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JOURNAL OF ENGLISH LANGUAGE TEACHING  
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**Mailing Address**

**saga**

Journal of English Language Teaching and Applied Linguistics

English Language Education Department

Faculty of Education and Humanities

Universitas Kristen Duta Wacana (UKDW)

Jl. dr. Wahidin 5-25, Yogyakarta 55224

e-mail: [saga@staff.ukdw.ac.id](mailto:saga@staff.ukdw.ac.id)

website: <http://saga.ukdw.ac.id/index.php/SAGA>

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## ENGLISH LANGUAGE EDUCATION PROGRAM SECOND-YEAR STUDENTS' SPEAKING DIFFICULTIES IN AN ACADEMIC SPEAKING CLASS

Satya Monique Saragih<sup>1</sup>, Listyani<sup>2</sup>

<sup>1,2</sup>*Universitas Kristen Satya Wacana*

<sup>2</sup> listyani.listyani@uksw.edu

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### Abstract

Academic Speaking class is the last speaking class that students at an English Language Education Program (ELEP) have to take. However, to pass this class is not very easy because the students had to be able to speak in an academic context. Seeing this phenomenon, the researchers tried to identify the second-year students' difficulties in the Academic Speaking class, in a private university in Central Java. There are three research questions in this research, "What are ELEP second-year students' speaking difficulties in Academic Speaking class?", "What factors contribute to the speaking difficulties in Academic Speaking class?", and "What strategies do the Academic Speaking students employ to overcome the difficulties?". This research used both qualitative and quantitative approaches that took place at an ELEP and involved 38 participants from three Academic Speaking classes. The data were taken using questionnaires and interviews. This study acknowledged 8 difficulties in speaking English, difficulties in dealing with anxiety, over-using mother tongue, giving a spontaneous response, learning unfamiliar and strange accents, expressing ideas, finding the right lexicon, ordering the right grammatical patterns, and dealing with a competitive environment. Subsequently, the factors which contributed to the difficulties were students' lack of confidence and lack of vocabulary. The findings of the study are hoped to be advantageous for both students and teachers in the Academic Speaking class.

Keywords: Academic Speaking, speaking difficulties, factors, second-year students

## INTRODUCTION

In this modern era, English is still considered one of the most important languages to be mastered for communication. English is used as a tool for communication all around the world since English is set as an international language. Being able to speak English like a native speaker, especially when English is a foreign or second language in a country is everyone's dream. However, communicating in English is not easy. When we communicate, we also need to pay attention to the speaking features which are vocabulary, fluency, pronunciation, comprehension, and grammar to make the communication run well.

Nunan (1991) stated that for the majority of people, mastering speaking skills is the most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. This statement points out how important speaking skills are. Students need to have the ability to communicate smoothly to share their ideas, give information to other people, ask questions, and express their feelings. Therefore, students need to possess good speaking skills to be able to participate in the learning process. Even though speaking represents a necessary skill for students to master in an ELEP, based on our observation, some ELEP students are still struggling hard to perform their speaking ability in the Academic Speaking class. Students are required to speak at an advanced level, in an academic context. This study tried to find out what difficulties were faced by the second-year students of ELEP in a private university in Central Java.

Concerning the issues, the study was conducted to analyze ELEP second-year students' difficulties in the *Academic Speaking* class. There are three research questions addressed: "What are ELEP second-year students' speaking difficulties in the *Academic Speaking* class?", "What factors contribute to the speaking difficulties in the *Academic Speaking* class?", and "What strategies do the *Academic Speaking* students employ to overcome the difficulties?"

This study, hopefully, will be beneficial for students and teachers to understand the difficulties and the factors that affected the difficulties in speaking. For the students, perceiving their speaking problems in the Academic Speaking class and knowing what caused the problems would hopefully be helpful to eliminate the problems. In addition, they may find suitable learning strategies and speaking practices to improve their speaking performance. For the teachers, it could be advantageous as a reference to identify what are the issues that students suffered in the speaking class and to create speaking practices, materials, and activities that would improve students' speaking skills.

### **The Importance of Speaking**

One of the instruments that we can use to properly express our ideas, thoughts, and feelings is language. People cannot live without a language. Thus, a person needs to master at least one language and utilize the skill to understand the language aspects. Principally, every language has four skills: speaking, reading, writing, and listening. However, speaking is one of the most necessary skills to be mastered because people who understand a language are considered as the speakers of that language. Chaney (in Malihah, 2010) mentioned that speaking is the process of meaning building and sharing through the use of verbal and non-verbal symbols, in a variety of contexts. Merely knowing a language is not enough because there is no point knowing a lot about language if you cannot use it (Scrivener, 2005, p. 146). Therefore, English poses a massively significant role in life, especially in academic life for communication. Littlewood

(in Nuraini, 2016) stated that in communication, learners will be able to create an innovative system to convey meaning by combining different structures. Moreover, all people need speaking because they live at a time where the ability to speak English fluently has become a must, especially for those who want to proceed in certain fields of human efforts (Al-Sibai, 2004, in Al Hosni, 2014).

### **The Aspects of Speaking**

Mastering speaking skills means that we have to deal with all of the fundamental aspects of speaking. Therefore, being able to speak English fluently and accurately might be uneasy. Burkart (1998) stated that in speaking, speakers should use proper words with accurate pronunciation in the right sequence, also speaking covers areas of knowledge which are pronunciation, grammar, and vocabulary.

Pernanda (2009) in Harahap, Antoni, and Rasyidah (2015) mentioned that there were five aspects of speaking. The first is grammar. Brown, in Harahap et al (2015), stated that grammar is the rule by which we put together meaningful parts of a language to communicate messages. The second is vocabulary. Dash (2013), as cited by Harahap et al (2015), claimed that vocabulary skill involves word meaning recognition and guessing the meaning of unknown word structure and context. Number three is pronunciation. According to Taqiyuddin (2011), pronunciation is a way in which a language is spoken; the way a certain sound is produced. In other words, it is a particular way in which people pronounce the words with the right sounds.

### **Speaking Difficulties**

According to Zhang (2009), most English learners are not sufficient yet in communicating in English because speaking is discovered as the hardest skill to master. This supported Doris and Jessica (in Fitriani, Apriliaswati & Wardah, 2015) who stated that one main reason causing a low academic performance is language issues. Many people, especially learners are still struggling fiercely to perform this skill.

Leong and Ahmadi (2017) mentioned that not being able to show themselves because of their lack of motivation and not being able to remember anything they want to say are things that learners often complain about. Besides, learners' mother tongue still becomes one of the reasons for learners' troubles in performing a speaking skill. Karademir (2016) in his study stated that learners failed in increasing their speaking and losing their self-courage because they were afraid of being ignored by people around them. Furthermore, choosing the appropriate word choice also hinders learners from performing good English speaking skills.

