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**JOURNAL OF ENGLISH LANGUAGE TEACHING
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CONTENTS

ENHANCING INDONESIAN EFL LEARNERS' SPEAKING SKILLS THROUGH DIGITAL STORYTELLING BASED ON LOCAL FOLKTALES

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Abstract

This study investigates the effectiveness of enhancing the speaking skills of Indonesian university students through digital storytelling grounded in local folktales. A case study using a descriptive approach was employed. The subject of this study was eight first-year students majoring in English training and education at Universitas Bumi Persada. The information was gathered by observing the lecturer who integrated both digital storytelling and local folktales into her instruction in the classroom. To gain more comprehensive data and in-depth information, students were also interviewed regarding their experiences and opinions. The study explores the integration of digital storytelling techniques with traditional local folktales to foster speaking proficiency among EFL students. The research intends to provide significant insights into creative language teaching methodologies by leveraging technology and local culture. The findings show that digital storytelling has a considerable impact on students' speaking ability, providing light on the possibilities of adding culturally rich narratives into language teaching. This study adds to the pedagogical discourse by highlighting the potential of digital storytelling as a catalyst for enhancing speaking abilities, particularly among EFL university students in Indonesia.

Keywords: *Speaking skill; Digital storytelling; Local folktales; Technology in education; Integrating local culture into teaching*

INTRODUCTION

In recent years, studies on students' spoken language interaction in English as a Foreign Language (EFL) courses have been conducted (Ho, 2020; Huang, 2021). These studies have demonstrated the value of this field of study in assisting students in improving their linguistic

competence and communication abilities in general. Thus, when analyzing various parts of the teaching and learning process, the dynamics of spoken language interchange should also be taken into account (Haselow, 2021).

Based on the researchers' preliminary observation, many Indonesian university students who study English as a Foreign Language (EFL) continue to have difficulty speaking. Studies also suggested that such learners suffer from speaking anxiety and communication apprehension due to perceived lack of communication skills (Subekti, 2018, 2020b). As a result, it is imperative to improve their oral communication skills with a focus on their ability to be engaging and productive. There is currently a lack of research on effective approaches and linguistic components that help promote spoken language proficiency, particularly for Indonesian students in EFL settings (Shi & Lei, 2021; Vonkova et al., 2021). This is especially true for students who are learning English as a foreign language (EFL).

It has been established that using a task-oriented approach is an effective technique to improve spoken language use in English as a Foreign Language (EFL) courses (Subekti, 2020a). The classroom activities within the approach have been shown to increase students' interest in and dedication to their work (Chen & Kent, 2020). They are essential for encouraging speaking actively. The development of oral interaction depends on linguistic components such as rhythm, intonation, fluency, pronunciation, and communication strategies like cooperation, and negotiation (Liu & Kinginger, 2021).

According to Afshar (2021), a task-based approach to education emphasizes the development of communication skills through real-life tasks. This strategy transforms traditional language exercises into meaningful learning experiences that encourage active student participation. In-class interactions are critical for improving students' understanding of the subject (Moser et al., 2022). Participating actively in these tasks not only increases their learning results but also sparks their interest in the subject. Scholars therefore recommend a task-based approach to improve students' spoken language skills (Sun et al., 2022; Zhang et al., 2022).

Several studies have shown that the Task-Based approach is beneficial in English language instruction, notably in improving speaking abilities. Thus, the focus of this study is on TBL based on digital storytelling. Digital storytelling assignments are innovative learning models that incorporate technology into the learning process to increase students' willingness to communicate. Students are driven to utilize English actively using digital storytelling-based Task-Based Learning (TBL) since they are needed to participate in discussions and negotiations within study groups to complete collaborative tasks (Poonpon, 2011). Students often become conscious of their abilities in such scenarios, boosting their confidence and ultimately improving their spoken English skills in real-life situations.

In this study, the digital storytelling assignment was carried out in several stages adapted from the study of Wahyuni et al. (2018). First, students began by writing scripts to enhance their linguistic and critical thinking skills. Students were then required to record their writings in audio format to practice pronunciation, intonation, and emphasis. Following that, students captured photographs or recorded videos and then edited the audio, images, and videos in a synchronized fashion. Students worked together to improve their visualization skills as well as their technology literacy through this practice. They were eventually required to present their video

compositions in front of the class at the end of the process, and these videos were subsequently uploaded to the department's and students' social media accounts.

Furthermore, it is widely acknowledged that English language instruction should be adjusted to local environmental conditions by adding local wisdom values (Kurniawati & Malasari, 2022, Ninawati & Wahyuni, 2020; Prayudha, 2023). Folktales, regional songs, rhymes, and other forms of cultural diversity that embody local knowledge values are frequently offered. However, there is a shortage of English language teaching materials that incorporate local topics (Banaruee et al., 2023). The materials offered tend to be global. For example, in talks regarding descriptive texts of tourist attractions, the Eiffel Tower in France and the Great Wall of China are frequently mentioned. In this case, teachers could encourage students to research or write about tourist attractions in their area, such as the Islamic Center Lhokseumawe, Ujong Blang Beach, Japanese Caves, and others. This approach to English language instruction might help students absorb the material more quickly because the subjects presented are something common and relevant to their daily lives.

Based on the aforesaid idea, the local wisdom values to be implemented in this research are Aceh folktales. Students are instructed to research various Acehnese folktales that are relevant to their context. After the students have discussed and selected one Acehnese folktale to focus on for their assignment, they will construct a digital story-telling video.

This study aims to fill a significant gap in the literature by incorporating digital storytelling and local cultural assignments into English as a Foreign Language (EFL) classes. The goal is to help Indonesian students improve their linguistic abilities in the areas of productive spoken English. The study adds to the body of knowledge by finding effective strategies and linguistic characteristics that help improve Indonesian students' spoken English ability in EFL classrooms. This is accomplished by investigating students' experiences, observing students' oral language interactions, and conducting a reflective analysis of video recordings, which are vital in oral language instruction. Also, this study provides practical implications for educators wishing to improve their students' overall oral ability in English by identifying successful strategies and linguistic elements for improving students' spoken language competency through a task-based approach. Furthermore, the study's emphasis on Indonesian students adds a fresh viewpoint to the current research on a spoken language exchange in EFL classrooms.

To provide clear guidance in achieving the goals of this study, the research questions are formulated as follows: 1) What effect does incorporating digital storytelling into EFL classrooms have on the interaction skill of Indonesian students in spoken English?; 2) How does incorporating local culture into EFL lessons assist Indonesian students in developing speaking skills?

METHODS
This study used a case study as its research design and a qualitative method as its research approach. A case study was chosen because it allows the researcher to obtain a thorough insight into the unique case or phenomenon. As Hamied (2017) underlined, this strategy entails a thorough and complete inquiry that allows for the collection of data over time within a real-life environment.
The data was gathered through classroom observations conducted over four sessions (each section was 120 minutes) in a class of eight students studying Basic Speaking. The sample

was chosen on purpose since first-semester students needed to acquire basic storytelling elements and expressions. Besides, the students participating in this study come from rural areas, in which they come from low to middle-income families and lack exposure towards English learning before their admission to the university. Therefore, it can be said that the sample of this study is still at the beginning level of English.

The observation focused on how digital storytelling and local culture integration were applied in the classroom, students' reactions to the lessons, and the difficulties that students had when implementing these teaching approaches. Field notes were also essential in this process since they provided a full and comprehensive record of everything viewed, heard, and experienced on-site. These notes featured clear, descriptive, and reflective material that the researcher had taken personally during the observation. According to Hamied (2017), the direct observation method in this case study allowed the researchers to analyze the phenomenon from numerous angles, assess the relationships between different components, and grasp the process within its original context.

Following four rounds of observations, the researchers conducted interviews with the eight students in the class. The interviews focused on aspects related to the implementation of digital storytelling and local folktales in the classroom. The researchers inquired about the advantages of both approaches as teaching methods, as well as the challenges faced by the students during these implementations.

The data obtained from these interviews were thoroughly analyzed and then presented in the form of categories and narratives, aligning with the research questions posed by the researchers. This approach allowed for a comprehensive understanding of the students' perspectives on the benefits and challenges associated with the use of digital storytelling and local folktales in their learning environment.

FINDINGS AND DISCUSSION

This study's findings were separated into three categories: 1) The implementation of digital storytelling and local folktale in teaching speaking, 2) The benefits of digital storytelling and local folktale implementation as English-speaking teaching approaches, and 3) Students' obstacles during the implementation of both approaches.

The implementation of digital storytelling and local folktales in teaching speaking

Implementing digital storytelling and local folktales in teaching requires extensive planning. This preparation entails designing learning activities and instructions as well as examining stories that adhere to both digital storytelling and local folktales. According to Arroba and Acosta (2021), digital storytelling is a sort of spoken production that uses text-based tools. Unlike traditional storytelling, it integrates digital media components such as photographs, videos, audio, and interactive features, making it more engaging and immersive. Digital storytelling may be generated utilizing a variety of tools and internet platforms, allowing students to integrate various multimedia elements to create a captivating and multimedia-rich narrative.

The learning approach was carefully prepared, considering the student's level of English proficiency. The implementation of digital storytelling and local folktale in this study was completed in the following stages:
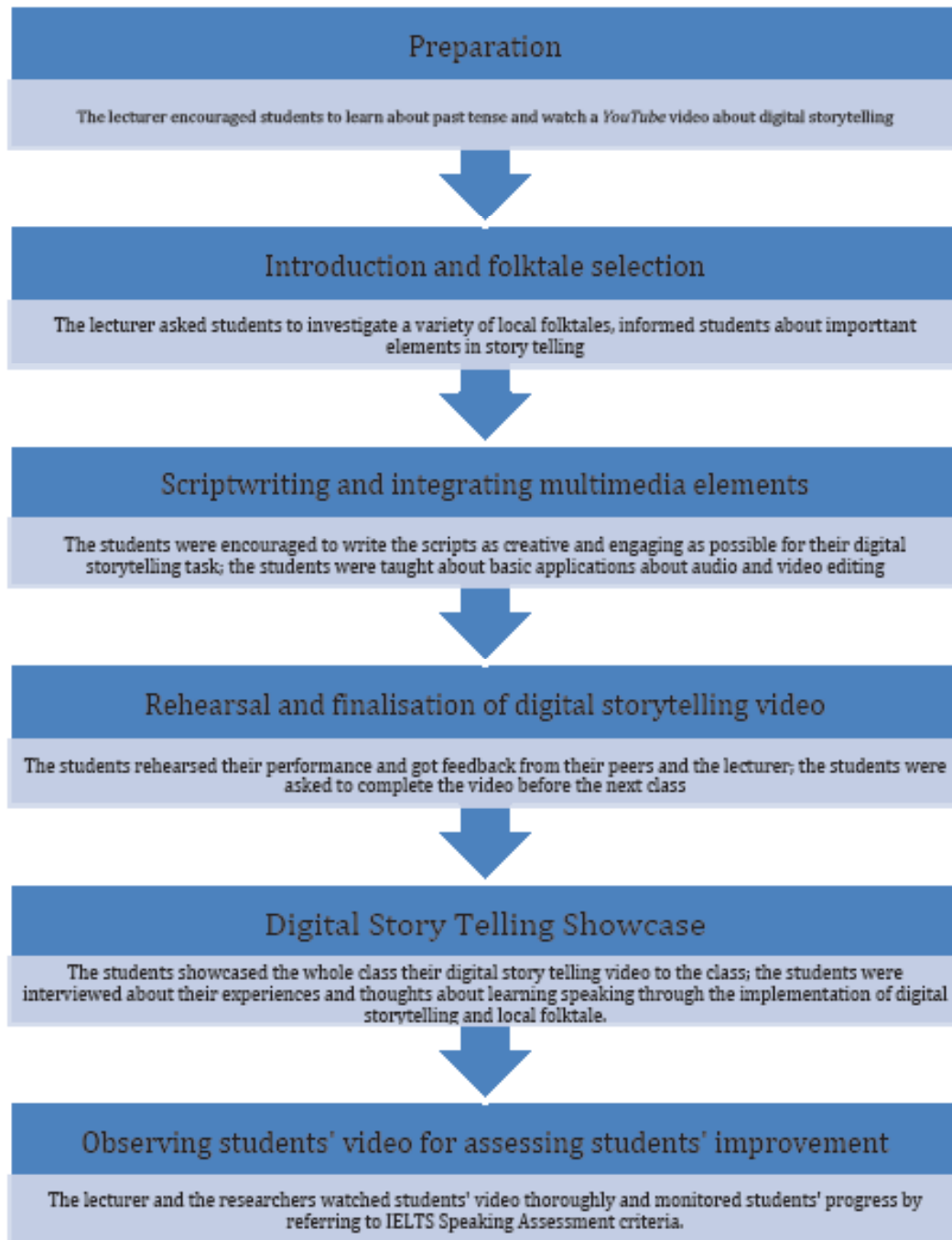
Figure 1. The Steps of Digital Storytelling and Local Folktale Implementation in Teaching Speaking Adapted from Wahyuni et al. (2018)

Based on the interview results, students mentioned that before the lesson began, they were encouraged to learn about simple past tense and to watch a YouTube video about digital storytelling so that they would have a basic understanding of the subject. It was also part of their listening practice and time management so that they could focus on speaking practice when they arrived at class.

On the first day of observation, when the session began, the lecturer explained the fundamental characteristics of storytelling and reviewed and recognized elements of storytelling in the previous video that the students had watched. The lecturer then instructed each student to explore a variety of local folktales before selecting only one familiar local folktale. They analyzed the selected folktales as a class, looking at the people, issues, and major events. By guiding students through the process of adapting a folktale to a modern environment, the lecturer promoted students' creativity and imaginative thinking.

On the second day of observation, students were asked to write screenplays for their digital storytelling projects that included descriptive language, discussion, and intriguing narration. The lecturer provided tips on how to write engaging dialogue that portrays the characters' thoughts and intentions. Besides, they were taught how to include multimedia aspects into the narration by teaching them to record the narration clearly and emotionally, select or create relevant photographs and videos, and then edit these pieces together. They were also introduced to the basics of audio and video editing software.

On the third day of observation, the lecturer organized practice sessions for students to share their stories with their peers. Constructive feedback on pronunciation, tone, pace, and expression was delivered during the session. Furthermore, the lecturer also held short practice sessions for students to demonstrate their digital storytelling abilities, provided individual coaching and support, and focused on specific areas for the growth of each student. After that, the lecturer provided enough time for students to complete their digital storytelling projects at home to refine their scriptwriting, ensure a smooth flow of the plot, and incorporate multimedia elements effectively.

On the last day of observation, the students showcased their digital storytelling, emphasizing clear articulation and pronunciation, emotional connection, and intriguing storytelling. Following that, an interview session for students to share their perspectives and experiences was conducted. They were encouraged to talk about their struggles and lessons learned by discussing how digital storytelling has affected their speaking ability and confidence. Finally, the lecturer and the researchers monitored students' progress by watching the videos that they had completed referring to the IELTS speaking assessment criteria entailing four components: fluency, coherence and cohesion, grammar, and pronunciation.

The benefits of digital storytelling and local folktale implementation as English-speaking teaching approaches

Digital storytelling and local folktale-based language learning had a positive influence on overall students' spoken English proficiency and participation. In today's digital age, technology has become a vital part of education, serving the needs of today's students. Digital storytelling is becoming an essential component of modern education, with considerable promise for long-term educational sustainability (Sabari & Hashim, 2023). As students can engage in relevant content and context when producing digital stories on a variety of topics, such an approach is significant for establishing effective speaking skills (Chambers & Yunus, 2017). Likewise, a study conducted by Sembiring and Simanjuntak (2023) revealed that using digital storytelling not only improves learners' speaking abilities but also has a significant impact on student's attitudes toward language learning in general and speaking skills in particular.

In this study, students identified considerable benefits from the introduction of digital storytelling. Based on the interview, the approach significantly improved their storytelling skills by allowing them to build storylines in a logical order. The lecturer's in-depth examination of important storytelling aspects including characters and plots was critical. This direction not only increased their comprehension of these concepts but also sharpened their scriptwriting skills. As a result, students were able to communicate their thoughts methodically and understandably, demonstrating a significant improvement in their storytelling ability. Therefore, the use of digital storytelling not only increased their creativity but also sharpened their speaking skill, promoting better coherence and cohesion aspects of narrative construction.

Besides, the lecturer's emphasis on employing the past tense was acknowledged by all interviewees as a crucial factor in the students' enhanced digital storytelling skills. This emphasis on past tense usage contributed greatly to the students' constant use of the past tense throughout their local folktales. Nuriyah's (2023) research backed up this discovery by demonstrating how digital storytelling improved her students' grammar precision while speaking. This finding indicated the students' clear comprehension of using the simple past tense when narrating previous occurrences. Consequently, the students not only improved their coherence and cohesion in narrative, but they also employed grammatical principles successfully when speaking, demonstrating a holistic increase in their language skills.

Pair feedback and practice sessions were able to improve students' fluency and pronunciation. They were able to detect and address pronunciation errors more effectively after practicing in pairs and obtaining prompt feedback, resulting in better clarity and fluency. Furthermore, the rehearsal allowed students to rehearse their folktales several times before filming the final video. This method fostered concentrated practice on difficult sounds, allowing them to improve their speech. The combination of peer feedback and rehearsal increased students' grasp of correct pronunciation and self-awareness of speech patterns. Therefore, students' fluency and articulation in their digital storytelling presentations improved. These findings are consistent with the findings of Wahyuni et al. (2018), who found that group discussions and class presentations improved pronunciation, fluency, and confidence.

Apart from enhancing spoken skills, during the interview, the students also acknowledged that their multimedia and technical abilities have improved significantly as a result of the integration of digital storytelling. These enhancements include video capturing, editing, and graphic design. In addition, according to Ahmad and Yamat's (2020) research, digital storytelling and multimedia proficiency not only improve technical abilities but also increase students' participation throughout the learning process. Students' increasing confidence and engagement allows them to successfully convey their thoughts and ideas. This also occurred with the students in this study, as they were actively involved in providing, negotiating, and discussing ideas when planning and carrying out the development of their storytelling throughout the observation.

In response to the study's first research question, it is obvious that introducing digital storytelling into speaking instruction enhances students' overall spoken English competence. Using structured storytelling tactics and collaborative activities, students improved in grammar (past tense), fluency, and pronunciation. The incorporation of multimedia and technical abilities increases confidence and active involvement. This comprehensive strategy not only enhances students' language skills but also stimulates creativity, resulting in a comprehensive and pleasant

language learning experience. Adopting this approach is crucial in today's shifting educational context for building confident and skilled communicators.

Incorporating local folktales into the teaching of speaking to university students in this study had significant effects on enhancing students' vocabularies. The folktales selected add a cultural context to the learning experience, making it more approachable and relevant. When students engaged with these narratives, they encountered specific terminology related to their culture, traditions, and history, which provided them with a deeper understanding of the language. Learning new vocabulary in the setting of a folktale enhances recall because students see how the words are used in various situations (Nuriyah, 2023). Emotional engagement in folktales improves vocabulary retention even more because students are more likely to remember words and expressions related to their emotional responses.

Besides, the implementation of local folktales into speaking instruction fosters students' capacity to examine other perspectives and convey opinions utilizing a diversified vocabulary. The research by Ayten and Polater (2021) emphasizes the importance of linking digital storytelling to real-life occurrences such as folktales. This method not only broadens students' vocabulary but also improves their understanding of the cultural values embedded in these narratives. Furthermore, collaborative investigation of folktales encourages teamwork by allowing students to analyze, evaluate, and repeat these stories jointly. Students improve their language abilities and vocabulary knowledge cooperatively through this shared learning experience.

As a result of the preceding explanation, the second research question has been answered. Incorporating local folktales into digital storytelling becomes an effective strategy for enhancing speaking, particularly in terms of vocabulary. It also promotes a comprehensive understanding of both language and culture by giving a culturally meaningful, emotionally engaging, and intellectually interesting learning experience. As a result of this approach, students gained insights into the values and traditions that impact their community, which encourages their cultural appreciation and improves their overall language learning journey.

Students' obstacles during the implementation of digital storytelling and local folktales
Students face difficulties when engaging in digital storytelling through various media formats such as audio, video, and graphics, especially when they lack access to the necessary tools and resources. The digital divide created by limited access to high-quality gadgets and dependable internet connections is a major barrier noted by many students during the interview. Students struggle even if they have gadgets due to insufficient resources such as less supportive hand phones for editing applications, lack of technology knowledge, and lack of internet access. It is worth emphasizing that the majority of students come from low- to middle-income families and are unfamiliar with advanced technology. Furthermore, the lack of sophisticated instruments such as high-quality cameras, video editing software, and graphic design resources limits their creative potential and project complexity.

