provides students with a broader and more comprehensive understanding of the subject matter. Each strategy brings its unique benefits and perspectives. Lecturing, for instance, may be effective for delivering fundamental knowledge, while hands-on activities and group discussions facilitate practical application and deeper comprehension. By combining these strategies, teachers can ensure that students receive a well-rounded education, exploring different facets of the subject matter and gaining a holistic understanding.

How the Selected Teaching Strategies Support Students' Learning Experience

This study aimed to explore how the implementation of various teaching strategies supports the English learning process, specifically for vocational high school students. The results showed that each teaching strategy used by the teacher has its unique contribution to supporting students' learning activities. Lecturing helps to provide essential background information at the beginning of learning activities, while simulation is particularly effective for hands-on learners. Demonstration is useful for improving pronunciation and speaking skills, and small group discussions allow students to share their thoughts and ideas with their peers.

The study also highlighted the importance of combining different teaching strategies to achieve optimal learning outcomes. The results suggested that combining lecturing with other student-centered teaching strategies could promote a more creative and active learning environment while still enabling teachers to guide and transfer knowledge to students. As also stated from the previous studies that students who have been exposed with teaching strategies that are adaptable to the material and the needs of students, particularly vocational school students who need a lot of hands-on experience, have shown an upsurge in learning outcomes even in normative subjects (Basheer et al., 2017; Reynolds et al., 2021). The study findings indicated that English lessons should focus on topics directly relevant to students' majors, which also aligning with previous research. This highlights the importance of tailoring language instruction to specific subject areas to enhance students' learning outcomes. Teachers can design lessons that incorporate relevant vocabulary, concepts, and communication skills that directly relate to the students' academic disciplines. This tailored approach to language instruction helps students see the practical applications of language learning in their chosen fields, making the learning experience more engaging and meaningful for them. When language instruction is tailored to specific subject areas, students can better understand and apply language skills within the context of their majors. This targeted instruction allows students to develop a deeper understanding of subject-specific terminology, concepts, and academic discourse, which ultimately enhances their overall learning outcomes. By connecting language learning to their chosen fields, students can see the immediate relevance and value of language skills in their academic and professional pursuits. It helps them bridge the gap between language acquisition and real-world application, making their language learning journey more purposeful and effective.

It reinforced the idea that the selection of an appropriate teaching strategy can heavily impact the effectiveness of the learning process. However, the type of learning topic

being studied also plays a critical role in determining the most effective learning strategy. Therefore, it is important for teachers to carefully consider the learning objectives and choose the most suitable strategy accordingly. The value of combining different teaching strategies to provide a more comprehensive learning experience is getting clearer when carefully implemented within the needs of the students. The use of visual aids, group discussions, and problem-based learning approaches can be particularly effective for teaching complex topics and practical skills (Asmin, 2019; Wehrli, G & Nyquist, 2003). By carefully selecting and combining various teaching strategies, teachers can create a student-centered learning environment that promotes active and enjoyable learning experiences.

CONCLUSION

The study findings suggest that uncomplicated teaching techniques such as lecturing and small group discussions can still effectively facilitate student learning, even when the curriculum promotes a more student-centric approach. However, it is important to strike a balance by incorporating other teaching methods to ensure sustained engagement and active participation. Employing various strategies brings distinct advantages, with lecturing conveying fundamental knowledge, simulations and demonstrations engaging students in practical activities and refining their speaking skills, and small group discussions fostering creativity and interactive communication. The study underscores the importance of selecting teaching strategies based on the specific learning topic, aligning them with the learning objectives to achieve desired outcomes. Different subjects may require different approaches, and employing a combination of strategies promotes comprehensive understanding and maximizes learning outcomes. By selecting suitable strategies and combining them, teachers can enhance students' understanding, complement each attribute, and achieve optimal learning outcomes aligned with the objectives. Therefore, choosing the most effective strategy that matches the learning objectives and topic is crucial. Based on the research results, several recommendations are beneficial for both English teachers and future researchers. Educators, particularly those at the vocational high school level, are encouraged to choose teaching strategies that suit students' needs, with this study serving as a valuable reference for strategies suitable for engineering major students. Further research exploration is suggested for direct responses from students regarding the application of teaching strategies in the classroom. Additionally, there is a need for further research on innovative and student-centered teaching strategies that align with the new curriculum, aiming to enhance students' learning experiences in more meaningful ways.

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THE FACTORS THAT INFLUENCE STUDENTS' INTEREST TO CHOOSE THE HOSPITALITY MAJORS

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ABSTRACT

This study aims to determine the factors that influence students' interest in choosing Hospitality Majors at SMK N 1 Susut. The study used a convergent parallel design of mixed-method research. The qualitative data were collected through interviews and observation while the quantitative data were collected through a survey with 30 students of respondents. The results of the study showed that factors that come from internal and external students influence students' interest in choosing hospitality majors at SMK N 1 Susut. The internal factors of the students choosing Hospitality Majors are (1) students' talent, and (2) students' interest in the hospitality industry. In terms of external factors, these students were affected by (1) parents' encouragement, (2) the living environment, (3) the potential and opportunities for future work, and (4) the school program.

Keywords: students' interest, Hospitality Majors, vocational high school, EFL students.

INTRODUCTION

National education in Indonesia aims to develop the potency of the students to be human beings who believe in and fear God Almighty, have noble characters, are healthy, knowledgeable, capable, creative, independent and become democratic citizens who are also responsible (The Law of the Republic of Indonesia, 2003). To realize this objective, a curriculum is required. It is a plan of action that is aimed at achieving desired goals and objectives (Stotsky, 2012). The curriculum has also a meaning in the subject taught in school or the course of study (Arifin, 2011). It is considered a sequence of potential experiences set up in the school to discipline children and youth in group ways of thinking and acting. Therefore, various programs and learning experiences are provided according to the interests and initial abilities of students (Dakir, 2010).

Vocational High School is defined as a high school to prepare students to be ready for work in a certain (The Law of the Republic of Indonesia, 2003). It means that this school must produce skilful workers as expected by the working world. One of the objectives of the vocational school is to improve the intelligence, knowledge, noble character, and skill of the students to live independently and continue their studies to higher education level based on their majors (Permendiknas, 2006).

The selection of majors in vocational schools is a problem that is often faced by students (Ndolu et al., 2021). Hapsari (2011) reported that most of the students chose their major because a good friend chooses the department, this is because there are still many students who choose the discipline or abilities they have but are not yet known by the wishes of their parents or peers. They chose not to want their long-established friendship to end even though they had different majors they could still meet one another. It leads to a problem

since some students were found reluctant to be engaged in the learning. It could be caused by the students are not interested in joining the program. The factors influencing students to choose their major can be classified into internal and external factors (Azmi et al., 2015).

Interest can be interpreted as a feeling of pleasure or displeasure in the face of an object (Surya, 2003). It is a preference and a sense of attachment to something or activity without anyone telling it to (Slameto, 2003; Widiyanti, 2014). The stronger or closer the relationship, the greater the interest (Djaali, 2009). A person's interest in an object will be more visible if the object is on target and related to the wants and needs of the person concerned (Sardiman, 2003). In this major, students' interests are also taken into consideration by the school in determining the majors for their students. Interest is said to be a source of motivation that encourages people to do whatever they want to do when they are allowed to choose, so from this interest motivation is obtained to achieve something.