Öztürk and Gürbüz (2014) stated that English learner's oral communication is immensely caused by a lack of vocabulary. However, Kumaravadivelu (2003) mentioned that a language will be produced best when the learner focuses on taking real action with language, comprehending saying, and when they are not focusing on the linguistic features.

### **Factors Affecting Speaking Difficulties**

Speaking is one of the most important and hardest skills to master. The issues that occur in learners' speaking performance must be caused by various factors. Yumniamatillah (2017) discovered that student's speaking problems and factors influence one another. In his study, seven factors that affecting first-year English Department students' speaking difficulties are lack of



vocabulary knowledge, lack of practice, the attention of the audience, environment, accent and mother tongue, different spelling, and lack of motivation

Besides, Chang (2010), revealed that some problems that affected learners in their English learning were gained from laziness of the learners and parents who do not support them enough, low school proficiency.

### **Relevant Studies**

Some studies have examined speaking difficulties faced by English Department first-year students. For example, Yumniamatillah (2017) examined three English Education Department of UMY's students of 2016 class year's difficulties in speaking English and factors that caused the difficulties. The result displayed some difficulties that the first-year students faced were pronouncing English words, lack of vocabulary mastery, low self-confidence, and difficulties in grammar use. A lack of vocabulary knowledge, lack of practice, the attention of the audience, environment, accent, and mother tongue, different spelling, and lack of motivation cause those difficulties. This study reported that one factor caused several difficulties, or a difficulty can be affected by some factors.

The next study was conducted by Dewi (2013). She tried to find out what communication strategies were used by first-year students of the English Department of UKSW, in the Transactional Speaking class. Results indicated that the students used all kinds of communication strategies, avoidance, message abandonment, paraphrase, substitution, coining new words, code-switching, asking for clarification, non-verbal, non-verbal, and time-gaining strategies.

### **METHODS**

The methods used for this study are both qualitative and quantitative. The methods were selected based on the researchers' focus which was to receive in-depth opinions from the participants about ELEP second-year students' difficulties in speaking English and what factors caused the difficulties. The qualitative approach was effective for the researchers to explore the participants' attitudes and experiences through interviews. The quantitative study was used as a support for the main qualitative data. The quantitative data were in form of descriptive statistics.

One of the characteristics of the qualitative approach is its being naturalistic. Adib (2012) pointed out what is meant by naturalistic is that the researcher is being natural, focusing more on the natural situation and description. The naturalistic term expressed that the researchers focused on real issues that were being concerned and did not manipulate the condition. This approach also designed flexibility that was beneficial for the researchers because the situation can be understood in-depth.

### **Context of the Study**

The setting of this study was at an English Language Education Program (ELEP), of a Faculty of Language and Arts, in a private university in Central Java. The subjects of this study were 2018 students who took *Academic Speaking* class during September – December 2019. Therefore, the data collection was conducted from September – December 2019. The researchers chose the *Academic Speaking* class as purposive sampling. Purposive sampling helped the

researchers to get more details about the phenomenon and the process that the researchers focused on. Moreover, the *Academic Speaking* class was the only speaking class in ELEP that used drilling to improve students' speaking performance. It required students not only to speak and communicate in English in a daily conversation context but also to perform in English in an academic context. Therefore, examining students who took this class allowed the researchers to analyze students' experiences and testimonies related to the issues.

### **Participants**

The participants for the study were students from the class-year of 2018 who took Academic Speaking class in 2019. Yet, there were students from the senior batch who took the class at the time and were willing to fill in the questionnaire distributed and be interviewed. Therefore, the total participants of this study were 38 students from 3 *Academic Speaking* classes. The focus of the researchers was students who had the most difficulties in speaking English.

### **Data Collection Methods**

The data collection methods that are used by the researcher are as follows. First, it used questionnaires. Babbie (in Acharya, 2010) stated that a questionnaire is a collection of questions in a document and other suitable information that is designed to be asked and be examined. In this study, the researchers implemented a mix of open-ended and close-ended questionnaires. This type of questionnaire was beneficial for analyzing the participants' problems and identifying the reasons by answering the questions proposed. The questionnaire was the method used as the researcher's tool in selecting particular students to gain more information regarding the issues based on their answers. The researcher considered the participants' willingness to participate more deeply in the study by providing a consent form. The questionnaire that the researchers used was adapted from Verapornvanichkul (2011), in Phuangmanee (2016), with some modification by the researchers.

The second method was an interview. The researchers used interviews after analyzing all of the participants' questionnaire answers. The type of interview was a semi-structured interview. This type of interview allowed the researchers to explore and invited additional questions during the interview. Deeper information based on the students' answers was dug in this interview.

## **FINDINGS AND DISCUSSION**

This chapter displays the findings which were collected from the questionnaires in 3 *Academic Speaking* classes and interviews with 6 *Academic Speaking* class students about their speaking difficulties, the factors which contributed to their difficulties, and gain information about how they handled the difficulties.

### **Difficulties in Speaking English**

According to the result from the table above, there were 7 problems found related to Academic Speaking students' difficulties in performing their speaking skills that will be discussed.

#### ***1. Difficulties due to Anxiety***

The problem anxiety took up the top of the result based on students' results from questionnaires and interviews, there were 28 (15,76%) *Academic Speaking* students who struggled against

anxiety to speak English in class. In this case, the anxiety was expressed as the feeling of nervousness, worry, and panic when performing their English. One of the participants in his questionnaire's answer mentioned:

Excerpt 1:

*"I often feel that the material which I had to deliver disappeared when I was not confident or started to panic."*

(Student Z's questionnaire answer, November 26, 2019)

To gain more information, an interview was held and one of the interviewees pointed out:

Excerpt 2:

*"It was from me, when I speak in front of people... kind of... kind of nervous. So, if I already... already prepared, then get in front of people it has all disappeared."*

(Student S's interview statement, February 14, 2019).

English language learners as stated above often experience a 'mental block' to learn English because many times they seem uncertain and stressed in learning to speak English (Tanveer, 2017). Thus, students' anxiety was found as the biggest problem in speaking English. This issue has affected their performance in speaking because most of the time they would forget what to be said and delivered.

## ***2. Difficulties in Over-using Mother Tongue***

This issue was found less than the first one, as one of the problems which led the students to their low speaking skills. There were 27 (15,21%) *Academic Speaking* Students who had problems using their first language, Bahasa Indonesia in English speaking class. They felt more comfortable using the mother tongue to communicate in class. One of the participants who had this issue in a depth interview stated:

Excerpt 3:

*"Yes, I feel more comfortable in Bahasa Indonesia because my vocabulary is still poor compared to the other friends."*

(Student S. N.S's interview statement, March 24, 2019).

To explain more, Student S stated further:

Excerpt 4:

*"...maybe with friends we speak like usual, (referred to Bahasa Indonesia), but in group discussion and asked to speak English, I tried to speak English. Then, if I get asked by the lecturer, I also speak in English."*

(Student S's interview statement, March 24, 2019)

This result indicated that students felt more comfortable speaking in Bahasa Indonesia. Moreover, it was used only when it was needed. However, Littlewood & Yu (2011) in their study stated that permitting learners to use L1 must be avoided because it weakens learners' awareness and might give an impact on poor language habits and may impact the target language from the

first language as the outcome. Students' dependency on using their mother tongue decreased the intensity and was not helpful to expose their English speaking performance because they only spoke when they were in class and when they had to.