When learning new digital skills that require focused effort and constant practice, students frequently face a considerable barrier in the form of time limitations. Concurrently juggling many abilities, such as digital literacy, linguistic competency, time management, and communication ability, adds to the complexity. The desire for proficiency in these various areas throws a significant strain on students, limiting their capacity to devote sufficient time to each skill. Further-

more, a striking comment from students highlights the gap in competence and confidence levels due to the variety of digital tools available to them. This disparity is caused by inequalities in technological access, varying exposure to digital tools, and socioeconomic considerations. Such a disparity is a problem for educators and educational institutions seeking to create an inclusive learning environment.

Furthermore, access to resources, ranging from local folktales to multimedia, needs creative solutions, such as collaboration with communities and digital platforms. Moreover, assessing speaking skills via folktales introduces subjectivity, which is addressed by explicit standards and peer evaluation. With careful consideration, educators can use folktales' cultural and linguistic richness to provide an inclusive and effective language learning experience.

To address these concerns, all students must have equal access to technology. This includes ensuring that all students, regardless of background, have access to suitable technology. In addition, detailed instructions on how to use digital tools should be supplied by either the lecturer or the university. Thus, when students run into problems with their digital storytelling development, technological support will be readily available. It is also critical to provide thorough instructions and training on the usage of digital tools. Leveraging internet platforms expands resource accessibility, offering a diverse array of multimedia materials. Tutorials should be provided by lecturers or university administrations to provide thorough assistance. This proactive approach provides students with the information and abilities they need to use the digital technologies integrated into their education effectively. Anticipating obstacles in the development of digital storytelling, institutions should construct strong technological support systems. This ensures that students who are having problems can easily get aid from help desks or dedicated professionals. Students can traverse digital storytelling projects with confidence and efficiency by addressing potential technological obstacles in real time.

CONCLUSION

In conclusion, this study investigated the implementation of digital storytelling grounded in local folktales to enhance Indonesian English as a Foreign Language (EFL) learners' speaking skills. Through careful observation and interviews, it was clear that combining both digital storytelling and local folktales significantly improved the learning experience. Students participated actively in the creation of digital storytelling videos, which included scriptwriting, audio recording, image/video editing, and presentations. This multi-modal approach improved not only their speaking skills, particularly in terms of fluency, pronunciation, coherence and cohesion, grammar, and vocabulary but also promoted participation, cultural awareness, teamwork, and computer literacy.

This study also uncovered numerous remarkable benefits. Digital storytelling enhanced students' speaking skills, particularly in terms of pronunciation, fluency, grammatical accuracy, coherence, and cohesion. It also inspired students to actively participate in group discussions and negotiations, resulting in enhanced confidence in speaking English. Furthermore, the incorporation of local Aceh folktales provided a culturally rich context for the learning content, making it real and meaningful to the students' lives. Thus, both approaches not only enhanced linguistic competency but also fostered a sense of cultural appreciation. While the benefits were substantial, there were also challenges. Students encountered challenges at several stages of the digital storytelling process, including scriptwriting and technological literacy. These difficul-

ties, however, were indicative of areas that may be addressed further in instructional design to improve the learning experience.

This study has important implications for English language lecturers because it emphasizes the significance of incorporating technology and local cultural factors into language learning. The findings highlight digital storytelling's potential as a dynamic approach for enhancing speaking abilities and fostering cultural awareness among EFL learners. Similar approaches can be used by educators to build interesting and interactive learning environments.

Future research should take into account approaches to address the problems that students face, improve instructional methods, and examine the long-term impact of such interventions on students' language skills. Furthermore, studying the application of these approaches in different EFL contexts and with greater sample sizes could provide a more comprehensive picture of its efficacy.

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THE EFFECTIVENESS OF MEMORY STRATEGIES TO IMPROVE STUDENTS' SPEAKING SKILLS

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Abstract

This research studies the memory strategies used by the second semester STAI Ma'arif Magetan students to improve their speaking skills through involvement in English vocabulary. The purpose of this research is to find out the types of memory strategy and students' preferences in using memory strategies to improve their speaking skills. The data consists of memory strategies used by STAI Ma'arif Magetan students. The data source consisted of 30 second semester students. The memory strategy questionnaire was carried out for the data collection process. Data analysis was carried out using several steps such as data reduction, displaying data, and drawing conclusions. The research results showed: (1) students used ten indicators of strategic memory (grouping, associating, placing new words into a context, using images, semantic solvers, using keywords, representing sounds in memory, structural displays, using physical responses or sensation, and using mechanical techniques); (2) students' preferences in using memory strategies to place new words into context.

Keywords: *Learning strategies, Memory strategies, Vocabulary*

INTRODUCTION

English is widely recognized as an international language due to historical, cultural, economic, and political factors, particularly due to the influence of the British Empire and the United States (Crystal, 2003a; Crystal, 2003b; Parupalli, 2019). Its global prominence is a practical outcome of its extensive use in fields such as business, science, technology, aviation, and diplomacy (Lauder, 2008; Mehtiyev, 2010). Despite its widespread use, English has not been officially patented as the international language; rather, its prevalence is a result of its practical utility in facilitating cross-cultural communication (Crystal, 2003; Rahmat et al., 2020; Yue, 2022). Efforts to promote multilingualism and preserve linguistic diversity persist alongside the use of English on the global stage (Zein, 2019). Languages that are not the core language of the

region are not used in everyday life (Rabiah, 2012).

A foreign language is typically understood as a language that is not the native or official language of a particular country or region. In such a context, it is not the primary means of communication in government, media, and other official or public spheres. People in that country or region may learn and use the foreign language for specific purposes, such as international communication, business, or academic pursuits, but it doesn't have the same status as the native or official language in terms of widespread daily use and cultural relevance within the community (Rabiah, 2012; Saville-Troike, 2012). The goals may include fostering intercultural communication, facilitating international business and diplomacy, and broadening students' perspectives through exposure to different linguistic and cultural traditions. Proficiency in foreign languages can enhance individuals' ability to navigate a globalized world and participate in cross-cultural exchanges, both personally and professionally. Language education typically involves a combination of speaking, listening, reading, and writing skills to enable comprehensive communication in the chosen foreign language (Ahtif & Gandhi, 2022; B. Beribe, 2023).

Teaching speaking can be especially challenging, particularly for non-native English speakers or L2 learners (Halali et al., 2022). The root problem in language learning often lies in schools that prioritize written English over spoken English, which can hinder students' fluency and confidence in speaking (Daar, 2020; Saville-Troike, 2012).

The approach to teaching speaking as a language skill has evolved from mere repetition, memorization of dialogues, and drilling to a more communicative and fluency-focused method, and rote learning of grammar rules (Ellis, 1997; Fitriani, 2022; Luis, 2021; Rao, 2019; Yuda Pratama & Awaliyah, 2016). However, modern language teaching methods place a greater emphasis on communication and fluency. Modern language education emphasizes the development of communicative competence, where learners are encouraged to engage in meaningful and authentic communication. This approach helps learners not only to become more proficient speakers but also to feel more confident and comfortable using the language in practical settings (Widiati, 2006; Batang, 2016; Subekti, 2020; Jasno, 2022; Nggawu & Thao, 2023). This shift recognizes the importance of real-world application, encouraging students to express themselves creatively and fluently in various contexts rather than solely focusing on rote memorization (Alek, 2021; Babu & Roy, 2023). The goal is to equip learners with practical language skills that can be effectively used in everyday communication (Richards, 2008; Daar, 2020; Putra, 2017).

By focusing on communication and fluency, educators aim to help students develop the ability to express themselves naturally and confidently in everyday conversations, whether they're interacting with native speakers or using the language in professional or academic settings. By nurturing the ability to express oneself naturally and confidently in everyday conversations, educators empower students to engage more meaningfully with the language and the world around them (Ministry of Education, 2012; Gholam, 2019; Chen & Padilla, 2019; Darling-Hammond et al., 2020; Zheng, 2022). This proficiency not only enhances their communication skills but also opens up opportunities for personal and professional growth, as they become more adept at navigating diverse linguistic and cultural contexts (Chen & Padilla, 2019; Europe, 2021; Andrulis & Brach, 2007; Muftah, 2023).

This practical focus not only enhances the learner's ability to use the language but also increas-

es their motivation and engagement in the learning process, as they see the direct relevance of what they're learning to their daily lives (Nation & Newton, 2008; Leong & Ahmadi, 2017; Nurmalasari & Karompot, 2023). In another way, it also helps learners understand the immediate value of their language skills, which can lead to a deeper commitment to learning and a greater sense of accomplishment as they progress. By emphasizing real-world application, educators can create more meaningful learning experiences that resonate with students and encourage them to actively participate in their language learning journey (Saville-Troike, 2012; Sinambela et al., 2023; Aini, 2023). Therefore, it is important for students to discover learning strategies that support them in presenting academic speaking material.

Learning strategies are fundamental for students to enhance their learning. When students are equipped with effective learning strategies, they can approach their studies more systematically, manage their time better, and engage with the material more deeply. These strategies can include techniques for organizing information, memorization, problem-solving, and critical thinking. By teaching students how to use these strategies effectively, educators can help them become more independent and successful learners (Hattie & Donoghue, 2016; Wegner et al., 2021).

Learning Strategy

Learning strategy refers to the process through which students manage their learning. It is essential for students to employ effective learning strategies to respond efficiently. These strategies are closely linked to students' ability to apply themselves to tasks. Therefore, the mastery of these strategies significantly impacts the success or failure of students in learning tasks (Taylor & Kenney, 2008; Kazu et al., 2005). Each individual possesses unique learning strategies tailored to aid them in acquiring knowledge (Hattie & Donoghue, 2016; Gleason et al., 2011; Walberg, 1999). It is essential for these strategies to be thoughtfully organized to effectively enhance students' skills (Walberg, 1999; Darling-Hammond et al., 2020).

The current study focused on exploring memory strategies as a specific category of direct learning strategies, as outlined by Oxford in 1990. It is stated that Memory strategies, often known as "mnemonics," have a long history and predate widespread literacy. In ancient times, people relied on mnemonics to remember essential information, particularly related to farming, weather patterns, and birth dates. These mnemonic devices served as effective tools for oral cultures to retain and transmit knowledge across generations. Furthermore, Oxford highlights that memorization strategies, as outlined in her work, empower learners to store verbal material and retrieve it for communication when necessary. Despite their significance, research indicates that language learners often underutilize these strategies.

The reality in Indonesian universities reveals that students' mastery of English, especially in speaking, is not satisfactory, despite the crucial importance of oral English in conveying the meaning of communication. In the current approach to teaching English, the teacher relies heavily on traditional, teacher-centered methods. This means that most interactions in the classroom are initiated by the teacher, with students playing a relatively passive role in the learning process (Darling-Hammond et al., 2020; Saunders & Wong, 2020). As a result, students may have limited opportunities to actively engage with the material and develop their language skills through independent practice or collaborative activities (Shah, 2019; Mascolo, 2009). This approach contrasts with more student-centered methods, where learners take a more active role in their own learning, participating in discussions, problem-solving activities, and other

interactive tasks that promote language acquisition (Mascolo, 2009; Keiler, 2018).

Another contributing factors include the quality of input, limited time dedicated to English courses, and the infrequent use of English outside the university due to its status as a foreign language in Indonesia (King, 2018). Without the support of effective foreign language learning strategies that can be obtained and utilized optimally, the effectiveness of students' English learning remains suboptimal (Aguila & Harjanto, 2016; Asyhar, 2019).

Based on the problems mentioned above, this research intends to find out the types of memory strategies used to improve student's speaking skill as well as student preferences in using memory strategies to improve speaking skill.

METHODS
Research design

This qualitative research aims to explore the memory strategies employed by second-semester students in the Islamic Education Study Program at STAI Ma'arif Magetan to enhance their speaking skills. Qualitative research is centered on comprehending social phenomena through the viewpoint of individuals immersed in their natural environments (Mohajan, 2018). Thirty students of second-semester students from the Islamic Education Study Program at STAI Ma'arif Magetan are involved in the study.

Data collection involves distributing questionnaires to participants. The analysis consists of stages such as data reduction, presentation, and drawing conclusions (Elo et al., 2014). Member checks are used to maintain data credibility (Elo et al., 2014). The research centers on understanding how students employ memory strategies to enhance speaking skills within the context of the Islamic Education Study Program.

This research provides valuable insights into memory strategies aimed at enhancing speaking skills, which can offer practical implications for educators, researchers, and curriculum developers seeking effective approaches to language learning.

The study is confined to second-semester students in the Islamic Education Study Program at STAI Ma'arif Magetan, potentially limiting the generalizability of findings. The research adheres to ethical guidelines, ensuring informed consent, confidentiality, and respect for participant rights.

This research design outlines a comprehensive methodology for investigating memory strategies employed by students to enhance speaking skills within the specific context of the Islamic Education Study Program at STAI Ma'arif Magetan.

FINDINGS AND DISCUSSION
Findings

In this study, there were two findings obtained by researchers. There are: 1) types of memory strategies used to improve student's speaking skill; 2) student preferences in using memory strategies to improve students speaking skills

Types of Memory Strategies Used to Improve Speaking Skills by the Students.

In this research, the researchers follow ten indicators of memory strategies based on the Oxford

theory (Oxford, 1990). The ten indicators of memory strategies used by students to improve speaking skills based on vocabulary mastery are grouping, association, placement of new words into context, using similes, semantic mapping, using keywords, representing sounds in memory, seeing structures, using physical responses or sensations, and using mechanical techniques. The result can be seen in the table below.

Table 1. Percentage of Memory Strategy

No	Memory Strategy Indicators	Number of Students	Percentage
1	Placing new words into context	22	73.33%
2	Grouping	19	63.33%
3	Representing sounds in memory	18	60%
4	Structural View	15	50%
5	Associating	14	46.67%
6	Semantic Mapping	11	36.67%
7	Using imagery	10	33.33%
8	Using keywords	8	26.67%
9	Using physical responses or sensations	6	20%
10	Using Mechanical Techniques	5	16.67%

Student Preferences in Using Memory Strategies to Improve Speaking Skills

Utilizing memory strategies typically entails linking diverse materials, aiding students in learning and retaining new vocabulary over the long term (Oxford, 1990). This, in turn, enhances their reading proficiency. Based on the data collected from a questionnaire administered to 30 students, it was found that the most favored memory strategy for vocabulary improvement was incorporating new words into context. A significant majority of 22 students or 73.33% reported using this approach successfully, highlighting its popularity and effectiveness among the surveyed participants, as depicted in Table 1 above.

The table above shows that Memory Strategies are suitable for strengthening vocabulary memory because all types of Memory Strategies shown by Oxford (1990) are used by the college students. Another similar study by Putra et al. (2020) compared Memory Strategies, Determination Strategies, Cognitive Strategies, Metacognitive, and Social Strategies. The results of the study revealed that among the array of memory strategies available to students for enhancing vocabulary memory, the Memory Strategy stands out as the most widely employed. This prominence underscores the significance of this particular strategy in the context of language learning, highlighting its effectiveness in aiding students' retention and recall of vocabulary terms.

Among the various indicators of memory strategies used by students to enhance vocabulary memory, the technique of placing new words into context emerges as the most frequently utilized. This preference can be attributed to the fact that a single Indonesian word, when translated into English, often carries multiple meanings, making it crucial for students to understand how the word is used in different contexts for effective comprehension and retention. The brief explanation of the indicators inside the table above are as follow.

Placing new words into context

One favored memory strategy indicator among students when completing tasks is placing new words into context. This approach allows students to feel more at ease, confident, and less apprehensive about making mistakes, even when they encounter unfamiliar words or are unsure of their precise meanings. When confronted with a sentence containing a new word, students often rely on contextual clues from the words preceding or following it to deduce its meaning. This process of contextualization enables learners to feel a sense of achievement in their language acquisition journey, as they are able to make intelligent guesses and validate their understanding based on the context provided. This strategy not only aids in vocabulary retention but also fosters a more positive and proactive approach to learning, encouraging students to actively engage with the language and build their linguistic competence.

Second language learners often favor placing new words into context as a memory strategy because it helps them mentally process the language, leading to better understanding and retention of information, (Mohamad et al., 2021). When new words are placed in meaningful contexts, learners can more easily grasp their usage, which is crucial for language acquisition, (Mohamad et al., 2021). This strategy tends to motivate language learners to engage with the information they are learning, playing a significant role in enhancing their language skills, (Atay & Ozbulgan, 2007). Moreover, contextual learning has been found to positively impact vocabulary recall in English as a Foreign Language (EFL) contexts. Therefore, the use of this strategy not only aids in memory retention but also contributes to overall language learning and proficiency.

Grouping

In this study, Grouping is identified as one of the indicators of memory strategies that students find comfortable using, similar to the previous indicator of placing words into context. Grouping, also known as chunking, is one of memory strategy indicators that the learners liked too. It's due to this strategy ability to instill confidence and reduce hesitation in trial and error learning. This technique involves organizing related pieces of information into smaller, meaningful clusters, effectively expanding the brain's capacity for short-term memory. While our brains typically manage around 5-9 pieces of information at a time, chunking notably increases this capacity, allowing learners to process and retain more information. This preference for grouping stems from its effectiveness in organizing and processing information, ultimately leading to easier recall. By breaking down complex information into smaller, more manageable units, learners can enhance their memory retention and improve their ability to recall information.

Representing sounds in memory

In this study, students have shown a preference for representing sounds in memory as part of their learning process, particularly in language acquisition. Despite encountering challenges, such as mistakes in guessing and using vocabulary—especially words with similar sounds or spellings—students have displayed enthusiasm and enjoyment in tackling these difficulties. Representing sounds in memory involves recalling new information based on its auditory aspects, which can be achieved through techniques like sound symbolism, rhymes, and auditory associations. Sound symbolism theory posits that individual sounds or sound combinations can convey meaning, aiding in memory retention. Rhymes, rhythm, repetition, and melody utilize the brain's capacity to encode auditory information and use patterns to facilitate recall. Furthermore, associating new words with visual symbols or tangible objects can assist in remembering abstract words based on their sound. Thus, representing sounds in memory emerges as a

valuable memory strategy, capitalizing on the brain's ability to encode and retrieve information through auditory cues.

While most students may not have an auditory learning style as their primary preference, representing sounds in memory can still be a useful strategy for many learners. This is because auditory memory is one of the key aspects of working memory, and it plays a crucial role in language acquisition and comprehension. By incorporating auditory strategies, students can leverage their auditory memory to improve their overall learning experience. There is no evidence to suggest that students dislike representing sounds in memory as a memory strategy. In fact, this strategy can be effective in aiding memory retention and language acquisition. However, some students may prefer other memory strategies, such as grouping or other strategies. In this study the preference for a particular memory strategy may depend on individual learning styles and personal preferences. Therefore, it is important for educators to offer a range of memory strategies to accommodate the diverse needs of their students.

Structural View
In this study, researchers noted that only fifteen students chose to use the structural view as a part of their memory strategy. This limited interest could be due to various factors: students' diverse learning style preferences, such as visual or kinesthetic styles, which may prioritize other sensory modalities; a lack of engagement or interest in the strategy, impacting motivation; the perceived complexity and time requirements of the strategy, which could deter some students; and insufficient instruction or guidance on effectively implementing the structural view strategy. Educators can address these factors by considering diverse learning styles in their teaching methods, making the strategy more engaging, simplifying its complexity, and providing clear instruction and support for its use.

The structural view is a memory strategy that involves organizing information based on its underlying structure, using tools like outlines, diagrams, or flowcharts (Cohen et al., 2007). This approach underscores the significance of organizing information in memory to improve retention and recall (Bridgard & Sinnot-Armstrong, 2022). The strategy operates on the premise that information is stored in a structured manner, and by grasping this structure, learners can enhance their comprehension and memory of the material. However, in this study only several students may show interest in this strategy due to factors like differing learning style preferences, lack of engagement, perceived complexity, or insufficient instruction, which is in line with the research finding by Shakarami et al. (2011). Nonetheless, the structural view remains a valuable memory strategy with the potential to enhance learning and memory retention.

Associating
The associating strategy is a potent memory aid that links items or ideas to a visual theme, utilizing sensory stimuli to enhance memory retention. In this study, while students who employ this strategy may find it enjoyable and challenging, its use is not widespread, possibly due to factors like limited vocabulary and self-confidence. When employing the association strategy, in this research students appear enthusiastic and genuinely enjoy the challenge it presents. However, this strategy is not widely utilized, likely due to students' limited vocabulary and mastery of the language. Only those with high self-confidence feel comfortable using this strategy. This research result in line with what Shakarami et al. (2011) found. This technique involves connecting new information with existing knowledge and can be beneficial for memorizing diverse

items like test material, names, or lists (Wong, 2008). Despite its potential benefits, the adoption of the association strategy among students may be influenced by their vocabulary proficiency and self-confidence levels.