The Hospitality Majors at SMK N 1 Susut is a national standard department supported by supporting facilities and infrastructure that can support the level of student competence in facing the world of work and the industrial world which is growing rapidly. The Hospitality Majors at SMK N 1 Susut is also equipped with a learning support practice laboratory, namely the front office lab which is equipped with distribution infrastructure. Most of the students of SMKN 1 Susut choose this department, yet many of them were struggling in following and engaging the learning process in this major. A reason for them to choose this major need to be disclosed to find out a solution to assist their learning and hopefully increase their learning motivation.

This study utilized a mixed method research design to elaborate on the reasons of the students comprehensively. By using this method, the data can be collected in quantitative and qualitative ways. Therefore, the data can support each other. The survey could provide a general picture of the phenomenon while the interview and observation could provide confirmation or more detailed information of the phenomenon. However, this study is only limited to SMK N 1 Susut, so it could not be generalized to bigger settings. Since every school has characteristics which could result in different findings. Moreover, the data was only taken in class X, so it could be different for class XI and XII who had experienced the teaching and learning process for more than 1 year in the Hospitality Major.

METHOD

This study used a mixed-method research design. Mixed methods involve the collection and “mixing” or integration of both quantitative and qualitative data in a study (Creswell, 2014). It combined qualitative and quantitative data collection and analysis. This study used convergent mixed methods design which simultaneously collects both quantitative and qualitative data, merges the data, and uses the results to understand a research problem (Creswell, 2012). The qualitative data were collected through interviews and observation while the quantitative data were collected through a survey with 30 students of respondents. The design of the research can be seen as follows

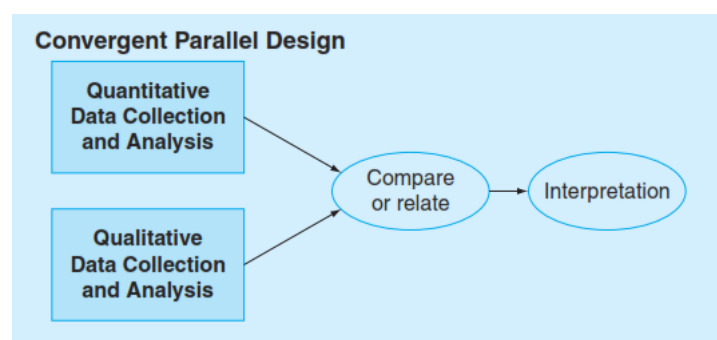


Figure 01. The Convergent Mixed Methods Design (Creswell, 2012)

According to Hadari Nawawi (2012), population is the entire object of research which can consist of humans, objects, animals, plants, symptoms, test scores, or events as a data source that has certain characteristics in a study. The population in this research is the number of students in class X Hospitality A as many as 15 students and class X Hospitality B, namely 15 students. So the total population of the 2 classes is 30 students. So the total population of the 2 classes is 30 students. As for this study, samples were used from all populations because based on the data the number of students in class X Hospitality A and B at SMK N 1 Susut totaled 30 people.

Data collection tools used in this study were interview guides, questionnaires and documentation. The qualitative data from the interview and observation were analyzed descriptively. Meanwhile, the data of the survey were analyzed by using the following formula

$$\text{Percentage of the answer} = \frac{\sum X}{N} \times 100\%$$

Description:

$\sum X$ = Number of answers of respondents who chose each alternative

N = Number of respondents

From the answers that have been distributed to 30 students. As for the steps taken in the data analysis process, that is, after the data is obtained and collected from the respondents, the data is tabulated in the form of a table, namely the data from the results of the questionnaire distribution. To facilitate data processing and subsequent data analysis, the table is simplified again or recapitulated according to the alternative answers of the respondents.

FINDING AND DISCUSSION

The problem in this research is to find out the factors that influence students' interest in choosing hospitality majors at SMK N 1 Susut. The influencing factors were categorized into factors that come from within the student (internal factors) & factors that come from outside the student (external factors).

Before describing the factors influencing students to choose their major, a description of the majors is presented. The majors at SMK N 1 SUSUT are Building Modeling and Information Design, Construction and Housing Engineering, Electrical Installation Engineering, Visual Communication Design, Accounting, Digital Business, and Hospitality. The requirements set by the school for the division of majors are following the

interests of the students. If students are interested in a particular major, it cannot be changed because the division of majors is based on interest, unless the major exceeds the quota, then other appropriate majors are selected and recommended. The provisions determined by the school for students are that the student has an interest in that major. The majors that students enter are following the interests of students and the criteria needed are only junior high school graduation and a junior high school diploma/equivalent, as well as passing the selection of new student admissions according to the provisions established by the school. There are no special provisions that the school applies to students when dividing majors because they are only based on student interests. In terms of hospitality specification, most of the students choose Housekeeping (63%), FnB Service/ FnB Product (13%), Receptionist (13%), and Cook/ Assistant Cook (Helper) (6%) respectively.

Concerning the reason for the internal factors, it was found that the students were interested in hospitality majors since they thought they had a talent in the hospitality industry. They have special skills in several areas of hospitality, and this can also be seen from the selection of majors. They were also personally interested in a hospitality major which can be seen from the survey that 100% of the students choose the hospitality major because they are interested in the hospitality field. They also have an objective to continue their study after graduating from Vocational High School and 100% of students will remain to choose hospitality majors. It is in line with previous studies in which (Allolayuk, 2008) also reported that the internal factor of talent contributed 78,53% in choosing their major, while (Azmi et al., 2015) reported the contribution of students' skills reached 80,33%, and (Nelissa et al., 2018) reported personality factor reached 92%.

From the perspective of external factors, some reasons were found in the interview. Parents' encouragement is quite influential in choosing a hospitality major. Students had discussed with their parents the majors that they choose. Although most parents allowed their children to choose freely, considering the cost of learning and opportunity for future jobs become points stressed by the parents for the students. It is in line with the finding of (Azmi et al., 2015) who found that parental factor as the external factor had a significant effect on the choice of the students (87,47%).

The second external factor is the living environment. The living environment influences students in choosing a hospitality major, this is because the student's living environment is a tourist destination that has the potential to encourage students' interest in choosing a hospitality major. Yet, this factor was not found in previous research (Allolayuk, 2008; Hapsari, 2011; Ndolu et al., 2021; Nelissa et al., 2018; Rasyid, 2017).

The third factor was the potential and opportunities for future work. The potential and opportunities for future work support students in choosing hospitality majors, this can be seen from the hospitality majors that students choose are very supportive in getting job opportunities in the future. It cannot be denied that Bali is a worldwide destination which makes this island depend its economy heavily on the hospitality industry. Therefore, many Balinese people are working in the hospitality industry. It is in line with (Rasyid, 2017) who found the consideration of the employment opportunities of each expertise program is one of the reasons for the students to choose their major in Vocational High School.