### **3. Difficulties in Giving Spontaneous Response**

The ability to give a good response to a speaker right away is very important, especially in a speaking activity. However, based on the result presented from the questionnaires and interviews, there were 17 (9,23%) out of 37 *Academic Speaking* students who had problems in giving a spontaneous response, especially when the speaker talked fast. There were many reasons why they experienced this issue, one of the participants from the questionnaire stated that:

Excerpt 5:

*“I struggle to give a spontaneous response to a speaker and struggle to control myself, it is more about a lack of confidence to talk in public.”*

(Student M's questionnaire answer, November 26, 2019).

Another reason that students faced is it was difficult to organize the words in the right structure in a very short time. The following is an explanation by one of the participants in the questionnaires:

Excerpt 6:

*“It is difficult to arrange the correct grammar because in speaking, it is done spontaneously, so there is no time to arrange.”*

(Student K's questionnaire answer, November 26, 2019).

However, in a speaking activity, it is very necessary for students to be able to master this skill. Widodo (2015) mentioned that learners in EFL speaking class should have the proper ability to convey linguistic resources and content understanding because it is necessary to remember that speaking is a difficult activity. Academic Speaking students' problems in giving spontaneous reactions mostly took place when they were not ready and failed to arrange a well-structured sentence.

### **4. Difficulties in Learning Unfamiliar and Strange Accents**

When the students were asked whether they had a problem responding to speakers with particular accents in the questionnaire and interview, the researcher found 25 (13,58%) out of 37 participants struggled with this issue. These students found it hard to understand people who had unfamiliar accents, especially in class. One of the participant in an interview said:

Excerpt 7:

*“For Indonesian people, I mostly can understand because the accent is quite similar to me when they speak English, but if the accent is from native speakers, especially when they talk faster and their vocabulary is hard, it is pretty difficult.”*

(Student Y's interview statement, January 27, 2020).

Dewaele and McCloskey (2014) conducted a study on the attitudes that 2035 multilinguals who had their own and others' Foreign Accent (FA). Data were collected through an on-line ques-

tionnaire. It was found that extraverted multilinguals, who were emotionally stable and tolerant of ambiguity, were significantly less bothered by the FA of others. More neurotic multilinguals were bothered by their own FA. Unexpectedly, participants who knew more languages to a higher level were more negative about the FA of others and their own.

### **5. Difficulties in Expressing Ideas**

Dewaele & McCloskey (2014) mentioned that unexpectedly, participants who knew more languages to a higher level were more negative about the FA of others and their own FA. However, participants who grew up in an ethnically diverse environment, who had lived abroad and who worked in an ethnically diverse environment were significantly more positive about FA.

Students' problems in expressing their ideas orally in English were also experienced by 22 (11,95%) out of 37 Academic Speaking students who suffered from this problem. From the data that the researcher found, two participants in the questionnaire indicated this problem.

Excerpt 8:

*"It is difficult to arrange words that will be spoken. I often find it difficult to speak my ideas in English."*

(Student N's questionnaire answer, November 26, 2019).

Similarly, another participant added:

Excerpt 9:

*"When I am asked to express an idea, I will become nervous and panic because I am confused about how to arrange the word."*

(Student H's questionnaire answer, November 26, 2019).

This problem has been found earlier by Mazdayasna (2012). In his study, he mentioned that during performing the target language, learners have a low chance of advancing the ability to arrange ideas coherently. The reason why students could not express their ideas may be caused by their inability to arrange the words that they want to say.

### **6. Difficulties in Finding the Right Lexicon**

Speaking English without mastering the vocabulary will only lead to confusion and a lack of fluency. Based on the result that the researchers found from questionnaires and interviews, there were 20 (10,86%) out of 37 Academic Speaking students struggling in vocabulary. In a more detailed interview, an interviewee pointed out this matter.

Excerpt 10:

*"The struggle to arrange the sentence is to find the vocabulary, actually. We know the vocabulary, but sometimes when we learn, when we speak English, the vocabulary which we have mastered, sometimes they do not come up when we speak."*

(Student Y's interview statement, January 27, translated by the researcher)

Rohmatillah (2014) explained that related to English vocabulary learning, the way it is pronounced, spelled, defined, and words used are different from the Indonesian form. Therefore,

some students strived to memorize the vocabularies they had and as a result, they failed to produce good English speaking performance.

### **7. Difficulties in Ordering the Right Grammatical Patterns**

Based on the result, there were 19 (10,55%) out of 37 *Academic Speaking* students who had issues speaking with the right grammar patterns. The following statements are the participants' explanation about their difficulties from the questionnaire:

Excerpt 11:

*“The difficulty that I have is to arrange the correct sentence with good grammar.”*

(Student Y's interview statement, January 27, 2020).

More participant pointed out:

Excerpt 12:

*“In my opinion, the biggest problem that I have is to arrange words with correct grammar structure and pronunciation of an unfamiliar word.”*

(Student E's questionnaire answer, November 26, 2019).

In support of this problem, Sayuri (2016) claimed that students are occasionally struggling to organize sentences in the right grammatical forms. A few English students are clueless about the grammatical rules when they speak English. In the case of speaking, arranging well grammatical patterns in making sentences turned out to be quite difficult for the students. This problem happens because they had to speak and focus on the grammar structure at once.

### **8. Difficulties in Dealing with Competitive Environment**

In speaking English, problems that happen may not just come from the internal factors, but also the external factors. One of the problems that students faced when they speak English in class was the environment. In this case, the environment referred to their classmates. According to the result from the questionnaire and interview, there were 22 (11,95%) out of 37 students who felt anxious to speak English when their friends were in the class. This could be proven by the result of an interview with one of the participant when asked about the effect of her classmates on her speaking performance:

Excerpt 13:

*“Actually I make preparations, sometimes I study too, but when I see people I kind of... like for example..hmm.. there is a question and others can answer spontaneously like ‘tes..tes..tes’. Then, I feel “why is it like this?”*

(Student P's interview statement, February 20, 2020).

Núñez (2018) stated that “the input that students receive in the learning area plays a very important role not only in the acquisition of the language but also in the development of their character, pupils need a context where they feel comfortable and passionate about studying continuously, a place that encourages them to keep forward with their process of learning.”. In line with this, it can be seen from the result above that students often felt that their friends are better. Moreover, they are also scared of their friends' responses when they speak English.



Table 1 summarizes the problems that Academic students experienced, arranged from the biggest participants to the fewest.

