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Self-esteem and task perception development of EFL in-service teachers' professional identities in the "Guru Penggerak" education program

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ABSTRACT

These narratives study reports on teachers' professional identity and work in "Guru Penggerak" education program in Indonesia as the arena of the study to investigate how self-esteem and task perception promote teacher professional identity development. Three EFL in-service teachers from three senior high school were involved in this study. This study employed interviews to collect the data from EFL in-service teacher who have teaching experience for more than 10 years and had participated in "Guru Penggerak" education program. The findings confirm that the "Guru Penggerak" education program increased self-esteem and task perception of EFL in-service teachers. In particular, their learning experience from that program strengthen their understanding toward the implementation of Merdeka Curriculum. Second, the use of Coaching and Social and Emotional module helps teachers had better communication skill to the student and supports student-teacher relationship. Third, the need to perform within diverse professional duties and tasks makes EFL in-service teacher experienced burn out, stressed, and frustration. Finally, the data suggest that analyzing self-esteem and task perception in EFL in-service teachers' professional identities allow us to trace how teachers' learning process could influence their job profession in the workplace.

KEYWORDS:

Guru Penggerak Education Program; Indonesian EFL Teachers; Professional Identities; Teacher Professional Development

INTRODUCTION

Teacher professional identity (TPI) is a critical lens for understanding teacher professional development and the process of becoming a teacher. It encompasses various topics such as social recognition, teaching practices, theory use, teaching conceptualization, and teaching methods. TPI research offers insights into the educational development of pre-service, novice, and in-service teachers from various perspectives. Borich (1999) uses Mead's theories to address the components of a teacher's self that influence their effectiveness, while Hamachek

(1999) emphasizes self-knowledge as essential for successful practice. The concept of an inner teacher self is closely related to TPI, emphasizing the more intimate aspects of the individual self. However, the literature in language and mainstream education has primarily focused on professional aspects, neglecting the importance of personal factors in identity development (Cabaroglu & Roberts, 2000; Sanchez, 2013).

Professional identity (PI) is a complex concept encompassing two dimensions of knowledge and roles, each with broad traits and meanings. Teachers' identities encompass their knowledge, beliefs, feelings, and motives, while the social aspect suggests macro cultural frameworks related to their professional activities. Analyzing PI is crucial as instructors may interpret multiple responsibilities in education, which must be unpacked. Still other definitions of PI in professional development context, it has been interrogated by numerous literatures thoroughly into several concepts since it can be constructed from multiple factors which establish varied characterization depending on the way we are looking at it. For example, Olsen (2008) defined 'teacher's identity' as 'a tool' and 'a research frame' which interrelated for professional development and one's life experiences (Wenger, 1998). TI also has been discussed in the work of Norton (2000) viewed teacher identity from poststructuralist theorists that it is not given naturally, unstable and changes overtime due to historical time, social space and experience. That is, there is a set of relationships between knowledge, society and power which enable teachers to know how to be, how to act and how to understand. Varghese, Morgan, Johnston, and Johnson (2005) pointed out that teaching practices, beliefs, values, experiences, attitudes, perception embedded in TI and it gave an impact on students' learning especially in classroom atmosphere and the method teachers promote.

Kelchtermans (2009) suggests a personal interpretive framework that includes self-esteem and task perception. Professional self-understanding is a result of meaningful interaction with the environment, culture, and society in a teacher's professional context. This framework is a dynamic outcome of ongoing professional development (Vanassche & Kelchtermans, 2014). The professional self is the core self-concept for developing teacher identity in specific situations. Self-image is an overall descriptive label developed to affect activities and connect with oneself. Self-image is a crucial aspect of personal connection, as it influences how we perceive ourselves and others. Teachers can designate students as facilitators, role models, or supporters, ensuring their behavior aligns with this classification. Self-esteem, a reflection of a teacher's performance, is closely related to self-image and is highly related to self-esteem. The quality of relationships with students and coworkers is a key factor in high performance. Job motivation in the teaching profession is driven by enthusiasm to choose or stay in teaching, while task perception refers to how teachers describe their employment. Future perspective is a strategy for professional progress or sentiments about the profession. Based on the aforementioned literature, this study proposed one research question as the following, How are self-esteem and task perception developed in the professional identities of in-service EFL teachers in the "Guru Penggerak" education program?

METHOD

In this study, we implemented narrative inquiry to collect the data because we wanted to hear from the teachers about their experiences. We are both interested in professional development in Merdeka curriculum, specifically teacher practices and the social settings in which teaching and learning happen. Our focus was on the teacher' experiences as the

participants of training program which was mandated by MoEC. Further, narrative inquiry suggested us that it was the most suitable method for investigating their learning process and teaching practice (Barkhuizen, 2007; Bell, 2002; Clandinin and Connelly, 2000; Johnson and Golombek, 2002). As Barkhuizen (2016) have pointed out that narrative inquiry focused on the story which individual tell about their lives. These stories can be a form of individual life experience, make sense of a situation we live or imagine in the future. Thus, it is in line with our purpose of study.

The data were gathered from three female EFL in-service teachers who involved in the "Guru Penggerak" (GP) education program. They came from three different senior high school in Central Java Indonesia. They had been teaching in English language for more than ten years. Consent form and information sheet related to this study was shared to the participants to make sure that they feel protected and their data will not be used for other purposes except for publication and thesis. The data were gathered in two months. we used semi-structured interview with thirty questions which will cover their feelings, emotions, and changes after participating the GP education program. Each participant will be interviewed for forty to fifty minutes. The interviews were recorded in the phone. The interview question will be delivered in English. However, the participants can answer the question in Indonesia for their comfortable. After the interview were transcribed and translated into English, the data were analyzed iteratively to get potential data to be analyzed. Listening to the interview recording several data will help us to catch the potential data with the themes and indicators proposed by Keltchermans (2009). The data was then reviewed retrospectively, with the themes from each teacher compared to other teachers to uncover changes in teacher identity development (Creswell, 2014).

RESULT

Self-esteem and Task Perception Development on EFL Teachers' Professional Identities in the "Guru Penggerak" Education Program

1. Self-esteem

Self-esteem in this first research question is related to the quality of their confidence in job performance during GP education program, how they engage with the environment, and how they perceived the changes to their professionalism. This theme obtained two sub-themes that may influence teachers' self-esteem and task-perception development: learning process to grasp curriculum implementation and career experience to strengthen professionalism

a) Learning process to grasp curriculum implementation

All teachers in the interview were asked what and how this training helps them learn the latest curriculum, they acknowledged great importance to the effect of their participation in the GP education program, as it allows them to 1) deal with the current curriculum implementation, 2) improve their confidence level, and 3) feel at ease in the job. As it represented below:

"The program, in my opinion, is quite good So far, I've participated in this training. The GP training is the greatest, most inspiring, and inspires me a lot to be a better teacher. My confidence was improved to be ready implementing with the curriculum" (Teacher B, initial interview)

“Of course, this also as one of my learning resources. My confidence grows. Because if people are confident, it's because their knowledge has grown, but if they don't know anything, it's the same as before. Here, my expertise and knowledge will naturally grow, which is what motivates me to share it with others.” (Teacher C, initial interview)

In their narratives about how the program contributed to their self-esteem and task-perception, it is obvious that their learning process has an important effect on how teachers understood the curriculum implementation. They claimed that the GP education program as the training program which offered better understanding to the latest curriculum compared to their experience before when they were feeling confused and have no clue. For instance, Teacher B continued that she emphasized her feeling on feeling at ease in the job and satisfaction to her achievement, says:

“Coincidentally, there were 12 persons who participated in the GP education program, so the effect could have been considerably stronger, especially toward school's project planning. So, we could collaborate together in making good practice in the school to fulfill our responsibility as teacher. This quite helped me to feel at ease in my job and of course I feel satisfied with the improvement we had made” (Teacher B, initial interview)

The value of learning experience is emphasized above other training programs, especially for high school teachers. It significantly influences their confidence and impact on the workplace, making them effective in addressing issues and alternatives. Experience is seen as the 'great teacher', as it is empirical and useful, capable of dealing with any issues and alternatives.

b) Career experience to strengthen professionalism

Based on the findings, three participants shared how their involvement in the GP education program has strengthened their professionalism. For instance, their theoretical knowledge may benefit them more in the classroom in order to carry out their duties as teachers. This was reflected in three responses from participants who frequently mentioned these choice of words as follows: 1) knowledge improvement, 2) teacher community, and 3) people acknowledgement

“I think it was enough, we as teachers have to be dynamic, right? But I do not say I do not need to study anymore. For me, the material is enough for improving my knowledge about this curriculum, but it doesn't stop there. If I say it's enough, I will be stuck, because there are many things, especially in implementation which would be different from the theoretical knowledge. All we should do is learn more and more” (Teacher C, initial interview)

“It's clearer now if you compare it. Well, one more thing, because we don't have our own thoughts, we have teacher community in GP education program. When we did a session with other teachers, it really opened our eyes to the fact that there are still teachers out there who are far superior than me, and I can't be arrogant. I must learn more because the other teacher is better and promotes new ideas” (Teacher B, initial interview)

“So other teachers will acknowledge my skill which means I can empower the class. Sometimes people also think I am not stuck there, I'm not just a teacher, but I'm developing professionally. They saw me as a teacher who active in professional activities. Well, that's an achievement that I think is good.” (Teacher A, initial interview)

Teacher C's comment seemed to realize that there is a need to fulfil the demands of professional knowledge. Further, three comments above claimed that teacher professional knowledge, teacher community, and acknowledgment from environment combined with specific purpose that is teachers need to increase professionalism from experience. Thus, they are teachers in senior high school who integrate their professional identities to the students, developing their skills in diverse areas, and understanding their professional growth need further exploration, reflection, and training.

2. Task-perception

Task perception in this sub-theme means teachers' responsibilities to finish legitimate tasks and duties. It encompassed what makes teachers believe they have already done a good job. When asked about their list of tasks during GP education program, three participants experienced stressed due to the numerous assignments from the program and their responsibilities at school. Since all three participants are expected to be professional in their work and training, time management might become a significant issue in some situations. To address this, I asked them how they could lessen their feelings of stress. As a result, three participants shared the similar feelings as it reflected from the choice of words: 1) administrative task, 2) working plan, and 3) inconvenience feelings:

"Since I have lots of administrative tasks, I tried to list what tasks I have and which I must do first. That was my strategy from a long time ago. So that makes me satisfied to finish the task. I can give my best to it. In the end, I can do other things when I have free time. So I was quite optimistic about handling each task and duty although sometimes I was stressed." (Teacher C, initial interview)

"The program's assignments burdened me a lot since I had to complete assignments at school, administrative obligations, family and teaching responsibilities, making it difficult for me to manage the time to complete assignments during the program. But we are motivated by the facilitator since she consistently reminds us to do it quickly, even if the deadline is two days after. We have been reminded to do it immediately because she sometimes lists who has and hasn't completed the task. So, we're motivated to finish as soon as possible. Thus, I listed my working plan to finish the task effectively" (Teacher A, follow-up interview 1)

"I'm definitely burnt out, and I was pregnant at the time. Especially in private schools where each teacher received various administrative duties, sometimes I'm as committee and so on, juggling tasks, teaching class when my fellow teacher is absent. The difficulty is in time management; So, I tried to stuck to my working plan as my strategies." (Teacher B, initial interview)

As data analysis revealed, all teachers experienced inconvenience feeling such as burdened, burn out, and stress from lots of administrative tasks and duties which they have to perform in the school. In another side, they have strategy like a working plan in which it helped them to prioritize their task. They considered making working plan as appropriate and effective to encounter their expectation about the task. Even though there were several useful tips and guidance to manage their time, it seemed this did not resolve the issue. The complex and challenging role of teachers made their identities grew stronger in pedagogical knowledge and opened the chance to contribute more in national education.

In case of what makes teachers believe they have already done a good job in their teaching profession and what can they do better when their understanding of task perception improves. Three participants pointed out that the task influenced their mindset, and professional behavior in the classroom.

"The majority of the assignments I was given were quite beneficial to my understanding. It also increased my integrity. Our behavior was also influenced by that task in terms of growing mindset. In terms of technological knowledge, they do not give us specific readings to technological knowledge, the process of completing these tasks utilizing technology includes things like creating vlogs, movies, podcasts, posters, and so on. So that what I called as educational change. We don't exclude the technology, instead we adapt with them" (Teacher B, initial interview)

"I just feel like everything was preparing for educational change although we faced difficult times back then. Our behavior in the classroom also to be considered in the process of adapting with Merdeka curriculum. My research has grown a lot from there. We make something better from here, without changing anything but adding the points that are lacking. It was good for develop our professional integrity." (Teacher C, follow-up interview 1)

Their growing mindset significantly represented in this case especially when Teacher B mentioned that the task was considered as a part of educational change, the growing of awareness of teachers give valuable experience and positive benefits of what she has learned. Participants evaluated the GP education program's job and responsibilities, highlighting the usefulness of chores in classroom activities. They viewed teaching as a series of applications rather than a process, focusing on preparing activities after examining and understanding the classroom environment. Three participants rated chores as good.

DISCUSSION

The study aimed to examine the development of self-esteem and task perception towards professional identities of EFL instructors in the "Guru Penggerak" education program. It found that two of Kelchtermans' (2009, 2013) self-interpretative framework components positively influenced teachers' professional development. The perception of teachers' professional identities is based on their understanding of their performance and engagement with the context. Identity formation is a process of practical knowledge-building, integrating individual and collective knowledge relevant to teaching (Beijaard et al. 2004).

In the case of self-esteem, they gained several benefits, including increased understanding of the Merdeka curriculum. According to one teacher, this learning experience was beneficial to share with other teachers. This demonstrated a good impact in which the teacher views sharing his experiences with others to be part of his professional growth. This is in line with Jorge, Jaime, and Pablo (2021) indicated that the value of such engagement which promoted meaningful interaction eventually leading to a new behavior. Teachers can practice their expertise and knowledge to broaden the scope of their professional identity by taking action that affects the entire school. As a result, identity awareness has been identified as a crucial role for teachers, which is (re)constructed through experience and the individual's interpretation of those experiences (Tajeddin & Teimournezhad, 2014).

For the task-perception indicator, Kelchtermans (2009) encompasses task perception as "the teacher's idea of what constitutes his/her professional programme, his/her tasks and duties in order to do a good job" (p. 262). Based on the findings above, three participants experienced inconvenience feelings such as burdened, stress, and frustration as the result of receiving many administrative task and duties. These findings are consistent with Maslach,

Schaufeli, and Leiter (2001), who identified burnout as a long-term response to ongoing job stress. The pressure to fulfill a range of professional activities and tasks consumed resources and time away from teaching (Vähäsantanen & Hämäläinen, 2019). Further, teacher community allowed three participants to strengthened their identities in educational knowledge and provided opportunities to offer more unique ideas and tips for real situation in teaching. This also indicated their recognition that the professional program aided their development in dealing with classroom settings. Chang-Kredl and Kingsley (2014) pointed out the factors that determine how teachers develop themselves, their attitudes toward the education system, and teacher's role, self-evaluation, and appreciation as factors constructing their professional identity and expectation of their career in the upcoming future. Thus, their identity status can be easily changed because they perceive each change from the environment, policy, and social status.

CONCLUSION

We can conclude that the influence of learning experience from the GP education program and environment, including the professional duties and tasks, teacher community, teacher colleagues, is strong especially in the teachers' professional knowledge and teaching practice (Beauchamp and Thomas 2009). They tended to be aware of the educational change and considered the change also needed time to conform the current curriculum. The mandatory MoEC program through Merdeka curriculum is expected to change a teaching paradigm that influenced learning in the classroom. Three participants demonstrated their understanding of the relevance of the most recent curriculum for educational transformation. It may be useful for teaching to demonstrate that they were more aware of the importance of participating in the GP education program.

To summarize, our contribution to this study is the validity of the analysis of three EFL instructors' professional identities and the formation of professional teacher identities. Exploration of self-understanding about the teacher work profession and appraisal of their learning experience is a viable strategy for addressing particular situations teachers experience that may be judged especially important to their identity growth and creation (Flores, 2020; Xu, 2013). As a result, we recommend that EFL teachers focus on the quality of their teaching materials and practices. The issue of self-image and future perspectives on beginner instructors or EFL teachers could be examined extensively with the five participants to expand the data for future researchers.

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EFL students' voices on the use of an Islamic YouTube channel for enhancing their listening skills

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ABSTRACT

The selection of suitable educational materials will have an impact on students' comprehension. Opting for educational material that aligns with technology advancements enhances students' engagement in the learning process. Among the several English talents, listening proves to be a challenging aptitude for some English as a Foreign Language (EFL) learners. This research investigates the perspectives of EFL learners in acquiring listening skills via the use of the Islamic YouTube channel "MercifulServant". The objective of this research is to ascertain the perspectives of EFL students about the enhancement of their listening abilities via the utilization of the YouTube platform. This study employs a qualitative descriptive approach via the implementation of preparatory research and interviews. The research included five EFL learners who were also viewers of the "MercifulServant" YouTube channel. The findings of this research indicate a positive attitude among EFL learners about their use of the Islamic YouTube Channel. The findings of the first investigation and interviews indicated a rise in the participants' auditory abilities. In addition, certain characteristics were identified that posed challenges for EFL learners in acquiring listening skills. Several reasons contributing to this issue include the native speakers' accent, insufficient vocabulary proficiency, and other related concerns. This study is expected to serve as a valuable resource for acquiring and enhancing listening proficiency. As a result, the acquisition of English listening skills can be rendered more engaging through the utilization of contemporary media.

KEYWORDS:

EFL learners;
Listening skills;
EFL students;
Perception;
MercifulServant
YouTube channel

INTRODUCTION

The proliferation of technology-based media in the present day has made the process of learning English more sophisticated and pleasurable. ICT-based learning materials use

technology and are presented in a visually appealing manner, facilitating students' comprehension of the information and learning objectives. Utilizing supplementary learning resources beyond those offered at educational institutions enables English as a Foreign Language (EFL) students to enhance their English proficiency by accessing a broader array of topics. Furthermore, technology serves as a valuable instrument to facilitate the process of acquiring proficiency in the English language (Hashemi et al., 2022).

Additionally, ICT is very important as it can increase student activity in learning (Kew & Tasir, 2022). The availability of ICT-based media attracts EFL students more due to its practical benefits that can be used anytime and anywhere, both in class and at home. Learning media can be visual, audio, or audio-visual in nature. Examples of visual media include PowerPoint (PPT), while examples of audio media include radio and cell phones. However, we will focus on audio-visual media, such as the YouTube platform, for this discussion. Consequently, one way to improve listening skills is to watch informative and educational content in English from native speakers, such as Islamic videos.

The opinions of EFL students regarding the use of Islamic YouTube channels to improve their listening skills are investigated. As stated by Rahmat (2018), attentiveness poses the greatest challenge for EFL learners. Modern media may provide EFL learners with new knowledge. Additionally, it makes listening skill development enjoyable for EFL students. YouTube was utilized in this investigation to enhance listening skills. Due to the fact that learning mediums will evolve in tandem with technology, this research is vital. This facilitates the development of listening skills among EFL learners and enhances their motivation to acquire them. The perspectives of EFL learners regarding YouTube instructional materials could potentially inform the development of novel listening skills materials.

Gracella and Rahman Nur (2020) define perception as a person's opinion of something that influences their behavior. Thus, perception is an opinion, view, or view. According to Hromova (2019), students' impressions of foreign language learning are dependent on their experiences. After experiencing language exposures, students may share their thoughts regarding the language (Al Hakim, 2021). Students who develop listening skills on the "MercifulServant" channel may voice their ideas and observations. They might discuss how YouTube channels improve listening skills based on their experience. Based on some of the ideas discussed, this study examines an EFL learner's impression of learning to listen on YouTube's "MercifulServant" channel. In this research, EFL students describe their media-based learning experiences. Every person has a distinct outlook; thus, researchers investigated each learner's views. From some of the researchers' views, it may be determined whether students like this study.

YouTube offers increasingly popular and entertaining material (Eisenlauer, 2020). There are many YouTube learning videos that may help us improve English, particularly listening. YouTube videos on diverse topics may be used in class or for individual study (Wibowo & Sulistyorini, 2021). Additionally, using YouTube for language learning intrigues kids. Research suggests that developing listening skills on YouTube might improve students' attitudes about boring listening (Saputra & Fatimah, 2018). Showing YouTube videos and then asking students to debate or repeat their meaning is the ideal approach to utilize it (Albahlal, 2019). Some research suggests that YouTube may help teachers and students' study independently.

MercifulServant is a YouTube channel with Islamic material. This channel started in March 2010. This British YouTube channel has numerous followers and publishes a lot of videos. According to videoamigo.com, the "MercifulServant" channel is one of the most popular and has many Islamic and mainstream subscribers. It has 4.31 million users and 1.2

thousand videos in playlists by March 2023. Lifetime views hit 791 million (MercifulServant (Themercifulservant) YouTube Stats: Subscriber Count, Views & Upload Schedule, n.d.).

In order to cover research voids, this study investigates how EFL students perceive the development of their listening abilities via an Islamic English YouTube channel. This research employed the Islamic YouTube channel "MercifulServant" to enhance the religious comprehension and listening abilities of the participants. The impressions that students have of their YouTube channels improve their listening skills, as found in this study. The reasons why EFL students believe this channel enhances their listening skills were also examined in this study as well as the impact that this YouTube channel has on the listening skills of EFL students.

METHOD

This research uses descriptive qualitative methods. Qualitative research uses in-depth interviews, observation, focus group discussions, visual methods, content analysis, and curriculum vitae to examine people's experiences (Hennink et al., 2020). Qualitative research gathers vast data from several sources to better understand participants' views, viewpoints, and attitudes (Nassaji, 2015). In qualitative descriptive research, words, and statistics are used to illustrate a problem or the necessary processes to answer specific questions regarding who, when, where, and how to achieve a goal. The researchers employed a qualitative descriptive technique to write about the study results based on the hypotheses. A descriptive qualitative research approach was utilized to sample five English language education students aged 20–23 from an Islamic institution in Kudus. Five EFL/English students and "MercifulServant" YouTube subscribers were selected. From March to May 2023, an Islamic institution in Kudus will host the study.

In this qualitative study, the researchers collected, analyzed, transcribed, and drew conclusions from research data. Data collection in this study includes preliminary research and interviews. To assess participants' understanding, researchers begin with an initial inquiry. In the first study, the researchers asked participants about their recent TOEFL listening test results, which were valid for less than two years. Researchers assessed TOEFL test scores and participants' listening abilities using the CEFR guide. A listening comprehension test was given in the first study. Participants saw, understood, and listened to a MercifulServant Islamic YouTube video in the first study. The researchers asked about the films participants had viewed using CEFR scale guidelines. This scale evaluates participants' skill based on their initial level or progress.

Additionally, the researchers interviewed other EFL learners. According to Lambert and Loiselle (as cited in Ryan et al., 2009), interviews provide data on participants' research-related experiences, attitudes, and beliefs. More data was collected via interviews. The research employed semi-structured interviews. A semi-structured interview involves the researchers preparing a list of questions that may be asked in any sequence. This interview lets the subject to reply to and elaborate on the concerns addressed (Alsaawi, 2014). Researchers were able to better comprehend participants' views on the Islamic MercifulServant YouTube channel. In this study, interviews are initiated, executed, and concluded (Fadhallah, 2021). Researchers employed several people or data sources to strengthen this study's findings.

RESULT

The first step involved the researchers' asking participants about their previous TOEFL test results, which were still accurate. The researchers then used the results to determine each participant's level. The participants were given a brief comprehension test as part of the study. They were instructed to watch a video from the "MercifulServant" YouTube channel that they had already seen before. This test aimed to evaluate their understanding of the video content. After watching the video, the participants were then asked several questions based on their CEFR level description. Data was collected by interviewing several participants about their perceptions. The preliminary research findings indicate that the average participant has a listening skill level of A2. The results have been presented in the table below:

Table 1. Preliminary Research Results

Initials of participant's name	(LA)	(AAP)	(IU)	(MY)	(MA)
Score	57	45	41	41	44
Level	B2	A2	A2	A2	A2

After knowing the listening skill level of the participants, the researchers conducted a brief question and answer regarding the participants' understanding of the video that was shown, entitled "5 Things That Will Destroy The Muslims!".

According to the response, a few participants at the A2 level were capable of recalling important information or main topics from the video. The video conveyed five important points from the speaker, and some participants were able to answer all of them, albeit not in order, while some could only answer a few. The researchers also inquired about the video's level of difficulty for them. Some of the participants gave similar answers to IU's response. MA responded, "It was easy because the duration is short, the audio is not too fast, the pronunciation is clear, and the vocabulary is not too difficult" (MA, Personal communication, April 13, 2023).

The participants at level B2 could comprehend the meaning of the video and could explain the information sequentially and in greater detail compared to the participants at level A2. Participant B2 was able to list the five things in sequence and correctly. According to Participant B2, there was no difficulty in understanding the meaning of the video. LA said as follows, "No, for me the pronunciation is very clear, the audio is not too fast, it can still be understood, and there are no difficulties in listening to this video" (MA, Personal communication, April 12, 2023).

Furthermore, in the interview, the participants were asked about their perceptions of the use of the "MercifulServant" YouTube channel. They shared their opinions about how the channel helped them learn English. As stated by LA, "The channel is quite useful for learning English listening. Channels that contain Islamic content will add to our vocabulary about Islam as well." (LA, Personal interview, April 12, 2023). In comparison, IU also shared her opinion as follows:

"MercifulServant is an English-language Islamic channel whose content contains peaceful Islam, unity, and a lot of knowledge about Islam, besides that, there is audio verses of the holy Quran as well. For me, Islamic students are very suitable to learn to listen and add insight into Islam" (IU, Personal interview, April 13, 2023)

In line with the statements of the two participants, AAP said, "I like using this channel because the voice actors have good, clear pronunciation, besides that they can also educate the content". (AAP, Personal interview, April 12, 2023)

Researchers also asked each participant's opinion regarding using this YouTube channel to improve listening skills. Some of them feel that there has been an improvement, but there are also those who have not felt an improvement as far as using the YouTube channel. The following are responses from participants when asked about their perceptions of YouTube in improving listening skills. MY said, "Yes because I've seen a few videos so the more I come here I feel there is an improvement" (MY, Personal interview, April 13, 2023). In addition, MA gave almost the same answer,

"It can improve, because there is a new vocabulary that I got after listening to it from this YouTube channel. While watching it, I also try to figure out the meaning of words I don't know the meaning of. Then there is also in terms of my pronunciation so there are slight changes for the better". (MA, Personal interview, April 13, 2023)

On the contrary, a different answer was given by AAP, "In terms of improving my listening skills, It's lacking, but the content is interesting" (AAP, Personal interview, April 12, 2023).

The participants shared their reasons for claiming that their listening skills have improved since they started using the YouTube channel. They also provided feedback on the benefits they have experienced while using this channel. IU expressed his perception as follows,

"From myself, I really like things related to Islam, by using this YouTube channel I feel happy and interested in learning, as if I get a passion for learning. Because it doesn't hone my listening skills, but it can also add to my Islamic insight. I also got some new vocabulary, because after watching, if there is something I don't know, I immediately look it up on Google Translate or in the dictionary". (IU, Personal interview, April 13, 2023)

Furthermore, IU outlined the benefits that come with using this YouTube channel,

"For the advantages, the visuals are in accordance with each discussion and are also interesting, the speakers are also firm, and the duration is short so it doesn't bore students. As for the drawback, maybe there are some videos where the vocals are difficult for me" (IU, Personal interview, April 13, 2023).

In addition, MA provided the response that is shown below:

"There is a new vocabulary that I got after listening to it from this YouTube channel. While watching it, I also try to figure out the meaning of words I don't know the meaning of. Then there is also in terms of my pronunciation so there are slight changes for the better" (MA, Personal interview, April 13, 2023).

"If the advantage itself is in developing listening skills, namely being able to add new vocabulary, and sometimes there are also many videos that use clear and easy-

to-understand language, then there are also various types of duration provided, that can give listeners the freedom to listen as they want" (MA, Personal interview, April 13, 2023).

DISCUSSION

Based on research that has been conducted, ICT-based learning media is of more interest to participants. This is because it can increase enthusiasm for learning and also broaden insight. One of the most popular types of medical learning and entertainment is YouTube. Learning English using the YouTube application will give an impression of more fun for EFL learners. Internet network-based learning will leave a different impression and change students' perceptions of learning English (Zatulifa, 2018). Learning English via YouTube makes it easier for participants to access and search for the material they want to study. Apart from that, the use of YouTube learning media is more interesting and flexible (Wang & Chen, 2020). In line with what IU said regarding the ease of learning using YouTube as follows,

"Well, I think YouTube is also very, very helpful to improve it. That's because using YouTube is easily accessible anytime, anywhere, and while doing anything, for example, playing English songs before going to sleep so that our brains are fresh and also subconsciously this habit can improve our listening skills." (IU, Personal interview, April 13, 2023)

The YouTube channel used by participants in this research is MercifulServant. Based on the results of the interview, the YouTube channel has several weaknesses and strengths. Some of the participants' answers regarding the advantages and disadvantages they felt while using YouTube MercifulServant are summarized in the following table,

Table 2. Strengths and Weakness of Channel "MercifulServant"

STRENGTH	LA	AAP	IU	MY	MA
Attractive visuals	-	-	✓	✓	✓
Pronunciation is clear	✓	✓	✓	✓	✓
The delivering content was firm and clear	✓	-	✓	-	✓
The discussion of the content is educative and adds insight	✓	✓	✓	✓	✓
Short content duration	✓	✓	✓	✓	✓
There are helpful transcripts/subtitles	✓	✓	✓	✓	✓
Many new vocabularies obtained	✓	✓	✓	✓	✓
WEAKNESS	LA	AAP	IU	MY	MA
Monotonous content when viewed continuously	✓	✓	-	-	-

Rigid delivery of content	-	✓	-	-	-
The audio is too fast	-	✓	-	-	-
Difficulty due to Native speakers	-	-	-	-	✓

According to the provided table, participants generally evaluate the channel in a good manner. The table displays the quantity of participants who see the benefits of this YouTube channel.

Researchers also asked the participants' perceptions about improving their listening skills while using the YouTube channel. Some of them said there was an increase. However, researchers also compared it with the results of preliminary research which were analyzed using CEFR guidelines.

1. Participants with English proficiency Upper Intermediate (B2)

The description of the CEFR descriptor table at level B2 is "the persons can understand recordings in the standard form of the language and identify speaker viewpoints and attitudes as well as the information content and also can identify the speaker's mood, tone, etc" (Piccardo et al., 2018). The participant at this level is LA. The video watched by LA is relatively slow and clear. With level B2, this video is easy for LA to understand. From the answers given by LA during preliminary research, she was able to mention the five important points in the discussion of the video. When asked about the implicit information in the video, she could not explain it. Apart from that, LA also had no difficulty with the speed and clarity of the audio. As stated in the following interview, "The video is easy to hear, the pronunciation is clear, and adds much vocab" (LA, Personal interview, April 12, 2023).

From the analysis results, LA is still classified as upper intermediate level (B2) because, at an advanced level (C1), it must be able to identify the speaker's implicit attitude, while LA can only answer at level B2. So, there was no increase in listening skills among these participants.

2. Participants with English proficiency Elementary (A2)

The description of the CEFR descriptor table at level A2 is "can understand the most important information, that audio speaks slowly and clearly" (Piccardo et al., 2018). At this level, there are four participants, namely IU, AAP, MY, and MA. The videos used in preliminary research are relatively slow and clear. Firstly, from the answers IU gave during preliminary research, IU was able to answer the important points, she was able to mention all the points in the video briefly but there was one answer that was not quite right. Then, AAP could only mention three of the five things mentioned in the video. AAP considers the audio to be quite fast. Next, MY could answer important points completely, but just like IU, one point was answered incorrectly. Lastly, MA can mention all the important points correctly.

From the answers of the four participants, the three participants were able to answer almost perfectly the important points in the video. If seen from the descriptor table at level B1 "Can understand the information content of the majority of recorded or broadcast audio material delivered in clear standard speech and can

understand the main points of simpler recorded material about familiar subjects delivered relatively slowly and clearly" (Piccardo et al., 2018). From the results of IU's answer, she was able to mention all five points, even though one was not quite right, but she was able to mention them sequentially at a relatively slow audio speed. Based on this, IU is already included in level B1, this is also confirmed by the results of the interview as follows, "For me, this channel can help my listening. At first, I didn't like listening, but this channel can help improve my listening skills" (Interview, April 13, 2023).

For the answer from AAP, he still found it difficult to hear the audio which he thought was fast. Apart from that, AAP was only able to answer some of the main points of the video. So, AAP's abilities have not yet improved and remain at Elementary (A2) level. This is in line with his answer during the interview, "In terms of improving listening, it's lacking, but the content is interesting" (AAP, Personal interview, April 12, 2023).

Meanwhile, MY managed to address all five issues sequentially, although with some inaccuracies. The audio was intelligible and delivered at an appropriate pace, allowing him to articulate the key ideas. MY is classified as an intermediate level (B1) because to its ability to comprehend and respond to the major ideas presented in an audio at a moderate pace with clarity. As he said during the following interview, "So far, there has been quite an increase. Because I've seen a number of videos so the more, I come here I feel there is an increase" (MY, Personal interview, April 13, 2023).

Furthermore, MA demonstrated an improvement in his listening abilities as seen by his ability to accurately answer questions and effectively recall key topics from the film without encountering any difficulties. Therefore, he falls inside the B1 proficiency level, which is considered intermediate. During the interview, MA also reported an upward trend,

"Yeah, can improve. Because there is a new vocab that I got after listening to it from this YouTube channel. Usually, when I watch videos on this channel, I'm looking for the meaning of words that I don't know the meaning of so I can add to my new vocabulary." (MA, Personal interview, April 13, 2023).

Based on the results of this analysis, the three participants experienced improvements both in terms of the perceptions they expressed during interviews and also from the results of preliminary research.

After knowing the perceptions of several participants which were strengthened by the results of the CEFR analysis, the researchers also concluded the reasons why some participants said their listening skills had improved. Several participants said that they felt a positive impact while using the YouTube channel. The positive impacts felt include,

1. Added new vocabulary

Students who master much vocabulary will continue to acquire new vocabulary, such as learning to listen to audio while watching videos (Peters & Webb, 2018). Like the participants who used the MercifulServant YouTube channel to improve their listening skills. The participants acquired much new vocabulary after

listening to and watching content from the YouTube channel. The vocabulary obtained is not only about Islam but also includes some general vocabulary. This is because some of the content on this YouTube channel discusses general things, for example, technology, health, and so on.

2. Getting used to hearing audio from native speakers

The longer they use this YouTube channel as a medium for learning and listening, the more they get used to hearing audio from native speakers. In the MercifulServant channel content, most of them are native speakers. This makes them accustomed to and quite capable of understanding audio from native speakers. This also makes it easier for them to take tests that use native speakers.