The fourth factor was the school program. Before majoring is carried out, the school holds counselling with an introduction to all majors and explains the direction and goals

after graduation later. This program was carried out to give a picture to all of the students. it is very beneficial since there is no students have complained about the majors they have entered, because since registration students have chosen the majors according to their wishes. After majoring, none of the students felt confused about the major they were entering or were asked to transfer, because students who were going to enter the Hospitality Majors had already been explained in advance what the mechanism was like in the Hospitality Majors. The provisions that apply to students who want to change majors are students who were previously in majors who have more majors or fewer, and the opportunity given to students who want to change majors must still be in class X.

The result of this study is in line with (Ndolu et al., 2021) who found that students' talent and parental support have a significant effect on the student's decision to choose a major in the vocational high school. Yet, the effect of peer group was not found in choosing the Hospitality Majors by the students of SMK N 1 Susut. It is contradictory to the result of (Hapsari, 2011) who found the factor of peer group had a significant effect on the students (59,6%) to choose a major in Vocational High School. It might happen since the students of SMK N 1 Susut were well informed about the Hospitality major. They had decided on the major since Junior High School. Many of them also knew that by working in hospitality industry, they could get better opportunity for their living as they had seen from their relatives who had worked in hospitality industry. it became their motivation to get a job in hospitality industry and choosing the Hospitality Major was the first step.

CONCLUSION

Based on the research above and the data analysis conducted by the researchers, it can be concluded that the internal factors of the students choosing Hospitality Majors are (1) student talent, and (2) students' interest in the hospitality industry. In terms of external factors, the students were affected by (1) parents' encouragement, (2) the living environment, (3) the potential and opportunities for future work, and (4) the school program. The students interested in choosing Housekeeping (63%), FnB Service/ FnB Product (13%), Receptionist (13%), and Cook/ Assistant Cook (Helper) (6%) respectively for their hospitality classes.

Based on the results of the observations made by the author during the research, the writer can conclude that there is no procedure set by the school before the division of majors is carried out for students at SMK N 1 Susut, there are considerations from the school in placing students in a major if the department has exceeded the quota with do the selection and there are certain provisions for students who want to change majors, namely majors that are still possible or fewer and must still be in class X.

Based on the research results obtained and the weaknesses in this study, the researchers provide the following suggestions (1) students should pay attention to internal factors in students such as talents and skills that can affect interest in choosing a major so that in the future there will be no regrets in majoring and desire to change majors, (2) the teacher/head of the department program or the school should provide the procedure or certain provisions before majoring is carried out for students of SMK N 1 Susut, (3) Parental support is also needed in students choosing majors or determining their interests, and (4)

The school should pay more attention to the talents possessed by students so that students who have chosen hospitality majors prefer selected major.

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USING COOPERATIVE LEARNING MODEL WITH PEER TUTORS TO IMPROVE UNDERGRADUATE STUDENTS' READING ACHIEVEMENT

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ABSTRACT

This research is aimed to improve students' reading achievement by implementing cooperative learning with peer tutors in the learning process. The subjects of this research were the students of XI MIPA 1 of SMA Negeri 1 Pupuan studying reading in the English subject in academic year 2022/2023. The data of this research were collected using a reading test. The result of this research was analyzed by using descriptive analysis. The study found that students achieved improvement in reading achievement after being taught using cooperative learning with peer tutor method. The improvement was signified by the increase of the students' mean scores from the preliminary study to the end of the second cycle. Students' initial mean score was 69 with 30,77% of completion in preliminary study. Students' mean score increased to 74 with the total number of mastery learning of 61,54% after the first cycle. In the second cycle it had increased into 76,81 with 88,64% of mastery learning. The data analysis implies that the implementation of cooperative learning model with peer tutor has been able to increase the reading achievement of the students in XI MIPA 1 of SMA Negeri 1 Pupuan.

Keywords: Cooperative Learning Model, Peer Tutor, Learning Achievement.

INTRODUCTION

One of the most important skills for language learners to master is reading. Reading helps English language learners improve their vocabulary, persevere in their studies, and improve their L2 learning skills. It is essential to use reading abilities to encourage effective text communication, which can reduce instances of misunderstanding or miscommunication of expectations. Reading competency includes important elements such as comprehension, fluency, vocabulary, and methods used by readers to comprehend and decipher texts. Each of these abilities helps to enhance general reading ability. Successful lifelong learning is crucial for students' meaningful participation in the classroom and in daily life (Day, 2015).

Unfortunately, reading comprehension is still a difficult skill to be mastered by language learners including English as a Foreign Language learners. A number of studies have highlighted the difficulties faced by students in reading skill. Septiyana (2021), for example, reported that students face difficulties to understand a text due to their lack of prior knowledge about the topic of the reading.

Similar problem was also faced by the students in class XI MIPA 1 of SMA Negeri 1 Pupuan. Preliminary study was conducted through reading test, classroom observation of the students' learning process, and interview with the students and teacher. The result of the reading test showed that students only managed to obtain a mean score of 69, still quite far from the score of 75 as the Minimum Completion Criteria (KKM) set by the school. This means that students' achievement was far below the minimum standard. Based on the interview with the students and teacher, the researcher managed to isolate students problem in reading, namely 1) Students have a limited number of vocabulary which made it difficult

for the students to comprehend the content of the reading text; 2) Students considered the reading text to be too long and hard to read, 3) Students do not feel comfortable or relaxed in reading due to the limited time allocated for the reading; and 4) The teacher used conventional method in teaching reading which do not encourage students to read and comprehend the content of the reading text.

Classroom observation indicated that teacher taught reading simply by asking students to read a certain text in a certain page of their textbook. During the reading activity, the teacher was busy in his desk, writing on his notebook instead of roaming among the students to elicit students' problem with their reading. During the reading activity every single student opened their book, but only some were reading, while the rest were just flipping the pages. After around 15 minutes, the teacher asked the students if they had any difficult vocabulary. Students rarely admit that they have problems with vocabulary. When they do, the teacher simply provide the translation in bahasa Indonesia and continue to the next question, if any. After there were no question left, the teacher asked students to answer the question supplied with the reading text.

The reading learning process observed in the classroom seemed to be monotonous and rigidly set, in which the teacher is the tutor and the students are the passive recipient. This monotonous process must be changed into a learning process that prompts and fosters students' creativity. Thus, the students become the learning subject that makes the teachers have to be more professional in doing their task in educational field in order to make the learning process become conducive so that the students can understand the material faster.

The weakness that happens during the learning process cause the students' low achievement. This can be caused from the inside and outside of the teachers' factor. The inside factor from the teacher can be from the willingness and the readiness of the teacher which is not maximal in preparing the better material, including the teacher's willingness in applying the suitable learning methods that has been achieved in the college period. Besides, teacher is also unable to develop and use teaching methods that can attract students' attention and stimulate the students to study. A teacher must master skills such as asking question skill, reinforcement skill, conducting variation skill, explaining skill, opening and closing the lesson skill, guiding discussion skill, and classroom management skill (Wardani and Julaeha, 2021).

The use of the learning models is very important to advance a particular field. Model is related to a theory. Model is a conceptual analogue that is used to propose on how to continuing an empirical study about a particular issue. Thus, model is a conceptual structure that is successfully being developed on one field and being applied, especially to lead the research and consider about another field, this use to be a field that has not been developed (Dahar, 1989: 5). Based on the above explanation, the present study would like to know whether or not the cooperative learning model with peer tutor can improve the students' learning achievement in reading.