**Table 1. Student' Speaking Difficulties in Academic Speaking Class**

No	Students' Speaking Difficulties in Academic Speaking Class	Number Participants
1.	Difficulties in Dealing with Anxiety	29 (15,76%)
2.	Difficulties in Over-using Mother Tongue	28 (15,21%)
3.	Difficulties in Giving Spontaneous Response	17 (9,23%)
4.	Difficulties in Learning Unfamiliar and Strange Accents	25 (13,58%)
5.	Difficulties in Finding the Right Lexicon	20 (10,86%)
6.	Difficulties in Ordering the Right Grammatical Patterns	21 (11,41%)
7.	Difficulties in Dealing with Competitive Environment	22 (11,95%)
8.	Expressing Ideas	22 (11,95%)

### Factors that Caused Difficulties in Speaking English

The findings showed that 11 factors caused students' difficulties in speaking. However, due to the limited time and space, the researchers only focused to discuss two major factors that students mostly had.

#### 1. Lack of Confidence

The result from both questionnaires and interviews showed that students' low confidence was the most frequent factor in students' issues to speak English. There were 18 (34,61%) out of 37 students who were not confident to speak English in the *Academic Speaking* class. Moreover, this problem prevented them from performing good speaking skills.

However, some of the participants also admitted that their friends were one of the reasons why they had low confidence that created the problem in their speaking performance.

#### Excerpt 14:

*"Friends are the factor of my difficulty. If my friend can speak with me and understand my weakness, I will be confident to speak to them and they will also teach me."*

(Student N's questionnaire answer, November 26, 2019)

The problem was also found by Ni (2012) who stated that low-confidence students are usually found to be extremely fearful and timid, reluctant to express their opinions, and even unable to utter a complete meaningful sentence in class. It is relevant to the result which showed that students had not experienced their best speaking performance because they lacked confidence which was influenced by their nervous feelings and they lacked support from their friends.

#### 2. Lack of Vocabulary

The result also showed that students' lack of vocabulary was less than their lack of confidence. Based on the result, there are 14 (26,92%) out of 37 students who had limited vocabulary problems.

This is supported by Larsen-Freeman (2001) who stated that the main problems faced by students in practicing speaking are their poor vocabulary and grammar. Students are unable to provide ideas easily without both components. Looking back at the result, students were not

equipped with enough vocabularies and this was the factor that caused them to speak English better. Table 2 shows all the factors that caused the difficulties to students in speaking English.

**Table 2. Factors Causing Difficulties to Academic Speaking Class Students' in Speaking English**

Factors Cause Academic Speaking Class Students' in Speaking English	Number of Participants
Lack of confidence	18 (34,61%)
Lack of vocabulary	14 (26,92%)
Lack of grammar knowledge	4 (7,69%)
Lack of preparation	3 (5,76%)
Lack of the right pronunciation knowledge	3 (5,76%)
Lack of ideas	3 (5,76%)
Afraid of friends' responses	3 (5,76%)
Lack of fluency	1 (1,92%)
Difficult Language focus	1 (1,92%)
Bad mood	1 (1,92%)
Long class duration	1 (1,92%)

### How Students Handled the Difficulties in Speaking English

There were six strategies that the second-year *Academic Speaking* Class students used to overcome their speaking difficulties. The first strategy was practicing English speaking individually. A study conducted by Al-Eiadeh, Al. Sobh, Al-Zoubi & Al-Khasawneh (2016) showed that practice was the perfect approach that students must follow, to overcome their problems regarding speaking skill, this way took the top frequency, 11 students out of 20,(30.55%) mentioned that they have solutions through practice to overcome these problems. It helped students to be more prepared before they finally perform their English speaking skills.

Communicating with their friends became the second strategy. The impact of friends on students' performance in speaking has been useful to boost up their confidence and mood. This was also mentioned by Novitasari (2019) who stated that the existence of their cooperative friends and assistance from the tutor leveled up their confidence to speak. When students are surrounded by supportive and cooperative friends, they will perform a better speaking ability.

The third strategy was trying to gain self-control. There were 7 (16,27%) out 37 *Academic Speaking* students who fought their struggles in speaking English by giving positive suggestions to themselves and tried to relax to prevent being nervous. Gardner (1985) refers to motivation as a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language. Here, it is interesting that students could overcome the issue without someone else's help. They helped themselves by giving positive suggestions and fought the negative feelings to speak.

The fourth strategy was finding easier vocabulary. According to the questionnaire and interview results, there were 7 (16,27%) students out of 37 *Academic Speaking* students who used easier words when they failed to speak English fluently. Nation (2008, p.12) stated that "some words are commonly found in a certain area but rarely found in other areas". Vocabulary problems like this can happen quite often. When the speaker fails to understand the vocabulary, he/she



decides to find a similar vocabulary which has the same meaning. This was proven to help students and the speaker to understand and communicate better.

The last two strategies were using vocabulary from online dictionaries and switching to Bahasa Indonesia, the mother tongue. Table 3 below presents the data which researchers found from questionnaires and interviews.

**Table 3. How Students Handled the Difficulties in Speaking English**

How Students Handled the Difficulties in Speaking English	Number of Participants
Practicing English Speaking Individually	14 (32,55%)
Communicating with Their Friends	7 (16,27%)
Trying to Gain Self-control	7 (16,27%)
Finding Easier Vocabulary	7 (16,27%)
Using Vocabulary from Online Dictionaries	5 (11,62%)
Switching to Bahasa Indonesia	3 (6,97%)

## CONCLUSION

Based on the result from the findings, the problems that most students faced were dealing with anxiety, dependency on the mother tongue, being unable to give spontaneous responses, failure to understand unfamiliar and strange accents, struggle to express their ideas orally, difficulty to find the right lexicon, problem in ordering the right grammatical patterns, and dealing competitive environment. These problems were caused significantly by their lack of confidence and lack of vocabulary.

The researchers found that there were many strategies used by the students to handle their problems in speaking English. The strategies were practicing speaking English individually, finding help from their friends, gaining their self-control, and finding easier vocabulary when the speaker could not understand the meaning.

Since the questionnaire was distributed in Academic Speaking classes, not all second-year students could be involved, since not all 2018 students were taking the class. Moreover, not all of the students attended the class when the questionnaire through Google Forms was distributed. As a result, the researchers could not get responses from all the participants of the class because not all of the students filled the online questionnaire.

Future researchers who want to conduct similar or follow-up research should find more participants at a better time to distribute the questionnaire so that they can get the complete total of participants and get more data.