3. Increased enthusiasm for learning.

Participants felt more enthusiastic about learning if they used ICT-based learning media because they were considered more interesting and fun. During the interview, several participants said that using the MercifulServant YouTube channel increased their enthusiasm for learning listening skills. Some of them consider listening to be a difficult skill. Having fun with media will make them more enthusiastic about learning to listen.

4. Add new insights

Apart from the positive impact in the context of listening skills, this YouTube channel also provides new insights for participants. As previously explained, this channel is an Islamic channel that discusses several things from an Islamic perspective. So many new insights were discovered, especially in the Islamic sphere, that participants did not know about.

The explanation above is the result of research that has been carried out. Some of the participants gave positive perceptions and some felt there was an improvement. Apart from that, they also mentioned the reasons that made them say there was an increase in listening skills as explained above.

CONCLUSION

The results of the study indicated that some individuals had positive attitudes. Furthermore, out of the five participants, three individuals had enhanced listening proficiency levels. During the interview, the participants expressed positive perceptions of this YouTube channel. According to the viewpoints of the participants on the YouTube channel, this resource is very valuable for enhancing individual listening abilities and gaining new perspectives, particularly in the field of theological beliefs. Regarding the effects experienced by the participants, one notable result is the acquisition of vocabulary, including Islamic terminology and more broadly. Furthermore, the participants developed a greater familiarity with native speakers' accents, which enhanced their desire and eagerness to enhance their listening abilities. This study has significant implications for the field of education, particularly in the instruction of auditory comprehension abilities. With the advancements in technology, the practice of listening-based learning is also expanding via the use of ICT-based media. Based on the participants' perspectives, this YouTube channel may serve as a reliable source for accessing educational content via Islamic video channels. The findings of this research are anticipated to cultivate students' excitement for acquiring listening abilities via the utilization of this

YouTube channel. The researchers propose incorporating audio-visual learning resources, such as the MercifulServant YouTube channel, into the learning process of English as a Foreign Language (EFL) learners to enhance their listening abilities. In order to enhance the study, future researchers ought to delve into the subject matter more extensively in order to get more comprehensive data.

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Children with special needs responses to English learning media “SEGA” at SLB Muhammadiyah Jombang

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ABSTRACT

Education is a very important need for the next generation of the nation for life in the future. Education needs are also very necessary for children with special needs, especially children with intellectual disabilities or children with mental disabilities. Teaching and learning activities for children with special needs are not easy, educators must adjust the right method or media. When we learn English, especially for speaking, vocabularies become one of the elements that must be learnt. As for learning English, some teachers or students find difficulties to master English because they do not know the vocabulary. They also have difficulty to speak, write and memorize the vocabulary. Much less for especially children with intellectual disabilities or children with mental disabilities it is really hard thing to do. They need some media to help them in speaking and memorizing the vocabularies well. SEGA (Speaking English Game) media is one of the interactive media designed to help them in speaking skill. This study focuses on Children with special needs responses after using SEGA media for learning English. The purpose of this study is how students respond to SEGA media in the classroom; the design of this study is descriptive-qualitative to answer these questions. The instrument of this study is using questionnaire which is distributed to the students with special needs which consist of 12 students at SLB Muhammadiyah Jombang. The result of this study showed that 78% students or about 7 students are motivated and also easy to speak and remembering the vocabularies in speaking task, and about 22% or 5 students said that SEGA media help them much to speak. From this result can be concluded that SEGA (Speaking English Game) media can help the children with special needs to explore and also improve their English speaking. By having this result hopefully another researcher can conduct this study in other level and skill.

KEYWORDS:

Special needs children;
English learning;
SEGA media;
Speaking skill;

INTRODUCTION

English learning is very important to be learnt by students because it becomes one of international language used in the world. Knowing English to be able to speak English well will make it easier to someone in communication with others. All students in every level of education should master English as a foreign language in our country. In communication, the students should master firstly about speaking. Speaking is very important because by speaking the students can give a good response to the others. Speaking is a functional spoken language skill in everyday human life because by speaking we can obtain and convey information. (Agustina & Muslimah, 2021) stated that speaking is one of the English abilities that plays an significant part in language studies since it relates to the growth of communication skills. Speaking is one of the four language skills which are interpreted as an expression of idea, opinion, or message with oral language

There are many function of speaking, one of them is human can express all the feeling. According to (Agustina et al., 2021) speaking can know the ability of students to produce the target language or English. Speaking can explore our feeling such as sadness and happiness. Speaking skill need to be taught to student from an early age, it can be ability to communicate in society. It also needed to know English for children with special needs, especially children with intellectual disabilities or children with mental disabilities. Teaching and learning activities for children with special needs are not easy, educators must adjust the right method or media. When we learn English, especially for speaking, vocabularies become one of the elements that must be learnt. As for learning English, some teachers or students find difficulties to master English because they do not know the vocabulary. They also have difficulty to speak, write and memorize the vocabulary. Much less for especially children with intellectual disabilities or children with mental disabilities it is really hard thing to do. They need some media to help them in speaking and memorizing the vocabularies well.

(Novita, 2017) stated children with mentally disabilities are children who experience impaired development of their thinking and personality. English education learning for mentally disable at the junior high school is very important because this learning patterns are developed and can increase the intelligence students. English learning in children with disabilities can be said is difficult to tend. Therefore, the role of teachers is very important for their development in school especially children with disabilities who learn foreign languages. Therefore, it is necessary to use the media as an alternative to convey it attractively in order to produce reciprocity between teachers and students.

According to (Amin, 2014) stated that mentally disable can be classified into: mild mentally disable, moderate mentally disable, severe mentally disable, and very severe mentally disable. The first, Mild Mentally Disable (Able to Educate): Their IQ ranges from 50 to 70 ability to develop in academic subject areas, social adjustment and ability to work, able to adjust a wider environment, can be independent in society, able to do semi-skilled work and simple work. It can be concluded that children with intellectual disabilities is children still able to do learning in the academic field, able to adapt to the social environment, and able to do simple work. The second, Moderate Mentally Disable (Able to Train). IQ intelligence levels ranging from 30–50 can learn skills for functional purposes, able to perform skills taking care of him, able to make adaptations social in the immediate environment, able to do routine work that needs supervision. It can be concluded that children with moderate intellectual disabilities is very difficult to even be able to learn academically such as learning to write, read, and count though children with moderate intellectual disabilities can still write socially, for example: write

his own name, his home address and others. The third is Severe and Very Severe Mentally Disable (Able to Treat). IQ intelligence level of less than 30 is barely having the ability to be trained to take care of you. Some are still able to be trained to take care of self, communicate properly simple, and adaptable to the environment very limited. It means that children with severe and very severe intellectual impairment children with intellectual disabilities are very low intelligence so they are unable to take care of themselves or socialize.

In this global era, everything is demanded to use technology information, both teachers and students. For teachers, learning media based on technology information will help and facilitate the delivery of material provided while for students using learning media will provide variations in lessons. One of the benefits of learning media is that it attracts students to be able to create their learning motivation. SEGA (Speaking English Games) media is a learning media in the form of an application that aims to develop, improve, and facilitate mentally disable in speaking skill. This application provides materials in one semester. This media can help students in practicing speaking and makes students become confident and understand speaking skill.

The software for this product is a PowerPoint Hyperlink because it made based on the researchers' survey and trial, it is suitable for the product and consists of so many features that support the application. The features provide are Menu: Contains about the appearance of menus in the application, About: Explanation about the author and application that is SEGA (Speaking English Games) media, SK & KD: Contains competency standards and core standards adjusted by the material, Material: The material consisting discussion of number, animal, and time, Goal: Contains about the purpose of SEGA media, Evaluation: The evaluation is video researcher about number, animal, and time of the materials.

METHOD

The objective of this research is to examine the students' reactions to SEGA media in the classroom. The study follows a descriptive-qualitative approach to address these inquiries. The methodology used in this research involves the utilization of a questionnaire, which is administered to a group of 12 students with special needs at SLB Muhammadiyah Jombang. In order to get data on students' perception on the integration of SEGA media in the English topic, the researcher used questionnaires that are required to be completed by all students. The researcher assessed the students' reactions, both good and negative, after the adoption of SEGA media in their lesson based on the data. The questionnaires administered to students consisted of 10 items that addressed 4 specific issues related to the process of learning English. The first topic explores the impact of implementing the SEGA (Speaking English game) media in the classroom, as indicated by questionnaire number 1 and 2. The second topic examines the effectiveness of using SEGA media compared to other strategies, as indicated by questionnaire number 3 and 4. The subsequent topic focuses on the influence of SEGA media on students' speaking ability, specifically in terms of grammar, vocabulary, fluency, and accuracy of word usage, as indicated by questionnaire number 5-7. Lastly, the final topic investigates the ways in which SEGA media can enhance students' speaking ability, as indicated by questionnaire number 8-10. Illustration of a survey Evaluation of students' use of SEGA (Speaking English game) media during class..

RESULT

The researcher discussed the result of try out. SEGA Media applied for 7th grade Junior High School at SLB Muhammadiyah Jombang. They were gathered by the result of observation, need analysis, and interviewing the teacher because the ability of students in speaking skill had a different skill start from low, middle, and high level.

The researcher implement on May 30, 2023. The researcher used laptop and sound to implement the media. The activity was done on 7th grade. The researcher is as the teacher in class. There were 12 students that filled out the questionnaire. The researcher got the data as follows:

Table 1. The Questionnaire Result of Implementation of SEGA media

No.	Description	Questionnaires Score
1.	Do you like games in learning English using SEGA (Speaking English Games) Media?	88
2.	SEGA (Speaking English Games) Media is interesting	93
3.	SEGA (Speaking English Games) Media is easy to understand.	98
4.	Do materials in SEGA (Speaking English Games) Media make easier for you to learn English?	95
5.	Does SEGA (Speaking English Games) Media materials in accordance with the lessons in class?	98
6.	Does learn using SEGA (Speaking English Games) application be effective in learning English?	98
7.	Does SEGA (Speaking English Games) Media make it easier for you to master ability to speak in English?	95
	SUM	665
	AVERAGE	95

Total score of observation= score of observation (the result of number items x likert scale)=665. The maximum score was= number of questions.

According to (Agustina et al., 2021)

$$P = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\%$$

$$P = \frac{665}{7} \times 100\% = 95\%$$

Table 2 is showed The Questionnaire for Students' responses

Table 2. The Questionnaire for Students' responses

No	Questions	Strongly agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)
1	Do you like English? (Apa kamu suka Bahasa Inggris)	6	3	3	0
2	Do you often speak an English? (apa kamu sering berbicara Bahasa Inggris?)	2	3	5	2
3	Is it difficult to Speak English? (Apakah Sulit berbicara Bahasa Inggris?)	5	3	3	1
4	Do you feel confused when you have speaking task? (Apakah kamu bingung ketika berbicara Bahasa Inggris?)	4	4	3	1
5	Do you often lost your idea and forget your idea when Speaking? (Apakah kamu sering kehilangan Ide ketika berbicara?)	4	7	1	0
6	Do you know about Sega (Speaking Games)? (Apakah kamu tahu tentang Sega?)	1	9	2	0
7	Do you feel easy when you speak by using Sega? (Apakah kamu merasa mudah Berbicara bahasa Inggris dengan Sega?)	3	7	2	0
8	Is Sega is the best way to Improve your Speaking? (Apakah Sega bisa meningkatkan kemampuan berbicara Bahasa Inggris?)	6	4	2	0
9	Is SEGA motivating you to Speak? (Apakah Sega memotivasi kamu untuk berbicara?)	7	4	1	0
10	Is SEGA Improve your vocabularies to Speak? (Apakah Sega bisa menumbuhkan kepercayaan diri kamu untuk berbicara?)	6	5	1	0

Table 3. The data Analysis for Students' responses

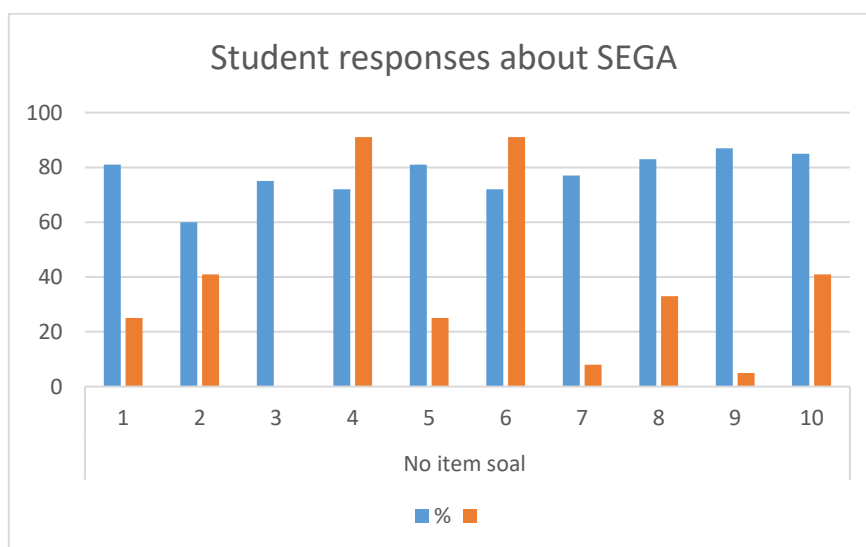
Responden	Items										Total	Max Score	Average %
	1	2	3	4	5	6	7	8	9	10	S	N	%
1	4	1	4	3	2	3	4	2	4	4	31	40	77.5
2	4	4	4	4	3	4	3	3	4	4	37	40	92.5
3	4	3	4	2	4	3	3	4	4	4	35	40	87.5
4	4	3	1	4	3	3	3	4	4	4	33	40	82.5
5	3	2	4	3	4	3	3	4	4	4	34	40	85
6	3	2	3	3	3	3	4	4	4	3	32	40	80
7	3	2	3	2	3	3	4	4	3	3	30	40	75
8	2	2	2	2	3	3	3	3	3	3	26	40	65
9	4	3	2	3	3	3	3	2	4	4	31	40	77.5
10	4	2	3	4	3	3	2	3	3	3	30	40	75
11	2	1	2	4	4	2	3	3	3	3	27	40	67.5
12	2	4	4	1	4	2	2	4	2	2	27	40	67.5
Total	39	29	36	35	39	35	37	40	42	41	373		
Max Score	48	48	48	48	48	48	48	48	48	48			

%	81.	60.	75	72.	81.	72.	77.	83.	87.	85.
	25	41		91	25	91	08	33	5	41
Average %	77.70									

DISCUSSION

The researcher discussed the result of try out. SEGA Media applied for 7th grade Junior High School at SLB Muhammadiyah Jombang. They were gathered by the result of observation, need analysis, and interviewing the teacher because the ability of students in speaking skill had a different skill start from low, middle, and high level. Based on table 1 the results of media testing obtained the average score 95% It means that the media is in the "Very Good" category. Based on the result of questionnaires for students' responses, the researcher concluded that students were interested in learning English using technology media and they enjoyed using SEGA Media to support their learning process. The part of the evaluation discussed how SEGA Media can help 7th grade Junior High School at SLB Muhammadiyah Jombang. The evaluation got from the result of the questionnaire for student responses. The questionnaire was distributed at the last meeting after conducting SEGA to Children with special needs (TUNAGRAHITA) media exactly on May 30th, 2023. The researcher used questionnaire to know students' response about SEGA Media

After giving the questionnaire the researcher found the result as followed. There were 81 % student who like games in learning English using SEGA (Speaking English Games) Media. There were 60,41% students said that Sega (Speaking English Games) Media is interesting. There were 75 % student said that Sega Media is interesting for learning English Speaking. There were 73% students said that Material in Sega Media is easy to learn. There were 81,25% student said that easy to get idea for speaking. There were 73% students said that Sega Is help them to find the idea for speaking. There were 77% students said that they feel easy when speak in English by using Sega. There were 83% students said that SEGA Media is the best way to improve their speaking English. There were 88% students said that SEGA is motivated them to speak English. There were 85% students said that SEGA Media is Improve their Vocabularies to speak English. More data showing student's Responses through Sega Media can be seen in table:



CONCLUSION

According to the researcher's enumerated results of data analysis, the SEGA Media application on Number, Animal, and Time materials was sufficiently engaging and effective to serve as a learning medium for junior high school students with mental disabilities, as described in the preceding section. This SEGA Media development outcome possesses the following strengths and weaknesses:

The benefits of SEGA Media include Students utilize their mobile phones not only for gaming or social media, but also for educational purposes. To facilitate comprehension, the materials provided more detailed explanations and were engaging to the students. Numerous video exercises required students to respond to queries orally, allowing them to develop their speaking and self-assurance abilities. SEGA Media is accessible to students even when they do not have internet access, as it operates offline. SEGA Media's weaknesses are that it cannot be utilized without a laptop in the classroom and it is not compatible with the online environment.

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Exploring TikTok as an interesting medium for learning English: A case study in Madrasah Tsanawiyah Kudus

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ABSTRACT

For pupils at one of the Madrasah Tsanawiyah in Kudus, English is still a scourge for them. So, it took an interesting learning media such as the most loved application by Generation Z. Although many studies were relevant to the positive effects of using TikTok as a learning medium, there were only a few studies that focused on using TikTok as a learning medium in advertisement material. This research aimed to explore the implementation of TikTok in advertisement materials to attract pupils' learning interest in English. Descriptive qualitative was used to achieve this research objective. The author used observation, interview, and questionnaire instruments. The participants in this study were English teacher and ninth-grade pupils. The study involved fifteen ninth-grade pupils for open-ended questionnaire data. The results showed that there were two stages, namely preparation and practice. The teacher prepared by explaining the advertisement material and assigned pupils to create videos about advertisement on TikTok in groups. In practice, the teacher discussed and analyzed those videos at the next meeting. While the obstacles caught were signal difficulties, smartphone constraints, or some pupils who were not allowed to use smartphones. Nevertheless, group formation can overcome that problem so that each group member can help each other. Using TikTok, advertisement material became easier and more effective to understand, able to enrich vocabulary and motivate pupils to continue learning English. This method allowed teacher to develop various strategies in learning.

KEYWORDS:

TikTok;
Interesting media;
Learning English;
Advertisement
material

INTRODUCTION

There is a large gap between non-native English speakers and native speakers (Cheung Matthew Sung, 2013). This indicates that many people realize that English as a world language is important to learn (Kyriacou & Zhu, 2008). However, mastery of English is still low in Indonesian society which can affect the quality of education and the development of the

country itself. Lack of motivation to learn English causes low mastery of English for people in Indonesia (Adara & Hartini, 2022). Not only intelligence and aptitude, but motivation itself also holds an important key in the mastery of English as a second language (Al Hakim, 2021; Ngo et al., 2017, p. 1).

In the 21st century, the use of technology as media seems to provide a solution for teachers to increase the activeness and motivation of learning for pupils (Fatimah & Santiana, 2017). Since the use of digital technology is easy to use (Liu et al., 2021), it provides many opportunities for English teachers to be more creative in teaching so that English learning is far from monotonous (Lamb & Arisandy, 2020). The use of traditional methods in learning English today is no longer effective in supporting the needs. Modern learning is needed by utilizing the sophistication of multimedia.

Now, improving English skills can be done in many ways. English learners can utilize social media as one of the digital technologies. Billions of people in the world have been popular with the use of social media as a communication tool. These social media such as WhatsApp, Instagram, Twitter, Facebook, Youtube, TikTok, etc (Sun et al., 2017). In the world of education, many teachers have utilized social media as content in teaching (Varga, E. I, 2018).

TikTok is one of the social media that can be used for the English learning process. With TikTok, its users, the majority of whom are school-age children or Generation Z, are able to create their own short music videos and view various videos with beautiful and varied musical expressions (Weimann & Masri, 2020). Based on the data, Generation Z as TikTok users stated that many felt the negative impact of using TikTok. TikTok makes them feel lazy to study and get carried away with the features presented (Mariati, 2023). As a result, this affects their learning outcomes and achievements while at school (Marini, 2019)..

But in reality, TikTok is still a favorite application by Generation Z because it provides entertainment that suits them (Zhen et al., 2021). The features that TikTok provides make users feel happy and addicted to using it (Du et al., 2022). Some of Generation Z often use TikTok and watch TikTok videos in their spare time. In addition, TikTok is also able to entertain or refresh the mind because there are many interesting and updated videos on TikTok. TikTok can be used as an interesting and interactive media option to practice English skills. Many TikTok content discusses grammar, idioms, or learning English through songs and movies. Speaking and reading skills can also be trained with the conversation features offered by TikTok (Wu & Chiang, 2021).

Regarding the large number of TikTok users and the importance of interesting media to increase motivation to learn English, it makes consideration for RKD as one of the English teachers at Madrasah Tsanawiyah in Kudus. The author finds that RKD uses TikTok as an English learning media to increase pupil motivation and learning achievement (interview with RKD, 2023).

Based on a study entitled Improving the Learning of Regular Verbs through TikTok among Primary School ESL Pupils, TikTok is effectively used to improve vocabulary on regular verbs in grade 5 elementary school pupils (Sun et al., 2017). There is a gap with this study which is focused on exploring the implementation of TikTok on advertisement material in ninth grade Madrasah Tsanawiyah. The author sees that many Generation Z often use English slang such as "healing, bestie, cringe, ghosting, spill, and others". The number of TikTok users continues to increase and the mastery of English in Indonesian society is lacking, the author believes that using TikTok in learning will be more interesting so that the motivation to learn English in Generation Z will increase.

This paper seeks to explore the positive side in addition to the negative impact on Generation Z so that they are wiser in using it. The short duration of TikTok, around 60 seconds, is a potential as a medium in learning. In existing preliminary research, the author found teacher who have implemented this in pupil's learning. This case study will focus on the implementation of TikTok as an interesting medium for learning English, especially on advertisement material in ninth grade at one of the Madrasah Tsanawiyah in Kudus.

METHOD

This paper used the qualitative method, descriptive technique approach for specific. Qualitative research is a descriptive study with data in the form of pictures, and words, or tends to analyze data inductively which emphasizes process and meaning rather than numbers (Nunan, 1992). The author interviewed RKD as an English teacher at one of Madrasah Tsanawiyah in Kudus who often uses electronic media in teaching. The author also interviewed R, a ninth-grade pupil. Fifteen pupils at the same school location were involved in the open-ended questionnaire data. It is based on pupils' activeness in listening to English lessons. To enrich the data, the author also made observations during the learning process using TikTok.

RESULT

The Implementation of TikTok as an Interesting Media for Learning English

Some pupils were interested in learning English, while others were not. Given the importance of English, they were interested in learning English. Speaking English made them look cooler. They also felt challenged to continue learning English when they got new vocabulary. This was also in line with R's statement (interview, 2023) about the reasons for interest in learning English. R said that he loved English and he was interested in learning English. He liked watching podcasts and YouTube in English, felt happy, and felt a special sensation when listening to people speaking in English. Therefore he felt challenged to learn it.

While other pupils stated that they were not interested in learning English because they felt lazy with the difficulty of learning English. It was difficult to understand sentences also difficult to memorize vocabulary and pronunciation with their Javanese accent which is far different from the way English is pronounced. This made them felt more lazy (questionnaire, 2023).

One of the learning media that can be used to attract pupils' attention is TikTok, an entertainment application when feeling dizzy, tired, or stressed. A lot of the latest information can be obtained from TikTok. In addition, pupils can also learn with it because there are many accounts that discuss knowledge, especially English. With TikTok, they can express themselves more freely and then motivate them to continue learning and thirst for knowledge. But TikTok also makes them addicted so they neglect their duty to study. Actually, the negative or positive impact of using TikTok depends on its use. From here the teacher tried to take advantage of the positive side of TikTok as an interesting learning medium in English. In this case, RKD used TikTok as the learning in 21st century method, because it adapted to the development of the world of education in the 21st century. In this case TikTok was used in advertisement material in ninth-grade of the second semester. TikTok as a media for learning English is divided into preparation and practice stages.

Preparation of Implementation TikTok as an Interesting Media for Learning English

Based on the interview and observation result (2023) the preparation stage was carried out so that learning targets can be achieved. Preparation was done during the previous meeting. The teacher prepared the lesson plan. The basic competencies and indicators of competency achievement are:

Table 1. The basic competencies and indicators

Basic Competencies	Indicator
1.10 Compare the social functions, text structures, and linguistic elements of several specific text in advertisement by giving and requesting information related to products and services, according to the context of use.	<ul style="list-style-type: none"> • Identify the parts of the advertisement and the expressions or words that used by using analysis table. • Analyze some other advertisement to identify their parts • Identify similarities and differences between advertisements in terms of content and form.
4.10 Capture meaning contextually related to the social functions, text structure, and linguistic elements of special texts in the form of advertisements, short and simple, related to products and services.	<ul style="list-style-type: none"> • Create a digital advertisement through TikTok • Identify generic structure and expression of TikTok digital advertisement by groups • Present the analisis results orally in front of other groups. • Capture meaning contextually related to the social functions, text structure, and linguistic elements of special texts in the form of advertisements, short and simple, related to products and services.

Despite that, RKD also prepared powerpoint, projector and laptop. The teacher delivered the advertisement material in detail to the pupils. Then to test the pupils' level of understanding, the teacher gave an assignment to make a digital advertisement and upload it to TikTok. This task was done in groups to make coordination easier. The teacher divided into five groups. For pupils who live in the Islamic dormitory (pondok) or pupils who are constrained by smartphone devices, as well as pupils who live in locations that are difficult to signal are combined with pupils who have easy access to smartphones. It was done so that they could complement each other. Pupils who were device-constrained could help by contributing ideas to their group.

Practice of Implementation TikTok as an Interesting Media for Learning English

In the next meeting, the teacher is invited to analyze and discuss the videos that have been made by the pupils. The teacher ensured that the projector, laptop, and sound tools to display the advertisement videos were running properly. The stages of the activity were :

- a) The teacher reviewed the advertisement material that has been delivered.
- b) The teacher invited pupils to gather according to their respective groups.
- c) The teacher shown the advertisement videos that have been made and invites pupils to analyze the content of the advertisement including the purpose, the generic structure and the lexicogrammatical features in the advertisements in the videos.
- d) After all the videos were displayed, the teacher gave pupils time to discuss in groups.
- e) Then the teacher gave feedback to the pupils on the advertisement material.
- f) Finally, the teacher gave reflection (interview with RKD and observation, 2023).

4 skills could be honed in learning English using TikTok. Listening to many examples of advertisements in English and listening to the results of video advertisement assignments displayed in front of the class could improve their English listening skills. This reading skill could be honed by reading the material about advertisements that had been delivered and also when they prepared the script in the advertisement video.

The pupils demonstrate and convey the products they advertise. In addition, they fill in the voice in the video about the advertisement which is then uploaded to their respective TikTok accounts. By assigning pupils to make videos about advertisements, pupils were challenged to speak in English. Pupils gathered according to the group that had been determined. Pupils analyzed videos from other groups. Pupils determined the purpose of the advertisement, the name of the product, and the promotional words of the product plus when they prepared the script for the video. In those activities, pupils' writing skills could also be honed.

As a result of interviews and observation (2023), the classroom atmosphere became quite boisterous as pupils enthusiastically paid attention to and commented on the advertisement videos that had been made. Advertisement material was easy to understand because they were invited to be directly involved and think critically when analyzing the video. TikTok also has a short duration, so it made pupils not bored in receiving and understanding the material.

TikTok can be used as an effective and interesting medium for learning English. First, TikTok meets pupils' learning needs. Second, TikTok attracts pupils because of its novelty and has many features that can be implemented into learning. Third, learning English is far from boring because pupils and teacher play an active role in the learning process, so it can increase pupils' motivation to learn English further. And lastly, TikTok is equivalent to the development of maturity and experience and the characteristics of pupils who are millennials who are attached and close to the digital world.

The Supports and Obstacles in Implementing TikTok as an Interesting Media for Learning English

There were supports and obstacles found in using TikTok as an interesting media for learning English.

The Supports in Implementation TikTok as an Interesting Media for Learning English

Before using TikTok, English learning felt monotonous and tended to be boring. However, with TikTok media, learning became more exciting. (questionnaire of FL, 2023) in the questionnaire, results stated that she had been so happy because, besides the videos she made, it could inspire many people. She also wasn't too bored anymore. During the interview, (interview with R, 2023) agreed. He said that English learning had become more interesting because, since the odd semester, RKD had made English a fun subject plus the use of social media, especially TikTok, had made learning more interesting.

Based on the questionnaire and interview data, after using TikTok, learning English became more fun and exciting. This made them motivated and more enthusiastic about learning English. The use of TikTok in advertisement materials could improve pupils' vocabulary and grammar in English, for example the correct use of conjunctions. Pupils could express their ideas by creating advertisement videos. By creating an advertisement video on TikTok, they were challenged to act according to the script they had prepared. By using TikTok, the pupils practiced directly by speaking English to fill the voice-over of the advertisement

video so that the material presented was easier to understand and made the pupils feel challenged to jump right in. A breakthrough that they have just experienced.

Advertisement materials using TikTok were interesting because they could add creativity, and made them have experience in promoting a product or service. In addition, they could also find out how to make an advertisement. This made them more confident and appear to be an influencer in promoting a product by using and utilizing social media, or TikTok. They saw it as creative and effective.

The advantages of TikTok were also felt by RKD (interview, 2023) as an English teacher. The use of TikTok was able to improve his professionalism to encourage him to be more creative. Other than that teachers involve pupils so that they have an active role in the English learning process. From here learning is far from boring. The use of TikTok media, English language knowledge and vocabulary could increase. It was evident from the results of formative tests given by the teacher periodically. The results show that pupils' vocabulary enrichment has increased. Their enthusiasm emerged from the beginning when they were given the task of making an advertisement video on TikTok. Their desire became strong when doing English assignments through TikTok.

The Obstacles in Implementation TikTok as an Interesting Media for Learning English

When using TikTok, the pupils also encountered obstacles. R (2023) argued that he had found several obstacles while creating advertisement videos on TikTok. Because the concept of the advertisement story in his group used had been about the Malin Kundang folklore, so had been hard to analyze the product. At first, they didn't understand what the concept had been about. Because it was their first time advertising a product. Finally, they had chosen seblak product owned by one of the teachers at this school. Also, during the process of making the video, it was difficult in the acting department.

In the implementation of making advertisement videos on TikTok, the pupils found obstacles such as difficulties in recording or editing videos, expressing themselves to acting, and difficulty speaking English (interview with K, 2023). In addition, some pupils who live in signal-challenged areas argued that they have difficulty getting a stable signal and had consumed a lot of data quota to upload videos to TikTok. In addition, some pupils were also still technologically illiterate or couldn't freely access smartphones. For example, many pupils live in Islamic dormitories (pondok). Where they couldn't bring smartphones.

However, for pupils who were constrained by signal or smartphone, it could be overcome by grouping these pupils with pupils who have easy access to smartphones in making video advertisement assignments on TikTok. In this way, each group member could help each other. Pupils who had smartphone facilities and a good signal could take over taking videos, editing, and uploading the videos to their respective TikTok accounts. Meanwhile, pupils who were constrained by smartphones and signals or pupils who live in dormitories (pondok) were able to provide support by pouring ideas or also becoming actors in the video. Taking videos could be done during school breaks or when they were not in the dormitory so it was not a significant problem. In addition, RKD also provided online guidance to pupils on how to make videos through TikTok to make it easier for them to do this advertisement video assignment (interview with RKD, 2023).

DISCUSSION

The Implementation of TikTok as an Interesting Media for Learning English

In research (Herlisya & Wiratno, 2022), as a learning media, TikTok is able to improve the ability to speak English. When using TikTok as a learning medium, pupils' confidence and motivation to speak English increases. This encourages pupils to be more creative. The use of TikTok can help improve pupils' understanding of the material. TikTok also allows pupils to expand their relationships. The steps in making TikTok as a learning media for speaking English include the following:

- 1) The pupils have to make a TikTok account.
- 2) The teachers and the pupils follow each other account.
- 3) The teachers ask the pupils to watch some videos in TikTok such as about news, fun thing, or dancing.
- 4) After the pupils watch the videos, the teachers asked the pupils to describe what is it about.
- 5) The teachers ask the pupils to remake the content by making their own version.
- 6) The pupils can create and edit their own video however they like, and adjust to their style.
- 7) Each pupils can give 'like' to their friend's video if they like it as a sign of appreciation.

Meanwhile, in this study, the use of TikTok as an English learning media, on advertisement material had two stages, namely preparation and practice. In the preparation stage, the teacher ensured that the lesson plan and devices were working properly. In the previous meeting, the teacher explained the advertisement material to the pupils. Furthermore, the teacher assigned pupils to make interesting advertisement videos on TikTok in groups.

At the practice stage or the next meeting, the video was shown in front of the class. By group, the pupils were instructed to pay attention and analyze the general structure of the advertisement videos. Then the teacher gave them time to discuss. At the end, the teacher gave feedback or reflection of learning activities. The use of TikTok as English learning media showed that the classroom atmosphere felt different from usual and tended to be boring and monotonous.

Based on (Pratiwi et al., 2021) TikTok can be used as an interesting, innovative and interactive English learning media for pronunciation so that learning is much fun. This is supported by the features of TikTok so that it can accommodate language skills. Pupils were interested in using TikTok as an English learning medium because of its novelty, and these features are right for the characteristics of pupils who are Generation Z or a generation that is not far from the digital world.

Meanwhile, based on the previous stages, there is a novelty that TikTok is an interesting English learning medium because pupils don't feel bored during learning. Pupils felt happy so it made them active in learning or focused on student-centered. Pupils became more creative because of the task of making advertisement videos and discussion activities in learning. This method was able to invite pupils to be able to think critically.

The Supports and Obstacles in Implementing TikTok as an Interesting Media for Learning English

The 21st century requires teachers to continue to think creatively in utilizing technological media in the English language learning process. So as to motivate and increase pupils' interest in learning. The role of the teacher now is not only as a person who delivers material but the role of the teacher is now deeper, namely as a facilitator of the pupils so that they are able to bridge them to be active during learning.

The use of technology in education is considered the right step, as it makes learning situations more authentic and effective. It also provides opportunities for pupils to work collaboratively. This way pupils can easily access information and can complement their learning experience. It should be optimized to create sophisticated immersion learning and maximize the quality of future learners (Fatimah & Santiana, 2017). There are many changes in the role of education in the 21st century, especially digital literacy in education. Nowadays, many teachers are able to utilize media such as podcasts, videos, e-learning, apps and websites because they are more accessible in private.

Using technology in learning is important because it facilitates collaborative relationships and meaning in context is more easily understood. With technology, collaborative communication networks between teachers, pupils and learning resources can be established. Technology also provides a variety of complex, realistic and safe problem-solving environments. The use of technology such as social media in English language learning helps pupils to be independent and responsible for their learning. They can search for learning materials online by themselves. One of the applications that can be used as English learning media is TikTok.

The Supports in Implementation TikTok as an Interesting Media for Learning English

(Alghameeti, 2022) in her research on the application of TikTok as a medium for learning English, felt the benefits of using this social media. The research conducted by Alghameeti focused more on increasing pupils' English vocabulary. TikTok is a well-known digital platform and an effective learning medium for teaching English. There are many benefits if teachers are able to utilize TikTok media in learning English. In Alghameeti's research, teachers made videos about English vocabulary that were enhanced with photos and graphics. In fact, the pupils' English vocabulary improved significantly.