REVIEW OF RELATED LITERATURE

According to Slavin (1995: 2), cooperative learning model is leading to various learning models in which the students work in a small group to help each other, to discuss and give arguments, to examine the recent knowledge of each other, and filling the

understanding gap between them. Hilke (1998: 3), stated that the main purposes of cooperative learning are: to help the development of academic cooperation between the students, to propose a positive group relationship, to develop the students' self conception, and to improve the learning achievement.

Tutor peer is one of cooperative learning models. A learning that uses cooperative models has several characteristics such as: the students work in group cooperatively to complete the learning material, the group is formed based on the students' skills from high, middle, and low, and if it is possible the group member could be from different race, culture, and gender, the appreciation is more oriented to a group rather than individual (Azizah, 2010: 20). Language that is used between friends who have the same age is easier to understand, besides there is no way for them to feel shy and low esteem. Thus, it is expected for the students to be courageous to convey the problems that they face (Suherman, 2003: 277). According to Hamalik (1998: 163) the preparation steps to the peer tutor can be seen as follows, such as: (1) teacher make one subject as lesson plan that is designed in the form of fragments of the subject. Every fragment in one meeting cope with the title and learning purpose, especially instruction for the tasks must be done. (2) decide for how many students fulfill the criteria as peer tutor. The number of peer tutor is based on the number of the group that has been formed. (3) conducting rehearsal for the tutor. In this tutor, the students who become the tutor act as teacher. Therefore, the practice that is conducting by the teacher become the teacher training for the students. The practice is done in two ways such as, the first one is through small group practice where in this case, the ones who get the practice is the students who will be the tutor. The second way is through classical training in which the whole students in the class are trained on how to conducting the tutor process. (4) The classification in forming the small groups consist of 4-6 students. This groups is organized based on the students' intelligence levels.

Sutratinah Tirtonagoro (2001: 43) stated that learning achievement is the result of assessment from the learning outcomes in the form of symbols, numbers, letters, or sentences that can reflect the learning outcomes that has been achieved by the students in a particular period. Learning achievement is a result of educational assessment about the improvement of the students' achievement after completing learning activity. This means that learning achievement will not be able to be known without conducting assessment on the students' learning activity.

A good planning will help the researcher to solve the problem, as the researcher conducted cooperative learning model with peer tutor in learning English. Based on the previous explanation, this can be used as a reference in order to formulate hypothesis such as: if the steps of cooperative learning models with peer tutor is capable of being maximally implemented based on the theory as a result the students' learning achievement in English from XI MIPA 1 SMA Negeri 1 Pupuan can be increased.

METHODOLOGY

This research belonged to classroom action research that has been conducted in SMA Negeri 1 Pupuan. The design of this research used classroom action spiral that was stated by Hopkins.

The subject of this research was XI MIPA 1 students of SMA Negeri 1 Pupuan in 1st semester academic year 2022/2023. Meanwhile, the object of this research was the learning achievement in reading. This classroom action research was conducted started from July until October 2022. The data for the students' learning achievement in reading were collected by using a reading test. The data obtained were analyzed using descriptive analysis. The indicators of success proposed in this study in the first cycle reach the average score of 75 with the 75% of mastery learning and on the second cycle reach the average score of 75 or more with at least 85% of mastery learning.

FINDINGS AND DISCUSSIONS

The researcher obtained the students' average scores on the first activity was 69. This showed that the students of XI MIPA 1's ability in English subject during the first semester in academic year 2022/2023 was still very low due to the criteria of the learning achievement from this subject in SMA Negeri 1 Pupuan is 75. From this score, there were only 6 students who earned the score more than the minimum completeness criteria (KKM), there were 2 students who got the average score of the minimum completion criteria and there were a lot of students who got the scores under the minimum completeness of criteria which were 18 students who got the lower score. Along with the low scores that obtained by the students, therefore, the researcher tried to increase the students' learning achievement by using cooperative learning model with peer tutor. In the first cycle, the teacher as the researcher planned to do the research started from July until October on the first semester. The teacher planned to fix the reading achievement learning of the students who still got low scores which was under the minimum completion score. This was done by using cooperative learning model with peer tutor. In order to get more deep into the understanding of the model and method that will be applied, teacher as the researcher conducted some of review literatures. Developed a research schedule, materials, lesson plan, and questions as the instrument for collecting the data as research result. Implementation of action I. Before entered the classroom to start the first implementation of action, the teacher as the researcher has prepared every tools and materials that will be brought to the classroom. In the classroom, the teacher conducted the first learning of introduction such as: greeting, checked the students' attendance, motivated the students to study, did apperception, stated the learning goals along with the materials that will be discussed. Conducted the main learning of exploration by: dividing the students into groups in peer, giving the materials for the students to be read, arranged in turn, one as the speaker, one as the listener and vice versa. Conducted an elaboration of main learning by: the students who were the speaker stated for what has been understood about the material given by conveying the main idea. The listener paid attention, did a correction, pointed the main ideas that were not complete yet when she or he was given a chance to do so, also reminded about the unfinished main ideas. The students as the listener analyzed well about what has been presented by their friends and related the material that was received with the material that was obtained in the previous lesson; conducted the main confirmation of learning by: the students gave conclusion in general; Evaluation; ended the learning by saying goodbye as closing. Here are the results of cycle I under the observation:

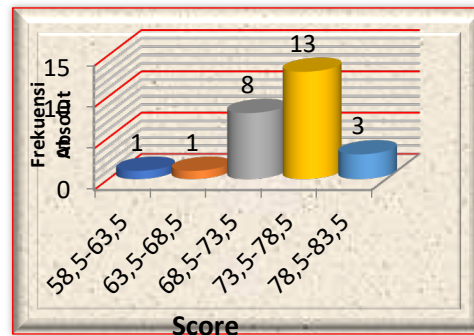
Number of Subject Research	Score	Explanation
1.	78	C
2.	70	FTC
3.	72	FTC
4.	70	FTC
5.	82	C
6.	80	C
7.	70	FTC
8.	78	C
9.	70	FTC
10.	77	C
11.	75	C
12.	60	FTC
13.	77	C
14.	78	C
15.	80	C
16.	75	C
17.	75	C
18.	76	C
19.	70	FTC
20.	70	FTC
21.	75	C
22.	70	FTC
23.	78	C
24.	75	C
25.	75	C
26.	68	FTC
Minimum Completion Criteria	1924	
Number of Students requiring Remedial	74	
Number of Students requiring Enrichment	75	
Learning Completion Percentage	10	
Minimum Completion Criteria	16	
Number of Students requiring Remedial	61,54%	

C = Complete; FTC = Failed to Complete

Reflection of cycle I was conducted based on the data that has been obtained, then it was evaluated in order to complete the action. The quantitative analysis of the students' achievement in cycle I can be seen as follows: average (mean). Median (midpoint) was: 75. Modus (the most appeared number) was 70. For the presentation preparation in graphic form therefore, it was calculated as the class number (K) which was $1 + 3.3 \times \log(N) = 1 + 3.3 \times \log 26 = 1 + 3.3 \times 1.415 = 1 + 4.670 = 5.670$ 5. Class range (r) = Maximum score – Minimum Score = $82 - 60 = 22$. Interval length = $r/K = 22/5 = 4.4$. Interval = 4.