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## **O’SPEAK FOR ENGLISH PHONETIC AND PHONOLOGY CLASS: WHAT’S ON STUDENTS’ MIND?**

**Candradewi Wahyu Anggraeni<sup>1</sup>, Widya Ratna Kusumaningrum<sup>2</sup>, Rangga Asmara<sup>3</sup>**

<sup>1,2,3</sup>*Universitas Tidar, Magelang, Indonesia*

<sup>1</sup>*candradewi@untidar.ac.id*

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### **Abstract**

In the era of Education 5.0, mobile applications for the teaching-learning process are proliferating. The mobile application also exists in English Phonetics and Phonology Classes. Its name is O’Speak. The use of O’Speak in English Phonetic and Phonology Class derives from the idea of technological development in this digital era. Virtues and hurdles of using O’Speak come out in students’ viewpoints. Therefore, this study is conducted to know the students’ perceptions toward the use of O’Speak in English Phonetic and Phonology Classes. The research method used in this study is a case study that focuses on the phenomenon of O’Speak. English Phonetics and Phonology students are the participants in this study. The finding shows that the students have several overviews toward O’Speak, such as students’ concept of O’Speak, O’Speak designs, and O’Speak comments.

Keywords: hybrid learning; artificial intelligence, speaking; mobile application

### **INTRODUCTION**

The development of technology in the era of Education 5.0 contributes to the use of technology in the teaching and learning process. This notion proposes many ways in triggering teachers to find alternative media or mobile applications to teach or to know students’ skill development. Besides, the use of technology to support the learning process, or called hybrid learning, becomes a new trend in teaching and learning process. Rizal (2018, p. 195) views that “hybrid learning refers to the intentional use of networked information and communication technology in teaching and learning.” (Wijayanto & Siradj, 2017) mention that the use of technology in the education field in the form of graphics, charts, sounds, real-time video and audio, and electronic games is growing rapidly and can be more entertaining and enjoyable. In line with it, Liu (2019) proposes that the development of technology can be seen vividly from the electricity to computers to the Internet then to the World Wide Web.



In the teaching and learning process, the use of technology must be accompanied by the teachers' guidance and students' awareness that technology is a tool; it is not the main focus of the education. Olesen (2014) states that three technology domains consist of technology in use, technology strategy, and technology nature. Moreover, in applying technology in an educational setting, teachers and education stakeholders must acquire the concept of those technology domains so that there will be positive impacts of using technology in the education field, particularly in the teaching-learning process.

The varieties of application show the development of technology. It has a vital role in the students' learning environment. Fabre-Merchan et al. (2017, p.83) contend

*“ICT resources and the development of phonemic awareness become imperative to support students in order to enhance their English pronunciation and communicative skills. Technology helps teachers create learning conditions that promote phonemic awareness through real exposure and interaction with native English speakers and real English sounds.”*

The use of technology in the teaching-learning process needs to pay attention to the standard that ISTE (International Society for Technology in Education) has. The standard can be seen particularly for the students. As it is mentioned by Morgan (2020) who contends that ISTE has made seven standards for students and for teachers in coping with high-tech society, especially in the educational field. The seven standards for students to cover must be empowered learners, digital citizens, knowledge constructors, innovative designers, computational thinkers, creative communicators, and global collaborators. Furthermore, the seven standards for teachers to cover must be learner, leader, citizen, collaborator, designer, facilitator, and analyst. Moreover, Trust (2018, p.54) reveals

*“Technology can be a powerful tool for transforming learning. It can help affirm and advance relationships between educators and students reinvent our approaches to learning and collaboration, shrink longstanding equity and accessibility gaps, and adapt learning experiences to meet all learners' needs.”*

It cannot be avoided that technology plays an important role in supporting the teaching and learning process. Many applications exist to be used as learning media to improve students' English pronunciation and speaking or communicative skill. Instead of using a supporting application in the learning process, students need to acquire English phonetic and phonology materials.

Turkle (in Howery, 2018) reveals that students mostly use their smartphone or electronic devices and commonly engage in texting with their friends. Considering this situation, it is a good idea to use students' smartphones to support the hybrid learning process, particularly in English phonetic and phonology class that supports students' speaking proficiency. Cong-Lem (2018) adds that the use of technology in a second language or foreign language classroom can assist learners' speaking acquisition.

Furthermore, software is defined as data processing system in a computer or any other devices that performed any tasks (Cipta et al., 2016). Therefore, software functions as a command

translator for hard disk to perform any commands that are required by computer users. The rapid development of software is marked by four revolutionary eras: pioneer era, stable era, micro era, and modern era (Widodo, 2016). According to its types, software is categorized into two: system software and application software (Rahman & Alfaizi, 2014). A system software configures computer to receive basic commands that are given as input and covers a set of programs to facilitate other programs, for example MS-DOS, LINUX, UNIX, FREE BSD, SUN OS, WINDOWS, MACINTOSH, NOVELL, and others (Rahman & Alfaizi, 2014). Meanwhile, application software is used in any field that may help user to work more effectively and efficiently such as business and office applications, database applications, graphic design, antivirus and utility tools, development tools, communication applications (Rahman & Alfaizi, 2014). Therefore, software development may have a positive contribution in education as a means or media in the teaching and learning process.

Aldahdouh et al. (2015) and Aldahdouh et al. (2020) contend technology development with the wide spectrum and includes learning management systems, blogging tools, discussion forums, bookmarking sites, wikis, social networking sites, and devices cloud computing services, augmented reality, virtual reality, and robot technology. It can be inferred that many varieties of technology can be used as supporting teaching and learning tools. In conducting the teaching-learning process, it cannot be separated from the term of assessment.

In assessing students' skills, teachers need to explore students' needs in learning certain courses that may reflect the core of content and knowledge. Bachman and Palmer (in Bøhn, 2015) view that the aspects of language ability relate to the construction of language assessment in which they relate to content and topical knowledge. Huang et al. (2018) share the term of topical knowledge derives from the knowledge repertoire that the individuals produce and interpret a language. This notion matches the learning atmosphere in this study in which the teachers focus on the students' process in producing and interpreting language use.

The result of students' need might guide the teachers to decide the teaching media or mobile applications to be used in the teaching-learning process. One of the ways of using mobile applications is reflected in this study. This study focuses on using O' Speak in English Phonetic and Phonology class. O' Speak is an application developed by the writers. This application is applied to check students' speaking, especially in pronouncing English words. This study also has academic and practical importance in supporting English phonetic and phonology materials for teaching-learning process. This academic importance is to add variety in the concept of English phonetic and phonology theories; therefore, there will be many academic discussions about the materials. Besides, this study's practical importance is students can use this application easily and can check their speaking skill in the term of English phonetic and phonology.

Regarding the previous study, two studies show the use of technology to measure EFL learners' ability to pronounce English words (Hönig et al., 2012; Pellom, 2012). Pellom (2012) gave an overview of the use of Rosetta Stone ReFLEX that might recognize the user's utterances and detect the pronunciation errors. Rosetta Stone ReFLEX was featured with games and some speaking activities that run by one-on-one live human interaction. Not to mention, this application was advanced with 24 languages in the current version Rosetta Stone Version 4 TOTALE. Even though the application seems to persuade, Rosetta Stone ReFLEX wrote the algorithm and determined the scores based on the direct differences between Korean and English. This



study could be used only for Korean Learners of English and could not be widely used for other Non-Native English/Korean Speakers. The second related article that was done by Hönig et al. (2012) discusses C-AuDiT application as an automatic assessment tool to measure non-native prosodies such as annotation, modeling, and evaluation. In this study, they gathered the English utterances as uttered by different L1 backgrounds to see the distinctive rhythm and prosodic features. These quantitative data were analyzed with the regression procedures and resulted in a good result of C-AuDiT, but it is less applicable due to the cost expense.