Semantic Mapping

In this research, difficulties in using the semantic mapping strategy as a memory strategy indicator may arise from its visual and organizational demands. Students might find it challenging to visually organize and graphically display relationships between words and concepts, especially if they have limited experience with this technique. Additionally, identifying key concepts and effectively linking related words and concepts in a meaningful way can be demanding. This is supported by the fact that only a portion of students, for only 11 out of 30 students, use this strategy. While the semantic mapping strategy has been proven effective in vocabulary learning, students' perception and utilization of this strategy may be influenced by the visual and organizational complexities it presents, as well as their familiarity with the technique. The research findings are also in line with the those reported by Abdelghani & Ibrahim (2017).

Using Imagery

The use of imagery as a memory strategy involves connecting new language information to concepts in memory through meaningful visual imagery, whether mental or in the form of drawings. This technique helps in remembering abstract words by associating them with visual symbols or concrete object images. For example, a learner might create an image that links a new word with a familiar one, making both connections meaningful to aid memory retention. Imagery can take various forms, such as pictures of objects, a series of locations to remember word sequences, or mental representations of word letters. By leveraging the brain's ability to encode and retrieve information based on visual cues, this strategy can be particularly effective for language learners in enhancing vocabulary acquisition and retention.

In this study, the difficulties students have to encounter in using imagery as a memory strategy can stem from the challenges of generating and maintaining meaningful visual images. The researcher find that the vividness and strength of mental imagery can vary among individuals, impacting their ability to effectively utilize this strategy. Also, in this research students may face challenges in creating and organizing mental images that are closely linked to the information they are trying to remember, which can impact the effectiveness of the strategy. Furthermore, the level of interest and engagement in a topic, as well as individual differences of imagery as a memory strategy. Therefore, while imagery can be a powerful memory aid, students may encounter difficulties in effectively harnessing its potential due to variations in imagery strength, interest, and the ability to create and maintain meaningful mental images.

Using Keywords

The reluctance of many second language learners to use keywords in learning English, especially in speaking, can be attributed to various factors. This research indicates that students may hesitate to speak in English due to a lack of confidence, fear of making grammatical errors, and the pressure to perform well, particularly in examination-oriented learning environments. Additionally, challenges in mastering English pronunciation and the fear of speaking with a foreign accent can contribute to students' reluctance to engage actively in speaking activities. Furthermore, the complexity of English language learning and the discomfort experienced by some learners when using English may impact their willingness to employ specific strategies,

such as using keywords, in their language learning process. These factors collectively influence students' attitudes and preferences towards utilizing certain language learning strategies, including the use of keywords in speaking. This research finding is in line with that of Gilakjani et al. (2012).

Using Mechanical Response or Sensations

The reluctance found in this research regarding the use of mechanical responses or sensations in practicing English speaking in the classroom can be attributed to various factors. One primary reason is the anxiety and fear of making mistakes while speaking in front of others, which can impact students' confidence and willingness to engage in speaking activities. Additionally, the complexity of English pronunciation and the fear of speaking with a foreign accent can contribute to students' hesitation to actively participate in speaking tasks. Furthermore, the lack of emphasis or instruction on using mechanical responses or sensations in educational settings may lead to a lack of familiarity and understanding among students. While mechanical responses or sensations can be valuable memory aids, students may face challenges in effectively utilizing this strategy due to anxiety, lack of instruction, and difficulties in generating meaningful physical sensations or movements.

Using Mechanical Techniques

The reluctance of second language learners to use mechanical techniques in practicing English speaking in the classroom can be attributed to several factors. One of the main reasons is the emphasis on communicative activities over mechanical activities in language learning. The move away from mechanical to communicative activity has been prioritized in many language learning contexts, with learners encouraged to engage in meaningful language use rather than focusing on mechanical activities. Additionally, the complexity of English pronunciation and the fear of speaking with a foreign accent can also contribute to students' reluctance to actively engage in speaking activities. Furthermore, the use of mechanical techniques may not be emphasized or taught in educational settings, leading to a lack of familiarity and understanding among students. Therefore, while mechanical techniques can be a valuable tool for language learning, students may encounter difficulties in effectively utilizing this strategy due to the prioritization of communicative activities, lack of instruction, and challenges in generating meaningful language use.

The provided table and the explanations above illustrate the applicability of Memory Strategies in enhancing vocabulary memory, as College Students have utilized all types of Memory Strategies outlined by Oxford (1990). In addition, this aligns with a parallel study conducted by Putra et al. (2020) which delved into an extensive comparison of various strategies, including Memory Strategies, Determination Strategies, Cognitive Strategies, Metacognitive Strategies, and Social Strategies. Interestingly, the findings of Putra's study underscore the prominence of Memory Strategies, as they emerge as the most widely employed strategy among students to augment vocabulary memory. This convergence in results across studies highlights the robust effectiveness of Memory Strategies in the academic context, emphasizing their role as a preferred method for students seeking to enhance their lexical retention and reading proficiency.

The connection between this study and Sozler's (Sozler, 2012) is evident in the widespread adoption of this specific memory strategy by almost all participants in the earlier study. The resonance between this study and Sozler's work lies in the widespread adoption of this specific

memory strategy by almost all participants in the earlier research. The participants involved in these studies actively utilized the described memory strategy as a means to bolster their retention of English vocabulary. This enhanced retention, in turn, contributed to improvements in their speaking skills, highlighting the effectiveness of this approach in language learning. It is important to note, however, a divergence from Ghorbani's theory (Ghorbani & Riabi, 2011), which highlighted the usage of specific "memory sub-strategies" (acronyms, groupings, and imagery) designed to aid learners in retaining and retrieving information. Ghorbani's findings imply that students don't universally employ all types of memory strategies but selectively use specific ones to bolster their short-term, long-term, and vocabulary retention.

Discussion

As researchers delve into the instructional framework designed to improve students' reading skills through a focus on vocabulary acquisition, they uncover a rich array of ten distinct indicators that shed light on the memory strategies utilized by students as they engage in the process of learning English vocabulary. These indicators serve as valuable markers that offer insights into the various cognitive approaches employed by students to retain and internalize new words, thereby contributing to their overall language proficiency and reading comprehension abilities.

The indicators encompass a range of memory strategies employed by students during the English vocabulary learning process. These strategies include placing new words into context, utilizing grouping techniques to link related words, encoding sounds to aid in recall, visualizing grammatical structures for better understanding, making associations between words to reinforce memory, employing semantic mapping to organize vocabulary systematically, utilizing mental imagery to create vivid mental representations, incorporating keywords or triggers to facilitate recall, integrating physical responses or sensations to enhance memory retention, and employing mechanical techniques such as repetition or writing to reinforce learning.

These diverse strategies collectively demonstrate the multifaceted approaches students use to internalize and retain English vocabulary, thereby enhancing their overall language skills and reading comprehension. Notably, the first preference in adopting memory strategies aligns with the tenets of Oxford's theory, (Oxford, 1990). This multifaceted exploration sheds light on the nuanced and varied approaches students employ to fortify their memory and, ultimately, enhance their reading proficiency through a focus on vocabulary acquisition. These diverse strategies underscore the complexity of the learning process and highlight the importance of a comprehensive approach to language instruction that considers the various cognitive techniques students utilize to bolster their language skills.

In the past, students frequently encountered challenges in comprehending how memory strategies could effectively enhance their English vocabulary. However, the current educational landscape reflects a positive shift, as students are now increasingly equipped with the knowledge and understanding of how to improve their English vocabulary through the application of various indicators embedded within memory strategies. This evolution signifies a growing recognition among students of the importance of these strategies in bolstering their language skills, reflecting a broader trend towards a more informed and strategic approach to language learning.

Notably, the preference for placing new words into context emerges as a pivotal factor in shaping students' reading preferences. These findings resonate with Sozler's theory (Sozler, 2012),

which advocates for the use of imagery to connect vocabulary lists with conceptual frameworks in memory, either through simultaneous or separate illustrations. This alignment underscores the importance of contextual learning in aiding students' comprehension and retention of vocabulary, providing valuable insights into the cognitive mechanisms of language acquisition. The use of imagery is particularly significant due to its potential to enhance retention and improve memorization, both in terms of abstract concepts and concrete illustrations. As a result, this study anticipates that the newfound awareness and application of memory strategies will empower students to memorize and comprehend English vocabulary more effectively, thereby enhancing their overall language proficiency.

CONCLUSION

In the past, students often struggled to improve their English speaking skills using memory strategies, but recent developments have shown promising indicators that students can indeed enhance their English speaking proficiency through the application of memory strategies. One effective method involves incorporating new words into context, which has been shown to improve students' speaking preferences. This approach aligns with Sozler's theory, which emphasizes the use of imagery to connect new concepts with existing memory frameworks. By visualizing new words in meaningful contexts, students can enhance their understanding and retention of English vocabulary. This approach is particularly significant because visual stimuli, whether in the form of mental images or actual illustrations, are believed to have a profound impact on memory retention and recall. As a result, it is expected that students who employ these memory strategies will not only memorize English vocabulary more effectively but also gain a deeper understanding of the language.

In language learning, various memory strategies can aid students in effectively acquiring and retaining new vocabulary. These strategies encompass a range of techniques, including but not limited to, placing new words within meaningful contexts, grouping related words together, representing words through sounds, observing grammatical structures, forming associations between words, creating semantic maps, utilizing mental imagery, employing keyword mnemonics, associating words with emotional reactions or feelings, engaging physical senses, and using mechanical techniques such as repetition or writing. These Memory Strategy Indicators serve as valuable tools for students, as they can enhance vocabulary acquisition and long-term memorization, ultimately leading to improved reading comprehension skills. By utilizing these strategies, students can develop a more comprehensive and enduring grasp of the language, thereby facilitating their overall language proficiency and communication abilities.

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USING CANVA IN CREATING AND DESIGNING E-MODULE FOR ENGLISH LANGUAGE TEACHING

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Abstract

This paper is a perspective paper describing the use of Canva in making and designing an English e-module. Canva as an online graphic design tool allows educators to generate a variety of creative products such as e-modules of teaching materials. This app can be used to design learning media with attractive templates, and a varied presentation of shapes, images, colors, and letters. Moreover, Canva offers both free and paid access to a wide variety of design tools and options. Canva has provided 'graphics capabilities for users who cannot or are not good at designing' by providing various templates ranging from lawyers, elements (icons, photos, lines, illustrations), text with various fonts, and backgrounds. Teachers and lecturers may find Canva to design learning media and develop instructional material. By using Canva, teachers and lecturers can teach material, knowledge, creativity, and skills that will be obtained for students, so that this media can also be used in various areas of their lives. In practice, teachers have the opportunity to determine and modify teaching modules provided by the government so that they can be better adapted to the characteristics of the students they teach. In developing teaching materials, a teacher needs to pay attention to various aspects, such as curriculum requirements, student characteristics, problem-solving in the learning process, and so on.

Keywords: *Canva, e-module, English, learning materials*

INTRODUCTION

Learning media is certainly an important element in learning to support the learning process and make learning more interesting (Subekti & Kurniawati, 2022; Subekti & Kurniawati, 2020). Learning media are tools used by teachers when the teaching process learning media can be in the form of books, pictures, or lecture methods. Learning media must be designed concisely and clearly to maintain the competence and concentration of students. Learning media is needed by

teachers to support and support teaching in the education (Fitria, 2022b).

Teachers make use of a variety of educational resources, such as books and lectures, but they are also required to have a variety of other learning resources at their disposal and to modify both the subject matter and the environment for each student. Everyone is required to comprehend technology as a support for all activities that are now taking place, including in the field of education. This is because technical innovations are becoming increasingly quick and advanced in today's world.

In distance learning, it will be more effective if educators can make teaching materials in digital form (Subekti, 2021). If the teaching materials are made in digital form, the teacher only needs to share the link of the teaching material in the created virtual class, Whatsapp, or Telegram group. After getting the link for teaching materials, students can access them easily to help them understand the material being studied (Fitria, 2022a). To help students understand, the module needs to be designed attractively, combining text, images, videos, and even quiz links at the end of the module discussion.

Interactive online learning media is a solution because it is easier for students to understand learners (Fitria, 2021). Interactive learning media is attractive for students because it involves various senses. In addition, the learning media should also consider the students' abilities to access both of the limited facilities. The selected media is expected to provide a possibility to be studied by students who do not have mobile devices, laptops, or computers, and internet accessibility (Fitria, 2023). One of the information technologies that can be utilized by teachers is the ease of making learning media. Canva is one of the technologically-based learning mediums that can be utilized by both educators and students.

Canva is a web program that offers aesthetically pleasing designs in the form of templates, features, and categories that are provided inside the application itself. The fact that it comes in a variety of styles and is appealing to look at keeps the learning process from becoming tedious. Canva is a web-based tool that allows users to create a variety of different types of graphic designs. Canva provides users with hundreds of different designs and templates that may be used to create greeting cards, book covers, product labels, business cards, posters, brochures, invites, or presentations. Canva is one of the internet tools to create posters, brochures, cards, and even letters for kids and their parents. (Cleveland & Sharp, 2019). Canva is available in several versions, namely version, web, iPhone, and Android version. Canva helps to create presentations, brochures, Infographics, and social media headers, among other things. Canva is a free infographic creator available on the web as well as on iOS and Android (Keane, 2019).

Teachers can impart information, creativity, and skills to their students by having them use the Canva program, which paves the way for them to be able to utilize this medium in a variety of contexts throughout their lives. Canva learning media application is very user-friendly and can be used by students as well as teachers. Canva is a web application that gives users access to aesthetically pleasing designs in the form of categories, features, and themes. It is possible to avoid the monotony and boredom that might come with the learning process by using learning materials that include appealing designs. Canva users do not need to install the app to use Canva to generate designs (Mulyani, 2021). Canva offers a free as well as a premium version of their software.

The free edition of Canva is an option for teachers to make learning media (Singh et al., 2019). Canva is an application for the generation of graphics that is so straightforward that even amateur designers may use it. Canva is not only simpler to use, but we can also use its content to make designs that include all of its features without having to pay for them. Canva is an application that has many benefits, one of which is that it is extremely simple to use and is an excellent choice for inexperienced users who want to learn how to generate graphic designs in a way that is creative and original. Painter & Small (2022) define that Canvas offers the structure we need to organize, control, and self-contain our teaching and learning. They are similar to organizing strategies that we have used in our personal and professional lives. According to Pacansky-Brock (2017), Canva provides hundreds of photos and icons.

There are several previous studies related to the Canva app. First, Tanjung & Faiza (2019) state that from the three tests' results, using Canva learning material in the learning process is a viable option. Second, Puspita et al. (2021) state that the mean value of validation for the presentation, content, grammar, and assessment system components is 91.48%. Therefore, the e-module for basic chemistry lab work is beneficial and appropriate for use as instructional material in an online learning environment. Third, Rahmatullah et al. (2020) state that the audio-visual learning material based on the Canva program is acceptable for use in pilot schools. Combining audio-visual learning media based on the Canva application with excellent criteria makes it simpler for students to grasp labor subjects. Fourth, Hapsari & Zulherman (2021) state that the validation results show that the overall average increase in student learning outcomes is 0.56%, with the "Medium" category. Fifth, Agustini et al. (2021) state that learning media using e-books developed using Canvas has a percentage yield of 90%. The results of the assessment of linguists, materials, and media experts got an average score of 4.02 (adequate), 4.30 (very feasible), and 4.25 (very feasible). Hence, Canva is very feasible to use. Sixth, Wiryani et al. (2021) state that the development of Canva for high school students shows that learning materials are valid and effective criteria. Based on the proofs as stated, the author intends to develop teaching materials in the form of an electronic module (e-module) with the Canva application. Therefore, the objective of the study is to simulate the Canva app in making and designing an English e-module.

DISCUSSION

The objective of the study is to simulate the Canva application in making and designing an English e-module. The advantage of the e-module is it can be accessed online via link-sharing or PDF interactive and offline with a printed PDF. Teachers or lecturers do not have to worry about how to design a cover page and display its contents because Canva has provided various templates that are left to be filled with teaching materials that have been used so far in offline learning. Here are the steps to create an interactive e-module with Canva.

1. Register first by accessing canva.com.

Figure 1. Canva Interface
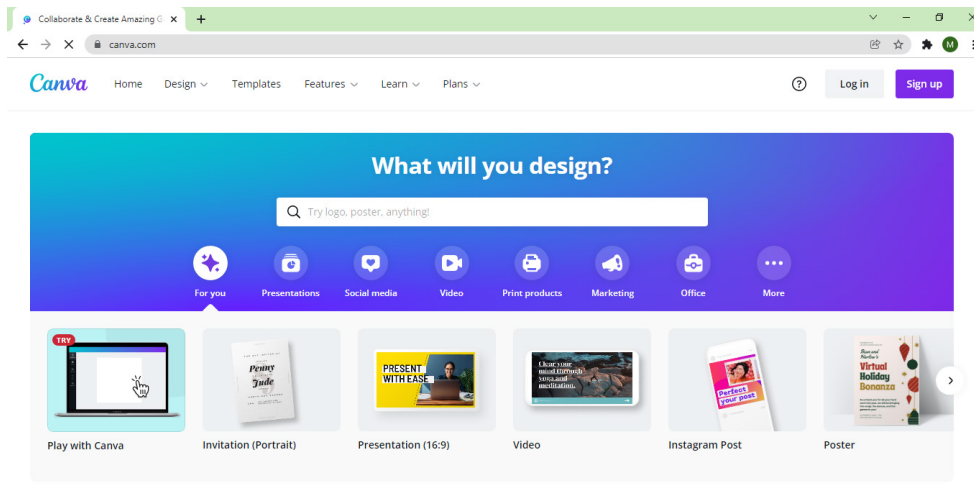
2. Click sign up with Google and enter our Gmail address and password.

3. To start making the module, choose the paper size as A4.

4. Choose the template for the module design as seen in Figure 2.

Figure 2. Choosing the Design in Canva
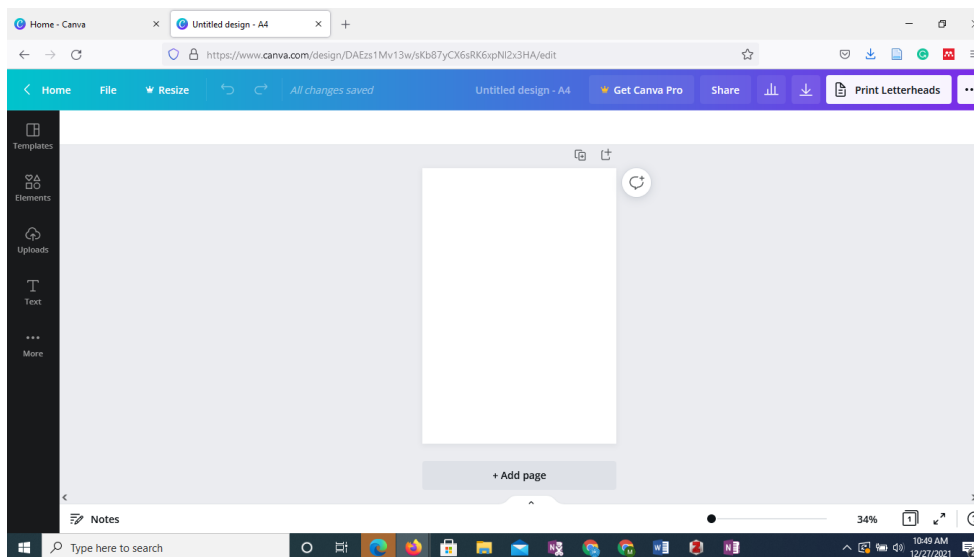
5. To edit and enter text in the module, simply double-click on the text.

6. Choose the size of the text and change the font or the color of the text as seen in Figure 3.

Figure 3. Choosing the Text in Canva
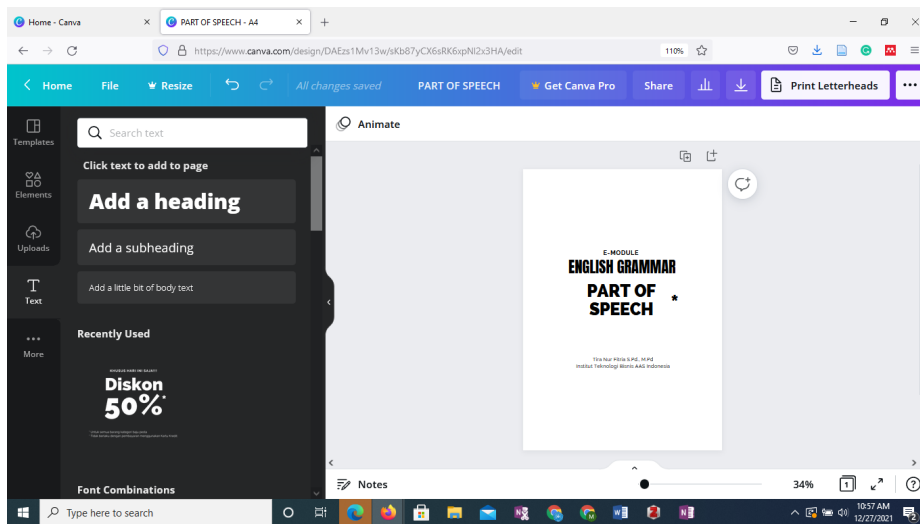
7. Insert images or other elements (photos, graphics, audio, and video) by clicking the Elements button as seen in Figure 4. There are 2 ways to insert an image, first, using an image provided by Canva or uploading the image from the computer.