Table Data of Class Interval Cycle I

No	Interval	Median	Absolute Frequency	Relative Frequency
1	67-70	68.5	1	3.846
2	71-74	72.5	2	7.692
3	75-78	76.5	18	69.231
4	79-82	80.5	4	15.385
5	83-86	84.5	1	3.846
Total			26	100



Picture 02. Histogram of Reading Learning Achievement Cycle I

The weaknessess/ the lack of the implementation from the action in cycle I was because of the teacher was not fully comprehend the teaching skills, learning approach that was not fully made the students to be actively learned. Maximum ability that led the students to actively learn was hard to apply due to the students' habits who still liked to chill and the environment of the students that was not supported for them to actively learn. Meanwhile, the advantages that can be found in conducting the action in cycle I was that this model was capable to enrich the teachers' knowledge as researcher along with broaden the ideas that the certain models could be able to increase the students's learning achievement only if it was maximally and fully done. The students began to actively do their assignments with the steps that has been applied. Also, there was new model that can be done by other teachers who want to try it.

In cycle II, teacher planned to fix the learning achievement in reading that was still under the KKM (Minimum Completion Score) by using cooperative learning model with peer tutor. In order to get deeper into understanding the model and method that will be applied, teacher as researcher implemented a literature review. Arranged the research schdeule, material, RPP(Lesson Plan), adn questions as the instruments in roder to collect the data as the result of the research. Implementation of action in cycle II. Before entered the classroom to start the implementation of the action, in this cycle II the teacher as the researcher prepared every tools and materials that will be brought to the classroom. In the classroom, teacher as the researcher conducted introduction of the lesson, such as: greeting, checking the stduents' attendance, motivating the students to keep studying, implementing aperception, stating the learning goal as well as the amterial that is being taught. Implemented the main learning of exploration by: dividing the students into small groups in peer, giving the materials to be read by each student, arranging in turn, one student as the

speaker, one student as listener, and vice versa. Implemented main learning of elaboration: the student who act as speaker stated what has been understood about the given material by stating main ideas. When the time had given to the listener, the listener paid attention, gave correction, and pointed the main ideas that were not complete, reminded the main ideas that was not finished yet. The students who acted as listener were actively analyzed what was the friend had been explained and related the material that had been received to the material that had been obtained previously; Implemented main learning of confirmation: student gave conclusion in general; Evaluation; ended the lesson by saying goodbye as closing.

Here are the results of obeservation in cycle II:

Subject	Score	Remarks
1.	78	C
2.	75	C
3.	76	C
4.	75	C
5.	85	C
6.	82	C
7.	75	C
8.	80	C
9.	75	C
10.	78	C
11.	76	C
12.	68	FTC
13.	78	C
14.	80	C
15.	81	C
16.	77	C
17.	77	C
18.	78	C
19.	75	C
20.	72	FTC
21.	77	C
22.	72	FTC
23.	78	C
24.	77	C
25.	77	C
26.	75	C
Sum	1997	
Mean	76.81	
Minimum Completion Criteria	75	
Number of Students requiring Remedial	3	
Number of Students requiring Enrichment	23	

Learning Completion Percentage	88.46%	
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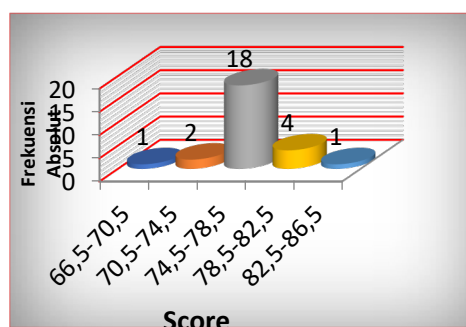
Note: *C = Completed; FTC = Fail to complete*

Reflection from cycle II was based on the data that had been collected, then the evaluation was done in order to complete the action. Quantitative analysis of students' learning achievement in cycle II can be seen as: Average (mean) of the data was 76,81. Median (mid point) was: 77. Modus (the most number that appeared) was 75. In order to prepare the presentation in graphic it can be calculated as the number of the class (K) which was $1 + 3.3 \times \text{Log}(N) = 1 + 3.3 \times \text{Log } 26 = 1 + 3.3 \times 1.415 = 1 + 4.670 = 5.670 \approx 5$. Class range (r) = maximum score – minimum score = $85 - 68 = 17$. Interval length = $r/K = 17/5 = 3.4$. Interval = 3.

Here is the table, as follows:

Data of Interval Class in Cycle II.

No	Interval	Median	Absolute Frequency	Relative Frequency
1	67-70	68.5	1	3.846
2	71-74	72.5	2	7.692
3	75-78	76.5	18	69.231
4	79-82	80.5	4	15.385
5	83-86	84.5	1	3.846
Total			26	100



Picture 03. Histogram of Reading Learning Achievement Cycle II

The lack or weaknesses that were found in the implementation of action in cycle II can be seen as: the students still think that the subject that was being taught was a difficult and boring subject to learn. The changing situation such as grouping the students to during the learning process still make them feel not used to it. The use of new method in the implementation was still the same with the method that was often used previously. Even though the planning was made properly, yet still the implementation was quite challenging to be conducted regarding to the new method that just being used. The teacher's ability in conducting the lesson that has been planned properly was disrupted by the limited time that was given. Additionally, it was influenced by the variety of the students' willingness in study. Meanwhile, the advantages that can be found in implementing the action in cycle II were: the new model was able to develop the students' ability in a discussion, sharing opinion,

teacher would be able to develop a new effective model in order to help increasing the students' in thinking rationally. The students seem likely to have open minded or knowledge, meanwhile, in the previous they were afraid to tell their opinion, scared to be different from others. Finally, by using the new model they started to have various ability, along with the students would be having experience with the new learning model so that they would be able to compare their previous activity with the latest learning model that they used.

DISCUSSION

The discussion of cycle II is really important to be done after conducting a research. It started with a failure that happened in the first lesson in which made the students' scores were low. This was because of the implementation that was still conventional that was used to be done daily by ignoring the experts' opinion, gave zero point from the initial average of 69. From the score, there were only 6 students who achieved the score above the KKM (Minimum Completion Score), there were 2 students who achieved the score on the average score of KKM (Minimum Completeness Score), and there were 18 of students who achieved the scores under the KKM (Minimum Completion Criteria). From this result, this can be seen that the total number of learning achievement was 30,77%. The result of learning achievement test in which part of reading test in English forced the students to be truly understand for what has been learned. The students' score in average from the cycle I was 74 which showed that the students have mastered the material that has been taught even though it was not perfectly mastered. This result has shown the increase of the students' ability in mastering English subject.