Meanwhile there is a novelty that TikTok is the right of specialized English learning media on advertisement material. Learning English was far from boring and even tended to be more interesting and fun when compared to conventional learning because pupils participate actively in the learning process. The pupils were invited to think critically in video analysis activities. English vocabulary also increases, as evidenced by the scores obtained on the formative test given by RKD.

Research on the use of TikTok in learning English has also been conducted by Herlisya & Wiratno (2022). The results show, by using TikTok teachers and pupils benefit that TikTok can be used as an effective learning media for learning to speak in English. This can happen because the learning material is more easily understood by the pupils. Through this, pupils are automatically trained to be creative. TikTok also makes pupils more confident to speak English. Another benefit is that pupils know how to use this hype application. There is also a lot of additional information that can broaden pupils' horizons by using TikTok. In addition, the pupils' relationships are also increasing.

There is a difference or novelty regarding the benefits of using TikTok as an interesting learning medium for English. In previous research, TikTok was used in learning to speak English. But in this study, it is more focused on the use of TikTok as an interesting learning medium for ninth-grade advertisement material. With TikTok, learning is more fun than conventional learning because pupils are invited to be sensitive and think critically in analysis activities. The class atmosphere is also much more relaxed because it is not only focused on material and theory. In addition, learning materials are easier to understand because pupils are challenged to practice and engage in the advertisement learning process.

Pupils' interest and motivation to learn more English has increased. They could utilize the features provided by TikTok to improve their four skills in English. In addition, TikTok's short video duration made learning more efficient and effective. Because it would not take much time and avoid boredom when understanding the material.

From previous studies, it was found that there are many benefits gained by applying TikTok as a learning medium. Among them, TikTok is the right learning media to increase pupils' motivation to learn English. TikTok is also able to enrich pupils' English vocabulary. In addition, TikTok is also an unpretentious media to practice speaking English to pupils. There is a novelty that besides being felt by pupils, the benefits of applying TikTok as an interesting learning medium are also received by RKD as an English teacher.

As an English teacher, using TikTok, RKD felt that it was a new breakthrough that is suitable for use in other English language learning. Based on RKD's experience, the use of TikTok in English learning activities was able to develop her mind. RKD wishes to continue exploring other media besides TikTok so that it can be used for English learning media, especially for advertisement material in ninth-grade.

The Obstacles in Implementation TikTok as an Interesting Media for Learning English

In previous research (Sun et al., 2017), TikTok can be used as a medium for learning to speak English. However, in reality, pupils still encounter obstacles. The obstacles include such as they find it difficult to find sentence structures that are too simple or incomplete when speaking. They forget to place the auxiliary verb (to be) according to the subject and time. In addition, the lack of English vocabulary affects the pupils' use of sentence structure. They felt nervous and tense when speaking resulting in less fluency when speaking and describing the video. When faced with idioms, they still think long to pronounce them. The pupils do not enjoy using TikTok as a learning medium because they think it is difficult.

While there is a novelty in this research. There were obstacles found by RKD and pupils in learning English, especially advertisement materials. These obstacles include pupils who have difficulty in accessing smartphones or smartphones that do not support a good network. There were also pupils who were still technology illiterate so it is difficult to work on advertisement video assignments. In addition, for santri pupils who live in Islamic dormitories (pondok), they were not free to use smartphones because they also had to focus on their education in the dormitory. However, this could still be overcome by the formation of groups able to reduce the obstacles mentioned earlier. Pupils who have easy access to smartphones could help pupils who were constrained by smartphones. Meanwhile, pupils who were constrained by smartphones and signals or pupils who live in Islamic dormitories must participate in pouring ideas or becoming actors in the video. All these obstacles could be overcome with group cooperation.

CONCLUSION

Starting from the existence of several cases in ninth-grade pupils at one of Madrasah Tsanawiyah in Kudus who find it difficult to learn English so their interest in learning is low. So this research is a case study research to explore the implementation of TikTok as an interesting medium for learning English, focusing on advertisement material.

The use of TikTok as an interesting medium for learning English can be divided into two stages, namely the preparation stage and the implementation stage. In the preparation stage, RKD ensured that all devices could run properly. At this stage, RKD delivered material about advertisements. Then assigned pupils to make advertisement videos in groups to be discussed at the next meeting. The next meeting was the practice stage. After the laptop, LCD, and projector were ready, RKD started by reviewing the advertisement material that had been delivered. Then all pupils gathered with their groups to watch the advertisement videos that had been made and they were challenged to analyze the generic structure and the lexicogrammatical features in the advertisements in the videos. After that, pupils were given time to discuss with their groups. The class was closed by giving feedback and reflection by RKD.

TikTok can be used as an effective and an interesting medium for learning English. First, TikTok meets pupils' learning needs. Second, TikTok attracts pupils because of its novelty and has many features that can be implemented into learning. Third, learning English is far from boring because pupils and teacher play an active role in the learning process, so it can increase pupils' motivation to learn English further. And lastly, TikTok is equivalent to the development of maturity and experience and the characteristics of pupils who are millennials who are attached and close to the digital world.

There were advantages and disadvantages to using TikTok as an English language learning medium. The advantages for pupils could increase their motivation to learn English. Advertisement material was also easier to understand. TikTok was an interesting and appropriate English learning medium because pupils were directly involved in critical thinking so it was far from boring. Furthermore, for teachers, it can develop the teacher's mind to use this media in other materials and explore other learning media. While there are also weaknesses in making videos on TikTok, pupils find it difficult to get an adequate signal and limited pupils to access smartphones because some pupils live in Islamic dormitories. However, this can be overcome by creating groups so that each group member can help each other.

As an suggestion given to teachers in learning advertisement material in the future is that pupils can create advertisements and jump directly into becoming a salesperson or influencer in the surrounding environment. Not only in the classroom environment but also directly influencing the community. And also can hold a competition to make advertisements, so that the mindset of a pupil becomes more developed. This research is far from perfect because it only analyzes TikTok as an English learning media on advertisement material. There are many more, other topics that have the potential to be researched related to the implementation of TikTok in the other four English skills or for other materials.

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The local wisdom-based learning by using vlog in enhancing students' speaking skills

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ABSTRACT

This research is proposed to determine the significant effect of local wisdom-based learning by using vlog in enhancing students' speaking skill. Quantitative method is the research method used. The sample was 24 students by using total sampling technique. The instrument of the research was speaking test. The data were then analyzed by using inferential dan statistical analysis. The results of the research showed before implementing local wisdom-based learning by using vlog, students' speaking skill was less, then after implementing local wisdom-based learning by using vlog, their speaking skill was good. There is a significant effect of implementing local wisdom-based learning by using vlog in enhancing students' speaking skill especially on students' vocabulary.

KEYWORDS:

Local wisdom;
English learning;
Vlog media;
Speaking skill;

INTRODUCTION

Speaking is learnt by foreign language learners not only in school but also in higher level because it is one of language skills besides listening, reading and writing. It is a needs for human to communicate each other (Darmadi et al., 2019). By speaking, people can interact with broader people in this world. It is because English is the main language used for global communication. It is used for communication among people in this world. People can establish relationship by using English skill in communication.

Speaking is an essential skill because students' English proficiency is determined by students' speaking English skill (Anggryadi, 2014). People will see students' proficiency in English by their speaking English (Ihsan et al., 2018). Thus in teaching English as Foreign Language, teaching speaking which focuses on developing students' speaking skill (Fernández-García & Fonseca-Mora, 2022).

Speaking skill can make people can express their ideas, feelings and share information to another. In line with Samad, Bustari, and Ahmad (Samad et al., 2017) who formulate that speaking is used in transferring language orally among people to share and switch information, communicate ideas, and intention.

It is one of productive skills which it requires interaction orally between someone and another (Setiawan et al., 2021). Not like other language skills, it needs interaction in producing and receiving messages with other people to construct meaning (Burns, 2019). In language learning especially as foreign language, it is considered as a challenging skill.

In line with Urrutia and Vega thought (William Urrutia León, 2010) that speaking a skill which is so challenging to be developed. The reason is most of students have problem in expressing their ideas in English. Some problems are students do not have a lot of vocabularies and their insecurity to speak English.

Mapgun and Aulia (2022) in their research said that since speaking skill is challenging because to be able in speaking English, you need to require five aspects, namely pronunciation, fluency, grammar, vocabulary, and comprehension. Speaking skills consist of five elements, they are fluency, pronunciation, grammar, vocabulary and comprehension. All these elements make speaking is so difficult for students (Tanjung & Fitri, 2020). 1) Pronunciation is the sounds speaker produces to make a meaning (Hannum et al., 2017) 2) Grammar is the primary skill of English skill which as the rules of constructing sentences and patterns which have a meaning (Ilyosov, 2021), 3) Fluency means the ability to speak which keeps a natural speaking without many pauses while speaking (Bøhn, 2015), 4) Vocabulary is a basic needs in language skill, sufficient vocabularies contribute to speaking ability, then 5) Comprehension is the ability of speaker to use a language in appropriate way and the speaker's understanding about the meaning of words and sentences he or she produces.

Students of Institut Pendidikan Tapanuli Selatan also faced challenge in speaking. They have lack of vocabulary, they do not have a lot of vocabularies to speak, and also they do not have confidence to speak in English, thus they do not enjoy the speaking class. As Dewi and Jimmi (2018) stated in their research that lack of vocabulary makes students have limitation of words to speak, this is a problem of speaking English.

All those elements of speaking must be acquired by students to be able in speaking English. For that reason, teaching speaking must be prepared by teacher by using appropriate strategies. Good strategy in teaching speaking creates communicative interaction in classroom (Astutik & Purwati, 2021). For that, teaching speaking must use appropriate learning method to enhance students' speaking skill. As (Awaludin et al., 2020) (Putranta & Supahar, 2019) said that a learning should encourage students to build their knowledge, actively participated in class. Students should be able to connect their experiences in daily life (Gholami et al., 2021) (Putranta & Supahar, 2019).

Students are actively interact in speaking by using media. Teaching media gives positive impact on students' achievement. In teaching speaking English, there are many medias which can be used such as storytelling, debating, role-playing, and video. One of media which can be used is video blogging (vlog). Students are familiar with this media since this media saturated era. In teaching, vlog is also used as media which represents the sophisticated technology used in teaching.

Vlog is a video blogging which people record their activities in a video then upload it to their social media. It is a popular media to communicate people activities in their life everytime they want. It can improve students' speaking ability and their confidence. By using video, they can relieve fear and anxiety to speak up in front of people.

Using vlog in teaching speaking skill gives positive impact on students (Mubarak et al., 2020). also concluded that vlog can be used in teaching speaking in highest level of education and arise students to be more creative in speaking their activities. Rakhmanina and

Kusumaningrum (2017: 27) also found in his research that vlog is recommended for students' speaking skill. It can improve students' confidence and motivation to speak English.

In this research, the using of vlog based on local wisdom in teaching speaking skill is assumed significantly affects students' speaking especially in vocabulary and comprehension. Since the most problem of speaking is lack of vocabulary. Students do not have a lot of vocabularies to speak and comprehension about what they want to say. Local wisdom knowledge is helpful to enrich their vocabularies and comprehension thus their confidence.

Teaching by using local wisdom can be used as an alternative in teaching speaking. This method meets students' needs and characteristics since it brings positive effect on students. It can enhance students' achievement because they are more excited and active in learning (Faisal & Sulkipani, 2016). Albanti and Madkur (2018) said that local wisdom based material in teaching English is crucial for students' learning outcomes and character. It also preserves students local cultural values (Lestari et al., 2021). There are many researches investigate local wisdom based english teaching then it makes students more active in higher level class (Hutama, 2016) (Avia Kormasela & Rofi, 2020) (Nurafni et al., 2020) (Putri et al., 2018).

Teaching materials have a crucial role in the process of learning (Hidayah & Priscylio, 2019). Teaching materials facilitate effective communication of information from instructors to pupils (Ulfa Martha & Pri Andini, 2019); (Ran & Jinglu, 2020). Teachers must possess the ability to create teaching materials that align with students' needs, curriculum requirements, and are not reliant on textbooks or government assistance. Additionally, these materials should be tailored to suit the unique characteristics of the students (Andani & Yulian, 2018; Cloonan & Fingeret, 2020; Zikri, 2020).

Incorporating culture into the educational process can have beneficial effects not just for students but also for the preservation of cultural sustainability. Utilizing teaching materials that are rooted in local knowledge serves as a means to safeguard cultural values (Lestari et al., 2021). Utilizing locally sourced instructional materials may enhance learning results due to its ability to engage students more actively and make the learning process more stimulating (Faisal & Sulkipani, 2016). Multiple research on educational resources indicate that using instructional materials that include local content or local knowledge might enhance participants' enthusiasm and engagement in learning, both in primary and higher education settings.

METHOD

This research used quantitative research by One-group Pre-test and Post-test design. The place was on Jl. Stn. Md. Arif, North Padang Sidempuan. The sample was taken by total sampling, it is second semester students. The total is 30 students. The instruments of this research is observation sheet and speaking test. In pre-test, students' speaking skill is measured before applying local legends storytelling. In post-test, students' speaking skill is measured by speaking test after implementing local legends storytelling. Then the result is analyzed by using t-test formula to prove the significant effect local legends storytelling implementation on speaking skill.

RESULTS

Students' speaking skill before implementing local legends storytelling

A pre-test was given to see the students' speaking skill before local legends storytelling implementation. The pretest result showed that students got 75 as the highest score and 10 as the lowest score. The mean score was 38, the median was 35 and the mode was 36. Students' score can be seen as follows.

Table 3.1 Pre-test Score

No	Score
1	Mean 38
2	Median 35
3	Mode 36

Completely, students' speaking subskills are described as follows.

- speaking skill for fluency aspect got 41, it is categorized fail.
- speaking skill for vocabulary aspect got 45, it is categorized fail.
- speaking skill for grammatical got 40, it is categorized fail.
- speaking skill for pronunciation aspect got 38 which is categorized fail.
- speaking skill for comprehension got 37, it is categorized fail.

Result obtained in pretest clearly reveals that students' speaking was low in all aspects.

Students' speaking skill after implementing local legends storytelling

A post-test was given to see the students' speaking skill after local legends storytelling implementation. The post-test result showed that students got 92 as the highest score and 50 as the lowest score. The mean score was 72.3, the median was 72 and the mode was 70. Students' score can be seen as follows.

Table 2. Post-test Score

No	Score
1	Mean 66
2	Median 63
3	Mode 64

Completely, students' speaking subskills in post-test can be drawn as follow:

- speaking skill for fluency aspect got 62, it is categorized good.
- speaking skill for vocabulary aspect got 63, it is categorized fail.
- speaking skill for grammatical got 65, it is categorized fail.
- speaking skill for pronunciation aspect got 62 which is categorized fail.
- speaking skill for comprehension got 68, it is categorized good.

From post-test, it reveals that students' speaking skill after implementing local legends storytelling is good. Students' speaking skill is significantly affected especially in comprehension aspect as the highest score obtained. Before implementing local legends storytelling, students' speaking skill for comprehension aspect was fail. Then after

implementing local legends storytelling, students' speaking skill for comprehension aspect becomes good. Then proposed hypothesis is accepted by getting that t-test is higher than t-table ($12 > 2.04$).

DISCUSSION

From the findings, it can be seen that students' speaking ability is significantly affected by implementing local legends storytelling. As Nurhayati (2019) found in her research about storytelling based on local wisdom that storytelling improves students' communication, interpretation and also appreciation. It proves that storytelling based on local wisdom is effective used for communication and moral values stimulation. Then Gonçalves (2019) also proved that in his research, teaching speaking was successful by using storytelling. It relieves bore in classroom and makes it becomes fun. Teaching by implementing local cultures is believed can support learning process, build character and preserve local culture (Wulandari et al., 2020).

From the findings, it can be seen that students' speaking ability is significantly affected by implementing local legends storytelling. As Nurhayati (2019) found in her research about storytelling based on local wisdom that storytelling improves students' communication, interpretation and also appreciation. It proves that storytelling based on local wisdom is effective used for communication and moral values stimulation. Then Gonçalves (2019) also proved that in his research, teaching speaking was successful by using storytelling. It relieves bore in classroom and makes it becomes fun. Teaching by implementing local cultures is believed can support learning process, build character and preserve local culture (Wulandari et al., 2020).

CONCLUSION

Implementing local legends as one of local culture products is an effective choice in teaching speaking and gives positive contribution to solve students' speaking problems. Storytelling creates enjoyable and interesting learning atmosphere which influences students' achievement. It enhances students' vocabulary and comprehension. In teaching speaking for EFL learners, teaching technique takes a very important role to make learning process is successful. Thus, in teaching speaking, implementing storytelling by using local legends is recommended.

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Exploring the impact of blended learning in Pakistani higher education institutions

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ABSTRACT

The research aimed to investigate the impact of blended learning within Pakistan's higher education institutions. Blended learning involves incorporating occasional face-to-face sessions, typically on a monthly or weekly basis, alongside the use of e-learning tools through virtual learning environments. The primary objective of this study is to assess the benefits of implementing blended learning in higher education institutions in Pakistan.

KEYWORDS:

Blended Learning;
E-Learning Tools;
Higher Education
Institutions;
Virtual Learning
Environments;;

INTRODUCTION

At present, proficiency in the English language is imperative to tackle the challenges of the twenty-first century, especially in the context of prevailing globalization, competition among education systems, and the internationalization of professions, along with advancements in science and technology (Bonk & Graham, 2012). The ability to communicate in English opens up numerous opportunities in the professional world, underscoring the importance for universities to excel in equipping students with strong knowledge in their respective fields, coupled with proficiency in English as a universal language (McFall-McCaffery & Cook, 2016).

In the domain of Blended and Distance Education, the use of technology is essential for augmenting the teaching-learning process. According to Van den Berg, Joffe, and Porto (2016), it is crucial for higher education institutions to adopt novel experiences facilitated by ICT. This entails implementing changes in teaching methods, communication systems, and the dissemination of learning resources. Recognizing the expenses and difficulties involved, the shift is considered necessary in the present day, when information and communication technology (ICT) acts as a potent instrument for acquiring new abilities and constructing knowledge (Grant, 2015).

Advocates promote the use of the Moodle learning platform in a blended style as a way to respond to new opportunities for e-learning. This strategy seeks to foster not just the interchange of academic knowledge but also the integration of other cultures into the work

environment (Bernauer & Tomei, 2015; Harasim, 2012). By adopting a "B-Learning" model, students gain access to an organized educational system in Pakistan that fosters self-learning, cooperative learning, interpersonal communication, and personal development, all within the dynamic interplay of family, work, and study (Dias, Diniz, & Hadjileontiadis, 2014).

This study aims to investigate the influence of blended learning on the teaching and learning process for English learners in Pakistan. It specifically examines the effects on academic success and satisfaction levels among instructors and students (Ungaretti, Thompson, Miller, & Peterson, 2015). ICT in education is an undeniable fact that brings both obstacles and advantages. The promise of ICTs resides in their capacity to establish novel educational settings, providing adaptability in relation to time, place, and expenses, notably in the realm of higher education (Salinas, 2005).

Virtual education, enabled by information and communication technology (ICT), offers possibilities for revolutionary teaching methods, enabling students to acquire, share, and generate knowledge without being restricted by time or place (Hernández & Pérez, 2015). The incorporation of ICT in education necessitates novel methodologies, since these technologies have a profound influence on all facets of the instructional process (educators, learners, curriculum, media, etc.) (Miller & Doering, 2014). The Technical University of Ambato has recognized that the notion of blended learning for English language education is not aligned with society expectations in the current changing environment. This has highlighted the need to find a solution to this educational issue (Demiray & Sever, 2014).

To address these challenges, a "B-Learning Model" is proposed to transition from traditional knowledge generation to a more dynamic approach that enhances communication and interaction among teachers and students. The study, conducted with higher education students in Pakistan, evaluates the impact of the "B-Learning Model" on English language skills development, including audio, vocabulary, grammar, reading, and writing. It also gauges the satisfaction levels of teachers with this methodology (Bernauer & Tomei, 2015).

The study utilizes a combination of online activities through the Virtual Platform Moodle and face-to-face meetings to create a coeducational learning environment. Through this approach, the research aims to promote learning and development among students and teachers. The evaluation involves comparing the academic performance of students in the experimental group, exposed to the "B-Learning Model," with a control group. Additionally, surveys are employed to gauge the satisfaction levels of both teachers and students at the conclusion of the application of the "B-Learning Model" in the experimental group (Bernauer & Tomei, 2015).

Our initial objective is to gauge the impact and effectiveness of implementing the "B-Learning Model" on the development or enhancement of language skills among students in the English blended format. This evaluation involves utilizing the "Mid-Cycle Test" results from both experimental and control groups. Our second objective aims to measure the perceptions of those engaged in the application of the proposed model. This assessment is conducted through surveys distributed to both students and teachers.

We are presented with a problem, and our objective is to make a meaningful contribution towards its resolution. More precisely, this task entails doing a diagnostic study of the teaching and learning process in the "blended format of DEDI." The study demonstrates a dependence on conventional elements, overlooking innovative techniques that might improve engagement, communication, motivation, and academic achievement of students. Hence, it is essential to develop a cutting-edge approach that is in sync with the present technological environment of society and caters to the specific traits and requirements of

learners. Pazos (2001) elucidates the disparity, asserting that instructional techniques often fall behind technical progress. Inspired by this recognition, we have created and executed the "B-Learning Model" as a pioneering methodology. This methodology utilizes a virtual classroom for English learning within the "Blended Learning" framework, with the objective of promoting meaningful, collaborative, and interactive learning experiences. The primary emphasis is on acquiring information about the influence of this model on academic achievement and the levels of satisfaction experienced by both instructors and students who use the model (Garrison & Kanuka, 2004).

The following is an exact formulation of the research problem: In the blended education program offered by the Specialized Language Department at the Technical University of Ambato, how does the implementation of the b-learning educational model influence the teaching and learning process for students who are studying English? (Kirkwood & Price, 2016). The implementation of the b-learning model aims to enhance the educational experience for students in a blended format. This involves integrating various tools and educational resources into the "Virtual Learning Environment Moodle" to facilitate meaningful, active, and collaborative learning. Additionally, it serves as a communication channel with students, fostering independent learning and overcoming geographical and time constraints.

After conducting inquiries and analyzing information, it has been observed that while there is existing research on the utilization of "B-Learning" in various contexts and knowledge areas, this particular study possesses originality within the Ecuadorian context. Despite some familiarity with b-learning in Ecuadorian universities, it is not a widely explored subject (Bonk & Graham, 2012; Dias et al., 2014). Reviewing research at the national level in Pakistan, where the proposal for implementing a Virtual Learning Environment is suggested, it remains a conceptual proposition without actual application with students. The extent to which the use of the virtual environment enhances the teaching and learning process is unknown. In contrast, this current research introduces the implementation of the "B-Learning Model" and subsequently assesses its impact on English language learning. The study also delves into experiential aspects related to the use of this methodology, encouraging further exploration. The aim is to contribute positively to results that guide teachers in utilizing virtual environments as a methodological strategy, not only for improving academic performance but also for creating a more dynamic, reflective, and interactive learning environment. This, in turn, helps students develop skills and problem-solving abilities, fostering a commitment to tasks with seriousness and respect for the betterment of the country's future (Fisher et al., 2014).

The findings of research conducted on technology-rich innovative learning environments are reflected in a study that was published by the Organization for Economic Co-operation and Development (OECD) in 2013. This paper is included in the background information. The purpose of this program, which is being carried out by 25 nations, is to investigate the ways in which young people learn and the circumstances in which they may learn more effectively (Garrison, 2011). The research presents a set of guidelines for the development of efficient educational settings, taking into account the fact that technology is a potent tool that is an essential component of our professional lives, our personal lives, and our society. Technology has a significant role in generating systemic change in learning environment design and in effecting teaching and learning at the micro level, which results in the creation of various learning experiences. Although it is not regarded a prerequisite for learning, technology plays a critical part in shaping this transformation. According to Garrison (2011), the research also highlights the role of education to provide young people with the knowledge, abilities, and values that are essential to handle the obstacles that are brought by

an increase in connectedness. This coincides with the aim to promote openness in the education system, addressing chronic deficiencies in important parts of Ecuadorian Higher Education, including the academic, research, and technical sectors (Harasim, 2012; Kirkwood & Price, 2016).

METHOD

The research methodology centers on the implementation and evaluation of the "b-learning model" in English language courses in Pakistani higher education. The model combines online activities via the Moodle platform with weekly face-to-face meetings. Participants include students in experimental and control groups. Additionally, a survey gauges satisfaction levels of both teachers (40) and students (490), collecting feedback on the model's effectiveness. Ethical considerations ensure participant confidentiality, and the study acknowledges its specific context while emphasizing the potential for broader applicability. The methodology employs a mixed-methods approach, blending quantitative test results with qualitative survey responses to offer comprehensive insights into the model's impact.

RESULT AND DISCUSSION

Explanation about the "B-Learning Model"

This B-Learning Model offers the advantage of integrating:

a. Classroom Training:

This aspect allows for physical interaction, influencing participant motivation, fostering the establishment of connections, providing guidance and teacher explanations. It also offers the opportunity to address questions and engage in more complex activities than would be possible in a purely virtual setting.

b. E-learning:

This dimension involves overcoming spatial and temporal barriers, providing flexibility since the majority of course activities do not necessitate participants to convene at a specific place and time. It also enables cost reduction by eliminating the need for travel between locations, among other factors (Demiray & Sever, 2014).

A "Virtual Learning Environment Moodle" (EVA) has been used to integrate online teaching materials and activities. This EVA functions as a suite that allows for both synchronous and asynchronous interactions to take place. It is designed to assist the teaching and learning of the English language on the basis of a curriculum, with the goal of achieving the intended learning goals. It has been said by Area (2004) that educational resources are an essential component of a wide range of teaching and learning activities that span a variety of educational levels and kinds. By using the Moodle platform, students who are enrolled in the mixed format are able to obtain access to a variety of virtual tools and multimedia information, which often take the shape of self-learning resources in these types of courses. According to Area (2004), these media play a key role in distance education because they operate as a mediator for communication and interaction between professors and students. They also serve as the stage upon which educational exchanges take place.

It is important to highlight that the production of this work and the execution of numerous activities are based on constructivism. This includes the incorporation of Vygotsky's social learning theory as well as Ausubel's theory of meaningful learning.

According to the constructivist theory, knowledge is created by the learner via the use of active processes, which may be considered either external or internal. According to Diaz-Barriga and Hernandez (2001), this knowledge is not a direct reproduction of reality but rather a creation from the perspective of human beings. The idea of Ausubel places an emphasis on the fact that learners always have past knowledge, and that effective learning takes place when recently acquired information is connected to previously acquired comprehension. According to Vygotsky's socio-cultural theory, learning takes place when individuals engage in mediation or contact with other different people. As a result, the implementation of activities takes into consideration the prior knowledge of the students, includes activities that are relevant to the students' everyday life, and encourages group activities in which the students may connect with their classmates.

There are a number of reasons that contribute to the relevance of English language education in a mixed style with regard to the English language. In the first place, we argue that the B-Learning Model in our educational setting has a significant potential to provide students many possibilities for more active and participatory learning, which in turn helps to enhance the socialization of information. The face-to-face interactions that take place between professors and pupils on a weekly basis are demonstrably inadequate in this respect. The authors Aguaded and Cabero (2013: 212) state that a virtual workplace makes it possible for members of a group to have constant touch with one another, regardless of where they are physically located. Utilizing the tools provided by the internet allows one to circumvent limitations imposed by both time and place. Students may overcome the feelings of isolation that are associated with blended learning by using the Virtual Learning Environment Moodle, which provides a platform for students to communicate and engage with one another. Within the context of the digital world, where English is the principal language of communication.

Sangrà's words (2002) highlight the transformative role of current ICT in overcoming historical obstacles to distance education. Virtual environments permit a multitude of teaching-learning activities, fostering various mental processes related to learning. Collaborative learning, supported by Vygotsky's social learning theory, promotes interaction among students, encouraging the exchange of opinions and feedback. The emphasis on "autonomy" through Moodle underscores students' responsibility and control over their learning conditions, breaking down spatial and temporal barriers. This technology not only enhances language learning but also transforms the learning experience into a more engaging and less stressful endeavor. The envisioned outcome of implementing English language learning in this manner is to afford students in blended formats greater interaction, flexibility, and autonomy, thereby enhancing motivation and interest in learning. The goal is to serve students through the B-Learning Pedagogical Model, aligning with the specific needs of individuals in today's globalized and competitive world.

The findings of the study underscore the transformative potential of the B-Learning Model in English language education. The virtual workspace provided by Moodle facilitates continuous communication and interaction among students, overcoming the limitations of physical space and time. Collaborative learning, supported by Vygotsky's social learning theory, allows students to progress collectively through their zone of proximal development. The emphasis on autonomy in the virtual environment enhances students' control over their learning conditions, making the process more flexible and

engaging. The integration of ICT not only improves language learning outcomes but also contributes to a more enjoyable and less stressful learning experience.

CONCLUSION

In conclusion, the b-learning model emerges as a powerful tool in reshaping English language education in blended formats. The study affirms the potential of virtual environments, particularly the Moodle platform, in fostering communication, collaboration, and autonomy among students. The findings support the idea that technology, when integrated effectively, can overcome historical obstacles to distance education and enhance the quality of the learning experience. The emphasis on interaction, flexibility, and autonomy aligns with the demands of a globalized and competitive world, preparing students to succeed in diverse professional settings.

Future research in this domain should explore specific pedagogical strategies within the B-Learning Model that contribute most significantly to improved language learning outcomes. Investigating the role of teacher facilitation in virtual environments and the impact of collaborative activities on student engagement could provide valuable insights. Additionally, longitudinal studies assessing the long-term effects of the b-learning model on language proficiency and its applicability across different educational contexts would contribute to a comprehensive understanding of its potential. Furthermore, exploring the perspectives and experiences of teachers and students in-depth could offer nuanced insights into the challenges and benefits of implementing the b-learning model.

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Enriching English vocabulary mastery through online games: English club students' experiences at an Islamic institution

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ABSTRACT

There are numerous resources available as a way to help students" increase their vocabulary in English as technology advances. Online games can be utilized as a tool for English learning outside of the classroom as the majority of them used English. This study investigated the kind of online games that college students" of English Club frequently play to hone their English vocabulary and to figure out the benefits and drawbacks of doing so. Five college students" who were members of the English club at an Islamic institution took part in this study. The study applied a qualitative descriptive approach. The data was gathered using two separate methods, including interviews and documentation. The study's findings revealed that students" played Mobile Legend the most frequently to increase their vocabulary. Some students" learned the vocabulary they typically use on a daily basis, while others simply learned about the words used in the game. Apart from that, the players or students" get the chance to play with foreigners so they can enrich their vocabulary. Online games provide benefits such as improving English vocabulary mastery and English skills, earning money, having fun, and meeting new people. Even though online games are beneficial for improving English vocabulary, there are drawbacks for them as well, including ocular system degradation, time wastage, and a diminished sense of learning.

KEYWORDS:

Online games;
Vocabulary
mastery;
English club;

INTRODUCTION

Vocabulary, sometimes known as words, is one of the crucial components of language learning since words and Language and communication are inextricably linked. This idea is consistent with Lin et al. it was said that "vocabulary is an integrated aspect of a dialect." While Keser, Wood, and Harmon (2009) claimed that expanding one's vocabulary is a crucial component of language learning. When Someone desires to converse with others, he

he or she needs to convey it in a positive and correctly; otherwise, others wouldn't Recognize what has been expressed. In other words, using appropriate language and vocabulary will make communicating easier. Similar reasoning can be found in Averil's (2006) statement that "...the more vocabularies students" know well and can use, the more meaning they can communicate in a wide variety of situations." According to David Wilkins, who was referenced by Alqahtani (2015), "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed," vocabulary plays a crucial part in communicating what the speaker wants to say when learning English. Because it relates to the four language abilities of listening, writing, speaking, and reading, vocabulary is the most crucial component of every language. Vocabulary, according to Averil (2006), is an essential component of language.

There are numerous ways to study vocabulary because it is crucial if one wishes to comprehend a foreign language. For instance, it can be learned from games, as shown by some later-stated research studies. Games, one of the quickly evolving technologies in this day, can facilitate learning for pupils. Additionally, it can engage students" in learning. Obviously, people like playing games. According to a survey that was published by Wijman at newzoo.com in 2018, it was discovered that there are 2.8 billion active gamers all over the globe. This is an astounding number. At this point in time, a significant number of games are played online, and in order to play them, a connection to the internet is required. Mobile Legends is one of these games. The primary objective of games, whether they are played online or offline, is only to provide enjoyment, or at least that is how the majority of people believe it to be. It is the same as what Ahmadi and Munawar (2005) said, which is that the reasons for playing games are to have fun and to be entertained.

According to Walgito (2010), our five senses—hearing, smelling, tasting, touching, and seeing or vision—are the foundation of human perception. Slameto (2010) argues that "Perception is a process related to the move of message or information into human's brain" Information, signs or cues, objects, conditions, and situations can all be sources of perception. People's responses to stimuli influence their perception, which leads them to draw conclusions about what they have experienced. How we perceive the world around us can be characterized as perception.

Through games, EFL students' may experience interest, fun, and encounter new terms that they had never heard before. As a result, Word acquisition will be less complicated, and students of English as a foreign language will be more motivated. Regarding the learning of a second language, Reinders and Wattana (2011) presented a comprehensive analysis of the advantages and disadvantages of playing games online. It is advantageous since the game enables users to communicate with players from other countries and compels them to use English in their interactions with one another. As a result of the engagement, it creates opportunities for vocabulary and grammatical use to grow. In addition to the benefits, playing online games can also provide drawbacks including making lazy, damaging the eye system. Therefore, online game players must be wise in using online games.

In this study, researchers took four previous studies as reference and comparison materials, Nisrinafatin (2020) in his research entitled *The Effect of Online Games on Student Learning Motivation*. While Christopher G. Thompson, Sam von Gillenb (2020) with the title *Video-game based instruction for vocabulary acquisition with English language learners: A Bayesian meta-analysis*. Then Asih Prihandini, Dadang Sudana, Eri Kurniawan (2021) with the title *Online Game to Improve English Vocabulary Awareness in Daily Speech*. Hafidz Tresna Yudha, Alvi Raihan Utami (2022) with the title *The Effect of Online Game Dota 2 In Students'' Vocabulary*.

Based on previous studies on how games can affect students' mastery of English and can provide benefits and drawbacks, the researcher is curious and wants to examine the perceptions of English Club Students' at An Islamic Institution, students' perceptions of online games for vocabulary learning.