Figure 4. Inserting Elements in Canva
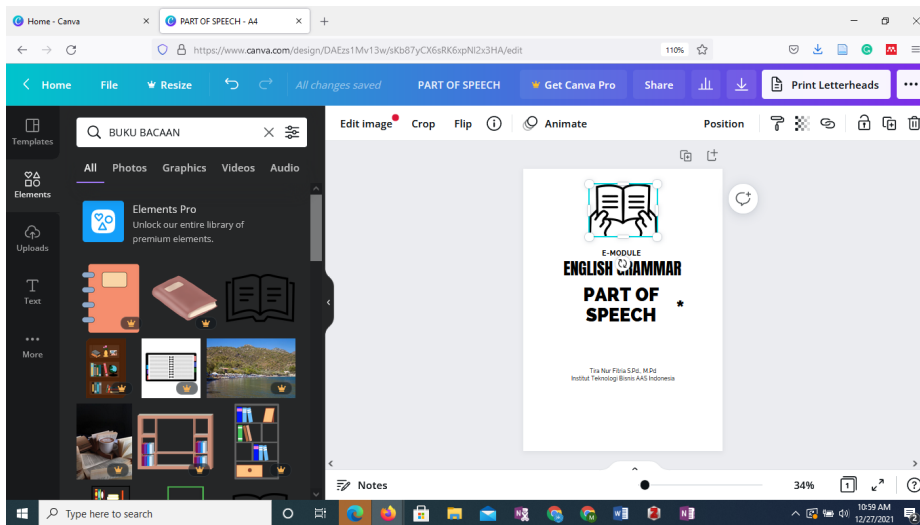
8. Add other media by entering the link of WeTube video, Vimeo video, TED video, Spotify audio, SoundCloud audio, Google Maps, or other media.

9. To share the e-module with students when the module has been created, click share and then copy the link.

The utilization of learning material via the use of technology is interesting. Visual, audio, and audiovisual learning mediums are all options. Memorable and simple-to-understand learning activities may be created using appealing learning material. In practice, teachers have the opportunity to determine and modify teaching modules provided by the government so that they can be better adapted to the characteristics of the students. In developing teaching materials,

teachers need to pay attention to various aspects, such as curriculum requirements, student characteristics, problem-solving in the learning process, and so on. Apart from that, several objectives in compiling teaching materials include some aspects such as 1) presenting teaching materials that are relevant to curriculum demands, 2) adapting teaching materials to the characteristics of the social environment, 3) making the learning atmosphere more effective and comfortable, and 4) helping students to get alternative teaching materials other than books.

Modules are one of the important instruments in learning materials. With this module, the learning process will be more focused and easier. Apart from that, there are still many benefits that will be gained by both students and teachers who create a module. The module contains related material and instructions from the teacher to students to achieve certain learning goals. This will help students achieve the expected competencies in learning. On the student's side, the presence of learning modules written by the teacher will be very useful. One of the functions of the module is to enable students to learn independently and know the direction of competency that will be achieved from this learning.

Canva is one of the many applications that provide the facility to create images e-modules or e-books. Canva offers free access as well as options for its users to make various professional designs including e-module creation. Canvas is a module-based structure that allows students to build apps, making it easy for them to use (Daniela, 2020).

Visual content, audio content, and audiovisual content are the three primary types of learning media (Rusdiana et al., 2021). Engaging media can make educational activities more memorable and straightforward to comprehend. Canva is an online graphic design application that enables users to produce a wide variety of creative content without leaving their browsers (Sinduningrum et al., 2021). Using Canva as a learning medium can make it simpler for instructors to create learning media. The use of the application Canva for a variety of learning materials with visualizations that represent the content of the learning itself has the potential to improve teachers' capabilities in terms of their ability to be creative. The learning process is less tedious by the inclusion of a variety of appealing designs. Teachers can teach students knowledge, creativity, and skills by using the application Canva (Monoarfa & Haling, 2021). Canva is an online graphic design application that enables users to produce a wide variety of creative content without leaving their browsers. Sari et al. (2021) state that if educators use Canva as a learning medium, the process of designing learning media may become simpler for them.

Related to the Canva app, especially in its validation, Tanjung & Faiza (2019) state that the mean value of validation, as assessed by experts and educators, is 0.83. This value corresponds to the validity threshold of 0.667, thus classifying the assessment as valid. As indicated by the Cronbach's Alpha value of 0.731 for the media dependability test, the criteria for media dependability were stringent. The mean scores obtained by instructors and students on the practicality test of the media were 96% and 86%, respectively. These results suggest that the media fell within the extremely practical category. It is evident from the outcomes of the three evaluations that incorporating Canva learning materials into the educational process is a feasible alternative.

Puspita et al. (2021) state validation results indicate that the mean validation value for the components comprising the assessment system, presentation, content, and grammar is 91.48

percent. 0.903 is the mean alpha value of Cronbach's alpha test. Based on the results of the response questionnaire, the mean score for the application of the e-module laboratory courses was 8.88, and the average answer score for each questionnaire item was greater than 8.00. This illustrates that the e-module designed to assist students with fundamental chemistry lab work is advantageous and suitable for implementation as educational content within an online learning setting. Third, Rahmatullah et al., (2020) state that the audio-visual learning material based on the Canva program is acceptable for use in pilot schools. The first cycle 1 field trials had a 67.13 percent success rate and the second cycle yielded an 88 percent success rate. The proportion of students that have positive learning outcomes has risen. This demonstrates that combining audio-visual learning media based on the Canva application with excellent criteria makes it simpler for students to grasp the materials. As a result, the generated material may be utilized for both online and offline learning. Fourth, Hapsari & Zulherman (2021) state that the validation results show that media experts get an average of 65.45% which is included in the "Valid" criteria, for the results of the validation material experts and teachers get the "Very Valid" category with the results of 86% and 85.57% respectively, and the validation test students obtained results of 90% which are included in the "Very Good" criteria. The test results show that the overall average increase in student learning outcomes is 0.56%, with the "Medium" category. It can be concluded that this Canva application-based animated video product can increase student motivation and achievement and is suitable for use in the learning process. Fifth, Agustini et al. (2021) state that learning media using e-books developed using the Canva application has a percentage yield of 90%. The results of the assessment of linguists, materials, and media experts respectively got an average score of 4.02 (adequate), 4.30 (very feasible), and 4.25 (very feasible). Through the results of this study, it can be concluded that using an e-book created using the Canva application as a learning medium is very feasible to use in the teaching and learning process. Sixth, Wiryani et al. (2021) state that the development of Canva website-based learning media for the subject of History in high school shows that the media validation results are 4.25 with a very valid category. The result of material expert validation is 3.88 with a valid category. The results of the validation of instructional design experts are 4.35 very valid categories. The results of the validation of linguists are 4.54 with a very valid category. The average validation test results at the alpha test stage were 4.25 with a very valid category. The results of the field test stage obtained a normalized n-gain value of 0.72 (high category effectiveness).

Besides, using Canva increases the students' creativity as stated by Pelangi (2020) and the results show that using Canva in producing text advertisements and writing poetry for high school students. In terms of cognition, students are honed with knowledge, technology, art, and other creativity (Fitria, 2022c). Not only can this advertisement or poem be performed on a laptop or electronic device, but it can also be printed into physical form on posters that have already been created and designed. It can be utilized or exhibited in the school wall magazine, allowing members of the school body to observe the accomplishments of individual students while also enhancing and supplementing the current publication. This is supported by Irkhamni et al. (2021) that by utilizing the Canva application, educators can create more interesting e-modules for teaching materials. Therefore, interesting Mathematics subject e-modules can strengthen students' learning interest in distance learning.

Moreover, there are various applications that can be integrated or linked into the Canva app. Some of them are Facebook, Instagram, WeTube, QR Code, Google Maps, and more. Furthermore, Canva has a 'share' facility. The shared facility in this section is intended for editing mod-

ules with people who get the link. Some of the options available in this section are as follow. Canva has a print letterhead feature. Then, it allows the userts to download jpg, jpeg, png pdf, or video files. The results of the download in PDF can be shared with students online or offline after printing. Canva also provided shareable links to the e-modules. Sharing Canva module links in this way makes it possible to read or view without being able to change the contents of the module. Lastly, Canva has a preview feature to review e-modules that have been made before being downloaded or shared.

In making e-modules, there are some of the components that need to be included. Those compenents are:

1. The cover; cover consists of the name of the subject/lecture, the title of the subject/sub-subject, how many meetings, class or level, and the name of the teacher or lecturer who made the module, and the name of the school or campus.

2. The learning objectives that are tailored to the subject

3. The content of the module is the core part of the module. The mandatory content is in the form of a narrative with the option to add or link audio-visual videos, illustrations, or simulations according to the need to be able to understand the material.

4. The exercises; exercises are used to evaluate the material that has been given. Evaluation can be directly written in the module or can also be linked with various other applications such as Quizizz and Kahoot.

5. Additional references such as note about other books that are suggested or releant to the e-module.

With the facilities and conveniences provided by e-modules, there are some benefits of e-modules such as 1) diverting students' attention from opening content on smartphones and internet networks that are less useful for more useful learning content, 2) providing options for participants to explore interesting, interactive learning resources and answer their curiosity, 3) providing solutions for students to be able to use information and communication technology wisely, and 4) giving choices to teachers to answer the challenges of technological progress and information, whether they like it or not, which will have an impact on the world of education and learning.

CONCLUSION

Canva is a graphic design application that helps users to create various types of creative materials online. To create an e-module using Canva, we can follow these steps 1) open the Canva application either on a laptop or a mobile phone by accessing canva.com, 2) register an account if we do not have an account on Canva yet, we can use a Google account, 3) start to make the module, 4) choose a template for the e-module, 5) edit and add the texts, 6) upload an image from the image library provided by Canva, and 7) share the e-module link with students. Creating an interactive and interesting module is certainly a challenge. As teachers and lecturers, making interesting e-modules is important for them to engage and motivate learners to learn.

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MOVIE DISCUSSION CLUB: A TEACHING MODEL TO IMPROVE INTEGRATED SKILLS IN ENGLISH

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Abstract

This research aimed to design and develop a teaching model following the need analysis which showed that the learners needed a set of instructional systems to improve their integrated skills in English. Eighteen freshmen from the English Literature Department (S1) and English Department (D3) from the academic year 2019/2020 participated as participants in developing the teaching model. In conducting this research, there are seven steps in the procedure of research and development adapted from Borg and Gall (1983) including 1) need analysis and reference study, 2) developing product, 3) preliminary field testing, 4) first revision, 5) expert validation, 6) second revision, and 7) final product (first version). The instruments used to collect data are interviews, observation, and questionnaires. The model was designed referring to six fundamental elements of the teaching model namely focus, syntax, principle of reaction, social system, support system, and application context then implemented in Movie Discussion Club. The data from the field testing showed that the learners' integrated skills improved. Later on, the researcher used the notes from field testing to revise the product. Moreover, expert validators checked the product and gave suggestions to make the last adjustment. The final product of the research is a revised design of the teaching model applied in Movie Discussion Club.

Keywords: *Teaching model, Integrated skills in English, Research and development*

INTRODUCTION

Many universities and colleges provide an integrated skill course knowing that both receptive and productive skills help students in learning English properly. Oxford (2001) mentioned integrating skills allows students to interact in a more authentic or natural form in the classroom. Along with this idea, Aydoğan and Akbarov (2014) stated that EFL learners need to learn integrated skills to be fluent English speakers, accurate writers and sufficient readers.

At the beginning of the research, the researcher found out that the English program in Sekolah Tinggi Bahasa Asing (STBA) JIA has been focusing on segregated skills in English. The fact is that even if all skills were carried out in designed courses, the learners need a specific session to practice their integrated skills comprehensively. Considering integrated skills can be performed in the official course plan of the English Literature Department in STBA JIA, the researcher carried out the implementation in a club which is purposively made for this reason. It focuses on learning English through movie watching and discussion. The researcher selected movies as a main topic for learning because as it is shown in the result of need analysis, the students enjoy movies. Referring to S. K. Brown (2010) who mentioned that using English movies with English subtitles can provide learners with an excellent source of native dialogue, cultural context and interesting material, the researcher acknowledged that English movies can expose learners to natural discourse, accents and dialects, slang and colloquialisms, body and gesticulatory language and cultural customs.

Among teaching aspects contributing to the teaching and learning process, the researcher designed and developed a teaching model which facilitates the learners to improve their integrated skills. Joyce et al. (2014) defined a teaching model as an instructional design that describes educational activities and learning environments to achieve a certain goal. Further, they mentioned 6 (six) fundamental elements of the teaching model, namely focus, syntax, principles of reaction, social system, support system, and application context.

In developing the product, the researcher studied some references involving movies, discussion, integrated skills and teaching models. One of the references in the movie is Bordwell et al. (2013) who mentioned that movies are motion pictures designed to create experiences for viewers by not only communicating information and ideas but also showing places and ways of life people might not otherwise know. They also mentioned genres like science fiction, animation, action picture, comedy, musical, horror, thriller, fantasy, family melodrama, and many more. In addition, five elements in a movie can be analyzed such as setting, character, plot, conflict, and theme.

Using movies for learning English can be entertaining and motivating for learners with different proficiency levels by enhancing teaching techniques, resources, and curriculum, stimulating genuine communication, and providing variety, contemporaneity and authenticity that will help the learners pick up the language more spontaneously (Ruusunen, 2011). In its application, Chuen (2002) documented various creative ways in which movies facilitate language learning and stated the discussion of nonverbal cues in silent movies such as gestures, facial expressions, music and tone of the film enhances learners' metalinguistic awareness and cultural understanding of the differences of ethnic culture, religion, or class concept. As a medium, King (2002) stated that movies are valuable and rich resources for teaching because they present colloquial English in real-life contexts rather than artificial situations. Movies have also been reported to enhance language learning (Jalmav & Subekti, 2022; Tnomat et al., 2022).

The movie discussion is used to improve the integrated skills approach. This approach provides opportunities to develop several skills at the same time including English as main skills (listening, reading, speaking and writing) and associated skills (syntax, vocabulary, and so on) that have overlapping areas of competence contributing to making lessons more dynamic and engaging with different kinds of activities and interaction (H. D. Brown, 2001; Oxford, 2001).

In addition, Tuncay (2014) confirmed that integrated skills helped learners perform English authentically. The implementation of movies in learning English has been studied as well. Some studies, such as those of Seeger (2011), Ruusunen (2011), Ismaili (2013), and Kabooha (2016) exposed that using movies helped learners greatly and has been proven as a beneficial medium. They produced relatively similar findings. The results of studies by Rahmat (2017), and Indah (2018) showed that discussion could improve English learner's competence.

Referring to the importance of integrated skills and the unavailability of a model that facilitates the implementation of these skills along with previous relevant research, the researcher proposed to develop a teaching model named movie discussion club to improve freshmen's integrated skills in English in STBA JIA. The model developed is expected to be able to stimulate learners' integrated skills along with the use of media to encourage their motivation in discussion. In addition, it is expected to be helpful for lecturers and the campus to recognize the importance of integrated skills in the English learning and teaching process.

METHODS
Research design
According to Borg and Gall (1983), research and development is a type of study where the researchers try to develop and validate a particular educational product (p. 772). The steps of research and development based on Borg and Gall (1983) are as follows. 1) need analysis and reference study, 2) developing product, 3) preliminary field testing, 4) first revision, 5) expert validation, 6) second revision, and 7) final product (first version).

Participants
This research was conducted from October 2019 to August 2020 in STBA JIA located on Jl Cut Mutia No 16A, Margahayu, Bekasi, West Java. Since the product developed is a teaching model, it is more suitable to implement the model in a club, not a class. Previously, the idea of a course focusing on integrated skills has been declined by the department thus a club defined as a group of students studying topics relevant to the field of study conducted as additional formal learning in the classroom (Suratna, 2011) was chosen for this research. The more flexible schedule and the smaller number of participants or learners are the other reasons to use a club as the research setting. The subject of the research is freshmen of Academic Year 2019/2020 or 2019 intake from the English Department in STBA JIA which are from Morning A class, Morning B class, Shift A class, and Shift B class. The participants were 18 (eighteen) learners consisting of (4) four male learners and 14 (fourteen) female learners. The learners are those who voluntarily join the club initiated by the researcher. These learners have a great interest in both watching movies and discussing reviews and articles related to movies. Further in this research, the subject is identified as the learners.

Data analysis
Referring to ten steps of the procedure of R&D by Borg and Gall (1983) started with research and information collection, planning, development of a preliminary form of the product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, until designating and implementation. The researcher initially planned to conduct preliminary field testing in the odd semester and main field testing in the even semester, but because of COVID-19 pandemic started in March 2020, the main field testing failed to be carried out. To meet the situation and purpose of the research,

Gustiani (2019) said that it is allowed to make some modifications to Borg and Gall's model. Therefore, the procedure is modified to seven stages namely need analysis and reference study, developing a product, preliminary field testing, first revision, expert validation, second revision, and final product.

In this research, the data were obtained from three steps in the procedure of product development, namely need analysis, preliminary field testing, and expert validation. The result of the need analysis was used to design and develop the teaching model. Moreover, the result of data taken from preliminary field testing was used to analyze and observe the implementation of the product developed in a small group. The last data were taken from expert validation to be used as a reference to revise the product into a second version of the final product.

To obtain the data above, the researcher used several instruments, such as interviews, observation and questionnaires. Each instrument was collected to develop the product, to revise the product after preliminary field testing, and to revise the product after expert validation. The interview covers two main points: target needs and product needs. The first point refers to Lowe (2009) who suggested seven aspects namely target situation analysis, present situation analysis, lack analysis, learning needs analysis, constraints analysis, pedagogic needs analysis, and wants analysis. Yet, the researcher decided to use five aspects only covering the target situation, wants, learning needs, present situation, and constraints analysis. Moreover, the second point called product needs covers aspects of content and setting. These two aspects refer to six elements of the teaching model proposed by Joyce et al. (2014). Further, in preliminary field testing, the researcher used observation as an instrument to collect the data. The observation sheet contains four components namely physical, human, interactional, and program setting. On the other hand, the questionnaire applied the components of an expert validation evaluation sheet focusing on six elements of the teaching model that were divided into two main points named content and setting.

In analyzing the results of the interview, the researcher used descriptive analysis to explain the data obtained from the interview by applying four stages, they are generating natural units of meaning, classifying the units of meaning, structuring the narratives to describe the interview contents, and interpreting the interview data (Cohen, 2007). In addition, the results of the observation and questionnaire were gathered and analyzed to represent the respondents' opinions, comments, and suggestions. The results of the questionnaire are calculated by using the Likert-scale using the formula of mean score converted to four categories namely Poor ($1.0 < X \leq 1.74$), Fair ($1.75 < X \leq 2.49$), Good ($2.5 < X \leq 3.24$), and Very Good ($3.25 < X \leq 4.0$). The result of the conversion was then used as a guide to revise the teaching model, the implementation of the model, and the other development needed.

FINDINGS AND DISCUSSION
Need Analysis
In analyzing the learners, the researcher designed the questions including target situation analysis, wants analysis, learning needs analysis, present situation analysis, and constraints analysis.