Comparing to the students' first score that has been explained in the previous analysis, this can be seen that the result of the learning achievement in cycle I has found the main effect that the use of a particular model/method would influence the students' learning achievement, in this term was about the cooperative learning model with peer tutor. This was based on the result of the meta analysis learning method that was done by Soedomo, 1990 (in Puger, 2004) who stated that learning model/method that is implemented by a teacher impacts to the learning achievement. As what has been known that English subject focus on the cognitive aspect, psychomotor, and affective aspect as the guidelines behaviour of the students' daily life. In line with the solving of the difficulties that has been found, the use of this model/method can help the students to be active, creative, innovative, and imaginative in doing their actions during solving the problems together with their group members by having a discussion together. This will make the students to think critically and creatively so that they would be able to solve complex problems given to them. The next effect was that the students would be able to understand and absorb the lesson further in terms of English subject. The challenge that has still left in which needs to be discussed was the learning achievement in cycle I that has not yet fulfilled the expectation of the KKM (Minimum Completeness Score) of 75 in English subject. Therefore, the further improvement efforts still need to be done. Thus, this will need a better plan for the next cycle.

The discussion of the result that was found in cycle II. The result that was found in the learning achievement test in the cycle II have shown that the students' ability in came up with the lesson was good enough. This can be proven by the students' average scores which

was 76.81. This result showed that the cooperative learning model with peer tutor has succeeded in increasing the students' achievement in English subject. This result proved that the model/method that was implemented in the learning process was significantly affected to the students' learning achievements. The achievement that earned by the students has shown that the teacher has appropriately chose the model/method used to implement the learning process. After conducting the action in two cycles, this can be seen that the comparison of the average scores that was obtained from the first score was 69 increased to 74 in the cycle I and in the cycle II increased into 76.81. this increase was the maximum effort that the researcher has done in order to increase the students' learning achievement especially in the learning quality in SMA Negeri 1 Pupuan.

CONCLUSION

Based on the result obtained in this research, this comes up with several conclusions that can be seen as follows:

The cause of the students' low learning achievement came from the factor in using the model/method by teacher in the learning process. Thus, the use of the constructivist model/method is crucially needed. In this case, the researcher implemented the cooperative learning model with peer tutor as a solution to solve problems. Based on the reflection result that has been discussed in chapter IV and by viewing the whole data that has been shown, this can be seen that the achievement goal of this research can be proven by such arguments: a) from the first data, there were 18 students who obtained the scores under the KKM (Minimum Completion Criteria) and then in cycle I decreased became 10 students and in cycle II there were only 3 students who got the scores under the KKM (Minimum Completion Criteria). b) the first average score was 69 increased into 74 in cycle I and in cycle II increased into 76.81. c) from the first data, the students who complete the score were only 8 of them, meanwhile in cycle I this got much more into 16 student and in cycle II become quite enough into 23 students. The explanation above proved that the cooperative learning model with peer tutor can serve the answer based on the purpose of this research. All of this was able to be obtained because of the used of the cooperative learning model with peer tutor was very effective to be implemented in the learning process that could make the students became active, anthusiastic, and became able to understand the material given so that their learning achievement was increased.

Based on the findings that have been concluded from the result of this research, in the effort of achieving the learning goals in English subject, the researcher suggests the teacher to conduct the learning process by using this learning model that has been implemented as this model has proved to be able to increase the students' learning achievements. The researcher is also suggests for the other researcher, even though this research has proved the main effect of the cooperative learning model with peer tutor in improving the students' learning achievement, there must be something that has not been done perfectly. Therefore, it is suggested to the other reseachers who are going to conduct the same topic to study the parts that have not been studied yet.

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TEACHERS' QUESTIONS TO PROMOTE STUDENTS' CRITICAL THINKING IN EFL CLASS

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ABSTRACT

Critical thinking has important role in the EFL class. It can be developed through questioning. However, English teachers rarely address the critical thinking questions to their students. Moreover, there is a scarcity of studies examining questions posed by the teachers to develop students' critical thinking in English language class, particularly at the junior high school level. Therefore, this study aims to investigate to what extent teachers use questions to promote students' critical thinking. This study employed a qualitative approach with open-ended questionnaires and interview to collect data. Seventy-eight of English junior high school teachers in Indonesia were involved in this study. The results of this research revealed that majority teachers employed critical thinking questions. They posed the questions for clarification, assumption, reasons and evidence, viewpoints or perspective, the implication, consequence or alternative, prediction, agreement and disagreement, and summary and conclusion to promote students' critical thinking skill.

Keywords: Critical Thinking, Teachers' Questions, Ilyas' Critical Thinking Framework

I. INTRODUCTION

Critical thinking that is one of the twenty-first century skills has important role in the EFL class. It must be taught to students (Alharbi, 2022) in order to channel their ideas with good communication, choose good decisions, analyze, and solve a problem in the right way (Esfandiari et al., 2021). Similarly, Agustina et al. (2022) point out that by having critical thinking, students enable to evaluate, interpret, synthesize, and consider viewpoints from many angles and reliable and valid facts to make a right decision. It is beneficial for students in their academic or future life.

There are several activities to stimulate critical thinking skills. According to Walker (2003), the activities are classroom discussion and debates. Those activities involve the students to control their tension between two opinions. The condition of tension between two opinions is one part of the emergence of critical thinking and it makes students are able to argue well and comfortably. Another activity that can stimulate critical thinking is written exercise. The written assignments obtained by students are also useful for processing their thinking. Similarly, Memari (2021) believes that essay writing can lead to students' critical thinking since they can interact with students' previous observations, experiences, and knowledge.

Further, questioning is one pedagogical approach to develop critical thinking (Chen et al., 2019). It is essential in language teaching and learning process (Dumteeb, 2009) and is an effective strategy addressed to EFL students to trigger their critical thinking (Defianty & Wilson, 2019). Open-ended (Almulla, 2018) and

provoking questions (Bai, 2009) have the potential to develop students' critical thinking skills.

Regarding to the importance of the questioning, a body of empirical previous studies investigated the teachers' questions in English language class (Defianty & Wilson, 2019; DeWaelche, 2015; Dumteeb, 2009; Ilyas, 2015). Defianty and Wilson (2019) studied questions addressed by senior high school teachers in West Java, Indonesia, to their students. They found that most of the teacher posed lower-order thinking questions (e.g. recalling the information or checking their students' comprehension). In similar vein, a research carried by Dumteeb (2009) suggested that Thai teachers mostly use knowledge questions when asking two classes of first year students majoring English language. On the other words, the low cognition questions addressed are dominant.

Conversely, the previous studies undertaken by Ilyas (2015) pointed out that the tasks provided to senior high school students in Jakarta, Indonesia consisted of critical questions. He developed the questions by examining the twenty critical thinking taxonomies, strategies, programmes and tests (Watson-Glaser Critical Thinking Appraisal (WGCTA), the Ennis-Weir Critical Thinking Essay Test (EWCTET), The California Critical Thinking Disposition Inventory (CCTDI) and The California Critical Thinking Skills Test (CCTST)). Similar to Ilyas, DeWaelche (2015) also employed the higher-order thinking questions to promote critical thinking of the college students in South Korea taking English conversation, advance English conversation, and American culture courses. Those questions were focusing on the analysis, evaluation, and creation.

From those previous researches can be identified that a scarcity of study scrutinizing teachers' questions to promote students' critical thinking in English class for junior high school level. To fill the void, the study explores the questions addressed by the junior high school English teachers to develop students' critical thinking by adopting Ilyas' critical thinking framework. Thus, research question is "To what extent do EFL teachers use questions to promote students' critical thinking in EFL class?"