METHOD

This research is field research, according to the source of the data. Data from the field must be collected because field research collects information to answer problems that exist in the field. The author used a descriptive qualitative method for this study. This study intends to investigate how university students' perceive online games that aim to improve vocabulary among English Club Students', at An Islamic Institution. Although this approach has a methodology to follow or several broad stages of research, the author uses the descriptive qualitative method because the specifics of this approach change as the research progresses. Since the researcher will soon visit the field, collect data, and then establish certain preconceptions, a qualitative approach is appropriate to apply in this circumstance since the author also does not know the exact hypothesis or preconceptions.

RESULTS AND DISCUSSION

Many significant things can be implemented as a result of playing online games. Participants in this study practiced their English by playing online games. The majority of online games are played in English. People can so play and learn at the same time in the online game.

Throughout the interviews the researcher has conducted. An Islamic institution's English Club students' incorporate gaming into their daily lives. Some individuals use it to learn English. Due to the fact that the majority of online games are in English, players can use them as a means of learning basic or general English. The administrators and former members of the English club for college students' admit that they also play online games to sharpen their English. Online gaming may be a useful way to learn English, especially for young people.

Online games are used for more than only English language instruction. In contrast, players regularly use online games in real life to decompress after a hard day of work or activity and to refuel their minds. Professionals and members of the college English club can also unwind after a long day by playing video games online. People who work best at night when they can relax.

Users of online games claimed that they pick up a lot of linguistic skills when playing these games. Along with learning it from the characteristics of the games themselves, learning this language comes from playing online games that incorporate narrative into the gameplay. In games featuring a storyline, the player will be provided a narrative for each job they must do. If the player does not understand English, they will surely struggle to complete the game. Therefore, in order to understand it, players must comprehend the meaning of each word and sentence. To be able to comprehend and grasp what it means, they must certainly open the dictionary.

As time goes on, players are beginning to know an increasing number of online gaming genres or brand names. Students' that participate in the English Club at an Islamic Institution play a variety of games, including PUBG, Free Fire, Mobile Legend, LOL, and Honkai Impact. However, according to the findings of interviews with English Club Students' at Islamic Institutions, they play a lot of Mobile Legend since it is popular and more thrilling to play when

they want to mabar. Like other online games, Mobile Legend has the potential to have an impact on both an improvement in English proficiency and vocabulary.

Mobile Legend has a ton of features that are useful for learning English. This mobile mythology game can help players improve their English vocabulary. You can choose from a variety of character options, configuration options, chat features, and voice features in this mobile legend game. This is why students' in an Islamic institution's English club are able to broaden their vocabulary by playing online games.

One of the online games that is currently well-liked in Indonesia is mobile legend. even throughout the entire world, not just in Indonesia. Many players decide to play Mobile Legend. Mobile Legend can also be played cooperatively by friends in addition to being played alone. Because in Mobile Legend the way to play is to battle adversaries where later they can also fight other groups, the goal of this cooperative game is to fulfill missions against foes. According to the findings of the interviews that were performed, the respondents also claimed that the majority of them play Mobile Legend for the same reason, namely because it is popular and is more enjoyable to play with lots of friends.

In addition to getting new vocabulary, the benefits obtained from playing online games are that you can get money, namely when someone wins the tournament in the E-Sport match, besides that, it can also be from when jockeying other people's games to increase the level of the game. In addition, a game player will be able to make new friends from playing this online game because most of these online games can be played with other people both domestically or abroad.

Along with the benefits of playing online games, the members of the students' English club at an Islamic institution also cited some drawbacks, like deteriorating eye health, wasting time, being lazy, and also diminishing one's motivation to learn.

Table

The following are words that are often found in online games that can increase vocabulary skills in the English club students' at an Islamic institution. The researcher will summarize it in the form of a table.

Table 1. Vocabulary list in online games

No	Vocabulary	Description
1	Away from Keyboard (AFK)	<i>Istilah ketika seorang pemain meninggalkan permainan untuk sementara atau lama.</i>
2	Invalid	<i>Istilah yang digunakan ketika match batal dilakukan.</i>
3	Early game	<i>Detik awal bermain sampai menit ketiga.</i>
4	Mid game	<i>Waktu permainan dari menit ketiga hingga menit ke sepuluh.</i>
5	Late game	<i>Waktu permainan diatas sepuluh menit sampai selesai.</i>
6	Farming	<i>Istilah yang mengacu pada kegiatan salah satu pemain yang mencari atau mengumpulkan emas.</i>
7	Pushing	<i>Cara bermain ketika melakukan strategi objektif dengan menghancurkan benteng musuh.</i>
8	Ganking	<i>Sebuah strategi untuk mengeliminasi lawan yang sedang sendirian,</i>
9	Roaming	<i>Sebuah strategi untuk berpindah.</i>

10	Stunned	<i>Mencegah musuh untuk menyerang.</i>
11	Taunted	<i>Memaksa target untuk menyerang.</i>
12	Noob	<i>Istilah ketika permainannya buruk.</i>
13	Over Power (OP)	<i>Istilah ketika permainannya sangat bagus.</i>
14	Army camp	<i>Tempat berkumpul pasukan yang sudah selesai dilatih.</i>
15	Attack's remaining	<i>Sisa serangan yang mampu dilakukan pemain.</i>
16	Finish now	<i>Untuk mempercepat pembangunan suatu bangunan.</i>
17	Headshot	<i>Tembakan di kepala</i>
18	Blue zone	<i>Zona aman</i>
19	Sandwich	<i>Situasi ketika dikepung oleh musuh</i>
20	Rush	<i>Menyerang bersama-sama secara kompak.</i>
21	Red zone	<i>Zona paling merugikan</i>
22	Prone	<i>Tiarap.</i>
23	Winner winner chicken dinner	<i>Kemenangan dalam game berlangsung.</i>
24	Compound	<i>Tempat pertahanan.</i>
25	Flank	<i>Menyerang musuh.</i>
26	Forting	<i>Melindungi pemain.</i>
27	Knock down	<i>Kalah.</i>
28	Spray down	<i>Menembak lawan secara terus menerus.</i>
29	Too soon	<i>Kalah terlalu cepat.</i>

*Source by the interview and internet.

CONCLUSION

The researcher came to the conclusion that the English club for students at an Islamic institution uses online games to help students learn the language. They learn a lot of language from playing online games, from the features of the games, and by playing with foreign players. Because Mobile Legend is a popular online game in Indonesia, every respondent plays it. It will be simple for them to play together if there are many players. Online games provide benefits such as improving English vocabulary mastery and English skills, earning money, having fun, and meeting new people. Even though online games are beneficial for improving English vocabulary, there are drawbacks for them as well, including ocular system degradation, time wastage, and a diminished sense of learning.

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The analysis of the third-year students' speaking performance in classroom presentation of English Education Department at UIN Alauddin Makassar

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ABSTRACT

The oral presentation is part of speaking as performance, and the ability of it is needed by students because it will be very useful during study and career periods. This research aimed at analyzing the third-year students' speaking as performance in classroom presentations. The method used was descriptive research with a qualitative approach, and the subjects consisted of 15 students who were third-year students at the English Education Department of UIN Alauddin Makassar in the academic year 2022/2023. The research instruments used in this study was observation, and the observation guidelines were adopted from Ewen (2006). The result of this study was that the third-year students at the English Education Department of UIN Alauddin Makassar in the academic year 2022/2023 had low proficiency of speaking as performance in classroom presentation. This indicated that students' ability to master the material and deliver it to the audience were still lacking. Based on the findings of this study, the researchers concluded that the aspect of "delivery" was more challenging than the aspect of "content". The implication of this study is that the findings can serve as a reference regarding the extent of students' presentation skills, and it can help address their weaknesses so they can improve their presentation abilities in the future.

KEYWORDS:

Speaking performance;
Classroom presentation;
Aspect of content;
Aspect of delivery

INTRODUCTION

Speaking is one of the essential skills in language, thus it holds significant importance to develop proficiency in oral communication (Nurmamatovich & Dushayevna, 2021). Speaking is a productive aural and oral skill (Rangkuti et al., 2022). Speaking can be categorized as an action, speech, or discourse from the person who is speaking to convey or ask for some information (Lubis & Siregar, 2021). Thus, it can be concluded that speaking is a form of

communication. Moreover, communication is divided into verbal and nonverbal communication (Ezeh et al., 2021). Two participants are included in communicative situation, namely the speaker and listener (Ahmada & Munawaroh, 2022). Based on those opinions, the researchers assumed that speaking is a process of conveying information between speaker and listener using verbal and non-verbal symbols among people in social life due to speaking skill is very important.

Speaking is considered the most important skill to master when compared to the other three main skills in learning a foreign or other languages (Rao, 2019) because the point of success in learning a foreign language is expected to be able to speak that language (Rangkuti et al., 2022). Besides, in communicating with others, everybody uses speaking skills in exchanging information. This is in line with Q.S. Ar-Rum verse 22:

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافَ أَلْسِنَتِكُمْ وَالْوَالِدَاتِ إِذَا رَضَىٰ بِرَبِّهِنَّ اللَّيْلُ لِلْعَالَمِينَ ﴿٢٢﴾

Translation:

22. *And among His Signs is the creation of the heavens and the earth, and the variations in your languages and your colours: verily in that are Signs for those who know* (Ali, 2001).

Based on the interpretation by Shihab (2002) states that one of the meanings of this verse is that we can recognize the signs of Allah's power through observing the diversity of languages, dialects, and intonations. According to this verse, we can understand that there are so many languages in the world, so it is important for us to learn foreign languages in order to communicate with others.

In everyday life, speaking based on its function is divided into three main functions, namely speaking as interaction, transaction, and performance (Richards, 2008). Speaking as performance is the ability to deliver information to the audience in a formal manner, such as making speeches and oral presentations (Kaharuddin et al., 2018). Therefore, speaking as performance tends to take the form of monologues rather than dialogues, and the language used is not conversational but closer to written language (Richards, 2008). Monologue can be said as a communication process that involves the speaker in conveying information to the listeners or the audience (Kamaliah et al., 2018).

The oral presentation is part of speaking as performance, and it is useful for conveying ideas and information to the audience. An oral presentation is usually done in a room, and it can be done in groups or individually. The ability to make presentations is needed by students because it will be very useful during study and career periods. It is supported by Kittiyano (Thaipattana) & Siabthaisong (2021), the ability to make oral presentations in public is an important skill and competency in a variety of careers.

Hadi & Fauziah (2018) state that communication is generally divided into two types: verbal communication, which involves using language, and nonverbal communication, which involves using symbols, gestures, and body language. It can be seen that two things must be considered in making a presentation, the first is what the presenter conveys or is referred to as content, and the second is how to deliver the content or is referred to as delivery.

The main purpose of an oral presentation or making a presentation in a classroom is that the audience can understand what the speaker is saying. In addition, a speaker must be able to convey it formally because it is academic speaking. Therefore, it is necessary to use formal language and avoid colloquial words and expressions (Santoso & Taufiq, 2020).

Based on the curriculum at UIN Alauddin Makassar, there are three courses regarding speaking. The first semester is speaking for general communication for as many as 2 credits, the second semester is speaking in professional contexts for as many as 2 credits, and the

third semester is speaking for academic purposes for as many as 3 credits. After students pass 3 semesters to study speaking courses, students are expected to be able to speak well. Especially in the speaking for academic purposes course, students are not only expected to be able to speak well in general but can speak in an academic context.

Based on the preliminary research carried out in May 2022 regarding the presentation performance of the third-year students of English Education Department, the researchers drew conclusion that there were still students who had not been able to make presentations properly as they should. Several students only read the slides that they displayed, did not fully use English, made presentations only as a form of formality to fulfill assignments, did not use appropriate intonation, did not use good eye contact with the audience therefore the speaker did not deliver the material well so that the audiences felt bored and did not get precise information. This was certainly not in line with the educational background and experience of students who had completed many presentation tasks while their presentation skills were still lacking.

This showed that not all English students, after several lessons, can communicate correctly, formally, and fluently. Therefore, with such a phenomenon, the researchers thought that it was necessary to conduct this research to find out more in-depth information regarding the speaking as performance of the third-year students of English Education in the classroom presentation at UIN Alauddin Makassar. By bringing up this topic, the researchers hoped that students can take lessons therefore that can have a good effect, such as encouraging optimality in students' speaking as performance in classroom presentations.

METHOD

In conducting this research, the researchers used descriptive research with a qualitative approach. The researchers selected a qualitative approach because qualitative research results were more in-depth than a quantitative approach. This was supported by Sidiq & Choiri (2019) that qualitative research can be defined as research that aims to understand the phenomena experienced by research subjects and research that produces findings that cannot be achieved using statistical procedures or quantitative methods.

The subject of this research was the third-year students of English Education Department of UIN Alauddin Makassar. It was located at Jl. H.M. Yasin Limpo No. 36 Romangpolong, Somba Opu, Gowa, South Sulawesi. Gay & Diehl (1992) states that the minimum acceptable sample size for descriptive research is 10% of the population, and ideally it is as large as it could be. Based on the explanation above, the sample participated in this research were 15 students out of the total population of 90 students.

This research used a simple random sampling technique. Simple random sampling can be defined that there is an equal chance of being selected for each element of the entire population (Hardani et al., 2020). A simple random sampling technique used because the researchers did not specify specific criteria for the sample in this study therefore that individuals had the same opportunity to be selected as the sample. Besides, members were also considered homogeneous. This is in line with the statement by Rawung (2020) states that simple random sampling is a fairly easy method and is commonly used in populations that contain relatively homogeneous unit characteristics.

A research Instrument is designed to collect data (Hutasoit & Tambunan, 2018). The instrument also functioned to examine and investigate a problem being researched therefore that the existence of the instrument was considered very important (Sidiq & Choiri, 2019). In qualitative research, the researcher collect data commonly used observation, interview, field

notes and analytical memos, document elicitation, personal experience, and participation in follow-up studies (Harahap, 2020). In this research, to obtain valid data, the researchers used observation.

Observation is a process of seeing, observing as well as "recording" behavior systematically to be used in providing a conclusion or diagnosis (Sidiq & Choiri, 2019). Therefore, observation was one of the instruments chosen by the researchers to collect information about students' speaking as performance in a classroom presentation. In data collection, observation can be divided into participant observation, namely observers participating in ongoing activities, and non-participant observation, namely, observers only play a role in observing activities or not participating in activities (Hardani et al., 2020). Furthermore, in terms of the instrumentation used, observation is divided into two, namely structured and unstructured observation. Structured observation is the researcher knows with certainty about what would be observed, and when and where the variables will be observed. In addition, the researcher also uses research instruments that have been tested for validity and reliability. While the unstructured observation is the researcher does not know for sure what variables will be observed so he is not prepared systematically about what will be observed, therefore the researcher is only guided by the observation signs (Sukendra & Atmaja, 2020). In line with that explanation, the observation used by the researchers in this study was non-participant observation, and the instrument used was structured observation. Observation completed with an observation sheet that had been prepared in advance consisting of the name of the researchers, research title, time, place, and rubric for the assessment.

Tools of data collecting used in this research is rubric and video recorder. The researchers applied a scoring rubric that adapted from Ewen (2006) to assess the assessment of component of content and component of delivery.

Table 1. Rubric for the Assessment of Content

Indicators of Effective Content	Levels of Achievement			
	Beginning (1 point)	Developing (2 points)	Competent (3 points)	Accomplished (4 points)
Introduction: gains attention, connects to topic, establishes credibility	No attention getting strategy was evident. No clear or relevant connection to the topic or speech purpose. No credibility was established.	Use of attention getting strategy but did not seem to adequately capture audience attention and/ or lead to the desired outcome. Credibility was implied.	An effective strategy to capture listeners' attention. Adequate introduction of the topic. Credibility was established by the speaker.	Creative attention getting strategy captures listeners' attention to introduce the topic. It is relevant to the topic and clearly gains the desired response from the audience. Credibility was established by the speaker.
Thesis Statement: explicit, identifies topic, previews main points	No thesis statement. The main points are not clearly identified, the audience is unsure of the direction of the message.	A thesis is implied, although not explicitly stated. The topic is clearly identified, but the main points are not clearly previewed.	The thesis statement identifies the topic and lists/previews the main points.	The speaker clearly stated a well-formulated thesis statement during the speech introduction. The thesis statement identifies the topic and lists/previews the main points.

Connection to Audience: needs & interest, demonstrates an understanding	The topic seems irrelevant to the audience's needs and interests. No attempt was made to connect a topic to the audience.	The topic seems somewhat relevant to the audience. A vague reference to audience needs and or interests. Identifies target audience.	Clearly stated the relevance of the topic to audience needs and interests. Expresses an understanding of their target audience.	The connection of the topic to the audience's needs and interests is stated with sophistication. Identifies and expresses a deep understanding of their target audience.
Subject Knowledge: depth of content, relevant support, clear explanation	Provides irrelevant or no support. The explanation of concepts is inaccurate or incomplete.	Provides some support for main points, but needed to elaborate further with explanations, examples, descriptions, etc. Support is relevant, but not timely.	The main points are adequately substantiated with timely, relevant, and sufficient support. Accurate explanation of key concepts.	Depth of content reflects thorough understanding of the topic. The main points are well supported with timely, relevant, and sufficient support. Provided precise explanations of key concepts.
Organization: main points distinct from support, transitions, coherence	Lack of structure. Ideas are not coherent. No transitions. Difficult to identify the introduction, body, and conclusion.	The general structure/ organization seems adequate. The difference between the main points and supporting details is blurred. Logical flow, but no clear signposts for transitions.	Clear organizational pattern. The main points are distinct from the supporting details. Smooth transitions differentiate key points.	Effective organization is well suited to the purpose. The main points are clearly distinct from the supporting details. Graceful transitions create coherent progress toward a conclusion.

Table 2. Rubric for the Assessment of Delivery

Indicators of Effective Delivery	Levels of Achievement			
	Beginning (1 point)	Developing (2 points)	Competent (3 points)	Accomplished (4 points)
Eye Contact: establish rapport; expand the zone of interaction	Read speech from notes/ manuscript. Avoids eye contact with the audience.	Conspicuous use of speaker notes. Only occasional sporadic glances at the audience.	Eye contact establishes rapport with the audience. Unobtrusive use of speaker notes. Scanning of the audience to establish a zone of interaction.	Consistently uses eye contact to maintain rapport with the audience. Inconspicuous use of speaker notes. Effective use of scanning to expand the zone of interaction.
Movement: expressive, comfortable, enhances message	Body language is not supportive of the message, may contradict it. Gestures, facial expressions, and posture are stiff or distracting.	Body language is a minimal support of the verbal message. Gestures, facial expressions, and posture reflect the speaker's discomfort that occasionally interferes with the message.	Body language is an adequate support of the message. Movement and gestures clarify key points. Facial expressions and posture seem comfortable.	Gestures, facial expressions, and posture reinforce and enhance the verbal message. Body language is expressive, dynamic, natural, and comfortable.

Voice: rate, pitch, volume, and tone are natural and authentic	Fails to maintain audience interest and support the verbal message due to excessive monotone, inappropriate rate, and volume. The pitch may be strained or flat.	Inconsistent use of voice to support message. Monotone passages interfere with audience interest. The rate may be too fast or slow; volume too high or low. The pitch is strained at times, too artificial, or too nervous.	Tone fits verbal message, changing for emphasis at appropriate moments. Rate and volume allow the audience to follow the message. The pitch seems natural to the speaker.	Tone is authentic and appropriate to the topic. Rate, pitch, and volume vary at key points to support the verbal message and keep audience interest. Voice is natural to the speaker and topic, talking with rather than at the audience.
Fluency: pronunciation, enunciation, and articulation are smooth; lack of fillers	Incoherent presentation due to many factors that undermine fluency including poor pronunciation. Long pauses interrupt the flow of speech. Excessive use of vocalized fillers distracts the audience.	Pronunciation is mostly correct yet enunciation and articulation are still tentative. Speaker recovers from awkward pauses and proceeds. Vocalized fillers are noticeable but not excessive.	Careful pronunciation supports coherence of presentation. Enunciation and articulation of words are mostly clear. Pauses were momentary and did not interrupt fluency of speech. Vocalized fillers are minimal and do not distract the audience.	Coherence of presentation is strongly supported by correct pronunciation, confident enunciation, and articulation. Pauses are purposeful and enhance the fluency of speech. Virtually no vocalized fillers are noticeable.

Adopted from Ewen (2006)

Calculating the score for each student based on the average analysis,

Table 3. The Average Analysis

Qualification	Description	Range Score
High	Always or almost always used	2.6 – 3.0 ≥
Moderate	Usually used	2.1 – 2.5
Low	Sometimes used	≤ 1.5 – 2.0

Adopted from Naimie & Naimie (2007)

Data collection carried out through in-class activities by observing 15 students who were making presentations to find out how far their speaking as performance skills were. The researchers in collecting the data applied several steps. 1) the researchers found out about courses that give individual presentation assignments to English Education students. 2) then asked for permission and consulted with the lecturer concerned to be allowed to conduct research in the lecturer's class. 3) the researchers observed all of the students' classroom presentation activities. In this case, the researchers took pictures and videos of students as documentations to make it easier for the researchers. 4) then, the researchers identified the data collected. It was done to find out the ability of students' presentations. 5) the last, the researchers made results and conclusions from the research that had been carried out to explain clear information about the extent of the students' speaking as performance in classroom presentation.

RESULT

The findings were obtained after conducting this research in class through observation when students made presentations which were conducted on April 6th – May 25th, 2023. These research findings relate to the results of data analysis of the level of students' speaking as performance in class presentations.

Table 4. Result Aspect Analysis of the Content

Students	Aspect of Content Analysis					Total
	Introduction	Thesis Statement	Connection to Audience	Subject Knowledge	Organization	
01	3	2	3	3	2	
02	1	2	2	2	2	
03	2	2	2	3	3	
04	1	2	2	2	2	
05	2	2	2	2	2	
06	2	2	2	2	2	
07	2	2	2	2	3	
08	1	1	2	2	2	
09	3	2	2	3	2	
10	2	2	2	2	1	
11	1	2	2	2	2	
12	1	2	2	2	3	
13	1	1	2	1	1	
14	3	2	2	2	3	
15	2	2	2	2	3	
Total	27	28	31	32	33	151
Mean	1.8	1.9	2.1	2.1	2.2	30.3
Qualification	Low	Low	Moderate	Moderate	Moderate	

Based on table 4 above, there were 5 aspects analysis in assessment of "Content". Aspect 1 was introduction, the total scoring in this aspect was 27 score with the mean score 1.8, it was indicated that the students did not used strategy to get the audience's attention, and can be qualified to Low frequency. Aspect 2 was thesis statement, the total scoring in this aspect was 28 score with the mean score 1.9, it was indicated that the students were not able to identify topic and list main points, and can be qualified to Low frequency. Aspect 3 was connection to audience, the total scoring in this aspect was 31 score with the mean score 2.1, it was indicated that the students were able connect the topic to the audiences, and can be qualified to Moderate frequency. Aspect 4 was subject knowledge, the total scoring in this aspect is 32 score with the mean score 2.1, it was indicated that the students were able to explain the main points accurately, and can be qualified to Moderate frequency. The last aspect 5 was organization, the total scoring in this aspect was 33 score with the mean score 2.2, it was indicated that the dominant students were able to explain with smooth transitions differentiate key points, and can be qualified to Moderate frequency. The total score in assessment of content was 151 score.

Table 5. Result Aspect Analysis of the Delivery

Students	Aspect of Delivery Analysis					
	Eye Contact	Movement	Voice	Fluency		
01	3	3	3	3		
02	1	1	1	2		
03	2	2	2	2		
04	2	2	2	2		
05	2	1	1	2		
06	1	1	1	1		
07	1	1	2	2	Total	
08	2	1	1	1		
09	2	2	2	1		
10	2	1	1	1		
11	1	1	1	2		
12	1	2	1	2		
13	1	1	1	1		
14	3	3	2	3		
15	2	1	1	1		
Total	26	23	22	26		97
Mean	1.7	1.5	1.5	1.7		24
Qualification	Low	Low	Low	Low		

Based on table 5 above, there were 4 aspects analysis in assessment of "Delivery". Aspect 1 was eye contact, the total scoring in this aspect was 26 score with the mean score 1.7, it was indicated that the dominant students were not able to establish eye contact rapport with the audience, and can be qualified to Low frequency. Aspect 2 was movement, the total scoring in this aspect was 23 with the mean score 1.5, it was indicated that the students did not used body language to support the message, and can be qualified to Low frequency. Aspect 3 was voice, the total scoring of this aspect was 22 with the mean score 1.5, it was indicated that the students were not able to speech with rate, pitch, volume, natural tone and authentic tone that allow the audience to follow the message, and can be qualified to Low frequency. Aspect 4 was fluency, the total scoring in this aspect was 26 with the mean score 1.7, it was indicated that the pronunciation, enunciation, and articulation of the dominant students were not fluent and used many fillers, and it can be qualified to Low frequency. The total score in assessment of delivery was 97 score.

Based on two table above, the mean score of aspects analysis content was 30.3 while the mean score of aspects delivery was 24. It means that to deliver the content to audience was more difficult than content itself.

Table 6. Students' Speaking as Performance Qualification in Classroom Presentations

Students	Content	Delivery	Mean	Qualification
Student 1	2.6	3	2.8	High
Student 2	1.8	1.25	1.5	Low
Student 3	2.4	2	2.2	Moderate
Student 4	1.8	2	1.9	Low
Student 5	2	1.5	1.8	Low
Student 6	2	1	1.5	Low
Student 7	2.2	1.5	1.9	Low
Student 8	1.6	1.25	1.4	Low

Student 9	2.4	1.75	2.1	Moderate
Student 10	1.8	1.25	1.5	Low
Student 11	1.8	1.25	1.5	Low
Student 12	2	1.5	1.8	Low
Student 13	1.2	1	1.1	Low
Student 14	2.4	2.75	2.6	High
Student 15	2.2	1.25	1.7	Low

Based on table 6 above, it can be seen that the presentation ability of student 1 and 14 were in high level, because the mean score of their "content" and "delivery" were high. The presentation ability of student 3 and 9 were in moderate level, because the mean score of their "content" and "delivery" were moderate. While the presentation ability of student 2, 4, 5, 6, 7, 8, 10, 11, 12, 13 and 15 were in low level, because the mean score of their "content" and "delivery" were low. The general result of this research was showed in the following table.

Table 7. Result of Students' Speaking as Performance in Classroom Presentations

Number of Students	Percentage	Qualification
2	13.33	High
2	13.33	Moderate
11	73.33	Low

Based on the presented data in table 7, the results were as follows, 2 students (13.33%) were indicated in "high" level, 2 students (13.33%) were indicated in "moderate" level, and 11 students (73.33%) were indicated in "low" level.

DISCUSSION

This research conducted based on students' presentation issues faced by students of English Education Department intake 2020 at UIN Alauddin Makassar. The descriptive qualitative method was used to determine the results of this study with the support of an instruments, namely observation, and it was collected in a classroom when the students did presentation. The total numbers of respondents were 15 students, consisting of 2 male students and 13 female students.

Based on the result of data analysis, there were 2 students (13.33%) in high level, which means that the students were good to apply aspect of content and aspect of delivery in their presentation. There were 2 students (13.33%) in moderate level, which means that the students were fairly good to apply the aspect of content and aspect of delivery in their presentation. There were 11 students (73.33%) in low level, which means that the dominant students who were weak to apply aspect of content and aspect of delivery in their presentation. The finding revealed that the level of students' presentation in low level dominantly, it contradicts with the previous studies by Aminullah et al. (2015) that the third semester students of English Education Study Program of FKIP Untan Pontianak in academic year 2014/ 2015 especially the students who were in Class B of Speaking for Academic Presentation have moderate abilities of speaking as performance in giving presentation, and Fujiani (2019) whose research also shows that the fourth semester students of English Study

Program at University Bengkulu in academic year 2018/2019 have presentation ability in moderate level.

Based on the observation, from the result of assessment content, first it can be seen that the students had moderate level in aspect of organization, subject knowledge, and aspect of connection to audience. The second, it can be seen that the students had low level in aspect thesis statement and introduction. Meanwhile, from the result of assessment delivery, it can be seen that all of the aspects namely eye contact, fluency, movement, and voice were in low level. If the aspects of presentation are sorted by ranking, it can be seen that the highest ranking is in organization aspect with mean 2.2 (total 33 points) and were in moderate proficiency. It was indicated that the dominant students were able to explain with smooth transitions differentiate key points, and could manage the structure of the presentation. But some of the students did not clearly use the transition signal. There were 5 students with competent level, 8 students with developing level, and 2 students with beginning level.

The second, aspect of subject knowledge with mean 2.1 (total 32 points) and were in moderate proficiency. It was indicated that some the students were able to explain the main points accurately. There were 3 students with competent level, 11 students with developing level, and 1 student with beginning level.

The third, aspect of connection to audience with mean 2.1 (total 31 points) and were in moderate proficiency. It was indicated that the students were able connect the topic to the audiences. There were 1 student with competent level, and 14 students with developing level.

The fourth, aspect of thesis statement with mean 1.9 (total 28 points) and were in low proficiency. It was indicated that the students were not able to identify topic and list main points. There were 13 students with developing level, and 2 students with beginning level.

The fifth, aspect of introduction with mean 1.8 (total 27 points) and were in low proficiency. It was indicated that the students did not used strategy to get the audience's attention. There were 3 students with competent level, 6 students with developing level, and 6 students with beginning level.

The sixth, aspects of eye contact and fluency with each mean 1.7 (total 26 points) and were in low proficiency. In aspect of eye contact, it was indicated that the dominant students were not able to establish eye contact rapport with the audience. While in aspect of fluency, it was indicated that the pronunciation, enunciation, and articulation of the dominant students were not fluent and used many fillers. In each aspect, there were 2 students with competent level, 7 students with developing level, and 6 students with beginning level.

The seventh, aspect of movement with mean 1.5 (total 23 points) and were in low proficiency. It was indicated that the dominant students did not used body language to support the message. There were 2 students with competent level, 4 students with developing level, and 9 students with beginning level.

The eighth, aspect of voice with mean 1.5 (total 22 points) and were in low proficiency. It was indicated that the students were not able to speech with rate, pitch, volume, natural tone and authentic tone that allow the audience to follow the message. There were 1 student with competent level, 5 students with developing level, and 9 students with beginning level.

CONCLUSION

The researchers have done all the processes of the research. The conclusion of this research is about whether the students have high, moderate or low abilities in using effective content and delivery aspect while giving presentation. In reference to the research finding, it can be

concluded that the third-year students of English Education Department UIN Alauddin Makassar in academic year 2022/2023 had low proficiency of speaking as performance in classroom presentation. This indicates that students' ability to master the material and deliver it to the audience are still lacking. Based on the findings of this study, the researcher can conclude that the aspect of "delivery" is more challenging than the aspect of "content".

Based on the result of this research, there are some recommendations suggested by researchers, they are: (1) For students, the researchers suggest using the findings of this study as a reference to assess the extent of their presentation skills and improve areas that are lacking. (2) For the lecturer, considering the importance of the content and delivery aspects in developing students' presentation skill in front of audience, the researcher suggests lecturers to find out teaching techniques that suitable with students' needs, to maintain the good of aspects and to improve the weak of aspects. (3) For further researchers, the findings of this study can serve as a reference to understand aspects related to students' presentation skills in the classroom.

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Enhancing speaking strategies for improving students' performance: A best practice at an Islamic English club

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ABSTRACT

A fundamental outcome of language learning is speaking. Nevertheless, it is regarded as the most challenging skill to master in EFL for students. It was found that the students of the Islamic English Club experienced some factors that affected their speaking performance, namely fear of making mistakes, lack of confidence, social anxiety, communication apprehension, as well as error-linguistic factors. The present study attempts to explore excellent practices as strategies to improve students' speaking performances at an Islamic English club. The qualitative-descriptive approach was used in this study. The data were collected through interviews and observations. The collected data were analyzed qualitatively to find out strategies to enhance their speaking performance. The results revealed that there are several strategies used by the Islamic English club to improve students' speaking performance, which could be seen in terms of religious strategies, memory strategies, cognitive strategies, metacognitive strategies, affective strategies, and social strategies. In conclusion, it can be affirmed that those strategies could help students increase their English-speaking performance confidently.

KEYWORDS:

Speaking;
Performance;
Strategies;
Islamic;
English club

INTRODUCTION

Speaking is an essential English skill since it allows to interact orally with others. Speaking is actual conversation between two, three, or more people, with each individual as both a speaker and a listener (Sari et al, 2020). Learners should be taught speaking skills, a sort of human activity that uses physical, psychological, neurological, semantic, and linguistic processes to communicate and convey thoughts, ideas, and feelings in daily life (Asih & Wikanengsih, 2022). Similarly, Rahmawaty & Suwarjo (2016) define speaking as a productive skill of language; it requires the ability to communicate ideas, emotions of feelings so that others can understand what is going through in the speaker's head. They describe speaking is the act of

expressing ideas or a spoken message using sound symbols to enable active communication between speaker and listener. It is clear from the explanation above that it is necessary for students to develop their speaking skills in order to be able to communicate verbally with others and express their feelings, ideas, and thoughts. One way that can be taken of practicing speaking skills is through speaking performance. Students' speaking performances are part of a learning process that seems like speaking practice. Students' speaking performances demonstrate the work they put into learning to talk (Silitonga et al, 2020). In this regard, students at school need a place to communicate their opinions, knowledge, and ideas as a form of the implementation of speaking skills through a performance, one of which is to join English club.

English club is an additional program in a form of extracurricular provided by the school to facilitate students to improve students' language skills. Students had the opportunity to communicate more freely with their peers through English club. By joining English club, the students could share knowledge, information, or ideas (Yerona et al, 2021). English club is an alternate strategy for assisting students in honing their speaking abilities. Additionally, the English club facilitates students' development of their English-speaking skills, particularly (Astari & Hadi, 2022). Connectedly, in this research object, the purpose of forming this English club is to encourage students' interest in and passion for English, to cultivate their mindset toward speaking English, and to get them ready for competition. Because it was founded under the aegis of an Islamic institution, this English club is also known as the Islamic English Club. Along with this, the learning process also represented Islamic values in both behavior and the learning's subject matter. The adoption of Islamic behavior as exemplified by the Prophet Muhammad, such as maintaining cleanliness and polite etiquette, could be seen from greeting, starting lesson by reciting Basmallah, and closing lessons with Alhamdulillah. Additionally, the aforementioned explanation – which combines English with Islamic values such as the application of Quran and Hadist – could be considered as an example of Islamic ideals in the learning process. These features set in apart from English club in general.