Table 1. Result of Need Analysis (Learners)

Target Needs Aspect	Question	Answer
Target situation analysis	The main goal of learning English	S1: "My goal is to be good at speaking." S2: "My goal is that I can communicate well in English." S3: "My goal is to use English well in daily life." S4: "My goal is to be good in all skills and be able to use English fluently."
Wants analysis	Reason for learning English	S1: "Because I want to communicate well in English. And I want to learn the culture, too." S2: "I want to pursue a career related to English." S3: "I want to be able to communicate with native speakers easily."
Learning needs analysis	Kind of activity preferred	S1: "reading – explaining – discussion." S2: "Listening to the explanation then discussing together. S3: "Practice in speaking"
	Media preferred	S1: "Videos, like movies or films." S2: "Movies and songs" S3: "Films"
Present situation analysis	Competence in English	S1: "A beginner" S2: "I think beginner" S3: "beginner"
Constraints analysis	Difficulty in learning English	S1: "How to communicate fluently" S2: "Grammar is too difficult" S3: "I don't have enough vocabulary to express myself." S4: "How English words are pronounced"
Product Needs		
Focus	Central intent	S1: "If this club exists, I want to be good in all skills" S2: "I want to learn in a fun way through this club" S3: "My goal is to communicate fluently"
Syntax	Model structure and model sequence	S1: "…analyzing characters" S2: "Discussing moral message in movie lines" S3: "Retelling the story to practice speaking"
Principle of reaction	Teacher's reaction to learner's response	S1: "I hope the teacher is friendly, not harsh when the students make mistakes" S2: "…give compliments a lot" S3: "Correcting wrong answers nicely…"
Social system	Role of a student and a teacher	S1: "Working together as partners" S2: "The teacher is a role model to be followed by the student" S3: "I hope teachers can guide the students. And students must be active as well."
Support system	Media	S1: "For discussion, videos and books, or articles." S2: "newest movies and reviews" S3: "Watching videos together and discussion"
Application context	Environment	S1: "A fun club after the class" S2: "Study group to practice" S3: "A group that has a fun discussion"

Not only analyzing the needs of the learners, the researcher also interviewed policymakers to obtain information on target situation analysis, constraints analysis, and learning needs analysis proposed by Lowe (2009). Related to target situation analysis, the researcher aimed to find out the learners' target situation from the institution's point of view by questioning whether

the policymaker thought integrated skills in English were important or not. The policymaker agreed that integrated skills in English were important. The second question asked the reason why the policymakers agreed that integrated skills in English were important was given and the policymaker argued it allowed the learners to be able to practice all skills at once. Further, the researcher questioned how the learners would implement their competence of integrated skills in English. The policymaker mentioned discussion and presentation were two examples of the implementation. Constraint analysis was another aspect of knowing the gap between the learners' existing knowledge and the target situation from the policymaker's point of view. The policymaker explained that there was a lack of chance to practice English skills along with vocabulary and grammar. The last analysis related to learning needs had the purpose of knowing the learners' needs in learning integrated skills in English. The researcher asked what kind of teaching model the learners need so that this research could improve their skills. The policymaker suggested providing a chance to practice the skills and correct each other.

This result of need analysis from both learners and policymakers led the researcher to the conclusion that students need a forum to be able to practice their integrated skills. Due to the unavailability of integrated skills courses, a club outside the classroom is an option where the students are more flexible to discuss and choose topics to be discussed.

Developing Product

After conducting a need analysis and obtaining the information, the researcher started designing and developing the product. From the interview, it was obvious that the learners need a teaching model to practice integrated skills that cover essential elements to provide an appropriate chance of practising integrated skills in English. The fundamental elements of the teaching model are focus, syntax, principle of reaction, social system, support system, and application context. This step was conducted from November 1 until November 10, 2019.
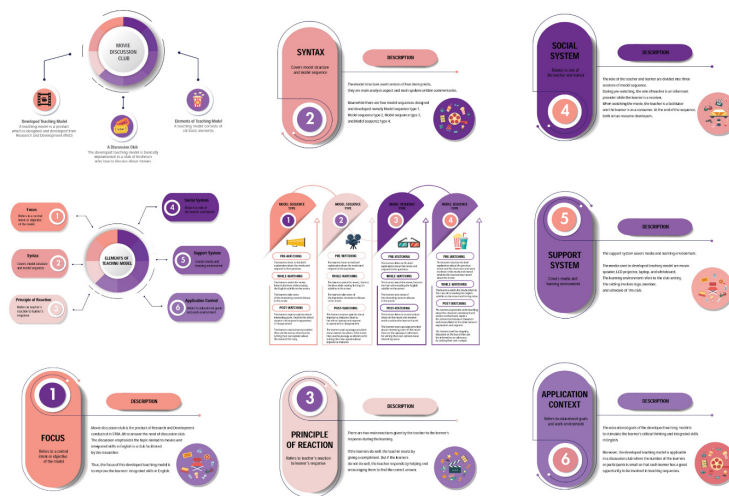

Figure 1. Infographic of Teaching Model

Focus

Joyce et al. (2014) mentioned focus refers to a central intent or objective of the model. As the result of the need analysis from learners and policymakers that showed the need to learn English skills including grammar and vocabulary, the researcher considered focusing on improv-

ing the learners' integrated skills in English.

Syntax

Syntax covers model structure and model sequence. Model structure refers to the description of the general activities in the model while model sequence refers to phases in the model. The model structure used consists of two main points namely the main analysis aspect and main spoken-written commentaries. The main analysis aspects are the aspects discussed in a teaching model. Since the teaching model is a movie discussion club, the analysis focuses on scenes, characters, storylines, culture, and the moral message of movies. Main spoken-written commentaries mean any commentaries used in the teaching model that can help the learners deliver their opinions, ideas, or thoughts. The main spoken-written commentaries of the movie discussion club are narration, description, argument, or review. Meanwhile, there are four model sequences designed and developed in this research namely Model Sequence Type 1, Model Sequence Type 2, Model Sequence Type 3, and Model Sequence Type 4. Three sessions conducted in every model sequence are ten minutes of pre-watching (introducing educational goals, brainstorming, and distributing worksheets), sixty to ninety minutes of while-watching (playing and analyzing the movie), and ten minutes of post-watching (completing worksheets, discussing the result of analysis, concluding points).

Principle of Reaction

The principle of reaction refers to the teacher's reaction to the learner's response. There are two main reactions given by the teacher to the learner's response during the learning. If the learners do well in terms of answering questions from the teacher or the other learners, delivering his or her ideas, or responding to the other learners' ideas, then the teacher gives a compliment. However, if the learners do not do well, the teacher encourages them to find the correct answer by giving questions as bait for them to shape their ideas or answers.

Social System

The social system relates to the role of the teacher and learner. Since the model sequence has three sessions, the role of the teacher and learner is divided into three types as well. During pre-watching, the role of the teacher is an informant provider while the learner is a receiver. This means that the teacher plays a role as a source of information related to the movie, the task, the activity, and the worksheet while the learner receives the information shared by the teacher. When watching the movie, the teacher plays the role of a facilitator and the learner is a consumer. In this session, the teacher facilitated the discussion flow, including questioning, supporting, pointing out specific ideas, confirming, and clarifying. The learners not only accept, process, and produce ideas, but also answer and share opinions. At the end of the sequence, both act as resource developers. As this session requires a conclusion of the discussion, both teacher and learner develop and highlight the ideas, answers, and opinions together to come up with some statements as conclusions.

Support System

The support system covers media and the learning environment. The media used in the developed teaching model are movies, speakers, LCD projectors, laptops, and whiteboards. Moreover, the learning environment refers to the club setting including the logo, membership, and schedule of the club appointment. Related to the movie, several genres can be chosen in the movie discussion club, such as science fiction, horror, thriller, action, and comedy. The movies

were selected based on their popularity or recommendation. The movie discussion club only played movies with English subtitles since it involved reading activities.

Application Context

Application context refers to educational goals and work environment. The educational goal of the developed teaching model is to stimulate the learner's critical thinking and integrated skills in English. Moreover, the developed teaching model is applicable in a discussion club where the number of learners or participants is small so that each learner has a great opportunity to be involved in the teaching and learning process.

Preliminary Field Testing

After developing the teaching model, it was necessary to prepare a detailed implementation. This step started on November 11, 2019, and finished on December 21, 2019. The essential points related to designing the club (designing the club logo and deciding the maximum number of members), recruiting the members (proposing the club to the learners, listing the names of the learners, and creating a WhatsApp group for the club members), planning the course outline (selecting the movies and references, creating worksheets, and preparing the observation sheet), and implementing the model (confirming the schedule of the club, preparing the room and media, conducting the movie discussion club, observing the implementation, and checking the attendance). Eighteen freshmen joined the club and attended the movie play once a week. The first movie played was Nosedive (2016) implementing Model Sequence Type 1. A week later Model Sequence Type 2 was implemented discussing the movie titled Ready Player One (2018). Next month, the third play, The Prodigy (2019) was discussed using Model Sequence Type 3. The fourth and fifth plays were conducted in the same month by watching Home (2015) and Doctor Sleep (2019) using Model Sequence Type 4 and a new type which has not been included in this research yet.

During the movie discussion club, the researcher was observing the implementation by taking notes on the observation sheet. Using the formula of mean score that was converted into data conversion, the result of observation showed that the implementation of the teaching model in the first meeting scored 2.33 (Poor). There were several technical problems with the LCD projector and the speaker. Thus, the movie play started at 3 pm and the discussion could not be done longer. Since that was their first time, the learners were so nervous and could not share their opinions well. Next meeting, the researcher confirmed the room, LCD projector, and speaker hours before the movie played. The learners were allowed to bring food and drinks into the room to make them feel more relaxed while watching the movie. The result of the observation in the second meeting was 3.17 (Good). The third meeting ran pretty well and scored 3.33 (Very Good). Some learners started to be active in the discussion yet most of them were quiet. Similar to the third meeting, the fourth meeting scored 3.33 (Very Good). Even if there was a minor problem with the speaker, the problem was solved immediately. The last meeting of preliminary field testing showed a better result which was 3.67 (Very Good). The teaching model was implemented well without technical problems but still, some learners were working on their confidence in sharing their ideas.

First Revision

From the observation, the researcher found some aspects that needed to be revised. The researcher revised the first draft in January 2020. The observation in preliminary field testing

examined physical, human, interactional and program settings. The first revision covers the principle of reaction, support system, and application context.

Related to the principle of reaction, the teaching model needs specific reactions given to the learners during the implementation. The specific reaction if the learners perform well is giving a thumbs up and asking the other learners to applaud. On the other hand, if the learners cannot participate well, the specific reaction from the teacher is helping him or her in sharing ideas. Another revision involves the preparation of the support system provided by the campus such as room and LCD projector. It is better to confirm if they are available and can be operated well to avoid technical problems during the movie play. Further, the researcher prepared her own devices such as a laptop and speaker to avoid similar problems in the future. The last revision is the application context referring to critical thinking as an educational goal. In stimulating the learners' critical thinking, there should be many questions asked to encourage them to participate. The teacher can mention names because some learners will share their ideas only if the teacher asks them to. By doing this continuously, it is expected that the learners will get used to thinking critically.

Expert Validation

Two experts answered a questionnaire to validate the teaching model developed. The first revision was attached to the questionnaire and then sent to the email of the expert validators. The expert validation was conducted in July 2020.

The result showed that the experts consider elements of focus and syntax as Very Good. Further, they scored application context as Very Good with a perfect score as they agreed that the teaching model stimulates learners' critical thinking and has a specific term of environment. Social and support systems are viewed as Good. The reason is that the experts agreed that the developed teaching model determines certain roles of the teacher and the learners in all pre-watching, while-watching, and post-watching sessions. Similar to this, they agreed that the media used are appropriate and varied. The teaching model is also considered to have a detailed learning environment that supports the implementation of the teaching model itself. One point that scored Poor is the principle of reaction where the experts think that a simple reaction of the teacher to the students' response is better.

Second Revision

Analyzing the result of the expert validation, the researcher revised the teaching model to obtain an improved model. Both expert validators considered the principle of reaction should be revised. The researcher decided to use the same reaction as in the first draft for the learners who did well and use the same reaction as in the first revision for learners who did not do well. The reason is that the expert validators considered that complimenting in words would be much better. Since preliminary field testing showed that complimenting by using words took some time, the revision in this part is by complimenting in brief phrases or sentences. All in all, the learners who do well will be complimented by words while the learners who do not will be encouraged to give proper responses.

Final Product

After a series of revisions, the teaching model named Movie Discussion Club was finalized. The detailed description and elements of the teaching model are presented in an infographic

guidebook. The guidebook also explains the additional details to help the teachers in implementing this product.

In developing the product, the researcher analyzed the needs of the learners by interviewing the learners and the policymakers. During the need analysis, the learners mentioned several skills they wanted to learn more. Among the skills, the researcher decided that focusing on integrated skills would be more effective. Using the learners' interest in movies, the researcher considered it was more urgent to facilitate the learners' needs by designing and developing a teaching model that covers the implementation of integrated skills learned through movies. The product has been made from the process of designing, developing, implementing, validating, and revising. At the end of the research, a guidebook was made to illustrate the teaching model developed.

CONCLUSION
From the research problems and research objectives, the researcher concluded two main points. Based on need analysis, there are two main needs namely target need and product need. The target needs include target situation analysis, wants analysis, learning needs analysis, present situation analysis, and constraints analysis. Furthermore, the product needs to cover content and setting. The target needs of the English freshmen in STBA JIA are improving integrated skills in English and implementing video in learning. As the product developed is a teaching model, the product needs to encompass the fundamental elements of the teaching model, which are focus, syntax, principle of reaction, social system, support system, and application context.

The teaching model that is appropriate for the English freshmen in STBA JIA is the Movie Discussion Club. It is a club that focuses on improving learners' integrated skills in English by using movies as the subject of discussion. The meeting, often called a movie play, is held weekly as a non-course.

Regarding the conclusion at the end of the research, several suggestions were proposed. Campus, as a stakeholder and policy maker, should support the learners and lecturers in improving the skills needed. The club's existence is essential since it can encourage weak learners and support strong learners. Further, a club can provide a more flexible schedule for the learners who want to join the club. Further, the researcher considers that the lecturers provide a chance for learning integrated skills in their courses. Since English skills are implemented in every English course, the lecturers can spare a session in their teaching for a discussion. A club with a different topic can be designed outside the course to enrich learners' integrated skills and critical thinking. Lastly, after designing and developing this research, it is suggested to develop a teaching model with a similar concept that is applicable in a classroom. Moreover, the teaching model focusing on integrated skills in English is recommended.

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ENGLISH PROFICIENCY OF LECTURERS AT A PRIVATE UNIVERSITY IN INDONESIA: TOEFL AND CEFR STANDARDS

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Abstract

In the globalization era, lecturers at a private university in Semarang must possess good English proficiency. Proficiency in English can be determined by the score achieved in TOEFL (Test of English as Foreign Language), which is classified based on the standard of CEFR (Common European Framework of Reference for Language). This study aims to identify the English proficiency of lecturers at a private university in Semarang and to determine the appropriate training model to enhance their English proficiency. The data for this article was collected through testing, which was conducted once for the lecturers at a private university in Semarang. The scores were then analyzed using descriptive quantitative methods. The analysis revealed that the level of proficiency in English for lecturers in undergraduate and diploma Nursing, undergraduate Midwifery, undergraduate Pharmacy and undergraduate Physiotherapy is A2 Elementary. Based on the analysis, the suitable training model for lecturers at a private university in Semarang includes listening skills, structure skills, and reading comprehension skills at the Elementary level.

Keywords: *English Proficiency, Lecturers, TOEFL, CEFR*

INTRODUCTION

It has been noted that one of the key factors that determine the quality of a university is the English language proficiency of its lecturers. If lecturers are proficient in English, it can greatly enhance their teaching abilities (Sosas, 2021). Language learners must master four key skills, which include speaking, listening, reading, and writing. The TOEFL test is considered one of the most appropriate ways to assess an individual's proficiency in all of these areas (Putri & Syarif, 2021).

TOEFL is an acronym for Test of English as a Foreign Language and it assesses an individual's English language proficiency in listening ability, understanding of grammar, and reading

comprehension (Fitria, 2021). As an academic, lecturers require TOEFL scores for various purposes, including lecturer certification, which mandates a minimum score requirement on the TOEFL certificate. Moreover, TOEFL scores that meet the requirements can be used to pursue higher studies for a lecturer. In general, lecturers who achieve a good TOEFL score demonstrate good English proficiency, which can help them publish their research or scientific work using English at an international level. Therefore, the English proficiency of a lecturer is crucial to their duties and responsibilities.

Health lecturers can improve their competitiveness by mastering the latest scientific developments in international journals written in English (Darma & Widiastuty, 2023). They can also create better learning materials based on research and participate in international seminars as presenters or speakers. Improving their English language skills to the maximum is essential to make the most of these opportunities.

It has been observed by researchers that lecturers at a private university in Semarang, Indonesia, tend to avoid using spoken English both in theory and practice during lectures. Instead of explaining the material in English, they prefer to move on to the next discussion in Indonesian. Furthermore, it was noted that the participation of lecturers as speakers in international seminars was very low. When lecturers act as moderators, they still rely on written texts in English, which can hinder the success of international seminar activities. The interactions between lecturers and foreign guests from outside institutions also appear to be stiff, leading to misunderstandings that may need to be repeated multiple times until both parties understand. Additionally, lecturers' participation in international journals is still minimal due to their hesitancy to write articles in English. Most lecturers still rely on Google Translate, resulting in a decrease in the quality of their writing due to language barriers. They are also reluctant to look for writing references from articles in international journals due to their lack of ability to understand English texts. Hence, researchers have conducted research to identify the English language skills of lecturers through the TOEFL test based on the CEFR standard.

It is important to explore the English language proficiency of lecturers at a private university in Semarang, using the CEFR standard as a benchmark. That is because CEFR has been emerging as a reference to assess language competence in the last two decades and the implementation of CEFR in Indonesia is still at infancy despite the potential (Subekti et al., 2023). To achieve this goal, the lecturers at a private university were given an offline TOEFL test, which was conducted simultaneously for all permanent lecturers who teach at a private university in Semarang. Based on the results, an appropriate training model can be developed to improve their English proficiency, which will positively impact the quality of the institution.

Listening Comprehension
The importance of listening cannot be overstated. It involves a range of activities such as understanding, reasoning, remembering, and responding. In listening activities, individuals are required to differentiate between word sounds, recognize words, identify grammatical groups of words, identify parts or whole utterances that function as an entire unit to derive meaning, use background knowledge and context to predict and confirm meaning, and remember important words and ideas conveyed

Listening is a vital skill that requires giving oral symbols your full attention, understanding,

appreciation, and interpretation. The goal is to obtain information, capture the content or message, and understand the meaning of the communication that the speaker has conveyed through speech or spoken language (Rahma et al., 2022). It is important to actively listen in order to fully comprehend what the speaker is saying and respond appropriately.

At a private university in Semarang, lecturers are expected to have a good grasp of listening skills in each sub-section of listening comprehension questions. Many lecturers find it challenging to develop their listening skills due to various difficulties and obstacles. One of the main problems is the requirement for concentration and focus, as these are crucial for retaining the information heard during the listening activity (Utomo et al., 2019). However, several external factors can significantly affect lecturers' ability to concentrate and focus, such as distractions from others who are not paying attention and unfavourable conditions in the classroom that make it difficult to understand the exposition texts.

Structure and Written Comprehension

Grammar is a set of rules that enables a person to construct sentences and convey meaning in a language (Sioco & De Vera, 2018). In English, grammar proficiency involves understanding nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, determiners, phrases, clauses, sentences, and tenses (Monny & Manurung, 2020). The TOEFL test's structure and written expression section assesses grammar mastery in two sub-sections: structure (sentence structure) and written expression (written English expression).

To excel in the structure sub-section, it is important to understand that the questions are incomplete sentences which need to be filled with parts following proper grammar. The sub-section consists of multiple-choice questions with four answer options.

In the written expression section, the correct answer is the part that does not match the grammar in a sentence for each number. To get the correct answer, one's grammatical error analysis skills will be tested. Error analysis involves identifying, classifying, and explaining errors made by someone in writing or speaking (Kharmilah & Narius, 2019; Subekti, 2017, 2018). The aim of error analysis is to determine the level of understanding of language structures, language learning models, and the difficulties encountered while learning a language. For lecturers at a private university in Semarang, mastering these parts is crucial to performing well in the structure and written comprehension questions.

Reading Comprehension

Reading is a crucial language skill that plays an essential role in our daily lives. It involves recognizing and comprehending the meaning contained in written language, with the aim of obtaining information or messages that the author intends to convey (Oclarit & Casinillo, 2021). Reading is indeed a process that we use to obtain messages conveyed through words or written language (Fahrozy, 2023). To fully understand the meaning of a text, it is important to consider the context in which it was written (Nasucha, 2018). This context may include personal experiences, socio-cultural backgrounds, and scientific knowledge. In fact, socio-cultural and scientific contexts are often the most common ones encountered when reading TOEFL texts.

When it comes to TOEFL reading comprehension questions, the most common type of reading is silent reading. The focus of TOEFL reading comprehension questions is on comprehension,

critical reading, speed reading, and language analysis. Comprehension reading is used to understand the content of the reading in detail, while speed reading is used to identify the main idea of the reading in the shortest possible time (Smith et al., 2021). Language analysis reading is used to examine the language rules of the reading, such as capitalization, punctuation, affixation, homonyms, idioms, sentence patterns, proverbs, word derivation, and language styles (Haq, 2019).