II. LITERATURE REVIEW

Critical thinking concept

There are various definition of critical thinking revealed by scholars (Aloqaili, 2012; Cáceres et al., 2020; Toy & Ok, 2012). Ayçiçe (2021) urges that it is a cognitive skills consisting of determining the decision, making evaluation, finding the credible data, analyzing, and interpreting. In similar vein, Varenina et al. (2021) noted that it is used for inferring, analyzing, evaluating, and interpreting the data. Florea and Hurjui (2015) and Zubaidah et al. (2018) described it as the ability to find the solution and make a decision. It is employed to appreciate others' idea from different perspectives (Vidoni & Maddux, 2002). Further, Boulton-Lewis (1995) and Angeli et al. (2003) urge that it is used to seek and explicate the reason and viewpoints by considering the valid and reliable sources.

Critical thinking framework

Some scholars employ the framework of critical thinking to undertake their studies. Defianty and Wilson (2019) thought that Bloom's taxonomy is effective as it has hierarchy of cognitive skills in posing the questions in order to stimulate student's critical thinking. It consists of knowledge, comprehension, application, analysis, synthesis, and evaluation. They categorized knowledge and comprehension levels as low-order thinking skills. Knowledge level emphasizes on the 'recognition and recalling of facts' (e.g. What is the color of Indonesian flag?). Comprehension refers to 'interpretation of the information' (e.g. What is the text talking about?). Meanwhile, they grouped high-order thinking skills into application, analysis, synthesis, and evaluation. The application level means 'using information from the original learning context which it needs comprehension of knowledge' (e.g. What question do you use if you want to apologize?). The analysis focuses on the 'separating the whole into parts until the relationships among element is clear' (e.g. Why do many people concern on the climate change issue?). The other high cognitive level is synthesis concerning on 'combination of elements to form a new entity from the original one (e.g. Create an interesting short story). The last level is evaluation which is 'involving acts of decision making, judging, or selecting based on criteria and rationale (e.g. which one is more effective, work from office or work from office? Provide your reasons).

On the contrary, Ilyas (2015) concluded that Bloom's taxonomy has some criticism from scholars since the teachers have difficulty to differentiate analysis and evaluation levels. Moreover, it is general and has no clear example. He found that there are some similar verbs in different cognitive level. For instance, 'compare' verb is categorized in analysis and evaluation and 'conclude' is in category of synthesis an evaluation level. Further, he developed the critical thinking framework by examining the twenty critical thinking taxonomies, strategies, programmes and tests. His critical thinking framework provides the activities, questions, or tasks consisting of clarification; assumption; reason and evidence; viewpoints or perspective; implication, consequences, and alternatives; prediction; agreement and disagreement, and summary and conclusion (table 1)

Table 2. Ilyas' Critical Thinking Framework

Clarify	What do you mean by 'reducing' the garbage?
Assume	What do you assume about it?
Provide reasons and evidence	Can you explain your reason?
Give viewpoints or perspective	What do you think of work from home?
Show the implication, consequences, and alternatives	What is the best solution to solve the learning difficulty?
Predict	What will probably happen if people litter the river?

Agree and disagree	Do you agree with your friend's idea? Why?
Summarize and conclude	What can you conclude from the text you read?

III. RESEARCH METHOD

Method

The qualitative approach was undertaken in this study since it aimed to scrutinize the teachers' questions addressed to their students through interview and open-ended questionnaire. Creswell (2012) emphasized that the qualitative approach is employed to investigate the individuals' view and obtain their detailed information. Additionally, it is an approach that analyzes real experiences, beliefs and their perceptions with the aim of obtaining a reasonable understanding (Agazu et al., 2022). Interview and open-ended questionnaires were employed in collecting the data in order to build trustworthiness and credibility in the data.

Participant

This study involved seventy-eight (58 females and 20 males) English junior high school teachers in Indonesia. They were from Java Island (59%), Sumatera Island (6.5%), Kalimantan Island (19.3%), Sulawesi Island (10.3%), Maluku (2.6%), and Papua (2.3%). Their age and tenure were various. Mostly their age was more than 40 years old. The longest tenure was more than 15 years. Further, their education level was bachelor (70%) and master (30%). The participant's data were showed in table 2.

Table 4. Demographic Data

Participants' Characteristics		N	%
Age	20-30 years old	7	9
	31-35 years old	6	8
	36-40 years old	18	23
	> 40 years old	47	60
Gender	Female	58	74
	Male	20	26
Education	Bachelor	55	70
	Master	23	30
Tenure	<1 year	1	1
	1-5 years	8	10
	6-10 years	5	5
	11-15 years	19	25
	>15 years	46	59
Area	Java Island	46	59
	Sumatera Island	5	6.5
	Kalimantan Island	15	19.3
	Sulawesi Island	8	10.3
	Maluku	2	2.6
	Papua	2	2.3

Instrument and procedure

This study used open-ended questionnaires and interview sheets to collect data. The questionnaires and interview protocol were developed based upon Ilyas' critical thinking framework consisting of the questions of clarification; assumption; reason and evidence; viewpoints or perspective; implication, consequences, and alternatives; prediction; agreement and disagreement, and summary and conclusion (Ilyas, 2015). Seventy-eight teachers answered the questionnaire and seven of them were interviewed. The interview was conducted via WhatsApp call for 10-15 minutes. The questionnaire was used to ask the teachers to what extent they use critical thinking questions in their classroom. It consisted of 27 open-ended and close-ended questions. Further, the interview protocol had similar questions to the questionnaire in order to establish the data's trustworthiness and credibility (Creswell, 2012).

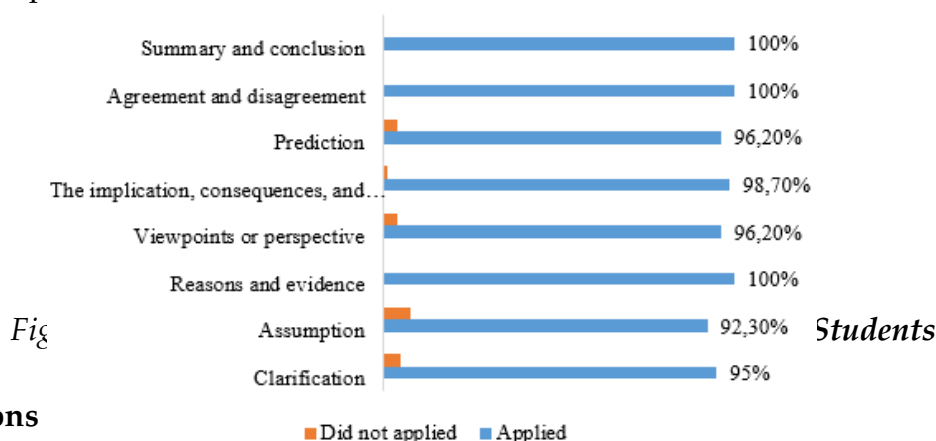
Data analysis

Data collected through questionnaire was analyzed by categorizing into question that probes assumption, reason and evidence, viewpoint or perspective, implication, consequence or alternative, prediction, agreement and disagreement, and summary and conclusion. Further, those data were coded and calculated the frequency and percentage of data occurrence. In addition, the data were collected through interview. The data from the interview are transcribed. The analysis process of interview is similar to the questionnaire.