A fundamental outcome of language learning is speaking. Nevertheless, it is regarded as the most challenging skill to master especially for EFL students (Kusrini & Amalia, 2021). Speaking creates an abundance of tension on students who worry over performing in front of others because they believe that proficiency in a foreign language is determined by how well they can speak it (Diaab, 2016). Based on the observation conducted by the researcher, it was found that the students of the Islamic English club experienced some factors that affected their speaking performance. Observational data showed that the dominant factor caused their problems in speaking performance was fear. In connection, the data obtained from interviews revealed that students of Islamic English club experienced fear when they were performing their speaking in front of their peers, including fear of making mistakes, fear of being laughed, fear of getting bad score and negative evaluation, and fear of having communication (communication apprehension). They also stated that their English skills especially in speaking was still low. They had lack of vocabulary, lack of pronunciation, and lack of grammar. Their fear and limitation in English-speaking skills affected to their confidence. As a result, they were insecure with their English ability and made them having low self-esteem. Those factors built their nervousness. Moreover, their nervousness would getting worse since they experienced sweating, difficulty breathing, trembling, and heart palpitations. A number of factors mentioned above made them refrain speaking performance and they even rejected when tutor pointed them to perform. Those factors contributed to their speaking performance, where their speaking performance was becoming less. It is supported by the research

conducted by Diaab (2016) found a significant amount of students seem to be both terrified of and ashamed by their mistakes, having a fear of receiving negative feedback or correction from their teacher. Additionally, over half of the students worry about how other people would perceive their oral performance. Diaab revealed that although students have acquired linguistic expertise, this component nevertheless presented a speaking problem for them. All of the students acknowledged that vocabulary is one of the biggest challenges they encounter when speaking English since they frequently exceed the point where they are unable to express themselves clearly and must look for a synonym in order to continue the communication. Based on the explanation above, strategies are needed to overcome their speaking problems and enhance their speaking skills.

Strategy is a plan created to accomplish a specific goal (Oxford, 2008). The word "strategy" is derived from the ancient Greek word "strategia", which described the methods or tactics used to overcome an adversary. This phrase is also used in the educational field, albeit the enemy is lack of knowledge on the part of the students especially here is students' lack of speaking skills. An important factor in enhancing students' abilities in oral communication is the significance of learning speaking strategies. The self-directed involvement required for the development of communicative capacity is facilitated by strategies, which strategies can aid the internalization, storage, retrieval, and utilization of the new language. Therefore, speaking strategies are acts and/or steps that students implement to effectively achieve a verbal communicative task (Larenas, 2011). In conclusion, speaking strategies are act ways arranged to conduct to speaking achievement as solutions to solve students' speaking problems.

Prior studies have examined the strategies to address students' speaking difficulties. Following that, Rezeki et al (2022) have conducted a research on teacher's strategies in overcoming students' speaking problems at one of senior high school in Selayar. Based on the results of their research, the teacher uses a range of strategies to help students overcome their speaking problems. One such strategy is role play, which allows students to formulate their own ideas on the given material. Engaging in discussions can help students become more proficient in English. Games can also help students understand the material better and broaden their vocabulary in the language. The role-playing strategy is the one that is most frequently employed. The way that students responded to the teaching strategies for getting beyond their problems can be categorized as a positive approach to help them get past their speaking difficulties.

Because most of the students in Islamic English club were still experiencing problems in speaking performance, it is necessary to be conducted research to find appropriate strategies to lessen their problems of speaking performance so that their speaking skill could increase. Speaking strategies become important to enhance students' speaking abilities so that they can be self-sufficient. Therefore, this research attempts to explore excellent practices as strategies for enhancing students' speaking performance at an Islamic English club. Additionally, students of Islamic English club are expected to gain confidence in speaking English as a result, which positively impacts both their speaking performance and learning process.

METHOD

The qualitative-descriptive approach was used in this research. The purpose of using qualitative method in this research was to find out the answers to a question systematically

through scientific procedure. In this case, the question was related to the speaking strategies for improving students' performance of Islamic English club. The kind of this research was field research, which means that the research' data was gathered in the field directly. The researcher conducted this research at one of an Islamic English club in Kudus, Central Java. This Islamic English club was chosen because the students who joined this English club experienced some factors that affected their speaking performance. Therefore, it was important to conduct a research to find the strategies that could help them to overcome their speaking problem so that it could enhance their speaking performance.

The participants of this research were tutor and students who joined in the English club in tenth and eleventh grade. Tenth and eleventh grade students were chosen by the researcher for time efficiency because the twelfth grade students were getting ready for final examination. In other word, the purposive sampling was used in this research for choosing the sample. The researcher collected the data by doing observations and conducting interviews with research subjects. Observation is done to look at the physical condition of the Islamic English club, the material used by the tutor to the taught, the learning situation and the teaching and learning activities, as well as the speaking performance by the students. Interviews were used as a technique for data collection to determine the issues that require further investigation. Semi-structured interview was used in this research for getting deeply and open information. Data from interview was used for identifying the strategies to enhance students' English-speaking performance.

Research data validity used in this research was persistence improvement of the researcher. The researcher read book references and documentation associated with the results. By doing this, it could help the researcher to broad the insight and could be used for examining the data obtained to be believed or not. Additionally, triangulation also used by the researcher, including source triangulation and technique triangulation. Regarding source triangulation, it was used several sources to test data credibility, such as observations, interviews, and documentation data from different participants. The participants were tutor and students in Islamic English club in tenth and eleventh grade. Technique triangulation is used to test data credibility in variety of data collection technique, including observation and interview.

The researcher used data collection, data reduction, data display, and conclusion drawing for analyzing the data. The following are the explanation for each technique. Early on, the researcher explored the social situation of the research object generally, recorded all that could be seen and heard. By performing observations and interviews, the researcher gathered the data. As part of the data reduction process, the researcher selected, arranged, and simplified the data to make it easier while gathering data regarding the strategies to enhance students' English-speaking performance. The next technique used by the researcher for analyzing the data after data reduction was displayed the data. In this research, the data were displayed in the form of description or narration. Conclusion drawing was the last step used by the researcher in analyzing the data. This research' conclusion would provide an answer to the research question and could be supported by the data collected throughout the field research.

RESULT

According to the data obtained by observations, most of the Islamic English club students experienced some problems when they performed speaking in front of other students. More

than half students were unwilling to perform speaking in front of class. Tutor stated that most of the students rejected when they were asked to perform speaking directly. It is supported by the interview results, the students revealed some factors contributed to their low-speaking performance, namely fear and low self-esteem. Their lack of English skills built their fear and made them having low self-esteem. As a result, they were unconfident if they had to perform their speaking in front of many people especially their peers in Islamic English club. Consequently, they experienced a numerous speaking problems including linguistic error, communication apprehension, as well as speaking anxiety.

Based on the consideration above, it is truly necessary to find out practices as the strategies to enhance students' speaking performance at Islamic English club in hope it could help the students to solve their speaking problems. After finalizing this research, the researcher obtained a various strategies. A large number of the students who were interviewed used the same strategies to deal with their speaking problems, which included doing a lot of exercise to calm themselves down. Pair or individual practice were also viable options for the activity. Self-practice was frequently employed to increase students' self-assurance. In connection, tutor stated that to overcome fear, students must confront it and not run from it. A step that could they use to begin their resistance to fear is by practicing their speaking frequently.

Some students also disclosed that they recited *Basmallah* as an act of prayer to Allah before performing. An extended time it might enable them to get over their fear of speaking in front of the class, but once they did, the fear returned. They also mentioned that they would recite *Istighfar* to regain focus when they started to lose it. They also felt more at ease as a result. Some of the interviewees, the researcher discovered, prayed specifically to reduce their anxiousness. The first interviewee claimed that she also read the *Sholawat* and dzikr.

Regarding students' problems related to their fear of English, tutor revealed that this could happen because they were less exposed to English content. They were less touched by English. Therefore, students had able to familiarize themselves with English. One way that could be done as a strategy is to watch films or movies with English subtitles. This could get them used to listening to English so that English did not feel foreign to their ears. Dealing with that, tutor tried to provide students English content which could be seen from the learning material implemented in learning activities for making students get used to English as well as taught them to think analytically and critically. Tutor provided materials that could make the students analyze and criticize the issue through the learning activities. As Islamic English club, some activities are also correlated with Islamic values, namely discussed about Islamic Values in Family Issues through a video content. They had to analyze why we should respect to parents based on Islamic perspective. Another critical topic was regarding Benefits of the Recitation of the Chapters of the Holy Qur'an. In this topic they had to analyze a verse in Qur'an and connected it with their personal experience. Some fun learning activities which in theme of survival story that has a purpose to build students' critical and analytical thinking skills were mentioned below.

Table 1 Survival Story: Fun Learning Activities to Enhance Students' Critical and Analytical Thinking

Survival Story
<p>1. There are ten people with 10 strength and weakness including their profile of age and work. If our earth is already destroyed and we have to move to another planet, students have to think and take five of those people that is really beneficial to continue the human's civilization.</p>

-
2. You are stuck on an island. You only have three things.
-
- a. How will you save your life?
-
- b. If there was a rainstorm, which would you prefer to use?
-
- c. How long can a human body last without drinking?
-
- d. If only we supposed that there was no food, what insects could we eat?
-

They needed to prepare as a strategy to make them feel less uncomfortable when giving speaking performance. They produced a speech plan, which included brief notes and the points they would cover in their speaking performance, as preparation. Before speaking in front of the class, they also performed their speeches by engaging in individual practice with their peers or talking to themselves at home. When they lost their memory during their performance, having an outline made it easier for them to retrieve the material. Hence, the tutor made a strategy to encourage students who were inexperienced to public speaking by having them perform in front of the class. It would aid students in developing greater self-assurance and overcoming nervousness.

Students also required a strategy to help them relax when anxious gripped them during performance. They engaged in relaxation strategies including deep breathing to help them relax. Deep breathing could assist students in recovering their focus after going blank due to forgetting the planned remark that was brought on by a fear of catching attention from others. In addition, students also mentioned that quiet class environment when they were doing speaking performance affected to their fear and nervousness. As explained above, being point of attention built their fear. Consequently, they experienced anxious. It could be seen from a number of indicators, namely hard breathing, trembling, and sweating. Thus, it is necessary to find strategies regarding the environment. Tutor did an approach to the students by giving them motivation. The way tutor gave motivation to the students was not in a straight and to the point such as “you have to be diligent, you have to learn grammar everyday”. Direct opposite, tutor was more likely to convey motivation in a way such as storytelling about the tutor’s experience toward the end of the class to support them in order to become part of the competition. Implicitly, tutor assured them that it was okay to make mistakes while learning to speak English. In addition, tutor also provided them with materials and fun, memorable, and meaningful learning activities in purpose build confidence that English in their memory is not a monster. Thus, they were excited and had motivation to join competition to develop speaking skills and in the spirit of practice.

DISCUSSION

Finding strategies to enhance students’ speaking performance is essential for improving their speaking abilities. This research identified a number of strategies that could be applied to help students overcome their speaking problems. Those strategies – which explained above – can be categorized as religious strategies, memory strategies, cognitive strategies, metacognitive strategies, affective strategies, and social strategies. The followings are the explanation for each strategies.

Religious Strategy

The use of religious strategy to treat students’ speaking problems in speaking performance was associated to religious approach. Students admitted that they recited *Basmallah* prior to speaking in order to lessen their nervous. They claimed that it helped them to calm down and control their emotions. They recited *Dzikir* including *Istighfar* (*Astaghfirullahal'adzim*) to help

them regain focus when they were anxious in the middle of their speaking performance. They prayed to Allah and requested His assistance. A study by Khoziyah & Nurjannah (2022) found that pleading with Allah (*dzikrullah*) continuously produced psychological conditions that inspire God's Most Merciful, lends weight to this assertion. Our behavior was influenced by the knowledge that Allah is with us at all times. With a word of peace, *dzikrullah* would be calm and serene. In other words, religious strategy could help students to get calmness and their focus back. Consequently, it could help them to reduce their nervous in performing their speaking.

Memory Strategy

The second strategy had to do with memory. Reviewing a speech outline could be involved. Before speaking, many indicated that reading and going over their notes would assist students to calm their nerves. In order to understand the material they would deliver and be able to recall the key points of it, they read the substance of the speech plan while they waited to take the stage. They may better comprehend what they would say by frequently reading and going over the prepared notes. Therefore, it could be beneficial for them to lessen blank mind. It is supported by the research carried out by Widhayanti (2018) which is explained some students stated that they would continue and read prepared notes just before stepping on stage in order to get over their speaking anxiety. While they waited for their turn to perform their speaking, they reviewed the material or the outline. A number of ways they did regarding this strategies, namely re-reading the outline, trying to remember the outline, and understanding the topic that is about to be delivered.

Cognitive Strategy

Practicing, critical thinking, and analytical thinking are some ideas that fall under the strategy of cognitive. Cognitive strategies include strategies used to teach human brain to acquire, retain, remember, and/or comprehend a certain topic (Milanrianto et. al, 2023). Since practice has aim to recall and critical and analytical thinking has purpose to learn more. It is confirmed that these strategies fall within the category of cognitive strategies. The students displayed their use of practice in a real setting and practiced their prepared outline with noises. Outside of class, they trained with close friends or even their parents at home. Without a companion, they would practice it by themselves while pretending as if they were performing in front of class and being observed by numerous peers. Even if it would feel different when several people were looking at their speaking performance directly, at least they could become familiar with how each word would be pronounced.

By practicing many times before performing, they could also learn how to pronounce each words in their outlines. In other words, it would help them in linguistic factor especially pronunciation. In the research conducted by Widhayanti (2018) also found that students demonstrated how to use the practicing strategy is by using noise and practicing in a natural environment. Some students clarified that they would practice in front of the mirror beforehand and they would record their rehearsals. They clarified throughout the interview that they would secretly rehearse as they awaited their turn to go on stage. Hence, the current research found additional strategy adopted by the tutor. The tutor offered an extreme strategy for getting students used to performing in order to overcome their nerve and fear of public speaking. In other words, they had to face their fear. The tutor advised confronting fear head-on rather than avoiding it. Consequently, they would become accustomed to looking into eyes. They would learn to control their anxious by becoming accustomed to it. Similarly, Milanrianto et al (2023) revealed the same results related to practice as a strategy which they called it as

rehearsal strategy. They stated that prior to the speaking performance, the students used rehearsal strategy in which they use the time to read the speaking materials' prepared text several times. The goal was to pursue a fluent speaking style without experiencing nervousness. In addition, practicing speaking with friends which they called as cooperation strategy was also done by the students ahead of time, usually just before the speaking performance. Students became accustomed to performing in front of audiences thanks to this practice session, which helps them manage their anxious inadvertently.

In connection with students' problems regarding their fear of English, students familiarized themselves with English, the way they did was by watching films or movies with English subtitles. It could get them used to listening to English so that English did not feel foreign to their ears. In this way, they could also increase their vocabulary because they would get new vocabularies from the films or movies they watched. Hence, they also could learn how to pronounce words correctly through the conversations in the movies. By having good pronunciation, it could help them increasing their confident. It is supported by Afiqah et. al (2021), they stated that this way was related to behavior strategies, it was found that social media usage today has aided in people's vocabulary growth and increased understanding of linguistic structure. As an illustration, people today enjoy watching English language videos on YouTube. Students could examine the native' speaking patterns and social interactions. Students' proficiency with the language is influenced by their exposure to English songs and films. Three out of eight respondents in their research made it clear that this exposure had a positive effect on their vocabulary and their level of confidence.

In accordance, critical and analytical thinking also could be used to help students increasing their speaking performance. It is also done as the additional strategy conducted by the tutor. To make a fun learning, tutor provided fun activities that could support students build their positive thought. Not only fun, the learning activities also built students to learn how to think critically and analytically. Regarding students' lack of vocabulary, tutor provided students with English text so that after reading the text, they would have new vocabularies. They would be able to determine the meaning of the vocabulary once they had examined the text. They then retold it in front of the class to practice their new vocabularies. Thus, they could expressed what they wanted to speak because they have had the vocabularies yet.

Metacognitive Strategy

Metacognitive strategy included planning, organizing, and evaluating. Before giving speaking performance, students were found to have written an organizing speech, summary outline, and brief note. Interviewee students revealed that it would be more difficult for them to perform impromptu speaking without any preparation. Thus, they needed some days before performing speaking. Writing note and making an outline could aid the students in organizing the information for their upcoming speech. They may have a general idea of the points they would make in their speaking performance by employing this strategy. They might refer to their notes when they went blank. They admitted that it helped them feel less anxious. Similar results with the research conducted by Sari (2016), it was found that some students admitted that they feel less nervous speaking English in class if they have a small note with them. They accomplish it by writing the indicating what should be talked on paper or with their hands. They will then quietly read their small note. Before performing the thoughts in the classroom, they also go over it again and make sure they remember it. However, it is not permitted for students of Islamic English club in this research to continuously peruse notes during their speaking performance. A study carried out by Widhayanti (2018) discovered that before

beginning a speaking assignment, it has been seen that students create an outline, a brief note, a speech organizing, and a speech summary. Also, it was stated that students had been preparing the supplies a few days prior.

Due of the students' fear about receiving negative evaluation, the tutor used a wide evaluation strategy, known as public correction. Giving general feedback would make the students feel less afraid. When students were performing, the tutor noted their errors. Following completion of all corrections, the tutor offered general feedback. Instead of telling the students they were wrong, the tutor provided broad feedback by asking questions and encouraging them to consider which pronunciation was more accurate. The tutor did not clarify the more accurate pronunciation or how to say it until after that. This strategy could be more effective to lessen their afraid of making mistakes because their mistakes are explained explicitly (indirect).

Affective Strategy

A further strategy had an affective component. This strategy took into account things including motivating oneself and assessing emotions. Interviewee students revealed that they were lack of motivation in learning English especially speaking skills. Thus, it is necessary to find out motivation so that they would be willing to perform speaking without feeling stressed. Here, the role of the tutor is needed in fostering students' motivation. The same was also stated by Afiqah et. al (2021), a competent educator is one who show concern and encouragement for the educational process of their students. Students will always require assistance from their teachers, and when teachers show compassion and concern for them, it will be undoubtedly boost their motivation to study and lower their anxious. In this research, the way tutor gave motivation to the students is by doing storytelling and providing fun learning activities as mentioned in advance.

When students' anxiety struck in the middle of their performance, they were also practicing relaxation techniques to calm their emotions. Students displayed a range of relaxation strategy, such as dzikir, deep breathing, and setting mindset that things would go according to plan. They gave themselves the advice to relax and keep things in positive mindset. Furthermore, to build a positive mindset, the students absolutely needed motivation as a help. Thus, it is hoped that tutor could give motivation to the students in order they could think positively. By having positive mindset, it could help them to increase their self-esteem regarding speaking performance. A research conducted by Sari (2016) also found that being optimistic by having positive minded about their future speaking experiences is one of the strategies students use to lessen their anxious when speaking. They also choose to smile in the face of their companions' jeers.

This indicates that even in the face of friends' mockery, they are willing to take chances and keep trying to speak. Mahdalena & Moslem (2021) stated the linear findings where in their research, positive thinking is the third strategy which tries to draw students' focus away from stressful circumstances and toward enjoyable and upbeat thinking. One way to help worried students is to picture themselves performing brilliantly, attempting to relish the stress, and believing that everything will work out as it should. For every students to understand that mistakes are inevitable when learning a language, they must adopt an optimistic outlook. It is critical to understand that making errors is a part of learning a language and that proficiency is not a prerequisite for success. It is also done by the tutor which she truly understands that having imperfect grammar when speaking is accepted and not a big deal as long as their speech is understandable.

A number of the students also stated that they implemented dzikr and deep breathing as relaxation to calm themselves down. When they blanked their mind in the middle of their speaking performance, it triggered their nervousness. Consequently, they could not express their thoughts. If it happened, they took a deep breath – inhaled exhaled – and recited dzikr to get their focus back. This goes hand in hand with the research conducted by Mahdalena & Muslem (2021) which revealed that praying, drinking water, and taking a deep breath are some relaxation strategies. Using this strategy to try to calm down will help students become more relaxed and at ease than it was. When students were anxious in the classroom, they could benefit from practicing this breathing technique. As a result, students can practice it by calmly sitting on the chair, inhaling deeply, holding it for four or five seconds, and then gently releasing it. It could help them to transform negative energy into positive energy by practicing this breathing technique.

Social Strategy

Social strategy was the final strategy they employed to lessen students' performance-related to speaking problems. In order to ease the students' speaking problem, the tutor came up with a plan for a group presentation and let the students collaborate with one another. Some students needed the help of their peer. They would not feel alone when participating in group performance, which helped them manage their fear and nervous. In addition, an interviewee student that she would be more calmness when doing group presentation because she could ask her friends if she found difficulty in expressing her thought in the middle of her performance. A similar finding is also revealed by Widhayanti (2018), when it comes to a group presenting requirement, students are said to practice with their peers. Some students necessitate for help from their buddies. A student stated that when she unexpectedly went blank during a group presentation, she sought the assistance of her friends.

Table 2 Speaking Strategies

Religious strategies	Recite <i>Basmallah</i>
	Dzikr
Memory strategies	Reading and recalling speech outline
Cognitive strategies	Practicing
	Critical and analytical thinking
Metacognitive strategies	Planning and organizing notes
	Evaluating
Affective strategies	Motivation
	Relaxation
Social strategies	Group performance
	Classroom environment

Classroom environment also affected to students. Most of the interviewee students revealed that they were afraid of being laughed when they did mistakes in their speaking performance. Hence, they were afraid when other students looked at them intensely because quiet environment made them nervous. In other words, they experienced nervous when they had to be people's attention. Their nervousness would change into anxious feeling when they had difficulty controlling it. It is supported by Sari (2016), stated that to lessen students' speaking anxiety, they speak English without looking directly at their peers or teacher while speaking English. When speaking, some students prefer to converse with their hands covering their faces. When speaking English in class, they will pretend that no one else is present.

Consequently, it is necessary to build a supportive classroom environment by providing a laid-back learning atmosphere where students feel free to express themselves more without feeling pressed for time or afraid.

It is in line with research conducted by Afiqah et. al (2021) which stated that students' speaking anxiety – as students' speaking problem – could be lessened in a supportive classroom environment where they do not feel criticized or intimidated. Thus, classroom environment could be used as strategy, including two ways of communication between tutor and students by providing them space and opportunity in cozier class sizes (Afifah et. al, 2021). Tutor tried to break the borderline to make a degree out of awkwardness by providing fun, memorable, and meaningful learning activities as well as showed tutor's vulnerability. By having fun learning activities, students would feel more relax and it could be less nervous. When their anxious and nervous were lessen, it could enhance their self-confidence.

Based on the explanation above, the strategies that could be used to help students enhancing students' English-speaking performance are able to be seen in the table below.

CONCLUSION

Based on the results and data analysis of this research, it was found six strategies to enhance students' speaking performance, namely religious strategies, memory strategies, cognitive strategies, metacognitive strategies, affective strategies, and social strategies. In conclusion, it could be affirmed that those strategies could help students increase their English-speaking performance confidently. Additionally, in order to improve their speaking skills, Islamic English Club students should be given more chances to utilize the target language on cooperative and interactive settings. Since the English club is one of the place where language learners interact with English, tutor should foster a relaxed learning environment where students could convey themselves more with greater ease without pressure or fear.

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Project-based learning to enhance students' writing achievement

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ABSTRACT

This study aimed to know whether there was any significant improvement on students after being taught by using Project Based Learning and whether there was a discernible difference between the students who received instruction by using Project Based Learning and those who were not on the eighth grades students. This study's quasi-experimental approach included a pre-test, post-test, nonequivalent control group. All of the eighth- grade students made up the study's population. Purposive sampling was used to choose the study's sample, which consisted of 60 students. In collecting the data, written test was used as instrument. This research was conducted for 12 meetings. The researcher taught experiment class using Project Based Learning, while in control class the researcher used teacher's method. Based on the paired sample t-test p-output was lower than 0.05 ($0.000 < 0.05$) with $df=29$ (3.550) and t- output was 27.169. It can be concluded that there was significant improvement on students' writing achievement after being taught by using Project Based Learning. Then, based on independent sample t-test, it was found that p-output was $0.000 < 0.05$ with $df=58$ and t-output 16.736. Therefore, it can be concluded that there was significant difference on students' writing achievement between students who were taught by using Project Based Learning and those who were not. In other words, Project Based Learning could help students to improve their writing achievement. It can be assumed that Project Based Learning can be one of learning methods because offered effective learning that focus on creative thinking and problem solving. It also can engage students' enthusiasm in learning process.

KEYWORDS:

Improvement;
Writing
achievement;
Project
based
learning

INTRODUCTION

Writing is one of indicators that can be used to assess students' English proficiency. This is in line with what the government has outlined in the syllabus model for English junior high school. Kemendikbud (2017) emphasized that teaching English focused on increasing students' competence to be able to use the language in achieving communication goals in

various contexts, both written and oral. This notion is also supported by Kingston et al., (2002) who claimed that students' proficiency in learning English was determined by their productive skills, especially how well they wrote. That means, writing is one of the essential components that must be learned.

However, most of students have difficulties in writing. Harmer (2007) mentioned that students' inability to master writing was impacted by their lack of understanding of the process, difficulties coming up with topics and ideas, lack of planning, lack of strategies for producing and organizing text, problems with the mechanics of writing, and title no revision. Kristiana et al., (2021) stated that difficulties in writing there were three aspects, namely linguistic, psychological, and cognitive. The finding of this research showed that there were 83.33% students had difficulties in writing. Duha (2022) in her research also mentioned that there were still many students have difficulties in writing and it suggested that writing should be learned and taught intensively. Amalia et al. (2021) mentioned that some of factor that caused students difficulties in writing such as lack of grammar and vocabulary mastery, incapable of developing ideas in writing, and less motivation in learning writing.

In addition, there were preliminary research found. Based on informal interview with the teacher for the eighth graders, it found that there were 90% students had writing difficulties which are in low writing achievement. Some of their difficulties are such as lack of grammar and vocabulary mastery as well as lack of motivation in learning writing skills. Consequently, when facing with the obstacles in writing the students do not attempt to string the sentences in English. They assume that writing will be difficult and takes a long time. Additionally, less media of learning is also one of the causes of the students' difficulties in writing.

Moreover, in teaching writing, it is important to make class interesting and less boring for the students. Asan and Haliloglu (2005) stated that project-based learning was an effective approach that focused on creative thinking, problem solving, and interaction between students and their peers to create new knowledge. It has the potential to stimulate students' excitement and require students to engage in comprehending life's realities at all levels from the concrete to the abstract. Alan and Stoller (2005) mentioned that the use of project-based learning had several benefits. They were as: increasing motivation, enhancing research capacity, expanding cooperation, and enhancing resource management abilities. In teaching using project-based learning, the researcher also used visual media to supported this learning process. Bryne (in Ratnasari, 2010) mentioned that visual media has a lot of potential as a teaching tool for writing skill development because it may offer contexts and stimulus for a range of activities.

Furthermore, there are some previous studies related to the students' improvement by using project-based learning method. First, the study was from Susanti et al., (2020). The result of this research pointed that there was significant difference and improvement on students writing skills between experimental and control group that project-based learning could improve students writing skills. Likewise, Harisma et al., (2019) in their research showed that there was significant effect after implementing project-based learning in writing activities. The last, study from Khulel (2022). In his research the result showed that project based learning could help students improve their writing achievement.

Therefore, there are gaps between this study and the previous studies. The gaps between this study and the previous studies are on the research design. This study used quasi-experimental with pre-test post-test control design, while the first previous study used quantitative research design which used one group pre-test post-test. The second previous study used random sampling to choose the sample, and the last previous study used classroom action research.

Finally, based on the gaps and the preliminary research above, the researcher carried out this research to determine if students who received project-based learning instruction significantly improved over those who did not, as well as whether there was a significant difference in learning outcomes between the two groups of students.

METHOD

For the purpose of this study, a quasi-experimental research design was used, using pre-test and post-test control group designs that were not equal. According to Creswell (2002), the nonequivalent pre-test post-test control group design is a semi-experimental design that utilizes both the experimental group and the control group. There was no random assignment of persons to groups that get the therapy in the quasi-experimental study that was conducted (Creswell, 2012). Instead, the participants were randomized to their respective groups. The purpose of this experimental design was to determine whether or not the use of project-based learning may result in an improvement in writing achievement. The project-based learning approach was used in the instruction of the experimental class. In contrast, the teacher's technique was used in the instruction of the control group.

RESULT

Pretest and posttest score in experiment class

Table 1. Summary descriptive statistic of pretest and posttest in experiment class

	N	Minimum	Maximum	Std. Deviation
Pretest experiment	30	25	50	6.600
Posttest experiment	30	55	80	7.092
Valid N (listwise)	30			

From the result of pre-test class, it was found that the minimum score was 25, the maximum score 50, the mean score 37.40, and standard deviation 6.600. Meanwhile, in the post-test class the minimum score was 55, the maximum score 80, the mean of score 70.10, with standard deviation 7.092.

Pretest posttest score in control class

Table 2. Summary descriptive statistic in the control class

	N	Minimum	Maximum	Std. Deviation
Pretest control	30	25	50	6.109
Posttest control	30	35	55	5.142
Valid N (listwise)	30			

From the result of pre-test control class, it was found that the minimum score was 25, the maximum score 50, the mean score 34.30, and standard deviation 6.109. meanwhile, in the post-test control class the minimum score was 35, the maximum score 55, the mean of score 43.33, with standard deviation 5.142.

Normality test in experiment and control class

In measuring normality test, 1 Sample Kolmogorov Smirnov was used. The normality test was used to see if the data in normal distribution.

Table 3. The result of normality test in experiment and control class

No	Students P	N	Levene Statistic	Sig	Result
1	Experiment	30	.147	.098	Normal
2	Control	30	.118	.200	Normal

The result of the normality test in pretest experiment class was 0.098. . Based on the result of normality test in pretest, it showed that $0.098 > 0.05$, it meant that the distribution data of pretest in experiment class was normal. While, the result of normality in pretest was 0.200 Since $0.200 > 0.05$, it meant that the distribution data of pretest control class was normal.

Homogeneity test in experiment and control class

Table 4. The result of homogeneity in pretest experiment and control class

No	Students P	N	Levene Statistic	Sig	Result
1	Experiment Control	30	.196	.660	Homogeneous
2		30			

In measuring homogeneity test, Levene Statistic was used. The homogeneity test is used to see if the data homogenous. Based on the result of homogeneity test, it found that the significant was $0.660 > 0.05$. it meant that students pretest' score in experiment and and control class was homogeneous.

Table 5. The result of homogeneity in posttest experiment and control class

No	Class	N	Levene Statistic	Sig	Result
1	Experiment	30	3.578	.064	Homogeneous
2	Control	30			

Based on the result of homogeneity test, it found that the significant was 0.064. Since the significance was higher than 0.05, it meant that students posttest score in experiment and control class was homogeneous.

Measuring significant improvement on students' writing achievement after using PBL

For the purpose of determining whether or not the eighth-grade students' writing skills had significantly improved as a result of being instructed utilizing the Project-Based Learning approach, a paired sample t-test was used. A paired sample t-test was used in order to compare the outcomes of the pre-test and post-test administered to the experiment class.

Table 6. Summary of paired sample t-test in experiment class

PBL	Paired Sample t-test			Ho	Ha
	t	df	Sig	Rejected	Accepted
	27.169	29	.000		

According to the examination of the table that was shown earlier, the results of the experiment class revealed that the p-output was 0.000 and the t-value was 27.169. Due to the fact that the p-output was lower than 0.05 ($0.000 < 0.05$) and the t-value was greater than the t-table with $df=29$ (3.550), it is possible to assert that there was a substantial improvement in the eighth grade pupils after they were taught utilizing Project Based Learning. Consequently, it is possible to draw the conclusion that the alternative hypothesis (H_a) was accepted, whereas the null hypothesis (H_o) was unsuccessful.

Measuring significant difference between students who were taught by using PBL

Independent sample t-test was used to measure the significant difference in writing achievement between the students who were taught by using Project Based Learning method and those who were not in the eighth grade students. Therefore, the result of posttest in experiment and control class was compared.

Table 7. Summary of independent sample t-test in experiment and control class

PBL	Independent Sample T-test		Ha t	df	Sig (2-tailed)
	Rejected	Accepted			
16.736	.000	58			

Based on the table above, it was found that p-output was $0.000 < 0.05$ with $df=58$ and t-value 16.736. It meant that the null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted, since t-value was higher than t-table with $df=58$ (2.542). In other word, there was significant difference in writing achievement between the students who were taught by using Project Based Learning method (experiment class) and those who were not (control class) in the eighth grade students.

DISCUSSION

The finding of this study showed that there were two results in this research. First, based on paired sample t-test. After implemented Project Based Learning method in experiment class, it showed that the p-output was 0.000 and the t-value was 27.169. Therefore, it could be stated that there was significant improvement on the eighth grade students after being taught by using Project Based Learning since p-output was lower than 0.05 ($0.000 < 0.05$) and t-value was higher than t-table with $df=29$ (3.550). It meant that there was significant improvement on students writing achievement after being taught by using Project Based Learning. Second, based on the result of independent sample t-test, it was found that that p-output was $0.000 < 0.05$ with $df=58$ and t-value 16.736. Since t-value was higher than t-table with $df=58$ (2.542), in other word, there was significant difference in writing achievement between the students who are taught by using Project Based Learning method (experiment class) and those who are not (control class). Based on these two results, it could conclude that Project Based Learning could help students to improve their writing achievement.

Furthermore, since there was significant improvement in students after being taught by using Project Based Learning and there was significant difference between students who were taught by using Project Based Learning method, the finding proved theories could be accepted. Syahmadi (2014) mentioned that the use of project-based learning could help

students developed certain abilities such as writing, offered educational methods that could be very helpful for students, encouraged their enthusiasm and creativity, and improved their participation and discipline. Therefore, Damayanti et al (2014) also mentioned that project-based learning might be effectively used in the classroom because it focused on the actions that students took to develop the final product of the course.

Finally, it was concluded that the implementation of Project Based Learning showed significant improvement on students after being taught by using Project Based Learning and showed there was significant difference between students who were taught by using Project Based Learning and those who were not. Project Based Learning could encourage students' motivation and engaged students' enthusiasm in learning writing. Project Based Learning also could help students to improve students writing achievement. It could be assumed that Project Based Learning is one of effective method that could be used.

CONCLUSION

Based on data analysis in this research, on the paired sample t-test showed that there was significant improvement on students' achievement after using Project Based Learning since $p < 0.05$ and the t-value was higher than t-table with $df = 29$ (3.550). It could be stated that there was significant improvement on students' writing achievement after being taught using Project Based Learning. In addition, based on the independent sample t-test, the mean score in post-test experiment was 70.10, while the mean score in post-test control class was 43.33. From the result of post-test in experiment and control class, it could be concluded that there was significant difference on writing achievement between students who were taught by using Project Based Learning and those who were not. Finally, from all of each result, since there was significant improvement on students' achievement after being taught using Project Based Learning and there was significant difference on writing achievement between students who were taught by using Project Based Learning and those who were not, it could be said that the use of Project Based Learning could help students to improve their writing achievement and Project Based Learning could be one of method that can be used to improve writing achievement.