Common European Framework of Reference for Language (CEFR)
CEFR, which stands for the Common European Framework of Reference for Languages, is a widely accepted standard used to describe language proficiency (Kamil, 2023, Subekti et al., 2023). The CEFR framework is used across the globe to ascertain an individual's language skills. One of the most common ways to measure English proficiency levels based on the CEFR standard is through TOEFL scores. The following table provides an overview of the different English proficiency levels, as classified by the CEFR standard, based on TOEFL scores. The CEFR, along with other frameworks such as the ACTFL, CLB, and ILR, is a tool that can help to gauge language proficiency.

Table 1. English Proficiency Level Based on TOEFL with CEFR Standards

Level	Minimum Score	Listening Comprehension	Structure and Written Expression	Reading Comprehension
C1 - Advanced	627	64	64	63
B2 - Upper-Intermediate	543	54	53	56
B1 - Intermediate	460	47	43	48
A2 - Elementary	337	38	32	31

Although it was designed specifically for European languages, the CEFR is now being used as a global standard for language abilities (Arifudin & Maryo, 2021). It is not associated with any particular language test, but many standardized language tests do offer CEFR-level equivalents. It is interesting to note that the CEFR is not limited to a particular test but rather a set of can-do statements that describe the various functions that can be performed in a foreign language at different levels of proficiency.

METHODS
To gather the necessary data, the researcher used a testing technique. Specifically, a TOEFL test was designed as an instrument to collect the data. Furthermore, the collected data was analyzed using the quantitative descriptive method. The quantitative method involves research based on the philosophy of positivism to examine specific populations or samples, utilizing random sampling with data collection using instruments and statistical data analysis (Afandi & Nashiroh, 2020). Descriptive research is research that attempts to solve existing problems based on data by presenting, analyzing, and interpreting it . The quantitative descriptive research method uses quantitative descriptive analysis techniques to convert the research data into a description of numbers that are easy to understand (Jayusman et al., 2020).
The data collected from TOEFL test scores were analyzed and grouped based on the study programs offered at a private university in Semarang. To classify the English proficiency level

of lecturers, the CEFR standard was used, and the average score was taken into account. The classification data was presented in a table format to make the average TOEFL score achievement and overall English proficiency level of lecturers in each study program easily visible. Moreover, the level of English proficiency based on TOEFL scores in listening, structure, and reading comprehension was also displayed in tabular form for each study program and as a whole. The objective of describing this data is to identify the English proficiency level of lecturers at a private university in Semarang and determine an appropriate training model to improve their English language skills.

FINDINGS AND DISCUSSION

The TOEFL is a comprehensive test that evaluates an individual's proficiency in listening comprehension, grammar (structure and written expression), and reading comprehension (Badu, 2020). The test comprises a specific number of questions in each category, and there is a designated time to complete each section. The table below displays the number of questions in each category and the time allotted to complete them.

Table 2. Structure of Questions and Duration of TOEFL

Skill	Sub-Part	Number	Duration (minutes)
Listening Comprehension	Part A	30	
	Part B	8	35
	Part C	12	
Structure & Written Comprehension	Structure	15	25
	Written Expression	25	
Reading Comprehension	Reading	50	55
Total		140	115

All questions in each section of the test are in the form of multiple choice with options ranging from A to D. The answering process involves the lecturers directly and the use of a computer application in the CBT lab at a private university in Semarang. The answers are then automatically saved in the application for processing and analysis. It is important to note that the TOEFL scores are not displayed immediately after the test is completed. Instead, they are processed and analyzed first before being made available to the test-takers.

The lecturers who took the TOEFL test at a private university in Semarang came from different study programs within the institution. Specifically, there were 19 participants from the S1 Nursing study program, 7 from the S1 Midwifery program, 8 from the S1 Pharmacy program, 4 from the S1 Physiotherapy program, and 7 from the D3 Nursing program. The implementation of the TOEFL test went smoothly without any technical problems, ensuring an orderly process for all the participants.

At a private university in Semarang, Indonesia, the average TOEFL score of lecturers from different study programs is displayed in Table 3.

Table 3. The Average TOEFL Score of the Lecturers

Study Program	Average Score	CEFR	Level
S1 Nursing	418	A2	Elementary
S1 Midwifery	394	A2	Elementary
S1 Pharmacy	439	A2	Elementary
S1 Physiotherapy	374	A2	Elementary
D3 Nursing	369	A2	Elementary

Based on the data in Table 3, it was found that lecturers from the S1 Pharmacy study program had the highest average TOEFL score, while those from the D3 Nursing study program had the lowest average TOEFL score. The difference in the average TOEFL score between each study program was close. The overall average TOEFL score for each study program was at the A2 Elementary level. This suggests that lecturers in all study programs at a private university in Semarang have a basic understanding of English. They can understand speech on simple topics and in familiar situations. However, their knowledge of grammar is limited to simple sentences consisting of subject, predicate, and object. When it comes to understanding reading texts, all lecturers at a private university in Semarang can comprehend the explicit meaning of the texts and identify simple pronouns. Therefore, their English proficiency is at a basic level.

The scores achieved by all lecturers at a private university in Semarang in each section of the TOEFL test were analyzed by the author. The average score achievement in the Listening comprehension section attained by all lecturers from different study programs at a private university in Semarang is presented in Table 4.

Table 4. The Average TOEFL Score of the Lecturers

Study Program	Average Score	CEFR	Level
S1 Nursing	41	A2	Elementary
S1 Midwifery	38	A2	Elementary
S1 Pharmacy	44	A2	Elementary
S1 Physiotherapy	38	A2	Elementary
D3 Nursing	41	A2	Elementary

Based on the information provided in Table 4, it can be inferred that the listening skills of lecturers from various study programs at a private university in Semarang are at the A2 Elementary level. This indicates that all lecturers from different study programs at a private university in Semarang can comprehend the main topic of a conversation with ease. However, they have a limited vocabulary and may need repetition of the spoken words to understand the context. It was also found that the lecturers need help with the implicit context of speech. Nevertheless, they have the ability to distinguish personal pronouns used in speech to understand the speaker's position.

Then, the result of the average score achievement in the Structure & Written Comprehension section attained by all lecturers from different study programs at a private university in Semarang is analyzed. The table presents the data clearly and indicates the overall performance of the lecturers in this section.

Table 5. The Average TOEFL Score of the Lecturers in Structure and Written Comprehension

Study Program	Average Score	CEFR	Level
S1 Nursing	39	A2	Elementary
S1 Midwifery	39	A2	Elementary
S1 Pharmacy	43	B1	Intermediate
S1 Physiotherapy	39	A2	Elementary
D3 Nursing	38	A2	Elementary

It appears that based on the data presented in Table 5, lecturers in the S1 Pharmacy program at a private university in Semarang have better grammar skills compared to their counterparts in other study programs. The lecturers in the S1 Pharmacy program have a B1 Intermediate level of grammatical ability, which means they have a good grasp of passive sentences and can identify verbs that require objects. Additionally, they have a good understanding of compound sentences with various connectors like before, if, and others. They can also quickly determine the subject's position and predicate in a sentence. Meanwhile, lecturers in the S1 Nursing, S1 Midwifery, S1 Physiotherapy, and D3 Nursing programs show a simpler understanding of grammar at the A2 Elementary level. At this level, they can recognize the form of sentences with simple tenses, understand the difference between singular and plural objects, and use the form of comparison more than simply in a sentence.

All lecturers from various study programs at a private university in Semarang achieved different scores in the Reading Comprehension section. The table below shows their average score achievement.

Table 6. The Average TOEFL Score of the Lecturers in Reading Comprehension

Study Program	Average Score	CEFR	Level
S1 Nursing	45	A2	Elementary
S1 Midwifery	40	A2	Elementary
S1 Pharmacy	45	A2	Elementary
S1 Physiotherapy	38	A2	Elementary
D3 Nursing	34	A2	Elementary

Based on the information presented in Table 6, it appears that lecturers in S1 Nursing and S1 Pharmacy programs performed the best in the Reading Comprehension section, with the highest average score. On the other hand, lecturers in the D3 Nursing program obtained the lowest average score in the same section. Overall, it seems that the reading comprehension ability of lecturers at a private university in Semarang is at the A2 Elementary level. This means that they can grasp the main idea of a reading text by focusing on keywords that are frequently used throughout the text. Additionally, they can locate the information they need by using the provided aids. Furthermore, lecturers at a private university in Semarang are capable of understanding substitute words that refer to people or objects mentioned in the reading text.

At a private university in Semarang, the TOEFL scores of every lecturer from several study

programs are presented in the Table 7.

Table 7. Result of the TOEFL Test of the Lecturers

Study Program	TOEFL Score	CEFR	Level
S1 Nursing 1	487	B1	Intermediate
S1 Nursing 2	460	B1	Intermediate
S1 Nursing 3	457	A2	Elementary
S1 Nursing 4	457	A2	Elementary
S1 Nursing 5	457	A2	Elementary
S1 Nursing 6	453	A2	Elementary
S1 Nursing 7	450	A2	Elementary
S1 Nursing 8	450	A2	Elementary
S1 Nursing 9	450	A2	Elementary
S1 Nursing 10	417	A2	Elementary
S1 Nursing 11	410	A2	Elementary
S1 Nursing 12	403	A2	Elementary
S1 Nursing 13	397	A2	Elementary
S1 Nursing 14	387	A2	Elementary
S1 Nursing 15	377	A2	Elementary
S1 Nursing 16	370	A2	Elementary
S1 Nursing 17	363	A2	Elementary
S1 Nursing 18	353	A2	Elementary
S1 Nursing 19	343	A2	Elementary
S1 Midwifery 1	457	A2	Elementary
S1 Midwifery 2	453	A2	Elementary
S1 Midwifery 3	450	A2	Elementary
S1 Midwifery 4	410	A2	Elementary
S1 Midwifery 5	347	A2	Elementary
S1 Midwifery 6	330	A2	Elementary
S1 Midwifery 7	310	A2	Elementary
D3 Nursing 1	453	A2	Elementary
D3 Nursing 2	390	A2	Elementary
Study Program	**TOEFL Score**	**CEFR**	**Level**
D3 Nursing 3	367	A2	Elementary
D3 Nursing 4	360	A2	Elementary
D3 Nursing 5	350	A2	Elementary
D3 Nursing 6	347	A2	Elementary
D3 Nursing 7	320	A2	Elementary
S1 Pharmacy 1	503	B1	Intermediate
S1 Pharmacy 2	373	A2	Elementary
S1 Pharmacy 3	453	A2	Elementary
S1 Pharmacy 4	457	A2	Elementary
S1 Pharmacy 5	413	A2	Elementary
S1 Pharmacy 6	450	A2	Elementary

S1 Pharmacy 7	407	A2	Elementary
S1 Pharmacy 8	453	A2	Elementary
S1 Physiotherapy 1	360	A2	Elementary
S1 Physiotherapy 2	397	A2	Elementary
S1 Physiotherapy 3	383	A2	Elementary
S1 Physiotherapy 4	357	A2	Elementary

According to Table 7 data, it seems that three lecturers, two from S1 Nursing and one from S1 Pharmacy, achieved TOEFL scores at the B1 Intermediate level. Additionally, these three lecturers exhibited better English understanding skills than other lecturers from different study programs who scored at the A2 Elementary level. This highlights a notable gap in the English proficiency level of most lecturers at a private university in Semarang.

Based on TOEFL scores, the lecturers at a private university in Semarang are categorized according to their English proficiency levels in accordance with the CEFR standard. The table below shows the percentage distribution of these levels.

Table 8. Percentage of English Proficiency Level Based on CEFR

CEFR	Level	Number of Lecturers	Percentage
B1	Intermediate	3	6,6 %
A2	Elementary	42	93,4 %

There is a significant discrepancy between the percentage of lecturers who have English proficiency levels at the B1 Intermediate level, which is only 6.6%, and those who have English proficiency levels at the A2 Elementary level, which is 93.4%, according to the data presented in Table 8.

It appears that the lecturers at a private university in Semarang need assistance in understanding verbal utterances in English, as their listening skills are low. The reason for this is their limited use of spoken English both inside and outside the classroom. To improve their skills, it is recommended that lecturers maximize their use of English in daily interactions and respond to spoken English utterances more frequently. Additionally, continuous training can be provided to help build the habit of speaking English orally, especially during international seminars held annually at a private university in Semarang. Through intensive training, it is expected that the lecturers will improve their English listening skills.

It seems that the grammar skills of the lecturers at a private university in Semarang are at a basic level. The lecturers lack confidence in writing using good and proper grammar in English, which is due to their limited understanding of the structure and grammar in English. As a result, they feel hesitant to participate in publishing their articles in international journals. Intensive training can help the lecturers build their understanding of English structures from the basic level onwards, which is necessary for their professional growth

It seems that lecturers at a private university in Semarang are facing a challenge when it comes to reading texts in English. This can hinder their ability to improve their competencies by read-

ing textbooks and articles in international journals, which are usually in English. The lack of understanding of English grammar and structure also affects their comprehension of the text as a whole. To overcome this hurdle, the lecturers at a private university in Semarang need to work on increasing their vocabulary both academically and non-academically. They could start by incorporating medical terms into their teaching and practice during lectures as a way to build their awareness and further improve their reading skills.

As per the TOEFL results obtained by lecturers at a private university in Semarang, it has been observed that their English language skills are below average. This is a matter of concern as good English language skills are crucial for the quality of lecturers at a private university in Semarang. With good English language skills, lecturers can improve their writing abilities and produce articles in English to be published in international journals. Additionally, good oral English skills can boost the confidence of lecturers to participate as speakers or presenters in international seminars, which can have a positive impact on advancing the institution as a whole. Therefore, it is recommended that the lecturers undergo training to improve their listening, grammar, and text-reading skills to enhance their scores in the next TOEFL test and significantly improve their English language skills.

CONCLUSION

Based on the TOEFL scores achieved, it has been found that the English proficiency level of lecturers at a private university in Semarang is still at the primary level (A2 Elementary) according to the CEFR standard. The lecturers' skills in Listening Comprehension, Structure and Written Comprehension, and Reading Comprehension are also at the primary level. Out of the 45 lecturers who took the TOEFL test, only three scored better at the B1 Intermediate level, while the rest scored at the primary level, A2 Elementary. As a result, the training given to lecturers at a private university in Semarang must be simple and easy to understand to strengthen their English language skills at the primary level. The existing English proficiency training should be held regularly to provide opportunities for the lecturers to practice their English skills continuously. The lecturers must focus on strengthening their basic listening skills, grammar skills, and the ability to understand reading texts. The English proficiency training should also provide a lot of practice questions with a manageable level of difficulty to build the foundation of English proficiency (Meltareza et al., 2022).

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LANGUAGE DILEMMAS IN THE EFL CLASS: HISTORICAL AND POLITICAL FACTORS

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Abstract

This research explains the complex and many-sided landscape of English language teaching (ELT) and how historical and political contexts influence it. By acknowledging the deep roots of ELT, this research highlights the importance of understanding the challenges and opportunities faced in teaching and learning English in various contexts. The authors conducted extensive library research to gather data and insights into the complexities of language learning in the EFL context, providing valuable solutions for addressing these challenges. Moreover, the article offers a historical review of the Dutch occupation of Indonesia and how it impacted education and English language teaching in the region. By exploring the historical context, the article highlights the significance of acknowledging the past and its influence on present-day ELT practices.

Keywords: *EFL, language dilemmas, historical review, political factor*

INTRODUCTION

In the past, second language teaching and learning was primarily focused on individual psychological processes, and the L2 classroom was commonly viewed as an isolated environment where individual learners gathered to communicate. Little attention was paid to the broader social and political contexts of learning (Johnston, 2003). Scholars and policymakers have discussed innovative teaching methods to prevent early school leaving and prepare future adults for adverse social contexts (Ainley, 2011). However, in recent decades, the field has come to recognize the significance of political and historical contexts in English language teaching, as well as their potential impact on classroom practices. As a result, there has been greater emphasis on understanding the possible implications of the spread of English and ELT worldwide for individuals and communities. This includes examining language policies, power dynamics, and cultural influences shaping language teaching and learning. It is essential to comprehend the

phenomenon of learning regulation, which includes specific mental models of learning, learning orientations, cognitive processing, and metacognitive regulation strategies (Vermunt, 1996). By taking a more comprehensive approach to language education, the field is better equipped to address the complex and multifaceted nature of language learning in today's globalized world. It is important to remember that the terms "political" and "historical" create some difficulties, even though some language teachers may not identify as political and may not see the language classroom as a forum for discussing political matters. In their profession, ELT professionals are not independent beings. Many variables, including expectations, laws, institutional standards, and the availability of resources and societal goals, have an impact on them. As they navigate and carry out their responsibilities, it is critical to understand how these variables affect how they do their job. It has underlined the connection between language classroom activities and broader social and political dynamics (Tollefson, 1995). Thus, to provide an attractive and effective learning environment, it is necessary to consider the possible effects of these influences on language instruction and learning and carefully navigate them.

English language teaching (ELT) is not just a mere pedagogical activity but rather a complex and inherently political process (Johnston, 2003). There are many different political aspects that affect how English is taught and developed, and these factors change based on the situation. These variables include the institutions' and individuals' rules and beliefs toward the process. Therefore, the goals and purposes of ELT vary depending on these factors (Kennedy, 2010). Against this backdrop, this paper sheds light on the language dilemma faced in EFL classes, specifically in Indonesia, by examining the historical and political factors that influence the teaching and learning of English in this context.

There are complex political issues to consider in the field of English Language Teaching (ELT). It's remarkable to observe the limited attention that has been given to the connection between language teaching and the study of education (Stern, 1983). Similarly, Pennycook (1990) notes the peculiar isolation of second language education from educational theory. He suggests that since language serves as both the content and medium in the L2 classroom, language teaching theory has often focused inwardly, becoming excessively preoccupied with the internal aspects of language and language learning at the neglect of other concerns. Concurrently, Crookes (2003) proposes that acknowledging the wider philosophical underpinnings of applied linguistic theory will assist educators in formulating their own practical 'philosophies of teaching.

Alderson (2009), for instance, highlights that numerous institutions (and governments!) have vested interests in advocating the teaching and utilization of English. We now shift our focus to these aspects, which are explicitly political and potentially problematic, in the dissemination of English and ELT. These involve the argument over classroom management, the worldviews, and beliefs that shape various approaches to teaching languages, the choices made about what should be taught in L2 (second language) curricula, and the type of English that should be taught in a world that is changing quickly. In order to make things deeper, a critical analysis of the objectives, goals, and possible maintaining roles of language testing is also included. It is clear that ELT is more than just a technical practice; it has profound political and historical foundations essential to comprehend the potential and difficulties related to teaching and learning English in many situations.

Previous studies have examined the language dilemmas faced when teaching English in a class-

room setting (Ding et al., 2021; Selvarajan, 2023). However, no previous investigations have been carried out on language dilemmas related to historical/political factors. Therefore, the researchers conducting this study aimed to explore the language dilemmas arising from historical and political factors.

METHODS

In conducting this study, researchers chose to use library research as their primary method of data collection, drawing mainly from prior studies (Firman, 2022). The library technique involves thoroughly searching for and locating relevant materials associated with the research topic. These materials include journals, scientific articles, theses, dissertations, papers, and other published works that have already been written. The results of this study were carefully analyzed, grouped according to the study's objective and formulation of the research problem, and then used to develop and enhance their states about the historical and political influences on the linguistic problems in the EFL class. After that, the researchers' thorough analysis of the data gathered through library research allowed them to establish a comprehensive understanding of the complexities of language learning in the EFL context. It provided valuable insights into potential solutions for addressing these challenges.

FINDINGS AND DISCUSSION
Historical review

The role of education in the colonization of Indonesia by the Dutch cannot be overstated. Throughout their 350-year reign over the country, the Dutch authorities showed a strong reluctance to educate the local population. This policy contrasted with the British in their colonial territories, who actively encouraged education for the masses. As a result, most Indonesians were left uneducated, even at the primary level. The limited number of secondary schools that were accessible in the area were entirely attended to by children of Dutch ancestry, along with a small number of powerful local politicians. Due to their lack of access to the same opportunities for social status and education, the majority of people saw their current wide divide with the privileged few increase significantly. This lack of education profoundly impacted Indonesia's social, economic, and political development, and its effects can still be felt today. The education system in Indonesia faces some challenges that need to be addressed. Leadership plays a crucial role in the success or failure of the education system. Leaders who have adequate knowledge and expertise in regional autonomy can make effective decisions for the improvement of the education system. An uneven distribution of infrastructure throughout the country affects the quality of learning. The quality and quantity of educators is also a concern. In rural areas, there is a shortage of teachers, and they tend to be less qualified. Finding solutions to these problems is a collective responsibility of the country. Neglecting these issues could lead to further deterioration of the education system (Nasution, 2019).