IV. RESULT AND DISCUSS

Result

Data from the questionnaire showed that the majority of teachers applied critical thinking questions in the class (96.2%). They reported that they addressed different questions. The questions posed to the students were presented in figure 1.



Questions

The questionnaire presented that 95% of them addressed the questions for clarification. It was similar to the teachers' responses when interviewed. Seven teachers said they used those questions. Three teachers explained their reasons why they used the questions. Teacher A and B used that questions to confirm whether the students understood the material or not. Their statements were as follows:

Teacher A: I use the question to know whether my students understand or not.

Teacher B: I always ask it to check my students' understanding.

Besides, the questionnaire result pointed out 5% teachers did not use question for clarification. Two teachers, Teacher F and Teacher G revealed that questions were unnecessary and did not make students think critically. Further, Teacher H explained that students could accomplish their assignment without given the clarification questions but she only provided the clues for them. Their answers were as follows:

Teacher F: I think it is not needed for my students.

Teacher G: The question does not stimulate my students to think critically.

Questions for probing the assumption

When the teachers were asked whether they applied questions for probing the assumption, majority of them used them (92.3%) and a few of them (7.7%) are reluctant to use it. While interviewed, three teachers explained that they asked their students to probe their assumption because they wanted to know their students' knowledge. These are the following interview excerpts:

Teacher A: Before starting the class, I dig up my students' knowledge by asking them "Do you know.....?", "What is your assumption about.....?"

Teacher B: I often ask the questions during my class for some topics.

Teacher C: I use the questions two or three time for some certain texts.

The other teachers who did not pose the assumption questions because they thought that the students had lack of vocabulary. They did not know the meaning of the words. Teacher J and K stated that *"our students are slow learners and they have limited English vocabulary"*.

Questions for probing the reason and evidence

All teachers posed the students the questions to explain the reason and evidence. Further, when they were interviewed, they wanted to stimulate students' courage in expressing their opinions. Their responses could be seen in following interview excerpts:

Teacher B: The questions that I ask to my students "Why do you choose....?" or "Why do you answer like that?", "What is the proof? In what line in the passage?"

Teacher C: I ask the students to give their reasons but I seldom ask them to provide the evidence.

Teacher D: I often ask my students to explain their reason.

Questions for probing viewpoint or perspective

The results of the questionnaire suggested that 96.2% of teachers asked students to give their viewpoints or perspectives. When interviewed, they encouraged their students' critical thinking by providing those questions. Those responses were as follows:

Teacher B: Almost every meeting, I ask the students' viewpoints to build their critical thinking. Previous meeting, I asked them to explain their viewpoints about eating instant noodle.

Teacher C: I always ask my students "What do you think?", "What's your opinion? or "What's your idea?" to trigger their critical thinking.

The questionnaire also showed that 3.8% of teachers did not use viewpoint or perspective questions. They pointed out that the questions were not suitable for their students. Teacher I urged that *"The questions are not suitable for grade 7"*.

Questions for probing implication, consequences, or alternative

98.7% of teachers asked the students to explain the implication, consequences or alternative in the class; however, 1.3% of them did not do it. When interviewed, two teachers responded that by providing implication, consequences or alternative questions could encourage students to find the solutions for the problem independently. The following interview excerpts were:

Teacher A: When I teach grade 8 and 9, I provided the problems and asked my students to solve them.

Teacher C: When I teach with the topic "healthy lifestyle" at grade 9, I asked my students to find the problems and solutions. I encourage them to learn find the solution by themselves.

Teacher O was interviewed and she commented that she did not give implication, consequence, or alternative questions since it would take much time for the students to think particularly to find the solutions.

Questions for predicting

The finding of the questionnaire showed 96.2% of teachers utilized the questions to predict. Teacher B commented that predicting is the easy to build students critical thinking. While teacher C explained that he used it when he taught procedure text. The interview excerpts were as follows:

Teacher B: I often ask my students to predict because it is one of the easy ways to encourage my students to think critically. I ask my students "What will happen if.....?" My students are happy if I ask them to predict.

Teacher C: I seldom to use it. I apply that question when I teach procedure text at grade 9.

The questionnaire result also suggested that 3.8% of them did not use questions for predicting. Teacher S believed that it was not necessary for the students.

Questions for probing agreement and disagreement

All teachers addressed questions for probing agreement and disagreement to the students. When interviewed, all teachers also responded that they applied the questions in order to stimulate and develop students' ability in expressing their agreement and disagreement. The interview excerpts were as follows:

Teacher B: For some certain topic, I teach agreement and disagreement. I ask them to practice how to ask and answer in expressing their agreement or disagreement. I support them to provide their reason if they agree or disagree.

Teacher C: I like to ask students whether they agree or disagree to some cases.

Questions for summarizing and concluding

The result proved that all of the teachers employ the questions for summary and conclusion. When interviewed, Teacher E argued that he used the questions for conclusion to identify whether his students understand the material or not. Teacher B posed the question at the end of the class *"I usually ask the students to conclude what they learn before I end the class. I want to check whether they absorb the material learnt well or not"*

Discussion

The overall finding showed that the teachers employed questions that encourage students to think critically. The result is similar to the finding of the previous study conducted by Chew et al. (2019). They addressed the Socratic questions to enhance the elementary students' critical thinking. The students had positive and significant support in improving their critical thinking skills.

However, the findings were contradictory to studies undertaken by Wilson and Defianty (2019), Shen and Yodkhumlue (2012), and Dumteeb (2009). They found that the teachers still posed the low-order thinking questions in the class. Those questions did not facilitate the development of students' critical thinking. In addition, the teacher was also less effective in using the strategy of asking students. Wilson and Defianty (2019) figured out that the teachers focused on the call up the information or check their students comprehension.

The findings pinpointed that the teachers stimulated the students by providing the questions for clarification, assumption, reasons and evidence, viewpoints or perspective, the implication, consequence or alternative, prediction, agreement and disagreement, and summary and conclusion. All teachers addressed the questions to encourage the students to give their reasons and evidence, agreement and disagreement, and summary and conclusion. Solihati and Hikmat (2018) urged that providing reason is a deep thinking skill that is needed by people. However, they also found that asking the students to provide the evidence was scanty. Therefore, they proposed the teachers to apply it in the language class. Encouraging the students to express their agreement and disagreement can develop

their critical thinking since it stimulates them to reveal why they agree or disagree (Solihati & Hikmat, 2018).

V. CONCLUSION

This study investigates to what extent teachers apply critical thinking questions in the EFL class. The findings shows that teachers addressed the questions for clarification, assumption, reasons and evidence, viewpoints or perspective, the implication, consequence or alternative, prediction, agreement and disagreement, and summary and conclusion to promote students' critical thinking skill. The most common questions addressed to students require them to provide the reasons and evidence, agreement and disagreement, and summary and conclusion.

Because of the time restriction, this study only collected the data through questionnaire and interview. The responses from teachers were obtained from questionnaire and interview regarding the implementation of critical thinking instruction through questioning, but they did not show their teaching and learning activities. It is required to examine their teaching practices to provide comprehensive critical thinking instruction concerning teachers-students interaction. Therefore, further study is required. First, the class observation is essential to the portray the critical thinking practice in the class. Second, the impact of critical thinking instruction need to be investigated.

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