Those previous studies contribute to general overviews for the writers to conduct this research. There are similarities and differences between this study and previous studies. The similarity is in this study's general topic, in which it focuses on the use of automated pronunciation evaluation tools for assessing non-native English pronunciation. The difference is the use of applications because this study uses O'Speak application in which it was developed by the writers (Kusumaningrum et al., 2020) by integrating Feuerstein's Mediated Learning Experience principles. O'Speak can be stated as one of Artificial Intelligence (AI) products in the educational field. The term AI is defined as a system that eases people to do something. Russel & Norvig (2012) proposes

*“Artificial intelligence determines the future of computer systems and became a part of daily life. Thus, both software and hardware innovations are introduced with increasing computer intelligence, and robots, smart homes, self-driving vehicles, and numerous software are included in daily life.”*

Moreover, speaking as one of the language skills also plays an essential role in helping the students to implement their communication skill. Burns (2019) proposes that the teaching and learning process of speaking are important aspects of education classroom for the media as classroom communication and a vital part of the learning outcomes. It indicates that teachers and students must collaborate to create an excellent learning atmosphere of speaking class by considering many aspects such as materials, students' needs, instructional method or media, etc. In addition, Hamad et al. (2019) view that there is a challenge for teachers to teach speaking skills in English as a foreign language context due to students' needs to struggle to learn the appropriate style of speaking. In addition, Albino (2017, p.1) proposes that “EFL learners' speaking fluency, therefore, needs to be the focus of attention in the EFL teaching contexts.” Speaking features need to be mastered by the students, especially in the term of correct pronunciation according to American and British standards. The correct pronunciation is the output of English phonetic and phonology materials. Furthermore, there are many ways to help students learn English phonetics and phonology, particularly in this era. Many applications are existed to support students' learning process.

Since this study used a new application in which it is developed by the writers (Kusumaningrum et al., 2020), its research problem is to investigate the students' perceptions toward the use of O'Speak in speaking assessment, especially in the component of English Phonetics and Phonology materials. The context of this study is in English as a Foreign Language classroom at a university. The unit of analysis in this study is the students' viewpoints toward O'Speak.

## METHODS

As the continuation of the prior study on the development of O'Speak (Kusumaningrum et al., 2020), this study explored the students' views and perceptions on the constructed O'Speak under a qualitative research design with a case study procedure (Gall, et al., 2003). This study was carried out in late November to December 2019. The study's context was in English as a foreign language country in which it focuses on an English Phonetic and Phonology classroom. The participants in this study were thirty-five (35) students of English Phonetic and Phonology class, due to the fact that they have already tried to use O'Speak in their class. The data collection procedures applied seven steps in which consist of identifying the case of study, exploring the aims of doing a case study, deciding the participants of study, deciding the instrument of data collection, collecting the data, analyzing and interpreting the data, and getting the results.

Furthermore, the instrument of data collection used was an open-ended questionnaire that was distributed in Google Form. The participants must complete the Google Form in a week. There were ten questions and statements that covered as follows.

**Table 1. Questions/Statements for Questionnaire**

Questions/Statements
1. What do you know about O'Speak?
2. O'Speak helps me to check pronunciation ability.
3. O'Speak helps me to know my pronunciation level.
4. O'Speak helps me to know my pronunciation score directly.
5. O'Speak helps me to improve my speaking ability.
6. O'Speak is a user-friendly application.
7. O'Speak design is attractive.
8. What is good about O'Speak?
9. What is missing from O'Speak?
10. What is your suggestion for O'Speak?

The responses of the questionnaire showed the students' perspectives toward O'Speak. The questionnaire covers the students' understanding of O'Speak, O'Speak function, O'Speak design, O'Speak plus and minus, and suggestion for O'Speak developers. After getting the data, the writers analyzed the data qualitatively. The writers created themes as the results of the study and developed them for the discussion part. Then, the writers concluded the study.

## FINDINGS AND DISCUSSION

In this study, the implementation of AI is showed in the product of O'Speak in which it eases students and teachers to access students' speaking skills in the form of pronunciation. Based on the data analysis, there are five main findings of this study that cover students' understanding of O'Speak, O'Speak function, O'Speak design, O'Speak strengths and weaknesses, and suggestion for the betterment of O'Speak. These findings give specific overviews toward O'Speak application. The results are stated as follows.

### *Students' understanding of O'Speak*

The result of the questionnaire shows that students have a good concept of O'Speak when they use it in their class. They can share their viewpoints clearly about O'Speak. All students view

that O'Speak is an application that helps them improve their speaking skills, especially pronunciation. The samples of data can be seen in Table 2.

**Table 2. Students' understanding of O'Speak**

Students	Concept of O'Speak
A	O'Speak is an application that can improve our pronunciation skill.
B	O'Speak is to measure our ability in pronunciation of English words. From this application, we can know in which level we are.
C	O'Speak has a function to help users in speaking, especially at pronunciation.
D	This application that can practice our pronunciation with interesting exercises.
E	O'Speak is an application that can help us practice the pronunciation of a word properly and correctly.
F	O'Speak is an application to practice English pronunciation.
G	O'Speak is an application to check the pronunciation.
H	O'Speak is an application that likes a game about pronunciation.
I	O'Speak is an application to improve our pronunciation.
J	O'Speak is an application that helps us to study pronunciation in interesting way.

Table 1 in the methods part infers that students have a positive perspective toward O'Speak in which it is an application to help students check or learn pronunciation. It can be used as an additional or alternative way to measure students' speaking skill.

### ***O'Speak functions***

Based on students' viewpoints after using O'Speak, it has four functions in supporting students' English phonetics and phonology learning. The functions are summarized as follows.

1. O'Speak helps students to check pronunciation ability.
2. O'Speak helps students to know their pronunciation level.
3. O'Speak helps students to know their pronunciation scores directly.
4. O'Speak helps students to improve their speaking ability.

These functions derive to the idea that O'Speak is a proper application to be used as a platform to help students improve their speaking skill, particularly in their pronunciation.

### ***O'Speak design***

Regarding the students' perspectives, O'Speak application's design contributes to the students' interest in accessing the application. Therefore, the user interface of O'Speak plays an important role in attracting the students. The students view that O'Speak design is user-friendly, and it is an attractive application. The user interface of O'Speak application can be seen below.