During the colonial period, the government of the Dutch East Indies did not want to provide education to the native population. They feared that providing education to the locals would lead to resistance against the colonial government. As a result, the government rejected offers from the Netherlands and America to establish Christian missionary schools in Indonesia. Instead, the focus was on providing education primarily for Dutch children. Schools were set up in the late 19th century, and Dutch children were given better educational opportunities than in their home country. Children of Dutch descent could enter secondary education from 1860, while advanced education for Indonesian children was only provided in 1914 (Sumardi,

2023). The Indonesian people had limited access to education during the Dutch colonial period despite some schools teaching English as a foreign language. However, indigenous children had very few opportunities to attend these schools. In Indonesia, the implementation of Western-style primary schools occurred much later in 1907. It was only in 1914, when junior high schools were acknowledged, that English language instruction was introduced, according to the introduction of these schools. However, it was not until 1918 that senior high schools were established. These facts, sourced from Van der Veur & Lian (1969) and Dardjowidjojo (2003), provide a glimpse into the struggles faced by Indonesians in their quest for education during the Dutch colonial period.

Based on Tilaar's (1995) research, the literacy rate in Indonesia during the year 1930 was recorded at a relatively low figure of 6.4%. As of 1940, the number of senior high schools in the country was limited to a mere 37. The segment of the Indonesian population who enjoyed privileged status had the opportunity to get an education, which resulted in their proficiency in the Dutch language, and potentially, a limited command of English. Nevertheless, it is worth noting that English was not originally intended to serve as a means of communication, and the Dutch rulers displayed minimal inclination in offering educational opportunities to the indigenous population. The aforementioned policy exerted a significant influence on the nation's progress, since it hindered the acquisition of skills and information by the bulk of the populace.

The Indonesian population faced significant limitations in their educational opportunities during the period of World War II as a result of the Japanese government's prohibition on the acquisition of English language skills. Following the Japanese surrender, the Dutch tried to reinstate the pre-war educational curricula in Indonesia. According to Gregory (1964), the educational system experienced significant disruptions during the war and the subsequent four years of challenges. However, despite the challenging circumstances of the war, the younger generation exhibited unwavering determination and aspirations. Eventually, they recognized a favorable moment to assert their autonomy from Dutch governance on August 17, 1945, after engaging in a rapid yet violent armed confrontation necessary to thrive.

Indonesia's journey towards independence from Dutch colonial rule began on August 17, 1945. However, it was not until December 27, 1949, when the Dutch finally recognized Indonesia's sovereignty, that the country could focus on building a republic and addressing social and cultural issues, including education. The Indonesian government recognized the importance of teaching a foreign language, and in 1950, English was chosen over Dutch as the country's first foreign language due to its international status. This decision was part of a pattern of language policy choices made by newly independent states for multilingual societies., as noted by Dardjowidjojo (2003). It is worth noting that while Indonesia shares some similarities in its use of English with neighboring countries such as Malaysia, Singapore, and the Philippines, the country's unique history as a former Dutch colony means that it has not had the same foundation of English use in official or public life.

Since Indonesia's independence, the English language has had a major impact on the nation's culture. It has been widely embraced and applied in various aspects of society, such as politics, business, education, and the media. The reason for choosing English as the first foreign language is because it is the world's language of science and technology. Therefore, learning English is essential to keep up with the rapid development of science and technology in Indone-

sia (Dardjowidjojo, 2003). While a comprehensive sociological history of English in Indonesia would be ideal, time limits and the challenge of locating relevant sources prevent this from happening. It is important that English is now a crucial component of the Indonesian educational system. Learners must take the course, which is required in schools, and they should know the basics of the language they are studying. Completing English-language texts is a requirement for most school courses, making it unusual for students to finish their studies without fulfilling these criteria.

Furthermore, with the increasing globalization of business, English has become the preferred language of communication in many industries. Like example, business people in Indonesia find that management success ideas are often published in English, and it has become essential to have a good command of the language to stay competitive. As the global lingua franca, English is widely adopted by both native and non-native speakers as the primary mode of communication in the business world. This trend is particularly evident in multinational corporations and other international organizations where English serves as the common language for conducting business dealings and negotiations (Rao, 2019). In addition, the English language has become ubiquitous in the media landscape of Indonesia. It is common to find that the majority of printed and broadcasted materials are in English, and it is a language that is used to communicate with a wider audience. Even though it might not be possible to give a comprehensive social account of English in Indonesia, it is clear that the language has grown to be an important aspect of the country's culture and that its importance will only increase as commerce and communication become more globally interconnected.

Language dilemmas in historical/political factors

Politics and language are closely linked. Language brings people together, creating a shared sense of identity, nationality, and culture that can have a significant impact on government policies. The way that policies are developed and implemented at the state level can have a significant impact on the relationship between language and politics (May, 2013). The education system in Indonesia is heavily influenced by legislation, which involves many forms that can be quite confusing. To clarify the subject, in August 2000, the highest legislative body in the country, the People's Consultative Assembly (Majelis Permusyawaratan Rakyat or MPR), consisting of 700 members, established an official hierarchy of legislation. The purpose of this hierarchy is to outline the order of importance and applicability of the various forms of legislation affecting the education system. This step holds significant importance in ensuring the effective regulation of the education system and the establishment of well-defined laws governing it. The relevant legal instruments include the 1945 Constitution, MPR Resolution, Regulation by the Government replacing a Law, Government Regulation, Presidential Decree, and Regional Regulation.

The language policy of a country is designed to cater to the diverse linguistic needs of its citizens belonging to different communities and cultural backgrounds. It takes into account the existing language resources and examines the role of language in the social and cultural life of the nation. The policy formulates effective strategies to manage and enhance language resources and coordinates with relevant planning agencies to ensure their implementation. Finally, the language policy aims to promote linguistic diversity and inclusivity while fostering social harmony and national unity (Corson, 1990). Various other legislative mechanisms are employed in addition to legislation and ministerial decrees to regulate various aspects of society. These consist of Presidential Instructions, which set forth the policies and procedures that government

agencies must adhere to; Ministerial Decrees, which offer particular rules and guidelines for a range of industries, including labor, health, and education; and Circular Letters, which government departments issue to offer guidance on the application of policies (Tabalujan, 2002). The main forms of governance in education are laws and ministerial decrees, which establish guidelines for the operations of educational institutions such as schools.

The National Education System in Indonesia was initially addressed in Law 2 of 1989, marking the first legislation specifically dedicated to education. However, Komaria (1998) points out that Law number 4 of 1950, known as RI number 4 1950, does not mention the inclusion of English language alongside Indonesian and regional languages. This 1950 Law played a crucial role in establishing the framework for subsequent legislation concerning various levels of education, including kindergarten, primary, vocational secondary, and higher education. Its effectiveness persisted until the issuance of the 1989 Law on Education. During a conference of teacher trainers in 1955, Mr. Wachendorff, the inaugural head of the Central Inspectorate of English Language Instruction in the Ministry of Education, made a statement regarding the position of English in Indonesia. He mentioned that English could never be widely used in daily life in Indonesia or even be the second official language, as cited (Dardjowidjojo, 2003). However, he emphasized that English should be given priority as the first foreign language to be learned. This statement underscores the importance of English as a foreign language in Indonesia and highlights the country's focus on ensuring that its citizens have a strong foundation in the English language.

Law number 2 of 1989 on the National Education System establishes a comprehensive framework for the education system in Indonesia. The legislation delineates the overarching objectives of education on a national scale, encompassing the holistic development of individuals in areas such as spirituality, ethical accountability, aptitude, physical and mental well-being, self-reliance, and capacity to contribute to the advancement of the nation. In legal terms, a clear distinction is made between formal education within a school setting and education that takes place outside of the traditional school environment, commonly referred to as extramural education. Compulsory education in Indonesia encompasses a six-year duration of primary schooling, referred to as Sekolah Dasar (SD), followed by an additional three years of education at the Junior High School level, known as Sekolah Lanjutan Tingkat Pertama (STLP) (Fadjar, 2003)

Furthermore, it facilitates an additional three-year duration at Senior High School, which is widely regarded as the gateway to pursuing tertiary education. Higher education can be pursued at various institutions, including polytechnics, academies, institutes, and universities. The legal framework also encompasses the broad aspects pertaining to the eligibility criteria and responsibilities of educators. It recognizes the importance of well-qualified and competent teachers by specifying the qualifications that they must possess. It also outlines the duties of teachers, which include providing a conducive learning environment (Kurniawati & Kristianti, 2022) and promoting the development of students' intellectual, emotional, and social skills. One of the most significant aspects of the law is its emphasis on the importance of textbooks. The 1989 Law gives the government an essential say in school textbooks' writing and selection process. This provision ensures that the textbooks used in schools are of high quality and meet the educational needs of students. English is now a required subject at secondary level. Additionally, foreign languages can also be taught. This provision recognizes the importance of English as a global language and the need for Indonesian students to be proficient in it. The law also acknowledges

the value of learning other foreign languages, which can open up opportunities for students to engage with the wider world.

Several legal measures emphasize the importance of English education in Indonesia. As per the provisions delineated in the 1989 Law, particularly in Chapter IX, Section 39, Verse 3, it is explicitly stipulated that English is a compulsory component of the Basic Curriculum. This claim is supported by Government Regulation Number 28, 1990, which stipulates that English language instruction must be included in the curriculum starting from the first year of Junior High School. Additionally, schools have the option to include English education as early as the fourth year of Primary School. However, it is important to acknowledge that Government Regulation Number 27, which pertains to Kindergarten Education, does not specifically encompass English as an authorized subject for instruction. The issue of determining the optimal age for commencing English instruction has engendered a scholarly discourse within the field of education (Fadjar, 2003).

Nevertheless, English is currently being widely taught in various forms at the primary school level. According to Section 42, Verse 2 of Chapter XI of the 1989 Law on Education, the utilization of English as a medium of instruction is permissible under certain circumstances, specifically when it is deemed essential for the acquisition of knowledge in a specific academic discipline or vocational expertise. Improving students' reading skills has been the main goal of English education in Indonesia in order to facilitate their access to resources and information. But mandatory documents also offer a space for the development of other abilities. For instance, Ministerial Rules (Keputusan Menteri) of 1967 and 1994 prioritized reading in English. The overall order of priority was changed from reading, listening, writing, and speaking in 1967 to reading, listening, speaking, and writing in 1994 (Komaria, 1998). In conclusion, English education in Indonesia is legally required as part of the Basic Curriculum, and it can be taught as early as Primary Four. The law also allows for using English as a medium of instruction to develop knowledge of a particular skill or subject. Despite focusing on reading, other skills such as writing, listening, and speaking are also recognized and prioritized.

English as a foreign language (EFL)

Apart from being a language of communication, English is also taught as a subject to foster the students' cognitive, affective, and interpersonal abilities. The purpose of teaching English as a subject is to assist learners in gaining proficiency in other academic disciplines, as well as to enhance their English language proficiency. Additionally, the instruction of English aims to instill effective communication skills in learners, which will benefit them in various personal and professional contexts (Suherdi, 2012). Indonesia is a country that faces a linguistic challenge. While the official language of the country is Indonesian, which serves as a unifying force for the diverse population, English has become the language of international communication. The success of Indonesian as a national language has been achieved through a gradual development process, allowing it to meet the communication needs of modern society. However, the price paid for this success is that many Indonesians lack proficiency in English, which is an essential language for international business and diplomacy. Despite the challenges, the Indonesian government and private institutions are making significant efforts to improve English language education in schools and universities. Recognizing the importance of communicating effectively in a globalized world, English has been given a more significant role in the Indonesian education system. The government has implemented various programs to enhance the

teaching of English as a second language, including hiring more qualified English teachers, providing language training for existing teachers, and offering scholarships for Indonesian students to study abroad. Moreover, the Indonesian government has also established partnerships with international institutions to promote English language learning. These partnerships have resulted in the development of new curricula and teaching materials that incorporate modern teaching methods, such as online learning and interactive multimedia tools. As a result of these efforts, the number of Indonesians who are proficient in English is increasing, and the country is becoming more competitive in the global economy. Although English proficiency is still a challenge for many Indonesians, significant progress has been made to improve English language education in the country. With continued efforts and investments, Indonesia will be better equipped to communicate effectively with the global community, leading to increased economic opportunities and cultural exchange.

English is the official language in administrative and business settings in many countries, similar to the national language status in Singapore, Malaysia, and the Philippines. This circumstance advances several advantages to those who are proficient in English. However, in Indonesia, English is neither an official nor a second language. Although most of the population speaks the national language, there is a multilingual environment where many individuals also speak one or more local languages.

Indonesia has made significant steps in adopting Bahasa Indonesia as a national language, which has resulted in a large number of people using it for daily communication. However, when it comes to promoting English for international communication, the country has not been as successful. Clearly, this poses a limitation, indicating that although policies for the development of Indonesia have seen relative success, the same cannot be said for English (Dardjowidjojo, 1996; Dardjowidjojo, 2003b; Dardjowidjojo, 2003c).

As per Huda (2000), a factor hindering progress is the government's hesitancy to officially recognize it as a second language. Some believe that employing English as a medium of instruction might adversely affect Indonesia. The majority of the population still struggle with their inadequate knowledge of the language, which limits their ability to access academic articles and give presentations in English. This is a significant disadvantage for the country as a whole, as proficiency in English is essential for global communication and cooperation. Despite the potential benefits of being bilingual, English remains important as a global language of communication, the government has been hesitant to promote English proficiency. This lack of recognition has raised concerns that using English as a medium of instruction may have a negative impact on Indonesian learners. As a result, the quality of education in Indonesia has been hindered by the government's hesitancy to know English as a second language officially. This is a major factor hindering educational attainment in the country. It is crucial for the government to take steps towards promoting English proficiency as it can have a significant impact on the country's development. With the increasing importance of global communication and cooperation, it is imperative for Indonesia to ensure that its citizens have the necessary skills and knowledge to participate in the global community.

CONCLUSION

This paper delves into the intricate and multifaceted realm of teaching English as a second language (ESL). This research highlights how political and historical circumstances shape this

field. Understanding the challenges and opportunities of teaching and learning English in diverse contexts is crucial, and this study delves into the deep roots of ESL to emphasize this point. To accumulate insights into the complexities of language acquisition within the EFL context, the authors conducted rigorous library research and presented effective solutions for addressing these challenges. Moreover, this article offers a comprehensive historical overview of the impact of Dutch colonization on Indonesia's education system and English language teaching practices. By examining the historical context, the article underscores the importance of acknowledging the past and its influence on contemporary ESL practices.

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ESP STUDENTS' SELF-REFLECTION ON ENGLISH SPEAKING ANXIETY: AN INVESTIGATION ON GENDER'S PERSPECTIVES

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Abstract

Speaking in a foreign language becomes a challenge for many students, including ESP students. In ESP class, the students learn English for specific context related to the professional fields. Thus, having anxiety in the English class could affect their future performance in their future job. The current study seeks for insight on identifying speaking anxiety awareness among ESP students through self-reflection. The students are required to describe on of the tourist attraction in front of the class and have a self-reflection on their performance. With the total of 15 male and 15 female students, the study employed a qualitative study with case study design. Classroom observation, questionnaires, and interview were conducted to obtained the data. Data triangulation was conducted by comparing the findings in various data collection process. To analyze the data, qualitative data analysis process was conducted through data condensation, data display, and conclusion drawing. The result of the current study showed that the male students tend to have speaking anxiety than the female students. Based on the male students' perceptions, pronunciation difficulty, lack of grammar comprehension, lack of vocabulary mastery, and lack of confidence become the cause of the speaking anxiety, while the female students have lack of practice, nervousness, and pronunciation difficulty as the problem. Thus, it is suggested the English lecturer to provide more practice on language system, such as grammar, vocabulary, and pronunciation to shape students' comprehensibility on English. Also, the ESP students need to have extensive speaking practice to boost their confidence in speaking in front of the class.

Keywords: *ESP; gender; self-reflection; speaking anxiety*

INTRODUCTION

English as an international language spoken by professional. In the current globalization era,

most people in the world use English as a medium for communication (Suwartono, 2024). We cannot deny the fact that many technology tools and computerized or mobile application use English as its user language. In other words, it indicates that English has dominated most of daily needs on communication. Even, in current issue on professional industry, the capacity of English communication is seen as the level of professionalism in certain industries, i.e. tourism and business. Many companies even set certain level of English proficiency as the requirements in job application. Consequently, English is seen as a tool on achieving certain position and even could determine the financial success (Abdalgane, 2022).

To fulfil the needs of professional officers, vocational institutions are required to provide special needs in English. The lecturers need to focus on teaching the special terminologies, preferred words, and jargons used in a specific field (Salmani-nodoushan, 2020), which is called as English for Specific Purposes (ESP). Unlike academic English, in ESP, the students are not only demanded to learn the language system, such as grammar, vocabulary, and pronunciation, and language skills like speaking, listening, reading, and writing, but they also need to study the language context and language in use which could support their specialties (Ayuningtyas, 2020), i.e. handling check in, handling guest request, handling telephone, handling complaint, handling food order, etc. In ESP, the learning materials are set based on the scope of the work field taken (Bekteshi & Xhaferi, 2020), such as English for tourism, English for business, English for medical, English for engineer, etc. Moreover, the teaching and learning process in ESP is also different, in which emphasis more on speaking practice guided in a specific context. Therefore, different vocational institutions could provide varieties ESP for different majors.

In Indonesia, the students face challenges in learning ESP. As these students are native to Indonesian language, they still learn English as a foreign language. In prior observation, the English language is not commonly use in the community and the students have lack time and place to practice their language comprehension in daily praxis. Moreover, Indonesian language and English have different sentence structure which makes many students struggling in comprehending the English pattern. Then, the shift from academic English, that they have studied during their high school, also leads the students to face problem in acquiring new vocabularies. Different words and terminologies that they have used and applied in high school creates new barriers in practicing their English. Another common problem faced by students in learning English is speaking anxiety.

Speaking anxiety is a symptom commonly occurred when the students feel uncomfortable while speaking a foreign language (Akramy, 2020). Prior studies have identified some common behaviour appeared while students are having speaking anxiety, such as having a blank stare (Akramy, 2020), speaking in low voice (Anzanni & Dewi, 2022), or showing shyness and uncomforted gesture (Coppinger & Sheridan, 2022). Regarding the sources of the speaking anxiety, most of prior studies highlighted on the students' own perception. Pontillas and Talaue (2021) pointed the existence of prior problems during learning English or using English in speaking with limited communication skills could lead a student to have speaking anxiety. Different investigation result was also carried out by Miskam and Saidalvi (2018) who discovered that each students has their personal reasons of experiencing speaking anxiety, such as their belief, their negative perception toward their performance, their self-comparison to other students' performance, and, even, the lecturer's personality. Personal trait also plays an essential role on how the students perceive their performance and speaking anxiety (Bahrudin & Amir, 2018).

Beside of personal perception, other studies also unravel that students' English capacity also could lead the students to experience speaking anxiety, including their accent while speaking in foreign language (Coppinger & Sheridan, 2022) and their foreign language speaking fluency (Ayuni et al., 2021). Several anxiety studies in Indonesia also pointed out that Indonesian L2 learners of English experienced speaking anxiety and this could be attributed to fear of making mistakes (Andriani & Subekti, 2022; Glory & Subekti, 2021, 2022; Goram & Subekti, 2022), having strict teachers (Subekti, 2018), perceived lack of ability in pronunciation and peer comparison (Subekti et al., 2024).

Even though these are the common problems found in the classroom by the teacher or lecturer, in prior classroom observation, many ESP students did not recognize their own problems in learning English. Without any recognition on their learning problem, the ESP students could not realize their mistakes in using the target language or even their lack on speaking capacity. To help the ESP students recognize their learning problem, a self-reflection writing may be employed. Self-reflection writing is a writing activity conducted at the end of the meeting to reflect on personal learning progress. Through self-reflection, the students could share their perception toward the teaching and learning activity and express their feeling and emotion toward the learning process which they might not share it in spoken language, like Han and Md Yusof (2019) who found the reasons behind students' active participations in English class. They may also write any progress and mistakes that they have got through the learning process, e.g. reading problem (El-Badri & Abu-Baker, 2021), speaking problems (Jihan & Hendriwanto, 2021), listening problem (Rabbani & Sulistyaningrum, 2022), and writing problem (Widarni, 2023). By sharing the problems in learning with their teacher or lecturer, they could have further assistance to comprehend English capacity better.