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The realization of Cocomelon YouTube Channel as a medium to learning English vocabulary for early childhood EFL learners

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ABSTRACT

This research focuses on students' difficulties in pronouncing and comprehending English vocabulary, as well as their lack of interest in learning. To address this, the study aims to determine the effectiveness of using audiovisual media in the form of the Cocomelon YouTube channel as an innovative solution at KB Kasih Bunda in Sukolilo Pati. Utilizing a qualitative and descriptive research approach, the data is analyzed using the Miles and Huberman model through stages of data reduction, data presentation, and conclusion drawing. The research subjects include playgroup teachers, the school principal, several students, and parents. Data collection methods involve observation, interviews, and documentation. The research findings demonstrate that the Cocomelon channel presents enjoyable and easily memorable songs, effectively enhancing vocabulary comprehension. However, there is a lack of coordination between teachers and students during the learning process, along with difficulties students face in applying their learning at home. The research recommends involving parents in the learning process to ensure that students can recall and apply vocabulary. The study also identifies factors that support and hinder the effectiveness of the Cocomelon channel, including available technology and managing students' mood and behavior.

KEYWORDS:

Cocomelon;
English
vocabulary;
Playgroup
students;
Implementation

INTRODUCTION

Acquiring proficiency in the English language is of utmost importance due to its widespread use worldwide and its role as a universal medium of communication. Essentially, English comprises four crucial skills: speaking, reading, writing, and listening. Learning English is unquestionably demanding, underscoring the necessity of establishing a strong vocabulary foundation before delving into these four proficiencies. The pivotal role of vocabulary in language acquisition emphasizes its significance across all four language skills.

Consequently, the acquisition of vocabulary acts as a fundamental precursor to mastering these English language proficiencies. Vocabulary lays the foundation for initial language acquisition (Alqahtani, 2015).

Vocabulary constitutes an individual's lexicon. Based on the aforementioned notion, each person needs to enhance their vocabulary on an individual basis (Panjaitan et al, 2021). The endeavor to enrich one's English vocabulary proves to be more challenging compared to expanding vocabulary in Indonesian. The difficulty arises from understanding meanings, constructing sentences, using words appropriately, and even pronouncing them accurately. Learning and expanding vocabulary is an initial step to prevent children from struggling to comprehend English. The existence of specific media such as videos and images also functions to help children better understand and master vocabulary in English. The mentioned videos in this context refer to playing YouTube channels containing content for children, coupled with various types of educational content.

With the emergence of various educational media alternatives, the implementation of technology such as YouTube channels can offer innovative solutions to develop early-stage English vocabulary. YouTube is one such medium that promotes the growth of music and songs. (Khadifa et al, 2021) state that on YouTube, people from all around the world can enjoy diverse music types, categorized by genre and age group. Apart from being a widely used platform among both children and adults, YouTube has introduced the YouTube Kids Channel, a platform exclusively designed for children to watch content safely and comfortably.

YouTube Kids channels play a crucial role in engaging children by providing an enjoyable learning environment (Burroughs, 2017). The YouTube Kids channel offers tailored programming that aligns with children's interests. One of these channels, Cocomelon-Nursery Rhymes, focuses on early childhood learning and has amassed 87.9 million subscribers. It's among the top 10 YouTube channels in terms of broadcast hours, attracting 33 million viewers in July 2019 with continued growth (Wikipedia.com). This channel features content for over 500 nursery rhymes (child-friendly music content) in English, including songs like "Yes-Yes Vegetables," ABC songs, bedtime songs, bath songs, clean-up songs, and more (Miratul & Raihana, 2021).

The YouTube channel Cocomelon has become a phenomenon among children and parents as a source of entertainment and learning. Creative and interactive content in the form of songs, animations, and short stories can capture children's attention (Handrianto et al, 2021)). Thus, the question arises about the extent to which this channel holds potential as a tool for teaching English to playgroup children. It is important to comprehend the impact of using this digital media in enhancing vocabulary and language comprehension in young children. Previous research conducted by Anggraini et al. aligns with the context of this journal article, which also utilizes the Cocomelon YouTube channel as a medium to introduce and improve vocabulary in children. However, this journal article solely focuses on the channel's application, while the mentioned research explains the implementation of the Cocomelon YouTube audio-visual channel as a means to teach English vocabulary to playgroup students. Additionally, the difference in this study lies in the participants. This research involves teachers, headmasters, and parents of playgroup students aged between 3 to 6 years, whereas the participants in the journal article were children aged 6 to 12 years. (Anggraini et al, 2022)

The integration of technology into the learning process can create an engaging and supportive learning environment. Kurniati et al. (2020) state that providing stimulation through platforms like YouTube during early childhood can enhance attention, focus, high curiosity,

imagination, creativity, memory, and language skills. Furthermore, the roles of parents and teachers in guiding and supervising the use of digital media are crucial aspects that need attention. Active involvement of parents in utilizing the Cocomelon YouTube channel as a learning tool can strengthen the connection between the school and home environment. The potential implications of this research encompass the development of teaching methods that are more adaptive and responsive to the needs of young children in understanding the English language (Miratul & Raihana, 2021).

The researcher conducted the research at KB Kasih Bunda, a Playgroup located in Wotan village, Sukolilo district, Pati regency. Through observation and interviews, the researcher discovered that the Cocomelon YouTube channel had been utilized at KB Kasih Bunda. This information was provided by an English teacher at the school who mentioned that the channel was used to teach English vocabulary during the COVID-19 pandemic.

When using YouTube as a medium, there are undoubtedly both positive and negative impacts. Therefore, the researcher became interested in conducting a study titled "The Realization of the Cocomelon YouTube Channel as a Medium for Learning English Vocabulary for Playgroup in Sukolilo Pati". The aim of this research is to examine how the implementation of the Cocomelon YouTube channel in the playgroup education context can effectively facilitate the enhancement of children's English vocabulary. Additionally, the study seeks to identify the factors influencing this implementation process.

METHOD

This research employed a qualitative research approach using a descriptive method to describe the facts or phenomena that occurred during the research (Arikunto, 1993). The research was conducted at KB Kasih Bunda, Wotan Village, Sukolilo District, Pati Regency. The participants included the headmaster, teachers, and three students from KB Kasih Bunda, who were selected through purposive sampling. This technique involves selecting participants based on specific data source considerations. Data were collected through observation, interviews, and documentation. Through this data collection process, the researcher gained insights into how the implementation process of using the YouTube channel Cocomelon as a medium for enhancing English vocabulary took place, along with the resulting factors. To ensure data validity in the field research, the participation of researchers in the field and triangulation were necessary to cross-check research data. According to Miles and Huberman, analyzing data involves several stages, including data collection, data reduction, displaying data, and the final stage, which is drawing conclusions.

RESULT

The Realization of Cocomelon YouTube Channel in Learning English Vocabulary for Playgroup

Playgroup in Sukolilo Pati

In a playgroup environment, children will develop their ability to interact with their peers, enhance their social and emotional aspects, and enrich their cognitive and language skills. Not only does English play a central role in the global context (Rahmasiah, 2021), but it also becomes a highly important language to be learned early on as it provides numerous benefits for children's future development. Based on information obtained from interviews with school teachers, it is found that the process of teaching English is not an easy task, requiring a high

level of creativity and innovation as well as the effective use of media as a supportive tool. One popular medium for teaching English vocabulary to children in playgroups is the YouTube channel Cocomelon. According to the result of interviews with BHP (BHP Interviews, 2022), there are steps regarding the realization of the Cocomelon YouTube channel for enhancing English vocabulary learning for playgroup students:

Preparation

There are various preparations that can be undertaken when realization the Cocomelon YouTube channel to enhance English vocabulary among children in the playgroup, such as:

1. Clear Learning Objectives: Determine specific learning objectives. For instance, do you want to teach common vocabulary, colors, numbers, or other basic English concepts?
2. Selection of Appropriate Content: Choose videos from the Cocomelon channel that align with the learning objectives. Ensure the content is suitable for playgroup-aged children and follows an interactive and engaging teaching approach. The videos featured on the Cocomelon YouTube channel cover vocabulary related to animals, fruits, and nouns.
3. Lesson Scheduling: Create a lesson schedule that dictates when and for how long the videos will be watched by the children. Ensure the viewing time aligns with the attention span of playgroup children.
4. Supervision: Ensure there is adequate supervision while children watch the videos. Someone should be present to explain content, answer questions, or provide assistance when needed.
5. Collaboration with Parents: Involve parents in the learning process by sharing information about the material being taught and offering suggestions to reinforce learning at home.

Table 1. The Syllabus of Playgroup in Sukolilo Pati

Competency Standards	Basic Competencies	Learning Objectives
Understand basic transactional and interpersonal conversations to interact with the immediate environment	Respond accurately, fluently and acceptably to the meaning in very simple transactional (to get things done) and interpersonal (socializing) conversations using very simple oral language varieties to interact with the immediate environment involving simple conversation	Students can recognize fruits in English
		Students can recognize the alphabets in English
		Students can recognize numbers 1-10 in English

The syllabus serves as a form of compliance with the curriculum, particularly the independent curriculum used in playgroups (interview by BHP, 2023). The syllabus ensures that the material taught aligns with the curriculum or applicable learning standards for Playgroup children, making learning more relevant and effective. Additionally, the syllabus aids in organizing the learning content into a logical and structured sequence, allowing English vocabulary learning to be delivered progressively (Lina et al., 2019)

With proper preparation, a teacher can maximize the benefits of using media like Cocomelon as a teaching and learning medium for playgroup children. This preparation helps maintain safety, effectiveness, and the quality of children's learning experiences.

Implementation

To implement the Cocomelon YouTube channel as a medium for teaching and learning English vocabulary among students in the playgroup, the following steps can be considered:

1. Introduce English vocabulary before watching the video. Teachers can present English vocabulary to be learned before watching Cocomelon videos. This can assist children in comprehending the vocabulary and context they will encounter in the video.
2. Facilitate children in watching Cocomelon videos. Teachers can assist children in watching Cocomelon videos by displaying them on a projector or monitor screen and encouraging children to sing songs or follow movements in the video.
3. Promote interaction and children's participation. Teachers can encourage interaction and children's involvement during Cocomelon video sessions, such as by asking about the meanings of the learned vocabulary or encouraging children to converse in English. Subsequently, teachers can provide supporting activities like games or English vocabulary exercises learned from the video.
4. Assess learning outcomes. Teachers can evaluate children's learning outcomes through informal observations and assessments, such as observing interactions and participation during video sessions and monitoring the development of children's English vocabulary.

Figure 1. The process of realization cocomelon youtube chanel as a medium fo learning English vocabulary in class



When implementing the use of the Cocomelon YouTube channel as a tool to boost English vocabulary for preschool children, teachers must ensure that children actively engage in the learning process and that learning is conducted in an enjoyable manner. This can help enhance children's interest in learning English from an early age.

Videos on the YouTube platform, especially the Cocomelon channel, are highly popular among children due to several key factors: (1) Captivating Music and Songs; Cocomelon utilizes easily recognizable children's songs combined with fun movements and dances, making learning an enjoyable experience for kids. (2) Simple Language; The language used in

Cocomelon is easy to understand and pronounce for children, helping those in the process of language learning to improve their speaking abilities. (3) Appropriate Video Duration; Cocomelon videos are generally short, around 2-3 minutes, which aligns with children's short attention spans, preventing them from getting bored quickly while watching. (4) Relevant Themes; Cocomelon selects themes that relate to children's everyday life, such as colors, numbers, letters, and shapes, aiding them in understanding and applying these concepts in their routines. (5) Engaging Animation and Colorful Images; Cocomelon employs colorful animations and images that are appealing to children, making it easy for them to stay engaged and comprehend video content with clear and entertaining visuals (Miratul & Raihana, 2021).

Evaluation

The evaluation of the realization of the Cocomelon YouTube channel as a media to teaching and learning English vocabulary among students at playgroup can be carried out through various methods, which include:

1. Observation: Teachers or supervisors can routinely observe the behavior and participation of children while watching Cocomelon videos. This observation includes the extent of their engagement, whether they are following songs or movements, and the degree to which they understand the vocabulary being taught.
2. Knowledge Tests: Teachers can conduct knowledge tests of the English vocabulary learned from Cocomelon videos. These tests can be oral, where children are asked to mention the vocabulary they have learned, or written tests for higher levels.
3. Participation and Interaction: Assessing the level of participation and interaction of children during and after watching Cocomelon videos. Are they actively involved in singing songs, following movements, or participating in related activities?
4. Quality of Learning Evaluation: Besides vocabulary, consider whether the use of Cocomelon enhances the children's interest in learning English, whether they are pleased with this learning approach, and whether learning becomes more effective.

Figure 2. Evaluation



One of the roles of a teacher in the teaching and learning process is that of an evaluator. During the learning process, educators should act as productive evaluators. This is intended to understand whether the formulated evaluation goals have been achieved or not and

whether the materials provided to the students are valid. These answers will be obtained through the evaluation activities conducted by educators (Nuriyah, 2014)

Evaluation should be conducted periodically to identify any necessary improvements in the learning process and ensure that the use of Cocomelon as a learning tool delivers the expected benefits to Playgroup children.

The Supporting and Obstacles factors found in the Realization of Cocomelon YouTube channel as a Medium to Learning English Vocabulary For Playgroup Sukolilo Pati

When choosing a teaching method, it's important to have tools that can assist teachers in delivering the material to students. Furthermore, the selection of appropriate media can stimulate students' interest in learning. One of the media that can deliver engaging educational messages and enrich English vocabulary is the Cocomelon channel. The Cocomelon channel is used by playgroup teachers because it contains educational videos for children in playgroups. This channel was established in 2006 by a group of parents who wanted to create interactive and enjoyable educational videos for children. The videos presented on the Cocomelon channel are specially designed for children under the age of 5 (Miratul & Raihana, 2021). In these videos, there are songs, animations, and interactions that directly engage children. By involving two senses simultaneously, namely sight and hearing, the use of this media makes it a highly beneficial choice.

However, in practice, there are various factors that can either support or hinder the teaching and learning of English vocabulary when implementing the YouTube Cocomelon channel. Here are the supporting and hindering factors, including:

Supporting Factors

From the insights gained through interviews with the teachers, several factors have been identified that support the realization of the Cocomelon YouTube channel as a medium for teaching and learning English vocabulary among playgroup students, including:

1. Cocomelon offers an engaging and interactive learning experience through song videos and animations that are beloved by children. This helps playgroup children feel interested and engaged in learning English, creating a fun learning environment.
2. Additionally, the presence of Cocomelon on online platforms allows easy access, enabling children and teachers to access learning materials anytime, anywhere. Cocomelon also leverages visual technology to help children understand vocabulary and its context, enhancing their comprehension of English.
3. Implementing Cocomelon can assist playgroup teachers with readily available learning resources and an easy-to-follow learning structure, saving time in lesson preparation.
4. Environment support, assistance from the surrounding environment, including family and teachers can reinforce the use of the Cocomelon channel as a resource for children's English vocabulary.
5. Parent or teacher role as a role models, parents or teachers can serve as a role models for children in their English vocabulary acquisition, demonstrating their enthusiasm for the language and helping children apply English vocabulary in their daily lives.
6. Sufficient School Funding, Adequate financial resources can facilitate teaching and learning activities, enabling students to experience educational development and progress similar to that of other schools. With these supporting factors, Cocomelon

becomes a valuable tool for enriching the English vocabulary of playgroup children in an engaging and effective manner.

Obstacle Factors

Following interviews with the teachers, it has become evident that there are various impediments that may impede the realization of the Cocomelon channel as a medium to teaching and learning English vocabulary in playgroup children, including:

1. Variability in children's moods makes it challenging to conduct teaching and learning activities effectively.
2. Teachers need to pay attention to internet supervision and control because playgroup children are susceptible to inappropriate content. Online safety is of utmost importance.
3. Moreover, limited internet access in some areas or for schools with limited resources can also be a hindrance. Not all schools have reliable devices or internet connections to consistently access Cocomelon.
4. Prudent use of Cocomelon is required to ensure it complements the playgroup curriculum rather than replacing crucial social interaction and direct learning, which are vital at this age. Excessive use of digital media can hinder children's interpersonal skill development.
5. Insufficient parental or teacher oversight: Inadequate monitoring by parents or teachers in technology usage can lead to children accessing unsuitable content and a lack of guidance on its appropriate use.
6. Restricted time constraints: The limited time allocated for children in playgroups can curtail opportunities for optimal English vocabulary learning through the Cocomelon channel.
7. parental or teacher limited proficiency: Occasionally, parents or caregivers may lack the necessary English language knowledge and skills to assist children in comprehending the English vocabulary taught via the Cocomelon channel.

Therefore, it's essential to consider and address these factors to ensure that the implementation of Cocomelon as a learning tool remains balanced and beneficial for the development of playgroup children.

DISCUSSION

The Realization of Cocomelon YouTube Channel as a Medium to Learning English Vocabulary for Playgroup in Sukolilo Pati

One effective strategy for teaching and learning English vocabulary among playgroup students is utilizing media that appeals to children. Based on the findings of observations and interviews, the Cocomelon Channel serves as an illustrative example of such media. This channel offers a variety of children's songs that are easily comprehensible and come with simple English lyrics. Encouraging children to sing these songs regularly can unconsciously enhance their English vocabulary acquisition. Moreover, this media can also assist children in improving their English word intonation and pronunciation more effectively and accurately. The implementation of the Cocomelon Channel as an enjoyable means for learning English is anticipated to kindle children's interest in English from an early age, thereby facilitating their English language acquisition in the future.

The realization of the Cocomelon YouTube channel as a medium for teaching and learning English vocabulary for playgroup involves three key phases: preparation, implementation, and evaluation. Before utilizing this media, the initial phase required is preparation. This preparation involves tasks such as content selection. Choose videos from the Cocomelon channel that align with the learning objectives. Ensure the content is suitable for playgroup-aged children and employs an interactive and engaging teaching approach. This is elaborated in the research journal by Laras Eka Yulianti and Marniati, which outlines steps in using YouTube, such as selecting the video based on the desired subject (Laras Eka & Marniati, 2021). Through preparation for implementing Cocomelon, teachers can optimize the positive outcomes of using this media as a means to teach English vocabulary to playgroup children, maintaining the effectiveness of learning, safety aspects, and the quality of the learning experience.

Throughout the implementation process, teachers are required to demonstrate high levels of creativity and innovation to prevent English vocabulary learning from becoming monotonous and boring for the children. To achieve this, teachers employ various techniques to introduce English vocabulary to students, one of which is using the YouTube Cocomelon media by displaying videos and images from the channel. Virginia French Allen explains, teachers need special techniques for teaching English vocabulary to children, such as showing real objects, using demonstrations, displaying pictures, and creating drawings (French Allen, 2000). Subsequently, the teacher explains each vocabulary term acquired from watching the videos. This is done to ensure that students correctly understand the meaning of the English vocabulary they hear and see.

Following the implementation process, the next phase is evaluation. Teachers conduct evaluations by observing student interactions and participation during and after watching the Cocomelon YouTube channel as a teaching and learning medium. Additionally, teachers administer knowledge tests, both oral and written, to measure the extent of students' comprehension. Evaluation is carried out to optimize all aspects of a child's development, including cognitive, motoric, social-emotional, linguistic, artistic, and moral-religious changes. The assessment measures are conducted comprehensively in accordance with the principles of assessment in early childhood education, which include being educational, continuous, objective, accountable, transparent, systematic, comprehensive, and meaningful (Kebudayaan, 2015). Evaluation provides an in-depth view of the effectiveness of the learning program and helps teachers determine if the learning objectives have been achieved. Evaluation is also essential in maintaining a balance between the use of digital media and the vital social interaction and direct learning necessary for the development of playgroup children.

By utilizing media that captivates children, such as the Cocomelon channel, children can learn English in an enjoyable and engaging manner. Furthermore, the music and animations featured on the channel can expedite children's comprehension of English vocabulary. Regularly repeating songs and lyrics will also aid children in retaining the English vocabulary they are learning. However, it is essential to maintain a balanced approach to implementing this media, including providing more detailed explanations about the meanings and usages of the vocabulary being studied. Consequently, it can be concluded that employing the Cocomelon channel as a tool for English language learning in playgroup children can serve as an effective and entertaining alternative to enhance their English vocabulary skills. Through this sequence of steps, the use of Cocomelon as a tool for teaching and learning English vocabulary can yield effective results with careful supervision from parents and teachers, as

part of a broader learning approach. In this context, integration with other teaching methods may be necessary to achieve more efficient outcomes.

The Supporting and Obstacles Factors Found in The Realization of Cocomelon YouTube Channel as a Medium to Learning English Vocabulary for Playgroup in Sukolilo Pati

Despite English vocabulary instruction occurring in both online and offline modes, educators and playgroup students have embraced the use of media in the teaching and learning process. Based on this research, which draws from observations in playgroups and interactions with teachers, it can be concluded that utilizing the Cocomelon YouTube channel for learning English vocabulary offers numerous benefits for both educators and students. The Cocomelon YouTube channel serves as an engaging tool and approach for teaching children in early childhood education units. Nevertheless, in its implementation, there are various factors that can either support or hinder educators in the teaching process.

The realization of the Cocomelon YouTube Channel as a tool for teaching and learning English vocabulary to playgroup children is an intriguing step, but it comes with several supporting and inhibiting factors that need to be considered. The first supporting factor is the availability of adequate technology and Cocomelon's popularity among children. Videos designed for children have consistently held the highest level of popularity on YouTube. Over 10 million individuals have subscribed to the search results provided by YouTube Kids (Imaniah et al., 2020). Most playgroup children are already familiar with Cocomelon's characters and songs, making it an entertaining and engaging approach for them to learn English vocabulary.

Cocomelon also frequently uses bright and engaging animations, which can help maintain children's attention. Utilizing Cocomelon's YouTube channel has the potential to enhance the expansion of their children's vocabulary. This demonstrates that incorporating audiovisual media like the Cocomelon YouTube channel plays a significant role in acquainting English vocabulary. Furthermore, it showcases that parents have the ability to kindle their children's eagerness to learn in various ways, such as singing, while effectively utilizing technology through their favored application (Tiara et al., 2021).

However, there are several inhibiting factors that need to be overcome. First, the variability in children's moods can make it challenging to conduct teaching effectively. Sometimes, the network connection may be unreliable (Maman Suryaman, 2015). Limited internet access also affects the hindrance in the process of learning English vocabulary through YouTube. Additionally, Cocomelon leans more towards entertainment rather than education. To address this, parents and educators need to ensure that children understand that watching Cocomelon is about learning English vocabulary. The lack of interactivity in Cocomelon videos can be a barrier to active learning. In this regard, it's important to involve children in speaking and participating while watching.

With a wise approach and support from parents and educators, the Cocomelon YouTube Channel can be used as an effective tool for introducing English vocabulary to playgroup children. Balancing entertainment and learning should always be the primary focus in this implementation.

CONCLUSION

The realization process of the Cocomelon YouTube Channel as a medium for teaching and learning English vocabulary for playgroup encompasses three essential stages: preparation, implementation, and evaluation. The preparation involves the selection of suitable content, choosing videos that align with the learning objectives, and ensuring that the content is appropriate for playgroup-aged children. During the implementation phase, teachers must demonstrate creativity to make learning engaging, utilizing the Cocomelon YouTube media and other techniques to effectively introduce English vocabulary.

Subsequently, the teacher conducts an evaluation through observation, student participation, and knowledge tests to measure the extent of students' understanding of English vocabulary. The evaluation results assist in assessing whether the learning objectives have been achieved and in maintaining a balance between digital media usage and social interaction, which is crucial for playgroup children's development. Based on the observations, interviews, and documentation conducted by researchers, it has been found that videos from the Cocomelon channel serve as a suitable and effective means to capture the interest of children in learning English vocabulary. However, during the process of learning English vocabulary, children haven't fully comprehended the content of these videos. This challenge arises due to the lack of alignment between teachers and students. Furthermore, after interviewing parents, it has also come to light that children aren't applying the knowledge acquired in school when studying at home. Therefore, it is essential for parents to provide attention and guidance to foster their children's skills, ensuring that the knowledge taught in school is retained and applicable in daily life.

Although the realization of Cocomelon as a medium for teaching and learning English vocabulary has supporting factors, such as adequate technology and popularity, and inhibiting factors, such as children's mood fluctuations and limited interactivity, with the wise support of parents and teachers, the Cocomelon YouTube Channel can become an effective tool for introducing English vocabulary to playgroup children. Balancing entertainment and learning should always be the primary focus to optimize positive outcomes from using this media.

As for recommendations from this research, there are;(1) Teachers and parents are encouraged to take a more proactive approach in leveraging technology and digital platforms as educational tools to support children's learning. (2) Researchers interested in conducting additional studies should focus on variables that may influence the efficacy of utilizing digital media, such as the Cocomelon YouTube channel, in teaching English to young kids. (3) Students should make constructive use of this educational resource and continuously enhance their English language proficiency by maintaining a consistent and regular learning routine.

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Issues of EFL class in Pesantren: A case study

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ABSTRACT

Particularly when studied in Pesantren, EFL presents several difficulties. Even though English is essential in this age of globalization, EFL isn't emphasized. Rarely was there research on the subject. The purpose of this study is to compile information on Pesantren's EFL-class problems. Two Pesantren in Malang, East Java, Indonesia, served as the setting for this qualitative case study. 25 Santris had their data gathered through observation, interviews, and documentation. After examination, the study identified various themes connected to the subjects. 1) Problems with Pesantren's EFL classes, 2) substitutes for Pesantren's EFL classes, and 3) Addition of Pesantren EFL class courses. Pesantren's EFL program suggests fusing Arabic and English while incorporating moral principles.

KEYWORDS:

EFL classroom;
English learning;
Pesantren

INTRODUCTION

Research on the implementation of EFL in Pesantren is still interesting to be discussed (Habibi et al., 2018). This is because EFL caused several strategies or methods have done by the teachers and santris to be shared as effective implementation of EFL teaching-learning in Pesantren (Anggarini, 2022). Toar et al., (2022) have stated that EFL classes will be a friend for them when it's implemented with several media such as artificial intelligence.

Meanwhile, Fathurahman et al., (2016) have asserted that integrated English teaching in Islamic boarding schools might be one of the effective solutions in learning English. However, the researcher found several issues in the EFL class such as inactive methods (SARI et al., 2020), utilizing technology (Rofi'i & Nurhidayat, 2020), common error (Octaberlina & Muslimin, 2022), and anxiety effect (Salikin, 2019).

Moreover, the researcher would like to define what is the EFL classroom in Pesantren. Octaberlina et al., (2022) have stated that EFL is an abbreviation for English as a Foreign Language: the teaching of English to students whose first language is not English. Also, Octaberlina & Anggarini, (2020) have asserted that EFL is learning English for non-native speaker country. EFL meaning: English as a Foreign Language is learning English in a non-

English-speaking country. For example, students in China who are learning English are considered EFL students because English is not the country's official language (Sari et al., 2019).

Another example as we are Indonesians who speak or learn English, which is called EFL (Triastuti & Riazi, 2020). (Wijayanto & Hastuti, 2021) also argued that EFL is learning English in non-native speaker countries which can help people greatly enhance their educational and professional opportunities, and make meaningful improvements to their lives. They can also enjoy much more in the way of music, film, and popular culture. Based on the explanation above, the researchers stated that EFL is a part of learning English for non-native speaker countries such as in Asia, Africa, and so on.

Moreover, there are a number of challenges in teaching English in Pesantren, including increasing student motivation and language proficiency as well as handling packed classrooms, tight time constraints, and a dearth of facilities (Marzulina et al., 2021). Anggarini et al., (2022) have asserted the issues in implementing EFL in Pesantren such as teacher competency while integrating with religious values. Also, Holandyah et al., (2022) have stated that Despite being enrolled in a life skills program, students faced a number of obstacles that hindered their ability to speak fluently in English, including overcoming linguistic barriers, appreciating the use of their native tongue, managing psychological concerns, and seeking out engaging conversation topics. According to the aforementioned explanation, the researcher said that a number of EFL problems, including motivations, settings, and materials, might arise in Pesantren.

Further, the researcher would like to limit what is Pesantren. Anshari et al., (2023) Pesantren is similar to Islamic boarding schools. Meanwhile, (Fauzi et al., 2018; Ma'arif, 2019; Mukhibat & Ghafar, 2019; Ni'am, 2015; and Putro et al., 2019) have stated that Pesantren is an Islamic institution that has four pillars such as Kiai, santri, turats, and mosque that providing Islamic education integrate with several sciences such as management, entrepreneurship, research, and so on.

Based on the statements above, the researcher asserted that Pesantren is an Islamic institution that promotes the quality of education specifically in Indonesia. This is because Pesantren has several important roles in improving education or Islamic education. With the heterogeny cases that happened in Pesantren, the researcher would like to document all issues related to the EFL class in Pesantren.

METHOD

This is a qualitative case study method. Creswell, (2014) has explained that qualitative research is an inquiry process of understanding a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. As a case study, this study was held in two Pesantren in Malang East Java Indonesia: Pesantren Al-Ittihad and Pesantren Annur Bululawang I (HTQ). This is because both of Pesantren have implemented English language teaching in Pesantren as a development program for Santri. Meanwhile, the data are collected through observation, interviews, and documentation for 25 Santris. For instance, in this phase, the researcher will collect data and analyze it (Ball, 2005) which starts with compiling, reducing, and concluding. Based on the data analysis, the researcher would like to display the data related to several topics such as Issues of EFL Class in Pesantren, Alternatives of EFL Class in Pesantren, and Additional lessons in EFL Class in Pesantren and discuss it with the literature reviews.

RESULT AND DISCUSSION

Issues of EFL Class in Pesantren

In this context, the researcher will overview the EFL Class in both Pesantren that are Pesantren Al-Ittihad, and Pesantren Annur 1.

Pesantren Al-Ittihad

This Pesantren or well-known Islamic boarding school is located in East Malang. The real location is in Poncokusumo. This Pesantren blossomed from salafiyah to salaf-modern Pesantren which integrated several sciences such as management, entrepreneurship, languages, skills, and research.

There are activities held by Pesantren such as extracurriculars, workshops, seminars, training, etc to improve the Asatidz and Santri's skills. As salaf-modern Pesantren in the digital age, Pesantren Al-Ittihad faced challenges such as in promoting language skills as the main language for overseas living. Based on the importance of English, the supervisor held the extracurricular following Santri's skills and interests. One of them are English Club. This activity in collaboration with the Alumni which is held once every two weeks. The basic material taught in this activity is divided into 6 chapters for a year starting from introduction, greetings, my family, daily activities in Pesantren, food beverages, and holidays.

Meanwhile, the learning process is based on the student's choices. The tutor asks Santris one by one through Q&A sessions or through several activities such as singing, cooking, and other interesting ways. However, both students and teachers faced several issues in learning English in Pesantren such as communication, lack of vocabulary, motivation, and environment. This is because English a foreign language that is rarely practiced here.

Pesantren Annur I (HTQ)

This Pesantren or well-known Islamic boarding school is located in west Malang. The real location is in Bululawang. This Pesantren blossomed from salafiyah to salaf-modern Pesantren which integrated several sciences such as management, entrepreneurship, languages, skills, and research similar to Pesantren Al-Ittihad.

Meanwhile, there are activities held by Pesantren such as extracurriculars, workshops, seminars, training, etc to improve the Asatidz and Santri's skills. As salaf-modern Pesantren in the digital age, Pesantren Annur faced challenges such as in promoting language skills as the main language for overseas living. Based on the importance of English, the supervisor held the extracurricular following Santri's skills and interests. One of them are English Club. This activity in collaboration with the experts held every week on Thursday from 10 am – 11.45 am. The basic material taught in this activity is divided into 12 chapters for a year utilizing the *Shobahul lughah* book from UIN Maulana Malik Ibrahim Malang.

Meanwhile, the learning process is based on the student's choices and the tutor's ideas. The tutor asks Santris one by one through several methods and activities such as singing, cooking, dancing, and other interesting ways. However, the students still faced several issues in learning English in Pesantren such as lack of vocabulary, motivation, bravery, understanding, and communication. This is because English a foreign language that is rarely practiced here and most of them are feel insecure about communicating. After all, they don't have a friend who can speak English fluently.

This is in line with (Holandyah et al., 2022; Marzulina et al., 2021) who stated that several issues in teaching English in Pesantren have appeared such as improving students' motivation, improving students' language competence, managing over-crowded classes,

managing limited time, and facing a lack of supporting facilities. Azkiyah & Mukminin, (2023) stated that despite being enrolled in a life skills program, students faced a number of obstacles that hindered their ability to speak fluently in English, including overcoming linguistic barriers, appreciating the use of their native tongue, managing psychological concerns, and seeking out engaging conversation topics. According to the aforementioned explanation, the researcher said that a number of EFL problems, including motivations, settings, and materials, might arise in Pesantren. However, the researcher or teacher must gain more knowledge to know the factors impacting the issues of EFL in Pesantren (Hidayat et al., 2023).

Alternatives of EFL Class in Pesantren

Based on the data, the researcher would like to conclude directly according to the findings. Several strategies done by the tutor or santri based on the observation and interview are stated as follows;

1. Communication issues can be minimized by the drill method and sometimes interactive learning classes by foreign tutors (invited virtual tutors). Wijayanto & Hastuti, (2021) have stated that communication can be the strategies by EFL learners to improve their speaking skills. In addition, SARI et al., (2020) have stated that game activities might boost the EFL students' speaking skills. The researcher asserted that the effective way to promote speaking or communication skills in EFL classes in Pesantren through intensive practice and direct communication such as International Day programs.
2. Lack of vocabulary can be overcome by intensive EFL courses in Pesantren. For example, additional time for the course to maximize the result. Octaberlina & Anggarini, (2020) have asserted that enriching vocabulary can be done by utilizing several medias such as picture cards. The researcher proposed based on the observation, the manual medias such as memorizing and drilling can be applied to improve the number of vocabulary. Moreover, constructivism can be followed because when the Santri found the new vocabulary by themselves, the more easier they understand the meaning.
3. Motivation; the teacher or tutor always be their role model in EFL class. The tutor should give never ended motivation to promote the santri's English skills. (Farid & Lamb, 2020; Febriza et al., 2022) have stated that never ending motivation can be the succesfull part in learning English. Based on the observation, the researcher do know that the Tutors always motivate Santri to improve and always study hard whereas all of them want to speak English fluently.
4. Environment, this alternative means that both of pupils can create the English environment or in this case the environment of EFL class in Pesantren such as combinging English with Islamic values (Mangunjaya, 2011).
5. Bravery; learning English must give the students good attitude to the lesson. One of the succesfull result in learning language are the student can speak or write English bravery and independently (Hudriati et al., 2019).
6. Understanding, in this case is about the understanding of learning English and understanding of EFL class in Pesantren such as combining English and practiced it related to the daily life in Pesantren (Anshari et al., 2023).
7. Supporting factors means the tools in learning English specifically EFL class in Pesantren such as medias, facilitation and learning condition.

Additional Lessons in EFL Class in Pesantren

Based on the data, the researcher would like to conclude directly according to the findings. EFL class in Pesantren such as integrate the EFL class with religious values (Anggarini et al., 2022; Fathurahman et al., 2016). In this context, the researcher witnessed that the tutor instilled and inserted the religious values in the class such as religious moderation, fiqh law, and qur'an hadist.