Figure 1. O'Speak logo



Figure 2. Sign Up page



Figure 3. Sign in page

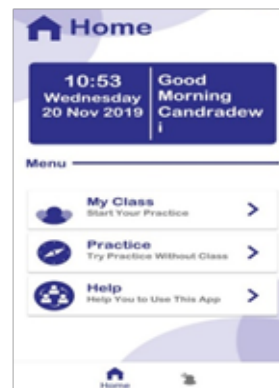


Figure 4. Home page



Figure 5. Practice page

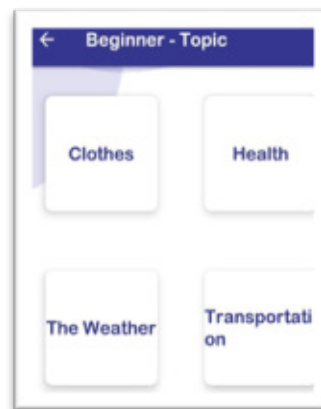


Figure 6. Level and Topics page



Figure 7. Checking page

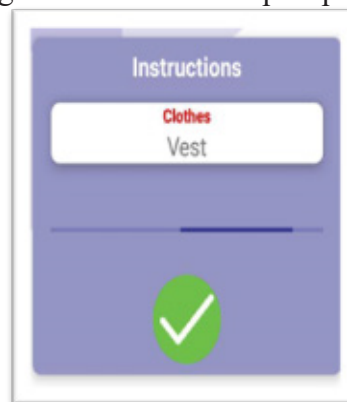


Figure 8. Result page

Those figures give a general overview of O'Speak. Students view that the color and the look of O'Speak are attractive because the chosen design is simple and easy to use. Therefore, it makes students enthusiastic in accessing the application. It is proved by the responses of students who show that thirty-three (33) out of thirty-five (35) students choose both agree and strongly agree statement for the statement in the questionnaire O'Speak is a user-friendly application. The application can be installed easily on students' mobile phones. Furthermore, there are twenty-five (25) out of thirty-five (35) students stated that O'Speak design is attractive. It means that O'Speak's design is interesting.

### ***O'Speak Strengths and Weaknesses***

In the era of Education 5.0, students have already had the skill of being 21st century learners. It can be seen from how they give their higher order critical thinking toward the plus and minus of using O'Speak. The plus and minus of O'Speak help the writers to identify the aspects that will be improved. The samples of students' viewpoints can be seen in Table 3.

**Table 3. O' Speak Strengths**

<b>Students</b>	<b>O' Speak Strengths</b>
A	It is simpler than the other speaking application. How to use it is very simple.
B	The application is simple and easy to use.
C	We can know that our pronunciation is good enough or not.
D	O' Speak is so challenging. It's great!
E	We can know our score directly, and we shouldn't pay to use the application.
F	In O' Speak, there are some activities that help us improve our pronunciation and it is easy to be used.
G	It can give us a score for our pronunciation.
H	It directly checks our pronunciation. I ever used an application about speaking, but it just shows me about the phonetic transcription and the word; without let the users input their voice to be corrected.
I	We can know about our skill in pronouncing a word /phrase.
J	There will be a score after we complete the test. It looks simply that is user friendly.

Table 3 shows that the students get advantages in accessing O'Speak. Generally, the students are comfortable in using the application. It can be reflected from the way the students 'responses.

**Table 4. O' Speak Weaknesses**

<b>Students</b>	<b>O' Speak Weaknesses</b>
A	When I clicked the audio button to start to input my voice, it suddenly moved to the other word before I finished inputting my voice.
B	There is still no phonetic transcription.
C	Some files are missing so the application can't run well.
D	There is not enough sensitivity in capturing sound. There are still a few empty levels.
E	unstable because in development
F	When we try to do exercise, suddenly the display is too long, and we did not push the button, but the button already push, and we have not done the exercise.
G	The key answer to correct pronunciation is not available.
H	There aren't new vocabularies in the practice menu.

I	The suitability for checking pronunciation is still low. And not all gadgets can in stall it
J	When I try to use this application, sometimes I have not pushed the button, but suddenly the word is changed.

Table 4 shows that the students view several aspects that need to be improved in O'Speak application. These views help the writers to upgrade O' Speak. The plus and minus points will be used as the improvement and betterment of O'Speak application since the writers of this study develop this application.

### ***Suggestion for the improvement of O'Speak***

The suggestions for O'Speak from the students guide the writers to improve O'Speak application. The recommendations can be seen as follows:

1. Giving an evaluation of the correct word's pronunciation after the last question, so that we can know which pronunciation is wrong.
2. Improving O' Speak to be better application and add more variants in quiz.
3. Adding a rating 1-5. After the users try to say it, the users will know how much stars we get 0 star for worst pronunciation, 1 to very less, 2 for less, and so on until 5 that means the best answer. So, the users will know which words we are good or bad pronunciation.
4. Adding some more words and adding a tool that can show us where our mistakes in pronounce word, so later we can learn the right pronunciation from that word.
5. Adding the variety of activity to make it more attractive
6. Adding the correct answer, so the user can know the correct answer and they will also know where their mistakes are.
7. Creating some exercises and features
8. Improving the quality of application to be better
9. Developing the sensitivity to voice input.
10. Adding more topics for each section and also after knowing the score hopefully there are the correct way (maybe the phonetic transcription) about how to pronounce the words correctly.

Based on the findings in the theme of O' Speak strengths, it can be concluded that O'Speak application is a good application to be used in English phonetic and phonology class, but it needs many improvements. By considering the students' perceptions, O'Speak is particularly ready to be used in a wide range of users, especially for the students who want to improve their pronunciation skills. This application facilitates the students to check the level of their pronunciations of English words. This concept helps the students be autonomous learners who can learn anywhere and anytime by using their gadgets. Therefore, gadgets can be seen as a positive tool to be used wisely and in a good way.

In the era of internet wave, being autonomous learners in English phonetic and phonology class are a must due to students' need to explore their proficiency in pronouncing words outside the classroom. It is in line with Mehdiyev's viewpoint (2020); she shares recent developments in educational technology, internet and virtual learning environments provide an effective basis for the application of modern approaches such as the learning autonomy in the fields of foreign language learning and teaching. This study's results also match with the theory stated by Fabre-Merchan et al. (2017). They contend that many ICT resources can be used as a way to improve students' English pronunciation and communicative skills. It means that O'Speak, as



one of the ICT resources, is ready to be used as the ICT resource to help students explore their pronunciation ability.

The results reveal the students' perceptions toward the strengths of O'Speak' on a concept, the function, the design, and the comments of O'Speak. Meanwhile, not all of the students perceived and agreed with the statements that O'Speak is a user-friendly application, and O'Speak design is attractive. This phenomenon is normal due to each student has his or her own perception of O'Speak. They cannot be judged that they are wrong since their perceptions are different from one another.

The plus and minus of O'Speak application are also needed to make O'Speak become a user-friendly application. The samples of plus and minus points of O'Speak derive to the idea of adding several features in O'Speak application such as phonetic transcription, the use of attractive design, sensitivity in recording the voice, and etc. In addition, the suggestions for the betterment of O'Speak have a significant effect on the improvement of O'Speak in the future.