Overviewing the negative impact of speaking anxiety toward ESP students' performance in speaking and the benefits of providing self-reflection writing activity in the classroom, the current study aimed at identifying the speaking anxiety awareness among the ESP students through self-reflection. The current study sought for problems faced by students as the negative impact of their speaking anxiety and investigated the possible causes leading the students to have speaking anxiety. Furthermore, gender-based problems identification was also conducted to gain deeper insight toward ESP students' speaking anxiety. That is because research suggested that gender could play a role in influencing individual differences (Subekti, 2022; Subekti et al., 2024). In line with the objectives of the study, the current study proposed two research questions:

1. How is the occurrence of speaking anxiety among the ESP students reflected on their self-reflection writing?
2. What are the causes of speaking anxiety among the ESP students based on their gender?

METHODS
Research design
The current investigation applied qualitative research with a snapshot case study design. This research design enables the study to limit the specific time period to identify multiple qualitative data through multiple data collection and data analysis techniques (Merriam & Tisdell, 2016). By employing different data collection, the study could identify the speaking anxiety among ESP students more in depth and comprehensive.

Participants

The participants of the current study are 30 students at the fourth semester of Tour and Travel Operation Study Program in Politeknik Negeri Bali. They were enrolled in English for Tour Operation subject, with the distribution of 15 males and 15 females. These students have earned the basic skill of communication in Tour and Travel Operation context, including providing information related to tourist object, explaining tour package, creating tour promotion, explaining tour transportation, explaining travel policy handling tour reservation, handling tour rescheduling, handling tour cancellation, and handling tour complaint. Thus, the students have learned some special English terminologies in Tour and Travel Operation.

Instrument

In the current study, three instruments were employed to support the data collection process. The first instrument used is observation sheet. This sheet is employed to record the information regarding the actual phenomenon occurred during the teaching and learning process. In the observation sheet, the researcher took a note on the ESP students' certain acts or facial expressions, such as confused expression or long stare, while they were describing the tourist attraction in front of the class. Afterward, the questionnaire survey is employed as the second instrument. This instrument is used to collect the data regarding students' perspective. On the questionnaire survey, personal data were omitted only gender identification is applied.

Furthermore, the questionnaire only consists of two questions; the first question is in a form of close-ended question, identifying the ESP students' realization on their speaking anxiety, and the second question is in a form of open-ended question, identifying the factors of their speaking anxieties. Then, the third instrument employed in the current study is an interview guide. This instrument is employed to gain some confirmation and clarification toward ESP students' responses in the questionnaire which is ambiguous or unclear. In the interview guide, semi-structured interview questions are embedded which could be flexible depending on the case of each unclear or ambiguous statement made by the ESP students.

Data collection

In this study, the data collection was conducted with three techniques. The first technique was classroom observation. During the classroom observation, an on-site observation was applied in which enabled the researcher to gain authentic view on the ESP students' performance. The classroom observation was conducted in two meetings and the researcher attended both meetings to record the authentic situation felt by the ESP students during speaking activity. During the classroom observation, the researcher observed the ESP students' certain acts or facial expressions, such as confused expression or long stare, while they were describing the tourist attraction in front of the class. These expressions were then recorded on the observation sheet. After the second meeting was finished, at the end of the class, a self-reflection questionnaire was distributed to the ESP students. The ESP students were required to fill the form for 10 minutes and did self-reflection based on their personal experience while describing tourist attraction. There were two questions embedded in the questionnaire, the ESP students' realization on their speaking anxiety and the factors of their speaking anxieties. These questions were constructed in Indonesian language to allow the ESP students expressing themselves. After collecting the questionnaire result, the researcher selected some ESP students to be invited to an interview to clarify some of unclear statements on the open-ended question. In the interview, Indonesian language was employed to make the ESP students answer the question accurately.

Data analysis

The data analysis was conducted after the data collection. The data analysis was employed in two stages. The first stage was triangulation. In the triangulation process, the data from the classroom observation, questionnaire, and interview were compared to gain a comprehensive raw data. After the data triangulation, the study continued the analysis with the qualitative data analysis model (Miles et al., 2014). This data analysis process included data condensation, data display, and conclusion drawing. A descriptive statistic was also employed to calculate the frequency of the ESP students' answers. After analyzing the data, further interpretation was also made created to conclude the current phenomenon and also supported with prior studies to create a comprehensive discussion.

FINDINGS AND DISCUSSION

Findings

The current study sought for insight on identifying speaking anxiety awareness among ESP students through self-reflection. The findings were gathered through classroom observation, questionnaire distribution, and interview. After the whole data were gathered, triangulated, analyzed, the current study identified two findings, including the speaking anxiety among ESP students and the causes of ESP students speaking anxiety based on gender.

Speaking Anxiety among ESP Students

Doing self-reflection could help the ESP students to recognize their weaknesses on English speaking. These ESP students have been aware of their current speaking anxiety. Based on the questionnaire, it was found that more than a half of the ESP students did not feel any speaking anxiety during describing the tourist attraction using English in front of the class (see Figure 1).
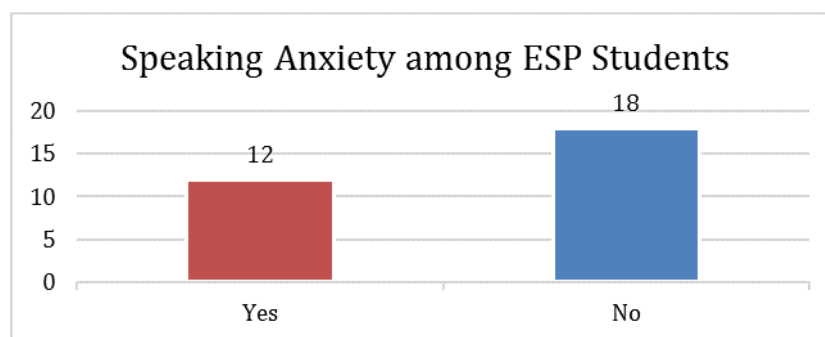

Figure 1. ESP Student's Speaking Anxiety (N=30)

Then, further identification was conducted to see the occurrences of the speaking anxiety among the ESP students based on gender. By unraveling the speaking anxiety among gender, it could help the English lecturer to address similar problem in the class and provide better solution for ESP students. From the analysis result, it was identified that male students tend to feel more anxious while describing the tourist attraction using English in front of the class (see Figure 2).
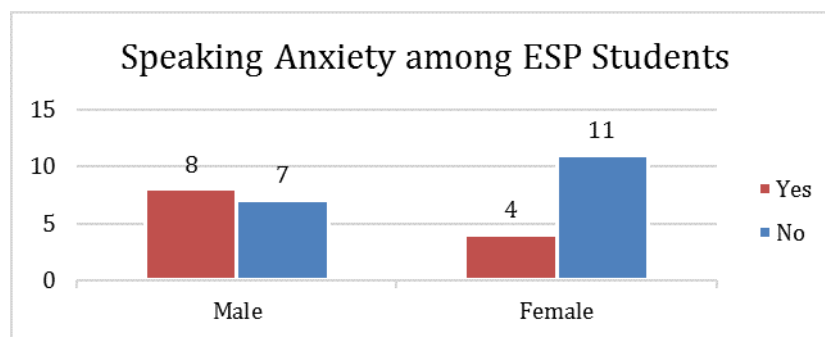
Figure 2. ESP Student's Speaking Anxiety Based on Gender (N=30)

Causes of ESP Students Speaking Anxiety

After identifying the speaking anxiety awareness among genders, the current study investigated the causes of ESP students speaking anxiety. Similarly, this investigation was also employed based on male and female students' perceptions. Based on the male ESP students' perceptions, pronunciation difficulty, lack of grammar comprehension, lack of vocabulary mastery, and lack of confidence become the cause of the speaking anxiety.

During the data collection, four students highlighted that he has a problem with his English pronunciation. Two of them admitted that having lack of proper pronunciation elevates his anxiety during speaking, whereas the other one admitted that lack of proper pronunciation made him nervous while speaking English. Then, another one also concerned on his pronunciation, but he has lack of vocabularies as well.

> *"There are several words that I felt difficult to pronounce and it made me worry before saying the words."* [M3]
> *"One and only, sir, the pronunciation. It made me tense while speaking. I am afraid to make mistakes but I must speak."* [M10]"
> *"Because many English words are difficult to pronounce. It made me nervous, sir. I am afraid that some of my friends laughed while I am speaking."* [M9]
> *"I got many words with difficult pronunciation. I want to change the words, but I don't know what to say, sir. So, I keep speaking, even though it is not right."* [M1]

On the other hand, another student admitted on having problems in English structure. The lack of grammar mastery led him to face challenges to speak fluently in front of the class.

> *"When I speak English, I always keep silent for few seconds to think about the structure of the sentence. I am afraid that I made mistake on grammar since I know that my grammar is Indonesian grammar, not English."* [M6]

Meanwhile, one student admitted that he has lack of vocabulary mastery and he did not know any similar-meaning words that he can use while speaking.

> *"Too many words in English that I don't know. I know the Indonesian language, but, when I translate it to English, I don't know what the correct word is. It makes me worry a lot. I am afraid that I get low grade."* [M11]

The rest of the male students admitted to have lack of confidence. One of these students pointed on his fluency problem, meanwhile the other one emphasized on the classroom situation leading him to feel nervous.

> *"I am not confident with my English, sir. I know that I am not good in English and not fluent in speaking. I am afraid that my friends will laugh at me."* [M8]
> *"I got nervous to speak in public sir. Probably, because I have lack of confidence and too many eyes looking at me, and it made me uncomfortable."* [M15]

On the other hand, the female ESP students have nervousness, lack of practice, and pronunciation difficulty as their causes of speaking anxiety. During the investigation, two female ESP students mentioned that nervousness became a burden during the speaking assignment. One of them admitted that she focused on memorizing the content of her oral presentation, but turned blank while standing in front of the class. Meanwhile, the other female student mentioned that she did not get used to speak in public and it made her nervous which triggered her anxiety.

> *"I was totally nervous, sir. It is too difficult to memorize the whole text that I have prepared before. While sitting on my chair, I can remember everything, but, when I was in front of the class, suddenly I got blank, sir. A lot of my friends look at me and it makes me nervous."* [F5]
> *"Maybe because I stand in front of many people. I am a person who gets nervous easily, sir. I did not use to speak in front of many people and it made me anxious, and sometimes I got panic attack. And, in the class before, I was totally speechless."* [F14]

Meanwhile, one female ESP student admitted that she had lack of practice due to the limited time and realized it gave further impact on her performance.

> *"Maybe because I am not fully mastering the material. I don't have many times to practice the speaking assignment. Maybe this is my mistake."* [F12]

Another female ESP student also mentioned that her lack of English capacity in pronouncing word made her worry and led to her anxiety. She also added that, with the bad pronunciation, she got fear of being laughed at by her peers.

> *"I felt my pronunciation is bad. Indonesian language and English' pronunciations are different and it makes me anxious. I am afraid that my friends will laugh at me."* [F8]

From the ESP students' perspectives, both genders have similar cause on pronunciation difficulty and lack of confidence. Meanwhile, other causes which is not similar include the lack of grammar comprehension, lack of vocabulary mastery, lack of practice, and nervousness. It indicates that each gender has different potential cause which leads them into having speaking anxiety.

Discussion

The speaking anxiety becomes a common problem by students who are not a native speak-

er. The non-native ESP students, especially, deal with two cases; they need to understand the English rules in general, including the language system, such as grammar, vocabulary, and pronunciation, and they are also required to study specific terminology and jargon for their professional field. In the current study, the focus of the identification is the speaking anxiety among ESP students viewed on their gender through self-reflection.

Doing self-reflection could help the ESP students to recognize their weaknesses on English speaking. In the current study, most of the students realized that they have lacks of capacity in grammar (M6), vocabulary (M11), and pronunciation (M3, M10, M9, M1, F8). Besides, they also admitted that they have problems on their speaking confidence (M8, M15, F5, F14) and having less time to practice their speaking (F12). Through self-reflection writing, the students could elaborate their problems in speaking English. It made them recognized their own mistakes while performing, and rose their awareness on their speaking anxiety. It is in line with what has been discovered by prior study. The students tend to share their personal experience in facing the problems in certain learning activity through self-reflection writing, e.g. reading problem (El-Badri & Abu-Baker, 2021), speaking problems (Jihan & Hendriwanto, 2021), listening problem (Rabbani & Sulistyaningrum, 2022), and writing problem (Widarni, 2023).

In general, 12 from 30 ESP students (40%) admitted having speaking anxiety during their performance in front of the class. The number of speaking anxiety occurrences in this study is less than other studies which identified that all students felt the speaking anxiety during oral presentation (Almira et al., 2018). The low number of speaking anxiety occurrences may happen since the topic is quite familiar for the students. If the students have background knowledge on the topic, they tend to formulate ideas better (Fathikasari et al., 2022) which leads them to have less anxiety while speaking and raise their confidence level (Mouhoubi-Messadh & Khaldi, 2022). Identifying on their gender perspective, it was identified that male students tend to feel more anxious while describing the tourist attraction using English in front of the class. This phenomenon may be caused of the level of shyness among the students. Prior study had identified that female students have lower level of shyness than the male students which lead to better confidence in speaking (Long et al., 2019). Even though male students have higher number of speaking anxiety, they did not show certain acts or facial expressions, such as confused expression or long stare, during their performance. This fact is also supported by prior investigation which found that male students tend to hide their anxiety and did not show it directly during their performance (Almira et al., 2018). Thus, with the help of self-reflection writing, the male ESP students could express their uncomfortable feeling during their oral presentation or speaking performance.

Taking into further investigation, the current study has also identified the causes of ESP students speaking anxiety. The male ESP students admitted that the pronunciation difficulty, lack of grammar comprehension, lack of vocabulary mastery, and lack of confidence become the cause of the speaking anxiety, while the female ESP students admitted that lack of practice, nervousness and pronunciation difficulty as their causes of speaking anxiety.

The students' comprehension on English becomes the common causes of speaking anxiety among the ESP students. These ESP students admitted that they realized the cause of their speaking anxiety include the pronunciation difficulty, lack of grammar comprehension, and lack of vocabulary mastery. Pronunciation difficulty occurred since the pronunciation of Indo-

nesian language and English is quite different. As pronunciation matter, the ESP students start to worry mispronouncing the word and boost their speaking anxiety. If the words are pronounced incorrectly, it will lead to confusion as different pronunciation could lead to different meaning (Muslem et al., 2019). Besides, having lack of proper pronunciation also makes the students worry of being laughed by their peers in the classroom. This uncomfortable situation raises their speaking anxiety level and influence their speaking performance in front of the class, i.e. fears of being ridiculed and laughed at by their peers in the classroom (Mouhoubi-Messadh & Khaldi, 2022). Prior study also confirmed that accent and pronunciation differences could elevate students' speaking anxiety level as they feel embarrassed on pronunciation matter (Coppinger & Sheridan, 2022). Similar situation also occurred in prior studies which found that the uncomfortable feeling of being laughed by the peers makes the students overthink and leads them to experience speaking anxiety, i.e. in Arab (Alzamil, 2022) and Malaysia (Miskam & Saidalvi, 2018, 2019).

Similar to pronunciation difficulty, having lack of grammar mastery also makes the students speak unclearly during their performance. Without applying the proper grammar rule, the utterances may lead to misunderstanding between the students and the teacher (Muslem et al., 2019). This kind of situation was admitted influencing their speaking anxiety and makes them having pauses for several times to re-structure their utterances. This phenomenon is seen as a common tendency showed by non-native students who focus on grammar and structure more, rather than fluency (Akramy, 2020). It becomes their strategy to overcome any grammatical mistakes on their speaking, though raising their speaking anxiety.

Meanwhile, the lack of vocabulary mastery also becomes the cause of the speaking anxiety among the ESP students. During their performance, the ESP students admitted that they translate their utterances from Indonesian language to English and commonly, they got stuck as they could not find the proper word in the target language. The same method also occurred in prior study which identified that the students use translation technique in their speaking (Boustani, 2019). In fact, the words used in ESP class are slightly different since the ESP students are taught to use specialized terminologies related to their scope field (Salmani-nodoushan, 2020) and context related to professional communication (Irawan et al., 2018). With different terminology occurred, it may lead the students into confusion and tend to have problem in remembering the proper vocabulary (Mohtasham & Farnia, 2017). A similar case also occurred in a previous study which highlighted the correlation between vocabulary test result with foreign language speaking anxiety. In the study, high level of foreign language speaking anxiety results in low vocabulary test (Boustani, 2019). Therefore, vocabulary could contribute on students' speaking anxiety level (Batubara et al., 2022).

Other than the ESP students' comprehension on English, the psychological factors also influence their speaking anxiety. In this study, there are two causes of speaking anxiety related to the psychological factors, namely lack of confidence and nervousness. The lack of confidence among the ESP students influences their speaking anxiety during their performance. This phenomenon may be rooted from the low self-esteem as they admitted that they have low English comprehension, as what has been stated by the student. Similar phenomenon has also been identified in prior study which found that students with moderate and high speaking anxiety level perceived negatively on their English capacity and tend to admit in having low self-confidence level (Miskam & Saidalvi, 2018). The existence of negative perception and lack of

confidence is related to students' self-doubt on their English-speaking capacity (Mohtasham & Farnia, 2017) which leads them to feel anxious (Toubot et al., 2018). Another study also revealed that anxiety also occurred when a student has self-doubt on picking up the wrong word during the presentation (Wilang & Vo, 2018). Therefore, the students with lack confidence in themselves tend to suffer in speaking in front of the class (Mouhoubi-Messadh & Khaldi, 2022).

The second psychological factor influencing the speaking anxiety is nervousness. The ESP student admitted that the nervousness occurred when she stood in front of the class. The impact of nervousness makes her feel blank and brain freezes for a moment. This phenomenon occurred was also identified in another study which revealed that student's shyness level influences the nervousness level in English speaking (Al-Khotaba et al., 2019). This psychological matter leads the students to forget the content of their speaking and raise their anxiety level (Akramy, 2020). In another study, the nervousness occurred while speaking leads the students to confusion (Damayanti & Listyani, 2020). Another study also unraveled that symptom of nervousness during speaking could lead the students to feel they made more mistakes and perform weakly during their speaking performance (Elmenfi & Gaibani, 2016). Thus, having nervousness is not only raising the speaking anxiety level, but also give negative impact toward students' speaking performance.

Interestingly, lack of practice also becomes one of the causes of speaking anxiety unravel in this study. Independent practice is believed as an ultimate way to overcome the anxiety by the ESP student. The students could prepare the content of their speaking better and become more fluent in speaking by practicing in front of the mirror (Almira et al., 2018). It is in line with prior finding which mentions that having a proper practice could elevate students' preparation in speaking, making them be more prepared (Irawan et al., 2018) and more careful on their performance (Akramy, 2020). Having proper practice is also confirmed declining speaking anxiety level among students (Mohtasham & Farnia, 2017). In prior study, the students who have better preparation and practice tend to have low level on English speaking anxiety during their performance in the class ((Toubot et al., 2018). Therefore, ESP students should be encouraged to have better preparation and proper practice before having their speaking performance in front of the class.

CONCLUSION

Having a speaking anxiety may become a common problem for students who learn different language from their mother tongue. Many obstacles could be faced and it is the teacher's responsibility to help them overcome their challenges. Through self-reflection writing at the end of the class, the ESP students could elaborate their problems in speaking English ad realized the existence of speaking anxiety inside them. In the current study, it was found that twelve students recognized their speaking anxiety while eighteen did not. From the twelve students, it is dominated by the male with eight students while the female is four students. Different causes of these ESP students' speaking anxiety was also unraveled based on their gender. The male students tend to admit the causes of their speaking anxiety are pronunciation difficulty, lack of grammar comprehension, lack of vocabulary mastery, and lack of confidence, whereas the female students admitted only on nervousness, lack of practice, and pronunciation difficulty. It indicated that the self-reflection writing could help the students to recognize their learning problem. Regarding the findings, different causes of each gender found need different treatment from the English teacher to overcome their speaking anxiety. It is suggested to English teacher

to conduct self-reflection activity to raise students' awareness on their learning problem so that they could overcome the obstacles in getting better learning result.

In accomplishing the study, it is recognized that there are some limitations of the study. First, the current study only took a small scope of participants. A larger scope of research is necessary to be conducted to see the bigger impact of having self-refection writing in raising students' speaking anxiety awareness. Second, the study only took one field of ESP teaching and learning activity, which is English for tour operation. Different scope of ESP learning could lead to different results. Last, the current study took only one topic for the case study, which is describing tourist attraction. In describing tourist attraction, the students may find rare vocabularies or names of places which has different language from English or their mother tongue. Therefore, different learning topic may also influence the occurrences of speaking anxiety.

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