CONCLUSION

EFL class in Pesantren is still interesting to be discussed. There are several issues of EFL class in Pesantren such as communication, lack of vocabulary, motivation, environment, bravery, understanding, and supporting factors. Meanwhile, several alternatives can be applied such as training for both students and learners, providing an interactive learning class by foreign tutors, and ensuring the participation of Santri. Also, the EFL class in Pesantren can't be released from religious values. It can be stated that moral values are instilled in the EFL class.

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Storytelling methods in English as a foreign learning: Impoving speaking skills

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ABSTRACT

The use of many methods in learning foreign languages, especially English, has been widely tried in various schools, with various achievements, indicators, and successes in learning. However, in the application of these methods in schools there have been many and if done continuously it will become boring for students to follow the lesson. Coupled with the times and increasingly sophisticated technology requires teachers and instructors to think more to remain creative, crirical, and innovative in developing learning. Language skills play an important role in creating intelligent, critical, creative, and cultured young generations. One of the skills that can be explored and improved by students is speaking ability. Storytelling activities in learning allow students to be more active in participating in learning in class. This systematic review paper focuses on the educational utilization of storytelling to improve students' speaking skills.

KEYWORDS:

Speaking skills;
Storytelling;
EFL method

INTRODUCTION

Learning English with a focus on mastering language skills or the ability to communicate through the language they use. The ability to convey messages orally (speaking skills) and in writing (writing skills), as well as the ability to understand and receive messages conveyed properly through listening activities or in writing (through reading activities). These abilities can be achieved of course by involving the mastery of language rules and pragmatics (Otwinowska et al. 2018). Pragmatic ability is concerned with the conditions that result in the compatibility of the use of language in communication ("2 Arti Pragmatik Di Kamus Besar Bahasa Indonesia (KBBI)" n.d.) It is the habit of language users in using language according to different situations and conditions according to the needs, goals, and content of the language (Nguyen et al. 2015). One aspect of language skills that plays an important role in creating smart, critical, creative and cultured young generations is speaking skills. (Yanti and Kurniawan 2021).

Listening skills are the only skills that come before speaking skills in the lives of students; speaking skills, in particular, are learnt during this time (Massonnié et al. 2022).

Speaking skills are a language skill that develops throughout the course of a student's life. Speaking is very closely tied to the process of creating vocabulary, which may be accomplished via activities like as reading and listening.

In the book Yanti, Hidayat describes the storytelling technique as an activity that involves saying anything that tells a tale about an action, experience, or event that truly took place or did not take place. The art of storytelling has the potential to both amuse and stir the imagination. This technique of storytelling often takes the form of integrating the use of software to tell a narrative with a particular kind of theme or even a subject, and it typically makes use of a use point of view. According to the findings of the researchers, the advantages of storytelling are substantial in terms of helping the growth of students' speaking abilities (Adem et al. 2022). The ability to convey a tale via the use of digital media, such as text, photos, recorded audio narrations, music, and videos, is often referred to as storytelling. When it comes to supporting speaking skills, which are described as the capacity to rebound or bounce back from the stress of learning a language (Isbell et al. 2004), research suggests that narrative may play a significant role in providing support.

By using a wide variety of different media sources, storytelling is regarded to be a modern way that allows individuals to express themselves via the sharing of tales. In addition to that, telling stories may also be used to help individuals improve their ability to communicate verbally. They are able to develop interpretive tales on any subject matter of their choosing and practice speaking via the use of storytelling. According to Nair and Yunus 2021, storytelling is a highly helpful and informative kind of serious interaction between context and content.

In the field of education, students are beginning to make use of storytelling as a means of enhancing their ability to communicate verbally. The fact that students are given the duty of creating their own stories is another reason why storytelling will become a highly successful teaching technique (Spencer and Slocum 2010). In addition to enhancing the students' ability to communicate verbally, the students' creative writing abilities will also be developed. According to Gagarina et al. (2016), the use of storytelling using capital letters in the process of writing essays for the purpose of storytelling allows students to engage their creativity in the process of research as well as the process of storytelling itself. Additionally, Morrow explains that students may be required to use the resources provided by the library and the internet in order to locate appropriate information that may help them enhance their oral storytelling skills.

As was indicated before, the purpose of this study is to illustrate the usefulness of storytelling, particularly with regard to the students' ability to communicate verbally. As a result of the development and advancement of technology around the world, digital tools and equipment have begun to become commonplace, particularly in the classroom. This has created opportunities for students to expand their abilities to learn how to speak effectively through the use of storytelling (Siavichay-Márquez and Guamán-Luna 2022). Therefore, as a consequence of this, the purpose of this research is to investigate the impact that storytelling plays in enhancing the communicating abilities of students.

METHOD

The author of this publication used the research technique of library research, namely descriptive research, and conducted a literature review utilizing secondary sources. Secondary data refers to information obtained from previous studies, when researchers have gathered data directly from primary sources and then made it accessible to other researchers for their own investigations (Formplus 2022). scholars have perhaps gathered data for a specific purpose and then made it accessible for use by other scholars. Several journals and articles related to discussions and cases about storytelling methods to improve speaking skills. This literature research examines reference sources from various previous similar research results that are useful in obtaining theoretical foundations on issues relevant to the author's research. In this article, the author again explains the storytelling method, especially its use in improving English speaking skills. The data analysis technique used content analysis method. In this analysis, the process of selecting, comparing, sorting, and combining various data from references related to the topic is carried out. Five days were allocated to review articles and select appropriate topics about the advantages of the storytelling method in improving speaking skills. To identify point-by-point, then they are collected into sentences to be paraphrased. As the first review that aims to minimize the percentage of phrases from a word, the researcher concludes the idea of each article according to what is written. During the review of the article, the researcher noted the focus of speaking skills, the benefits, and the role of teachers and students in the cycle of teaching speaking using the storytelling method.

RESULTS AND DISCUSSION

Storytelling Methods

Storytelling is a technique used to communicate a narrative to an audience, using various mediums such as words, images, photographs, or sounds. Storytelling is often used in the educational context, particularly when instructing beginners or youngsters. Since youngsters want a learning method that is both comprehensible and uncomplicated. Storytelling is a significant instructional method that plays a crucial role in the development of individual children. Storytelling is an exceptionally potent linguistic and psychological method that language teachers may use to engage individuals from other cultures (while ensuring cultural sensitivity) and across various age groups. The efficacy of storytelling stems from the instructor's ability to engage in direct conversation with the class, as opposed to relying on impersonal written information. By narrating a narrative, the teacher personalizes the content and takes ownership of it.

Storytelling is an instructional technique for imparting knowledge of other languages. Storytelling requires a certain degree of engagement between the storyteller and the audience, as well as among individual listeners. Storytellers have the potential to elicit audience involvement at a certain juncture in the narrative. narrative is used in foreign language instruction as a fusion of reading and narrative to facilitate the acquisition of a foreign language by students in a classroom environment. The learning process using the storytelling approach has three distinct stages: the initiation stage, when the activity begins; the storytelling stage, where the narrative is told; and the conclusion stage, where the story is wrapped up and evaluated. Speaking is a skill, and skills will not develop unless they are regularly exercised. Hence, the art of eloquence cannot be effectively acquired without undergoing proper training. Consistent training will undoubtedly improve speaking abilities.

Conversely, if one feels ashamed, unsure, or fearful of making mistakes when practicing speaking, their level of intellect and speaking proficiency will likewise be far from mastery.

The impact of storytelling on children's narrative abilities has been well studied for monolingual individuals, but not for bilingual individuals. Children's narrative talents refer to their aptitude for constructing and comprehending cohesive tales, which are cultivated via social interactions including both children and adults (Peterson and McCabe 1992). The development of narrative abilities occurs via the process of engaging in spontaneous storytelling and story-acting with siblings and friends. However, the most crucial factor in this development is the relationship between the child and their parents or caregivers, who provide the kid with an appropriate narrative model (Clarke-Stewart and Beck 1999). Storytelling is the process of conveying a sequence of events or narratives using concise language, visuals, or audio, sometimes including spontaneous elements and structure. Storytelling is an oral practice that is intended not just to be listened to, but also to actively engage with it (Marsevani and Rahman 2022).

Storytelling has a lot destination. Not only for children but also for those who tell the story. According to Hibana the purpose of the activity Storytelling as follows:

1. Develop fantasy, empathy and various types of other feelings
2. Cultivate an interest in reading
3. Build closeness and harmony
4. Learning media

The storytelling method is storytelling done planned to use dolls, or visual object, this method aims to produce abilities child language woman. Method use this is necessary to train and develop speaking skills, develop reasoning power, and develop children's imagination (Marsevani and Rahman 2022).

The Purpose, Functions and Benefits of the Storytelling Method

a. The purpose of the storytelling method

The storytelling method aims to entertain, train children to communicate well, understand the message of the story and be able to express story ideas as well as add insight and broad language knowledge. According to Mudini and Purba 2009, the purpose of the storytelling method is as follows:

- Encourage or stimulate. The purpose of encouraging or stimulating is when the speaker tries to give enthusiasm and passion for life to the listener. The expected reaction is to inspire or arouse the emotions of the listeners.
- Convincing. The purpose of convincing is when the speaker tries to influence the beliefs, opinions or attitudes of the listeners. The most important tool in convincing is argumentation. For this reason, evidence, facts, and concrete examples are needed that can strengthen arguments to convince listeners.
- Move. The purpose of moving is when the speaker wants an action or action from the listeners. For example, in the form of a call for approval or disapproval, raising funds, signing a resolution, holding a social action. The basis of the action or deed is a deep belief or burning emotion.
- Inform. The purpose of informing is when the speaker wants to provide information about something so that the listeners can understand and understand it. For example, a teacher conveys a lesson in class, a doctor conveys a problem of environmental hygiene, a police officer conveys a traffic order problem, and so on.

- Entertain. The purpose of entertaining is if the speaker intends to please or please the listeners. This kind of conversation is usually done at a reception, birthday, party, or other happy gathering (Bashori et al. 2020).

b. Storytelling method function

- The storytelling approach enhances the learning environment by creating a sense of enjoyment and excitement, while also providing enough encouragement and motivation, hence facilitating the delivery of courses or instructional materials. The narrative approach encompasses the following functions:
- Developing and fostering positive educational principles. This narrative strategy gradually instills positive values in kids. It is important to carefully choose and modify stories based on the specific goals to be accomplished in a class.
- Foster the growth of children's imagination. The narratives conveyed in a tale may aid in fostering the imaginative faculties of students interested in nature. By using the outcomes of their creativity, it is anticipated that students would be capable of emulating the behaviors shown by the characters portrayed in the narratives provided by the instructor.
- Foster a sense of inquisitiveness. The desire to acquire knowledge motivates youngsters to engage with the tale and comprehend its contents. The comprehension of the tale will inevitably impact pupils' attitude..

c. The benefits of the storytelling methods

Storytelling is beneficial for children's development. According to (Madyawati 2016), there are several benefits of the storytelling method, which are as follows:

- Helping the personal and moral formation of children. Stories are very effective in helping children personally and morally. Through stories, children can understand the good and bad values that apply in society. Channel the needs of imagination and fantasy. Stories can be used as a medium to channel children's imaginations and fantasies. When listening to stories. The imagination that children build when listening to stories has a positive influence on children's ability to solve problems creatively.
- Stimulate children's verbal abilities. Stories can stimulate children's linguistic intelligence. Stories encourage children not only to enjoy listening to stories but also to love telling stories or talking. Children learn how to dialogue and narrate.
- Storytelling activities provide a number of social knowledge of religious moral values. Storytelling gives children social values, such as being obedient to parental orders, succumbing to younger siblings, and always being honest. In addition to social knowledge, storytelling is a character education tool that is most easily digested by children in addition to the examples that children see every day.
- Storytelling activities provide a learning experience to train their hearing. In storytelling activities, children will convey various kinds of expressions, various feelings according to what is experienced, felt, seen, heard. By training their hearing, they will increase the vocabulary of the child.
- Providing a learning experience using the storytelling method allows children to develop cognitive, affective, and psychomotor abilities.

- Provide a unique and interesting learning experience, and can express feelings, raise enthusiasm and create its own preoccupation. Storytelling activities provide an attraction for children so that it will create enthusiasm and fun in storytelling.

Forms and Types of Storytelling Methods

According to Dhien 2009, based on the type of media used, the storytelling method is divided into several forms, namely:

a. Storytelling without props

Storytelling without props refers to the practice of instructors or parents engaging in storytelling activities with children, without the use of any visual aids or props. Prop-less storytelling is a narrative technique that depends on the narrator's skill in using facial expressions, gestures, and vocalization to transport the listener into a realm of fantasy and imagination. Educators should be attentive to facial expressions, bodily gestures, and vocal intonations. The instructor must possess the ability to nurture children's imagination in order to facilitate their visualization of the concepts conveyed by the teacher.

b. Storytelling with props

The use of props in storytelling refers to the use of media or supporting instruments to enhance the clarity of the narrative being delivered. Prop-based storytelling is a narrative technique that use objects to vividly animate the tale. The purpose of these props is to actualize and manifest fantasy and imagination in a manner that aligns with the storyteller's intentions. The method of storytelling using props may be categorized into two types: direct teaching aids and indirect teaching aids. Direct instructional aids include the use of tangible items or physical things, such as bunnies, flowers, and dishes, to facilitate children's comprehension of the narrative and enable them to directly see the attributes and functions of these instruments.

Indirect teaching aids refer to the use of things that are not specifically designed as tools. Indirect storytelling may include the use of imitation items as props. The instructor use fake things, such as synthetic animals, fruits, and vegetables, as props. These counterfeit things should possess the same proportions of forms and colors as the real. Convey narratives using visual representations. The instructor utilizes visual aids in the form of photographs, which may be individual images, images inside books, or sequential picture series including 2 to 6 photos that depict the narrative progression. Narrative using a flannel board as a visual aid. The instructor utilizes the flannel board to affix the several components of the image that will be shown in a narrative. Engage in the act of reading narratives. The instructor use narrative books in order to enhance children's enthusiasm for literature. Marionette performance. The instructor employs a diverse array of puppets to enact a narrative (Spencer and Slocum 2010).

There are several steps that must be taken in the implementation of the storytelling method, namely as follows:

1. Determine the topic of an interesting story

A topic refers to the central theme or subject matter that is being discussed or explored. The primary concept in the narrative must be captivating to ensure the listener's engagement and enjoyment in the storytelling experience. Some examples of narrative subjects are education, natural resources, honesty, and friendship.

2. Develop a story outline by collecting materials

A story outline is a written blueprint that encompasses the structural framework of a narrative. When constructing the structure of a tale, it is necessary to gather various sources of information, such as books, magazines, newspapers, and other written materials, in order to facilitate the process of composing the story. Illustration of a narrative framework centered on the theme of companionship: 1) There exist a pair of individuals who are friends. 2) The two friends have conflicts and differences of opinion. 3) The process of resolving these conflicts and restoring their friendship.

3. Develop a story outline

The framework of the story that has been made is then developed according to the main points of the story. An example of developing a story framework is 2 people who have been friends for a long time. Her names are Dina and Ely. They help each other. When Dina is having a hard time, Ely always helps and comforts Dina. On the other hand, when Ely is having a hard time, Dina always helps & comforts Ely.

4. Composing the story text

The preparation of the story text is done by combining the points from the story framework that has been developed by taking into account the interrelationships between the points. An example is combining the development of the story framework points 1 to 3 which have been described above so that it becomes a good story text.

The advantages of the storytelling method

a. The advantages of the storytelling method

The storytelling method has several advantages or advantages, namely as follows: Stories can activate and excite students. Because students will always reflect on the meaning and follow various story situations, so that students are influenced by the characters and topics of the story. Directing all emotions so that they unite in one conclusion that occurs at the end of the story. The story is always captivating, because it invites to follow the events and reflect on their meaning. Can affect emotions. Such as fear, feelings of being watched, willing, happy, reluctant, or hate so that it flares up in the folds of the story (Marsevani and Rahman 2022).

b. Disadvantages of storytelling

The storytelling method has several shortcomings or weaknesses, namely as follows: Understanding students will be difficult when the story has been accumulated by other problems. Monolog and can saturate students. Often there is a misalignment of the content of the story with the intended context so that the achievement of goals is difficult to realize (Atio 2016).

Storytelling methods in speaking improvisation

The storytelling method is one of the method that is widely used in childhood learning. The storytelling method is one of the learning strategies that can provide a learning experience for children. By telling stories, both teachers and students can interact more easily because usually, teachers will use strategies that are more friendly than other teaching methods. Not only the teacher, students can also tell the explanation that has been explained by the teacher, so there is mutual interaction from all parties (Atio 2016).

Discussing the evolution of the connection between a speaker and their listener. Speaking, as a kind of communication, encompasses a certain range or domain in which abilities may be used. Effective oral communication requires the use of performance, emotion, intonation, emphasizing, pronunciation, grammar, and confidence in order to effectively convey an idea or perspective. When it comes to communication, speech is the most efficient technique because to its capacity to be easily understood. Most individuals use speech as a means of conveying messages from a speaker to a listener in various situations and circumstances, including those that need a relaxed atmosphere (Nair and Yunus 2021).

Oral communication is often used and has more significance in enabling individuals, whether pupils or adults, to effectively convey their thoughts, emotions, ideas, happiness, anger, and sentiments. A structured and ongoing curriculum should be created to educate and reinforce fundamental attitudes, skills, and abilities related to expression and their practical application in relevant communication scenarios. The speaking domain is constrained by the need for precision in grammar, vocabulary, and pronunciation, since these aspects have more significance in spoken communication compared to written expression. The kids must possess a wide range of vocabulary in order to effectively communicate orally. In order to enhance their sense of proficiency in communication, individuals should strive to achieve mastery of language, enabling them to use it effortlessly. Language fluency is acquired by effectively communicating a comprehensive comprehension of significant vocabulary.

The Speaking Skill and the use of Dialogues in English Instruction involves considering strategies for providing students with opportunities to practice giving instructions. It is important to provide children with opportunities to improve their English skills in order to enhance their ability to communicate their thoughts verbally. All conversations provide significant and pertinent content that relates directly to the student's daily life. This will be crucial for English language learners since conversation is highly suitable for mastering the language in authentic communication scenarios. The training of speaking is a crucial component of English language education, since many language learners prioritize the acquisition of speaking abilities to assess their progress in language learning and the efficacy of English courses (Richards, 2006).

In Speaking, there are several steps that can be taken so that the storytelling can run smoothly:

- **Master the Material**
When going to speak in public, make sure you master the material to be discussed. Mastering the material is the most basic thing if you don't master the material it's tantamount to embarrassing yourself.
- **Use easy-to-understand language**
Using language that is easy to understand is not only useful for the speaker but also for the listener. So don't use language that is difficult to understand, so that listeners can understand it well.
- **Practice in front of the mirror**
The most effective way is to practice speaking in front of a mirror by looking at yourself while speaking so you will know where our mistakes are when speaking this way can also make our confidence higher.
- **Use the art of speaking**
When speaking you have to know where the tempo for speaking is relaxed, fast, soft, loud, and pausing for a moment. It will make the listeners enjoy listening and the material provided becomes interesting.

- Use body language
Moving your body can make you more relaxed and your nervousness can go away a little, using body language also gives the impression to listeners if you not only memorize the material you want to give but also understand it well.

The following are the five main goals of public speaking that you need to know.

1. Provide motivation
One of the main goals of public speaking skills is to provide information. This one goal is often used by motivators, teachers, and superiors who want to see their listeners grow. With the ability to speak in public, you can convey motivational messages appropriately and influence a person's mindset so that they become more excited (Isbell et al. 2004).
2. Delivering information
According to Classroom, the most basic purpose of public speaking which is often used by many people is to convey information. The types of information provided are also quite diverse, ranging from science, the latest news, to announcements such as the results of social movement research. The success of the speaker's efforts to inform something is measured by how well the audience understands, defends, and applies the ideas conveyed.
3. Take control of the situation
Public speaking can also be a good way to control certain situations. For example, if an event is less crowded and there is silence, the speaker can take over to bring the atmosphere back to life.
4. Influence the audience
As Glints has already explained, public speaking skills can be used to influence an audience's mindset and behavior. In the world of public speaking itself, convincing the audience is a fundamental goal. The reason is, this implies that the information in the speech has been achieved and conveyed effectively. Professions such as sales, of course, often use this skill to influence consumers to buy the products they offer.
5. Entertaining
According to Lumen Learning, public speaking is a skill that can be used to entertain the audience. You can take examples from stand-up comedians who use this skill while working. When a stand-up comedian tells a joke, they not only use funny stories, body gestures and facial expressions also play a role so that the message conveyed can be entertaining.

Being able to master public speaking can make it easier to tell stories when learning English, at least there will be benefits that we get, the following benefits we get include:

- a) Self-confidence increases
Public speaking will help you to continuously improve your self-confidence. This is certainly very useful for your career development to use. The more confident you are in appearing in front of many people, the better your performance will look in the eyes of others.
- b) Building leadership
This ability helps us to slowly cultivate leadership qualities in a person.
- c) Convey ideas or opinions smoothly
Taken from Skills You Need, public speaking is one of the best ways to convey an idea or opinion. Often we feel doubtful or even insecure about something, especially during

meetings. Well, that's one of the things you should avoid if you want to climb the ladder of a good career. Through the ability to speak in public, you can overcome these problems well. As explained above, this ability will help you to increase your self-confidence, including when adding ideas or opinions. When you have successfully added ideas or opinions well, you may be considered a competent person. Seeing all the benefits above, this ability can indirectly lead you to a good career path.

How to Improve Public Speaking Ability. Now we know that public speaking is one of the skills that must be mastered, especially for professionals. If you haven't really mastered it yet, don't worry. Because, this ability can be increased slowly, as long as you are consistent in running it (Otwinowska et al. 2018).

1. Practice and practice

Experiencing anxiety while venturing into public spaces is a common and expected response. Nevertheless, all of those challenges may be effectively managed with diligent practice and thorough preparation in advance. According to Harvard Extension School, take some time to return to your practice and enhance your preparation by reviewing your notes at a later time. Additionally, enhance your skills by capturing all the dialogues via video recordings. Subsequently, you may observe its use as assessment material. If you have available time, get assistance from your acquaintances to attentively listen to the audio and provide constructive feedback and recommendations.

2. Understand the audience

When delivering a public speech, it is important to keep in mind that the focus should be on the audience rather than oneself. Hence, it is crucial to anticipate the audience that will be present to see your performance. This will facilitate effective communication with them. As an example, the typical age of the forthcoming audience is between 20 and 25 years old. Consequently, it is necessary to effectively communicate information that include the proper level of danger. Furthermore, you may also seek for opportunities to include comedy that is appropriate for individuals of their particular age group.

3. Practice body style

Besides verbal communication, it is crucial to take into account nonverbal communication while engaging in public speaking. According to Verywell Mind, it is crucial to observe the amalgamation of facial expressions, hand gestures, and body movements since they may effectively communicate one's thoughts and emotions. To optimize your performance, diligently refine your physical gestures, starting with precise hand motions, maintaining an erect posture, and sustaining unwavering eye contact with the audience. Avoid immobilizing your body motions and gaze. Effortlessly command the stage to create a captivating atmosphere.

4. Learn the techniques of famous presenters

The final step that you can use to sharpen your public speaking skills is to learn the techniques of well-known presenters.

With this, we can take it that if we practice speaking skills, we can do various things easily, such as teaching our children to be smart with public speaking. Doing English language learning by using the storytelling method by improving speaking we can develop these talents by training our speaking so that we can do the storytelling method well.

CONCLUSION

This systematic literature review examines 17 papers and 3 websites that discuss the impact of storytelling on enhancing speaking abilities. The analysis demonstrates that storytelling has several benefits and possesses key attributes that significantly contribute to the improvement of students' speaking skills. This paper presents a comprehensive review of articles and journals from multiple studies that discuss the significance of storytelling in teaching English as a foreign language, specifically in relation to speaking ability. The researchers have employed diverse methodologies to emphasize the importance of storytelling as an effective teaching approach for enhancing skills. Engaging with children from diverse backgrounds and educational levels (Siavichay-Márquez and Guamán-Luna 2022). Students in the class who use storytelling techniques may enhance their communication proficiency by acquiring the capacity to articulate their thoughts, pose significant inquiries, convey different viewpoints, and construct tales (thus refining their writing aptitude), since all of these contribute to the enhancement of students' oral expression abilities. Additionally, it may foster enhanced oral communication abilities and motivate kids to enhance their emotional intelligence. Currently, technology is becoming more and more sophisticated, and the curriculum has been revised to reflect this (Gagarina et al., 2016). The use of storytelling as a pedagogical approach is of utmost significance in facilitating global students' comprehension of the value of narratives and audio-visual mediums, while concurrently fostering linguistic proficiency and aptitude. Essentially, this systematic review has provided a comprehensive analysis of various publications pertaining to the subject of storytelling. According to the majority of academics, using the narrative approach in English as a foreign language instruction in schools may lead to enhanced oral communication abilities in students across various age groups and social backgrounds.

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Challenging teenagers to explore the Total Physical Response Storytelling (TPRS) method in English speaking

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ABSTRACT

Teaching and learning English as a foreign language, conducted by educators in rural areas of Indonesia, is challenging. Therefore, they need to use fun teaching methods to improve student English skills. Teenagers in their first year of high school require more speaking skills. The present study explores the challenges teachers and students faced and the solutions taken to the exploration of the TPRS method in English for seven graders in a rural school in Kudus, Central Java, Indonesia. This employs a qualitative-descriptive approach. While the data collection was conducted through classroom observations, interviews, and documentation. The results revealed that various challenges emerged for students as well as teachers. The students need more English proficiency, the teacher has difficulty in effectively managing the classroom environment, and the individual teen learner needs more confidence in English speaking. Efforts made by the teacher to overcome the challenges faced include providing feedback to motivate students, more in-depth directions for developing students' speaking skills, and applying appropriate English learning methods. This study implies that educators, especially those who teach teen students in rural areas, should better apply fun English teaching methods and increase the students' learning motivations.

KEYWORDS:

Teaching method;
Teenagers;
TPRS;
English Speaking

INTRODUCTION

English as a foreign language is taught in Indonesia at every level of education, from young learners to teenagers to adult learners, so English has an essential position in education in Indonesia (Alfarisy, 2021). English as a foreign language taught in Indonesia has experienced many challenges for teachers and students in learning it, so achieving the level of proficiency has yet to be achieved perfectly. Moreover, people who are not native English speakers

experience various challenges, such as difficulty pronouncing English words, understanding English grammar, and translating the meaning of English words (Hansen-Thomas et al., 2016).

Teaching and learning English as a foreign language in Indonesia, especially in rural areas, there must be an effective teaching and learning technique. That is because many students need help to learn English, particularly in rural Indonesia. Many students in rural areas have challenges in learning English as a foreign language, as many students need more competency in English skills, so teachers are required to teach students in basic terms (Febriana et al., 2018). Students also need help with English speaking skills, including a lack of mastery of English vocabulary, pronunciation of English words, grammatical understanding, and fluency. Apart from that, many students show anxiety when speaking English (Candraloka & Rosdiana, 2019).

One of the efforts teachers can make to overcome the various challenges faced in teaching English as a foreign language is to use effective teaching methods (Zaini, 2017). One method that can be used in teaching English is the Total Physical Response Storytelling (TPRS) method. The Total Physical Response Storytelling (TPRS) method is a language teaching method that adopts the TPR method by James Asher, namely language teaching that involves body movement, which is then collaborated with stories (Lichtman, 2015). Blain Ray created the Total Physical Response Storytelling (TPRS) approach by integrating the TPR method with stories so that students can better understand and master English skills when using it (Numpaque & Rojas, 2010). There are seven steps in applying TPRS method including introducing vocabulary, giving commands and gesture related the vocabulary, personalizing mini story, retell the story by teacher, retell the story with funny style by students, retell the story with another perspective by teacher, and retell the story in another perspective by students (Numpaque & Rojas, 2010).

The TPRS approach has numerous advantages. The first advantage is that the TPRS method facilitates students' rapid retention of newly acquired language. Second, the engagement of students in learning activities is enhanced. Third, it leads to increased enthusiasm. The narrative is characterized by its straightforwardness and employs a language style that facilitates comprehension and retention of the instructional content. Fourth, utilizing the TPRS method facilitates enhancing students' English language skills by emphasizing correctness in a more pleasurable and engaging manner. Fifth, in the context of storytelling exercises, incorporating diverse jokes enhances the enjoyment experienced by pupils. Sixth, the offered content is designed to establish a connection with students' everyday experiences, facilitating their comprehension and assimilation of the topic being taught. The TPRS approach also presents several disadvantages, including the fact that coordinating pupils throughout the implementation of TPRS exercises necessitates a certain amount of time; the process involves the development of diverse materials and planning activities for teaching and learning purposes. Maintaining a favorable atmosphere during the activity presents challenges. The application of specific regulations can inadvertently lead to misunderstandings (Davidheiser, 2002).

Several previous researchers have carried out studies on implementing the TPRS method. Russia and Nuraeningsih (2016) have reviewed the implementation of the TPRS method as beneficial for young English learners in improving vocabulary. Silaban (2022) has shown that using the TPRS method for non-major English adult learners can improve students' speaking abilities. Apart from that, Faizuna (2020) shows that using the TPRS method can improve reading skills in teen learners. According to several studies that have been conducted,

the use of the TPRS method shows positive results in increasing English language skills in young learners, teen learners, and adult learners.

In contrast to research that has been conducted previously, which investigated the effectiveness of TPRS in improving vocabulary for young learners, the effectiveness of TPRS in improving speaking abilities in adult learners, and the effectiveness of TPRS in improving reading skills in teen learners, this research will explore the challenges and solutions—faced by teenagers and the teacher on English speaking.

This research must be conducted because teenagers in rural Kudus need more motivation to learn English as a foreign language. Besides, many teenagers need to gain English language experience as young learners, so their English language skills are minimal. In learning English as a foreign language, teenagers in rural Kudus, Indonesia, experience various difficulties, such as difficulty remembering English vocabulary, pronouncing English vocabulary, understanding grammatical structure, and interpreting English sentences. Therefore, an influential English learning method is needed, one of which is the TPRS method. In studying English as a foreign language, the TPRS method shows a positive response to students, including improving students' speaking performance and creating a pleasant learning atmosphere (Muzammil & Andy, 2017). Using the TPRS method can also effectively develop students' abilities to understand grammatical structures and increase students' vocabulary by using a story (Asmali, 2019). Therefore, in this research, researchers must discover the challenges and solutions in implementing the TPRS method in English-speaking.

In this study, researchers will investigate how to implement the TPRS method in seventh graders of Islamic junior high schools in rural Kudus, Central Java, Indonesia, and explores the challenges teachers and students faced and the solutions taken to the exploration of the TPRS method in English for seven graders in a rural school in Kudus, Central Java, Indonesia.

METHOD

The qualitative descriptive method was employed in this study. A descriptive qualitative method was used to analyze the implementation of the TPRS method in grade 7 at one of the Islamic junior high schools/MTs in Kudus, Central Java, Indonesia. Qualitative descriptive is also used to analyze the challenges faced in implementing the TPRS method during speaking classes and solutions to overcome the challenges faced. The population taken in this study were seventh graders at one of the Islamic junior high schools/MTs in Kudus, Central Java, Indonesia, which consisted of 10 students. The writer takes research in the seventh grade of Islamic junior high school because they are included as teen learners where studying English as a foreign language has various challenges and are required to learn English. Researchers used observation, interviews, and documentation to collect data in this research. Observations are used to explore how to implement the TPRS method in speaking classes and investigate the challenges and solutions faced. After that, the researcher conducted interviews with the English teacher and several students to dig deeper into the data, and the researcher carried out documentation to collect further data.

RESULT AND DISCUSSION

The Process of the Implementation English Speaking Using the Total Physical Response Storytelling (TPRS) Method

Based on the results of observations, interviews, and documentation, there are several stages of TPRS according to the seven steps (Numpaque & Rojas, 2010) carried out by the teacher that refers to the use of the 2013 curriculum included in planning, practice, and evaluation.

a. Planning

This stage is the preparation stage, where the teacher prepares all kinds of teaching needs to create systematic learning activities. The teacher prepared lesson plans, learning materials, and learning media at this stage. The teacher said that in the planning stage, the teacher prepared a lesson plan before learning activities with the aim that the teacher has a reference in carrying out learning activities. Afterward, the teacher prepared learning materials, such as texts describing Islamic buildings. Based on the observation, the researcher found that the teacher also prepared learning media such as pictures and worksheets. The teacher revealed that creating lesson plans was necessary because the lesson plans are a reference in carrying out learning activities so that systematic learning activities are created.

b. Practice

In learning practice, the teacher carried out several stages, including opening, core, and closing activities. In learning practice, the teacher carried out several stages, including opening, core, and closing activities.

In opening activities, the teacher gives an opening greeting, saying 'Assalamualaikum warokhmatullahi wabarokatuh' and continues praying together. After that, the teacher checked the student attendance list. Then, proceed with introducing learning materials. Based on the interview results, some students stated that the teacher carried out several activities in the opening activities, including greeting, checking the attendance list, conveying the learning objectives, and introducing some vocabulary.

There are two kinds of TPRS steps found by the researcher in opening activity, namely introducing vocabularies and giving commands and gestures that included in the first and second stages of TPRS. At the first stage, the teacher introduced vocabulary by writing on the board the vocabulary founded in the text that will be used. Then the students took a note about the vocabulary. The teacher revealed:

"In the opening activities, I provide an introduction to vocabulary so that students first understand the meaning of some of the vocabulary in the text so that later, it will be easier for them to understand the content of the text used." After that, the teacher conducted the first stages of TPRS, namely, introducing vocabulary. At this stage, the teacher introduced vocabulary by writing on the board the vocabulary in the text that will be used. The students have a note about the vocabulary.



Figure 1. First Stage of TPRS: Introducing Vocabularies

The second stage of TPRS carried out by the teacher was giving commands or gestures. After writing the vocabulary on the blackboard, the teacher made a gesture when pronouncing the vocabulary. In this stage, the students guessed the word's meaning when the teacher interpreted the vocabulary. After that, the teacher and students continued translating the vocabulary using gestures and pronouncing it together. Some students revealed:

"... the teacher writes English words on the blackboard, then interprets them using gestures and then says them together."



Figure 2. Second Stage of TPRS: Giving Commands and Gestures

After the opening activity, the teacher conducted the core activity by implementing four stages of the TPRS method classified third, fourth, sixth, and seventh stages of TPRS method, namely personalizing mini-story, retelling the story by the teacher, retelling the story with another perspective by the teacher, and retelling the story with another perspective by students. In core activities, the teacher carried out four stages of TPRS, including the personalizing mini story, the storytelling by teacher, the teacher retells the story with another perspective, and students retell the story with another perspective. Third stages of TPRS in the core activities carried out by the teacher was personalizing mini story. Based on the observation that had been done, in the personalizing mini story stage, the teacher showed the picture related to the text that will be discussed, namely descriptive text about Menara Kudus. Then, the teacher provides an overview of the points discussed in the material. The teacher said that when providing material points to be studied at the personalizing mini-story stage, the teacher used the students' first language to make it easier for them to understand what the teacher was saying.



Figure 3. Third Stage of TPRS: Personalizing mini story

The fourth stages of TPRS carried out by the teacher was retelling the story. At this stage, the teacher tells the text using gestures while walking around. In this activity, the teacher and students translate the text into Bahasa to make the students easier to understand the text.



Figure 4. Fourth Stage of TPRS: Retelling the story by teacher

In the sixth stage, the teacher retold the story from a different point of view. The teacher supplied an additional explanation about the text that was told based on the item described in the material being taught at this stage. At this point, the teacher explained in hazy terms. The teacher would sometimes utilize the students' first language to make it easier for them to understand.



Figure 5. Sixth Stage of TPRS: Retelling the story with another perspective by teacher

The seventh stage was retelling the story from another perspective by students. At this stage, the teacher asked students to become volunteers in retelling the story that the teacher had done. In retelling the story from another perspective by the student, the teacher guided students by accompanying them to compose sentences that would be presented in front of the class. The teacher said that in retelling the story from another perspective activity, the teacher guides students in making sentences or paragraphs by writing down points in the

text the teacher has read and arranged them into a paragraph. After that, the students who volunteered retold the story in front of the class with gestures.



Figure 6. Seventh Stage of TPRS: Retelling the story with another perspective by student

In closing activities, the teacher and students ended the learning that day. After that, the teacher closed the study by saying, "Hamdallah" and Salam, to which the students responded.

c. Evaluation

At this stage, the teacher performs an assessment using formative as a learning type. At this stage, the teacher observes how students can understand the learning material. Apart from that, the teacher also provides an exercise related to the text and material being taught.

In implementing TPRS, there are several steps in the TPRS method, which can be seen in the following table. The following paragraphs are indented to 0.75cm for the first line.

Table 1. The seven steps of TPRS (Numpaque & Rojas, 2010).

Step 1	Introducing vocabulary	Available in opening activities	The teacher introduces vocabulary related to the text that will be used by writing several vocabularies on the board.
Step 2	Giving commands and gesture	Available in opening activities	The teacher translates the vocabulary with gestures; the students guess the meaning of the words being demonstrated, and then the teacher asks the students to pronounce the vocabulary together correctly.
Step 3	Personalizing mini stori	Available in core activities	The teacher provides clues regarding the text that will be used.
Step 4	Retelling the story by teacher	Available in core activities	The teacher does storytelling in the form of a circle.
Step 5	Retelling the story by the student	Not found both in opening activities or core activities	The teacher asks students, as volunteers, to retell the story in an exciting style

Step 6	Retelling the story with another perspective by teacher	Available in core activities	The teacher retells the story from a different perspective, such as the teacher's opinion regarding the text, the characters in the text, or changing the subject or tense.
Step 7	Retelling the story with another perspectives by students	Available in core activities	Students retell the story according to their perspective.

Based on the explanation above, there are six steps implemented in English speaking in class 7, including The first step is introducing vocabulary; the second is giving commands and gestures; the third is personalizing the mini story; the fourth is retelling the story by the teacher; the fifth is retelling the story from another perspective by the teacher, and the sixth is retelling the story from another perspective by students. Research conducted by Asmali (2019) also implemented several TPRS steps, namely the first, establishing the meaning, which concerns introducing vocabulary and personalizing mini stories; the second, asking about the story, including retelling the story by the teacher; and the third, namely reading, involving retelling the story by the students. Research conducted by Muzammil and Andy (2017) applies several TPRS steps, including the first step, establishing the meaning, which includes introducing the vocabulary, giving gestures, and personalizing the mini-story; the second step, namely telling a class story, which includes retelling the story by the teacher. The third step, namely reading the story, includes retelling the story from another perspective by students.

The Challenges and Solution in Implementing Total Physical Response Storytelling in English Speaking

Based on the observation, interviews, and documentation, several challenges and solutions are encountered by teachers and students in implementing the TPRS method in English Speaking.

The teenagers' low proficiency in fundamental English skills

The teacher encountered a significant challenges due to teen-learner limited proficiency in foundational English skills. The challenges that teenagers face in accurately comprehending and articulating the intended definitions of language, as conveyed by the teacher's gestures and pronunciation, are evident. In addition, teachers require assistance in translating the material employed by the teacher. The teacher said:

“When faced with a challenge such as introducing vocabulary, I have employed the use of gestures that correspond to the word being demonstrated. However, despite these efforts, students may still encounter difficulties in accurately guessing the word and comprehending its meaning. Consequently, I am compelled to reconsider my approach in order to facilitate their understanding, particularly when dealing with words that are inherently challenging to convey through physical movement...”

Additionally, the findings from the interview conducted with one of the teen learners indicate that she has challenges independently comprehending the intended significance conveyed by the teacher. According to KAK students, there are instances where they encounter difficulties when attempting to interpret texts independently.

The teacher interview findings revealed that students' difficulties are influenced by their prior learning experiences during their primary education. The teacher expounded upon the notion that some teenagers struggle with comprehending English subjects while others are just exposed to rudimentary English instruction.

Due to the absence of English instruction for numerous primary school pupils, many teenagers possessed only rudimentary language knowledge. Consequently, their comprehension of English learning remained basic, as seen by their limited vocabulary. Particularly when individuals have difficulties, such as pronunciation, they necessitate individualized guidance delivered at a gradual pace. This is also in line with the discovery of challenges in implementing TPRS by Silaban (2022). The students have challenges in verbal communication in English, so they require intensive guidance from educators (Silaban, 2022).

To overcome difficulties encountered in the classroom, teachers implement additional explanations in students' mother tongue, facilitating understanding of learning content. Davidheiser (2002) explains that the language used in the TPRS method is simple and easy for students to understand. Apart from that, the TPRS method more often involves students in steps such as introducing vocabulary and retelling the story, where the teacher also translates the English text into the student's first language (Asmali, 2019). Therefore, to overcome this problem, teachers help students interpret the content being studied.

Difficulty in effectively managing classroom environment.

Based on the conducted observations, it was determined that a significant number of students exhibited a lack of focus and attentiveness during the learning process. The engagement of students in various activities during the learning process, such as engaging in conversations with their peers and exhibiting signs of fatigue through napping, can be observed. Furthermore, certain pupils engaged in solitary play, thereby causing disruption to their peers. Teacher S stated that:

"It might be challenging to direct one's attention towards the youngsters, as certain children have a tendency to engage in behaviors of their own volition, thereby rendering the process of conditioning them considerably arduous."

Based on the findings obtained from the interviews conducted with the students, it was observed that a subset of the student population experienced feelings of boredom and drowsiness during storytelling sessions facilitated by the teacher. According to KAK students, the instructional approach might be perceived as tedious and repetitive, characterized by limited physical movements and minimal student engagement. Consequently, the lack of interactive elements may result in a somnolent atmosphere, akin to narrating a tale to an inattentive peer. This finding is also by a study conducted by Nugraha (2021), exploring one of the challenges found in implementing TPRS in teaching speaking skills: students felt uninterested and bored when the teacher gave storytelling (Nugraha, 2021). Other research also found that one of the challenges in implementing TPRS in teaching speaking was, during teaching sessions, it was observed that some students needed more enthusiasm and involvement in the subject matter being taught (Silaban, 2022).



Figure 7. Difficulty in controlling class condition

In dealing with uncondusive class conditions, the teacher reprimanded students who made noise and gave some jokes so students did not feel bored and sleepy. To overcome this problem, educators encourage and humor students to foster a positive and engaging classroom environment (Silaban, 2022). Moreover, using jokes is one of the advantages of TPRS, which aims to make students more enthusiastic about participating in learning and creating a fun atmosphere (Davidheiser, 2002).

The individual teen learner needs more confidence in English speaking.

Based on the conducted observations, the pupils experienced a lack of confidence when prompted by the teacher to recount the narrative. A significant number of students had feelings of shyness while performing gestures to recount the narrative in a public setting. The students' diminished self-assurance impacted their ability to articulate and enunciate words accurately. According to Teacher S, recounting stories remains challenging for students in Grade 7. In employing the TPRS (Total Physical Response Storytelling) method, students retell the text and then retell it from a different viewpoint, thereby encountering ongoing challenges in the process.

To address the issue of low self-confidence among students, the teacher provided personalized guidance and support to teenagers, particularly during storytelling activities conducted in front of the entire class. The teacher provided guidance to the students in the pronunciation of English terminology and offered corrections when errors in pronunciation were made.

“...when individuals have challenges in recounting the information, I employ a gradual and individualized approach to assist them, fostering their development in oral communication skills. In the event of an incorrect pronunciation, I will provide guidance and assistance. When discussing gesture expression, it can be challenging to provide a clear rationale for demonstrating examples of expressions or movements. Regardless of the circumstances, they continue to exhibit the same behavior.”



Figure 8. The students less confident in English speaking

In research conducted by Cimen & Cesme (2022), it was found that there were negative feelings from the participants about the lessons with the TPRS method. The findings showed that students felt anxious in speaking, which made students afraid of making mistakes when retelling the story and felt embarrassed when retelling the story (CİMEN & ÇEŞME, 2022). In research conducted by Namkatu (2017), they found the same problem: when implementing the TPRS method, students felt nervous, so they were afraid of making mistakes in pronunciation and grammar, thereby affecting fluency in speaking (Namkatu, 2017). Research conducted by Mena (2022), which explored the TPRS method on English speaking proficiency, indicated that 23.8% of participants felt embarrassed when participating in TPRS activities. Apart from that, as many as 20.4% of participants experienced difficulties in speaking activities using the TPRS method (Mena, 2022). That is also in line with the findings of this research that one of the challenges students face is the anxiety factor in speaking.

CONCLUSION

From the data analysis, it can be concluded that in the implementation of TPRS in this study, six stages out of the seven stages of TPRS were implemented, including introducing vocabulary, giving commands and gestures, personalizing mini-stories, retelling the story by the teacher, retelling the story with another perspective by the teacher, and retelling the story with another perspective by students. Moreover, there are three challenges and solutions faced by teenagers and teachers when implementing the TPRS method in English-speaking classes. The first challenge is the teenager's low proficiency in fundamental English skills, so the teacher is required to guide the students one by one, and the teacher combines it with language when explaining the material using English; the second challenge is difficulty in effectively managing the classroom environment. To overcome the challenges, the teacher applies punishment and provides jokes to control class conditions. The third challenge is that the teen learner needs more confidence in speaking English. The solution taken by the teacher is to provide personal support and guide students in English pronunciation.

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How does corrective feedback foster students' argumentative essay writing quality? A self-narrative inquiry study

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ABSTRACT

Argumentative essays are one of the materials taught in the writing class in Indonesian higher education. It shapes students' creative thinking skills in presenting their arguments about the case in detail. The present study explores the role of corrective feedback in fostering students' argumentative essay writing quality in Indonesian higher education. Adopting a self-narrative inquiry study, I would like to highlight my experience teaching argumentative essays to students in the English education department of Indonesian higher education. These include teaching practices in the writing class during one semester starting from February to June 2023, practices of providing corrective feedback in students' argumentative essays, the roles of corrective feedback for fostering students' argumentative essays, and my reflection on teaching argumentative essays during one semester including materials and others. The implication of this study is discussed.

KEYWORDS:

Argumentative essays;
Corrective feedback;
Self-narrative inquiry;
Writing quality

INTRODUCTION

Argumentative essay writing is a crucial material taught to students, particularly in higher education (Latifi et al., 2021). Further, it is also taught to students from diverse fields including biotechnology (Noroozi & Hatami, 2019). In the context of an English education major, students should learn argumentative essays since these argumentative essays have become the essential materials embedded in the curriculum in Indonesian secondary schools. More importantly, students in the English education department need to be able to write argumentative essays to shape their critical thinking skills from various perspectives. Good argumentative essays cover strong claims enhanced by reasonable arguments, evidence accomplished by elaborations of counterarguments opposing the original statement, and a combination of counterarguments and affirmative arguments that could conclude the case (Latifi et al., 2021).

From these elaborations, it could be deduced that writing is a series activity requiring process and critical thinking skills. As asserted by Wahyuningsih (2021), writing needs a process including pre-writing, planning (outline), writing, and revising drafts. Moreover, to shape the writing process, writers need to have meta-cognitive control skills and knowledge (Proske et al., 2012). In terms of argumentative writing in humanities, the compositions cover proposition and proof. Further, argumentative essays should improve a thesis enhanced by examples and evidence (Şimşek, 2022). Unfortunately, some students have not been able to write argumentative essays appropriately. As pointed out by Valero Haro et al., (2019) the quality of argumentative essay writing among students in higher education is still low to meet the accomplishment of task writing. This could be caused by several challenges including the lack of information, lack of practice, and lack of literacy about the case (Latifi et al., 2021, 2023).

In relation to overcoming these challenges, some strategies need to be proposed including the provision of feedback. Several studies dealing with providing feedback in the writing course have been undertaken by previous scholars. Valero Haro et al., (2019) examined the impact of providing peer feedback on students' information literacy and ability in writing argumentative essays. Likewise, peer feedback could lead to improving the quality of writing argumentative essays among university students (Latifi et al., 2023). Furthermore, Latifi et al., (2021) investigated the effects of feedback including online scripted, unscripted, and peer feedback on the outcomes of learning among students in creating argumentative essays. Regarding the skills needed in writing argumentative essays, Afshar et al., (2017) elaborated on the importance of critical thinking skills to foster students' ability to write exactly. In line with the previous studies, Lupton (2008) emphasized that in the process of writing, writers need to acquire knowledge literacy including searching, positioning, assessing, arranging knowledge, analyzing, making decisions, and overcoming problems. Moreover, students in higher education from various majors are supposed to improve the quality of presenting arguments and evidence in writing argumentative essays (Şimşek, 2022).

Referring to previous studies outlined above, some scholars investigated the need to improve critical thinking skills and literacy for students to foster the quality of argumentative essay writing and the need to provide feedback in enhancing students' argumentative essays.

METHOD

This study employed a narrative inquiry study. Creswell (2012) highlights that narrative study focuses on unraveling the stories and experiences of individuals. It is strengthened by Clandinin (2006) asserting that narrative inquiry is a medium to narrate human experiences to establish personal experience. In line with this, this study aims to uncover my teaching experience related to the need for providing corrective feedback for fostering students' argumentative essay writing quality in the English education department in the writing course during one semester starting from February to June 2023. It also plays a teaching reflection to improve my professional teaching development in the writing course, particularly in teaching argumentative essays. Data were garnered through an observation to review classroom activities in the writing course. Further, documentation was utilized to document the process and activities in providing feedback for fostering students' argumentative essay writing quality. In this sense, I used directed corrective feedback and peer feedback in the writing course. The data were analyzed qualitatively to promote teaching reflection in the

writing course, especially in enhancing the argumentative essay writing quality among students.

RESULT AND DISCUSSION

Teaching Practices on the Writing Course During One Semester

My teaching practices in the writing course started from February to June 2023 in one semester. In this sense, there were several materials or topics that I teach to students in the English education department. These encompassed writing sentences and paragraphs, descriptive text, recount text, narrative text, procedure text, argumentative text, and persuasive text. To support my teaching activities, I designed lesson plans for the writing course including course identity, indicators of the study, learning outcomes, materials, learning activities, learning media and method, time allocation, and references. Further, I also distributed the lesson plan to students in the first meeting so that they have a clear understanding of some topics we are going to learn during one semester.

I started my topic by teaching sentences since writing sentences is beneficial for writers in producing meaningful text. In this matter, I taught the structure of sentences including grammar, word choice, and so on. In addition, I also taught how to write good and meaningful paragraphs. By having a better understanding of sentences and paragraphs, students were expected to write many texts based on the type or genre. To enhance students' work, I also provided corrective feedback both directed and peer feedback. By providing feedback, students had insightful information regarding their writing mistakes and errors so that they could improve their writing.

Dealing with teaching argumentative essays, I provided materials including the structure of argumentative essays such as an introductory paragraph containing the background information, thesis statement containing a summary of the main point and claim, body paragraphs containing two or more paragraphs elaborating the reasons supporting the thesis accomplished by data, evidence, and example. The last one is the conclusion containing a restatement of the thesis and a summary of the arguments in the body paragraphs. It can be illustrated by the following figure.

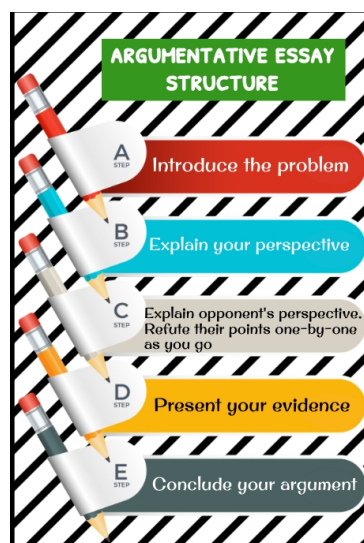


Figure 1. The structure of argumentative essays

After teaching argumentative essays, I encouraged students to create argumentative essays. In this matter, I allowed students to freely choose topics or issues. They can write their arguments by supporting or contradicting the topics or issues being discussed. Also, I provided both peer and teacher corrective feedback on students' argumentative essay writing to encourage their writing performance. In addition, I adapted several strategies in teaching argumentative essays including THE READER strategy as advocated by McGee (2020) including thesis, reasons, details, explain, and review.

The Role of Corrective Feedback on Students' Argumentative Essays Writing Quality

Providing feedback during the teaching and learning process plays a crucial role in encouraging students' performance, particularly in writing argumentative essays. In this matter, I provided peer corrective feedback and teacher corrective feedback to encourage students' writing performance in argumentative essays. In addition, students can comment on their peers' writing starting from the arguments, reasons, and evidence, and explain in detail. Also, I provided corrective feedback as an encouragement toward the feedback given by my peers. Based on the observation, the combination of peer and teacher corrective feedback promotes students to actively comment on the students' writing, think critically about the issue being discussed, and encourage their confidence. This is strengthened by the previous studies that corrective feedback provides an opportunity for the students to get improvement on their writing and see the comparison between the input and output (Ölmezer-Öztürk & Öztürk, 2016). Likewise, corrective feedback gives meaningful knowledge on revising the students' writing (Hojeij & Baroudi, 2018; Wahyuningsih, 2020). On the other hand, another study asserted that the quality of peer feedback can be encouraged or diminished depending on its type (Valero Haro et al., 2023).

Teaching Reflection and Implications for Future Teaching Development

Teaching argumentative essay writing, I had to teach reflection it is not easy to teach writing. Indeed, writing needs a process starting from prewriting, writing, and revision. In addition, the limited time allocation in teaching argumentative essays has become a challenge for me. Indeed, there is a list of materials in writing courses such as recount text, narrative text, explanatory text, and so on. It needs more time to shape students writing skills through giving theory, practice, feedback, and evaluation. Dealing with the ways of teaching writing particularly argumentative essay writing, students need to shape their knowledge related to the issue or topics, upgrade their writing skills, enrich literacy by reading a lot of sources, and so on. To improve teaching in the future, I tried to allocate proper time in the writing course by consulting with the head of the English department and selecting some up-to-date topics as materials for teaching argumentative essay writing. The study presents the implications of the need for me to encourage students to enrich their literacy to shape their knowledge and support the writing activities and the need for students to improve their writing skills.

CONCLUSION

Argumentative essay is one of the materials taught by university students. In this context, they are taught the structure of the argumentative essay, the way to give an argument and criticize it, strategies to present evidence and examples in detail, and so on. While teaching argumentative essays, I provided both peer feedback and lecturer feedback to encourage students' performance in writing. In addition, they will know their error in writing and revise it

well. More importantly, they can improve their confidence, and critical thinking by providing feedback on their peer writing. It needs more time to shape students writing skills through giving theory, practice, feedback, and evaluation. Dealing with the ways of teaching writing particularly argumentative essay writing, students need to shape their knowledge related to the issue or topics, upgrade their writing skills, enrich literacy by reading a lot of sources, and so on.

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Can social media help you get better at listening? High school students' views on how social media affects their listening skills

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ABSTRACT

Learning English requires mastery of four fundamental skills. The listening skill is one that can be enhanced by using video or audio content from social media, namely Instagram. Instagram is a popular social media platform with many users, including students. Additionally, Instagram's advantages for listening and English learning can be fully utilized to get new material and knowledge from its features and contents. This study examined the Instagram content that students most frequently access to improve their listening skills as well as their perceptions of the benefits and drawbacks of applying Instagram as a medium to improve listening skills. Four high school students from XI grade of language major became the participants of this study. A qualitative descriptive method was adopted in the study. Three different techniques, including interviews, observations, and documentation, were used to gather the data. The findings of the research indicated that video and audio content like music, games, speeches, explanations of things, movies, etc. are what Instagram users most frequently access to improve their listening skills. According to its features and contents, particularly its simplicity and flexibility, Instagram is useful as a listening learning media. Many students learn new things when they explore Instagram content as well. Then the drawbacks for the students are the global and native content, many of which have unnecessary and difficult-to-understand content.

KEYWORDS:

Listening;
Instagram;
Social media;
Students' perception;
Learning strategy

INTRODUCTION

The learning system is an important component in the education sector especially to obtain successful teaching and learning. There needs an effective strategy in teaching and learning which creates a good environment in educative activity, especially in the class. In Indonesia, since the COVID-19 pandemic, the government applied a new way of teaching and learning

called “learning from home” which is the learning activity done from home by using mobile devices supported with internet connection and mobile apps. Besides, the use of mobile devices has increased and also followed by the rise of social media use. During the COVID-19 pandemic or since the new norm policy was applied, it diverted the educational paradigm in teaching and learning activity caused by the increase of social media use between school and university students (Rahim & Ali, 2021).

Social media is one result of the technology development that has many users aiming to interact with other people around the world. Social media has various platforms such as Facebook, Twitter, Instagram, WeChat, Line, WhatsApp, etc. Nowadays, social media is also used as educational media and changes people’s viewpoints whether their social life or the environment around them (Rohmah et al., 2020). The numerous users, simplicity, and other advantages of social media can be a reason to include educational content to facilitate people to learn something or increase their knowledge. Moreover, the existence of smartphones, tablets, laptops, and other portable gadgets also has an important role in facilitating people to access social media. However, the prevalence of Information and Communication Technology (ICT) has triggered the prosperity of Digital Learning Communities (DGLs) in simplifying transferring course contents (Abdul et al., 2020).

Instagram is one of the big social media platforms that have many users which can be used to communicate or share a moment, photo, video, etc. Instagram is used by a massive number of people every day generally by teenagers (Erarslan, 2019). Teenage users usually share their moments with their friends on Instagram by posting a photo or video on their timelines and Instagram stories. Besides, there is “Influencer” in social media which has had a big impact on the Instagram algorithm with their fame and massive followers. The influencer usually comes from artists or well-known people and makes Instagram accounts for their branding or interacts with their fans and others. Social media influencers are individuals who actively use their social media accounts and are often involved in a certain topic, as well as providing new information (Hermanda et al., 2019).

In Instagram, there are many education accounts, especially English education accounts that actively share new knowledge. People can learn new knowledge from their posts or join their online course which is free or paid. The content usually includes pictures and short videos about English such as conversation, grammar, habits, listening, etc. Since 2017, digital content consumption has increased because of the increase in social networks, and stimulates the opportunity of the development of the content industry in Indonesia (Hamzah et al., 2020). On the other side, English education has already become an important knowledge in Indonesia so the spreading of English learning and teaching through social media also become common. In English learning, listening skill is one of the main or basic skills in addition to writing, reading, and speaking. Listening is important because through listening to people we can comprehend the meaning, especially in daily activities (Agustin & Ayu, 2021). In Instagram, listening education content is usually implemented in video content, including a conversation, speech, etc. Some English education accounts that actively share English education content such as @aarons.english and @gurukumard share their content almost every day and also they have online courses or even an English education book. The educational contents are usually shared on the timeline and Instagram story which includes pictures, short videos, QnA, etc.

Several studies have already been done and shown good results of Instagram in students' listening skills. Instagram content can affect the student's vocabulary and listening skills, even though there's differences based on each student's opinion but the percentage is

enough to make them satisfied (Agustin & Ayu, 2021). Instagram also has a positive impact on students' language skills especially improving listening, speaking, and reading skills by using the short pronunciation exercise video and when meeting keywords or topics related to the English language (Erarslan, 2019). Furthermore, using SMLL (Social Media Language Learning) method can be an option for improving students listening skills (Sitorus & Azir, 2021).

Based on the explanation above, Instagram has already become a social media platform that supports the educational sector proved by many educational content creators or "Influencers" who share educational content to obtain people's interest in knowledge. Furthermore, educational content has a role in expanding and facilitating the knowledge sector. On the other side, there's a gap showing that is what kind of content affects people's listening fluency, is it videos, pictures, captions, QnA, etc. And now on, Instagram has already been updated with new features so there's a possibility the factors in the previous research changed such as IG's TV changed into Instagram Reels which shortened the duration of the video.

In this research, the writer wants to analyze the use of Instagram content as educational support for senior high school students' listening skills whether it enhances their listening skills or not, and also as the development of a previous study that focuses on the use of social media particularly Instagram by high school students. In this study, the research addresses by following research questions; what Instagram accounts and contents are mostly accessed by students from XI grade of language major to enhance their listening skills, the benefits and drawbacks of using Instagram as media to enhance students' listening skills.

METHOD

This research used a qualitative descriptive approach. Qualitative description is a research method in which the data can't be obtained by quantitative research methods or statistical procedures (Sidiq & Choiri, 2019). Also, qualitative descriptions have an inductive plot which means the process started by the event is explanatory and becomes generalization as the conclusion from the event (Yuliani, 2018). Descriptive survey research is focused on giving a reflection about something and needs connection with the data collection technique such as interviews, questionnaires, or observation (Maidiana, 2021). In this research, the researcher uses a probability proportional size sampling technique to choose the participants. Probability proportional size (PPS) is a procedure for choosing participants based on the sample auxiliary information that considers the connection between participants with research variables (Maidiana, 2021). The participants in this research are one English language teacher and several students from one of XI language major classes because this research has a strong connection with language learning, especially English. The instruments and data collection used in this research are interview, observation, and documentation, and to validate the data the researcher uses credibility test technique that is triangulation techniques, which consists of source, technique, and time triangulation.

RESULTS

The research focused on analyzing the use of Instagram social media to enhance students' listening skills. The findings come from interviews with several XI grade language students

and an English teacher, observing the school environment, and several documentations from teacher and school staff. The findings are explained briefly below:

Instagram Accounts and Contents Mostly Accessed by the XI Grade Language Students to Enhance Their Listening Skill

The students from XI language class mostly are Instagram users, for their own reasons and some of them spend a lot of time using it. Several students have spent much time accessing Instagram. The students spent time around 15 or 30 minutes to 1 hour accessing Instagram. These findings were also supported by Mr. K the English teacher who stated that most of the students in language class have social media.

An influencer is one of several factors that make students use Instagram, and most of the interviewed students follow an influencer. Several influencers were stated by the students, such as Aaron English, Mobazane, Selena Gomez, and others. On the other side, some students only follow local influencers but the content that they see on Instagram sometimes provides English content. Furthermore, the statements collected showed that most account that is followed by students is in the circle of entertainment, which includes singer, actress, gamers, and education influencer.

Instagram has several pieces of content inside, and students have an interest in it. The Instagram content that is mostly accessed by students according to the interview results, showing that it is about entertainment content, such as songs from Selena Gomez, motivation, sports, games such as Free Fire and Mobile Legends from Mobazane, and education such from Aaron English, etc. that showed in videos, audio, and pictures.

Benefits and Drawbacks of Instagram in Listening Learning

Besides Instagram's fame and well-known open social media which provides many kinds of content, we know that Instagram is a global social application that also has positive and negative sides. In this section, several statements also have been obtained by interviewing a teacher and several students in language class. The result will be separated into several explanations, and the focus is placed on student issues and a teacher as supportive data, to collect different points of view and create a stable research conclusion.

The results showed that the benefits of Instagram in listening learning are they still can learn out of or besides the school activity, simple or easy to use, simply, have interesting content, and they can look for content that they want freely by using its features such as upload, share, and see videos or pictures, follow to people around the world, etc.

The drawbacks of Instagram in listening learning are the content inside Instagram is wide open and random, so they need a little bit of effort to search or make a topic algorithm that the content, contains their interest or what they want to see, such as avoid or report some unnecessary content and some of videos content are cut or ended before the content are end, and English accent that sometimes hard to understand.

DISCUSSION

Listening learning through Instagram needs several requirements because based on the data collected, some pros and cons show up. Instagram is not only social media that is suggested, but several social media potentially can be used as listening learning media such as Twitter, Facebook, YouTube, etc. According to the data collected, Instagram is popular among the students in the XI language class, and this was also confirmed by the teacher. From

investigating students' interest in Instagram and their suggestion to encounter the drawbacks when using it as a listening learning media, shows that the students are interested in using it as a supportive learning media.

The Instagram Accounts and Contents Mostly Accessed by XI Grade Language Students to Enhance Their Listening Skill

Listening learning through Instagram needs several requirements because based on the data collected, some pros and cons show up. Instagram is not only social media that is suggested, but several social media potentially can be used as listening learning media such as Twitter, Facebook, YouTube, etc. Following several accounts that are beneficial in listening learning has also become a requirement when using social media as learning media because learners can interact more with something necessary about listening. Several social media accounts have already been stated by the students and can be recommended for learners.

Based on the statement collected, almost all of the students in the XI language class are social media users, which means most of the students in the XI language class are connected to social media. The connection between students and Instagram is close because of its popularity as one of the biggest social media platforms around the world, and it has over 400 million active users (Alalwan, 2022). Instagram provides interesting features that make the user feel flexible when accessing it and a lot of public figures use it to interact with their fans, commonly known as influencers.

Instagram has a variety of influencers that share interesting content on Instagram, starting from educators, celebrities, and artists. Some of the contents are branding, interacting with their fans, being involved with certain topics, providing new information, etc. (Hermanda et al., 2019). The impact of the influencers can affect users to make them a role by providing their fans with new information or knowledge, and in XI language class itself, some of them follow several of them that provide new information to support their knowledge such as @gurukumard, @aaron.s.english, @mobazane, @selenagomez, and so on.

Several features and content that Instagram provides such as photography, videography, typography, illustration, IG TV, story, reels, and more can be accessed freely, anytime, and anywhere as long as the device is compatible and supported with the internet connection (Rianto, 2021). Furthermore, the contents and features of Instagram are interesting and this can be advantageous in the education sector because the students interviewed in the XI language class itself have an interest in Instagram features and content. The students in XI language classes were interviewed, showing several contents that they were interested such as video, audio, and pictures about their idols, actress, gamers, educator, etc. Video content motivates the students, decrease anxiety, and also provides real and actual situation with the authentic situation (Febiyanti et al., 2021). The video itself is usually combined with audio and caption, and this correlates with increasing their vocabulary, reading, and writing skills (Reviana et al., 2021). The accounts and content that are mostly accessed by the students are connected with the entertainment sector, which provides interesting themes of content that young people mostly like, such as songs, games, films, motivational words, actors, etc.

Benefits and Drawbacks of Instagram in Listening Learning

Listening to learning using Instagram is a good decision because most of the contents and features are suitable and easy to use when applied to learning activities, especially in English (Erarslan, 2019). The contents and features of Instagram are catchy and easy to use, and that is why most people use it as their social media platform. Furthermore, many local or native

educational content creators educate people by using Instagram are many, and that's also become a plus point or benefit for using Instagram as instructional learning media, especially in listening learning.

Maximizing the benefits of Instagram in listening learning can come in several ways such as spending much time accessing listening content, educational content creator, practicing especially trying to interact with other users by using English, creating learning strategies, etc. One of the ways suitable to use is to create a learning strategy such as collaborative learning or insert listening comprehension inside learning with videos because in some cases collaborating students into a group can affect their trust to accomplish an assignment through social media (Alalwan, 2022). Practicing is important in language learning besides theory and that's why practicing is needed (Anwas et al., 2020). In addition, several strategies can be used in maximizing learning activity, especially listening such as using several media that we can access through technology like podcasts, news, audio-blogs, videos, pictures, and so on (Erben et al., 2008).

Furthermore, in creating a learning strategy, we can collaborate several listening events with technology such as listening for pleasure or information, which is usually in the form of songs, films, jokes, news items, discussion interviews, documentaries, news headlines, etc. (Field, 2009). Several forms of listening events can be accessed through several media such as smartphones, computers, laptops, and others, as long as connected to the internet, and social media especially Instagram itself already contain such content.

Besides Instagram's benefits, there is also a drawback that comes. Instagram provides global content which means the users need to filter the content because people have their interest. The students that have been interviewed indicate that almost all of them have issues with the global content which shows unnecessary content, and makes them put a little bit of effort to avoid or report the contents. In addition, the features and user behavior also become drawbacks, and that's why becoming a smart user is really important when accessing every social media including Instagram. To obtain successful learning by using Instagram, there needs a strategy such as mixing it with blended or collaborative learning (Beemt et al., 2020). However, we must pay attention carefully when accessing social media, especially in the learning sector because if there's a positive, there will be a negative.

To overcome the drawbacks of listening learning from Instagram is flexible because every learner and teacher has their own style when teaching or learning. Encountering makes educational environment on Instagram such as following educational content creators, ignoring unnecessary content, using other media like learning books or dictionaries, becoming a smart user by managing the time when accessing it, avoiding negative content, practicing, etc. On the other side, teachers and students also have a role in encountering the drawbacks when using social media in learning including Instagram, because the teacher can utilize their role such as giving instruction, material, explanation, etc. to the students when learning by using internet. Creating a supportive environment in teaching and learning is important as well because there are several factors such as the institute organizer, public environment, teachers, and students' roles as learning subjects (Poeryanto, 2022). In addition, parents also have a role as a support system in learning, because they can monitor their children to follow the instructions from the teacher, filter children's activity, give advice, etc. when their children accessing social media. However, to overcome the drawbacks several roles should be responsible like teacher, student, and parents because a good environment will bring out good outcomes.

CONCLUSION

Based on the research findings, the researcher creates several conclusions. The contents that are mostly accessed by interviewed students most of them are videos and pictures contents from reels and story features. The contents that are mostly accessed by the students follow their interests such as content about sports, music, games, and education. It means the content, especially videos or pictures with any kind of theme such as songs from Selena Gomez, games from Mobazens, Education from Aaron English, and so on, become the content that makes students' listening skills develop. The kinds of content that most students access to enhance their listening skills depend on the student's interest. They will have access to any content as long as they are related to English, especially listening.

The students are interested in Instagram as their listening media because, besides its simplicity, Instagram can be used out of learning activities in school, and provides several interesting features or content that can be freely accessed by the users. The teacher also stated that Instagram is a beneficial application especially when using it as listening learning media. This means, that Instagram is quite beneficial as a listening learning media regard to the students' and teachers' feedback.

The main drawback of Instagram is the global content. The students and the teacher have stated the same issue which is the content is global so the users need to filter the content. In addition, pronunciation and subtitles issues are also stated by the students because most of the English content is from native speakers, and the accents or speed when they talk is fast makes some students understand.

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