## **CONCLUSION**

This study gives a general overview of the students' perceptions toward the use of O'Speak in learning pronunciation especially in English phonetic and phonology class. Generally, O'Speak application is a useful application for users who want to check their pronunciation level. This implication of study for the students and teachers are it helps them find an alternative application that can be used in speaking class generally and English phonetic and phonology class particularly. Besides, this study's limitation is captured from application itself in which it still provides several words that are tested. In addition, many improvements and betterments are needed to make O'Speak become a user-friendly application for the Gen Z generation in this Education 5.0 era. In this era, the development of technology for supporting language learning needs to be explored by considering the existing of many learning applications such as O'Speak. It cannot be separated that O'Speak will be an alternative application from many other applications that help the users or students to improve their speaking or communicative skill, particularly in producing correct pronunciation. Furthermore, it is suggested that there will be possible prospective research toward the use of O'Speak or another platform to enhance technology in language learning.

This study gives three significances theoretically, practically, and pedagogically. Theoretically, this study contributes to prove and add several theories of students' perceptions toward using the application in supporting the teaching-learning process in this era. As Curwood (2014, p.11) mentions "professional learning communities may enhance the fidelity of educational reforms and promote teachers' adoption of new literacies and new technologies." It means that the use of technology in the form of application plays an important role in teaching and learning process. Practically, this study can be conducted easily by the students and teachers toward designing or developing learning application by considering students 'needs, exploring students' perceptions toward the use of the application. Pedagogically, this study gives contributions to the academic field and it can be used as a reference for the next researchers who are interested in conducting the study about students' perceptions of using learning applications in the form of O'Speak or another application.

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## STUDENTS' PERCEPTION TOWARDS THE IMPLEMENTATION OF ONLINE FORMATIVE ASSESSMENT IN ENGLISH LEARNING

Komang Lisna Kristiyanti<sup>1</sup>, Made Hery Santosa<sup>2</sup>, Ni Putu Astiti Pratiwi<sup>3</sup>

<sup>1,2,3</sup>*Universitas Pendidikan Ganesha, Bali, Indonesia*

<sup>2</sup>*mhsantosa@undiksha.ac.id*

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### Abstract

The Indonesian government policy due to the emergence of the COVID-19 pandemic requires all students and teachers to carry out the learning process online. Starting from various learning strategies to the assessment process must be carried out by applying an online system. In line with this policy, this study was conducted with the aim of investigating the implementation of one type of assessment, namely formative assessment in online learning situations. This study focuses on students' perceptions of the implementation of formative assessment in English learning. By using a mixed-method research design, data collection was carried out through survey and interview methods. The samples of this study were 215 students of a Junior High School in Bali, Indonesia and involved 8 students from the entire sample as participants in the interview. The survey results showed that students had a positive perception of the implementation of online formative assessment. This is also supported by information obtained in the interview process, in which students feel that this type of online formative assessment is comfortable to carry out, especially because of the use of simple and easy tools. In addition, students also feel that there are things that make online formative assessment less effective, such as the unavailability of feedback which also causes students to be less interested in this type of assessment. Through this study, it is hoped that it can provide various information for students and teachers for the purpose of improving the quality of the implementation of formative assessment in English learning.

Keywords: Perception, Formative Assessment, Online Learning

## **INTRODUCTION**

The COVID-19 pandemic that emerged in 2020 in Indonesia has affected the learning process. The entire learning process that was initially carried out in face-to-face mode must be changed online. As the consequence, all learning activities have to be re-planned according to the context of online learning using technology and internet connection. In relation with the learning activity, it cannot be separated from the assessment process. According to Amua-sekyi (2016), assessment is an activity carried out in the learning process to obtain information about what has been learned which is then used for the continuation of the subsequent teaching and learning process. In addition, Widiastuti, et al. (2020) also state that assessment is a process that aims to evaluate students' abilities, learning outcomes, and get the strengths and weaknesses of students, so that the teacher can provide appropriate learning strategies in accordance with student abilities. Therefore, the assessment process is a vital activity in the implementation of learning with the aim of knowing the extent of the abilities possessed by students after carrying out the learning process.

Based on how the results are used, assessment can be divided into formative and summative assessment (Dunn & Mulvenon, 2009). Formative assessment, according to Black & Wiliam (1998), is a form of evaluation that is carried out regularly by providing feedback to help students improve themselves in learning. Meanwhile, Dixson & Worrell (2017) defines a summative assessment as an accumulative form of assessment which is carried out with the aim of obtaining the final assessment results of a lesson. Therefore, the results of the formative assessment are used as a reference for the teacher to determine the appropriate next learning strategy based on the strengths and weaknesses that students have during the learning process. Whereas the results of the summative assessment are used as the final report of a person after carrying out a learning as a whole or the results can be used for certification purposes (TOEFL, IELTS, etc.)

In the learning process in the COVID-19 pandemic which requires students to learn remotely, it is quite difficult for the teacher to observe the students directly, whether they have learning difficulties, whether they understand the material being taught, or even seeing their performance directly related to the learning process. Basically, teachers must always ensure whether students get information from what they teach. Therefore, the concept of formative assessment can be a form of activity to find out the extent to which they are progressing in learning and what their strengths and weaknesses are in understanding a learning material. This is supported by the concept of formative assessment where the teacher can see progress and evaluate students in understanding the lesson and the teacher can provide feedback to students according to the abilities of each student with the aim of improving them in learning (Bayat, Jamshidipour, & Hashemi, 2017). Therefore, it is very important to carry out periodic evaluations through formative assessments to find out the strengths and weaknesses of the students so that teachers are also able to improve their teaching strategies that are adjusted to the conditions of the students' abilities.

The implementation of formative assessment in an online learning environment basically is not significantly different from the formative assessment which is carried out face-to-face. One of the most visible differences is the use of media or technology that is supported by internet access. Various kinds of platforms are available that can support teachers in carrying out formative assessments online, for example Socrative (Sprague, 2016), GradeCam GO! (Kılıçkaya,

2017), eQuip App (Kerr, Muller, Mckinon, & Mcinerney, 2016), and many more. Zakrzewski and Bull as cited in Yulia, Husin, & Anuar (2019) state that there are three benefits of conducting online formative assessment. The first one is that students have flexible time in doing the tasks/assignments as long as they submit them before the due date. Secondly, students have several attempts to take the assessment until they reach the standard of the grade. Lastly, the feedback is given quickly so that students know the shortcomings they have in the learning they get. Therefore, conducting appropriate and effective formative assessment process in an online learning environment requires teachers' knowledge about planning the learning activities including innovative formative assessment methods that can achieve particular goals.

There are several studies that have been conducted by previous researchers that have topics related to this study. Jacob & Issac (2005) conducted a study which investigated students' perception on the implementation of Black Board Learning System as online formative assessment tool. The study resulted that the students had positive perceptions of using the platform as a medium for online formative assessment. The students thought that the platform was very useful and easy to use, and the teacher gave quick feedback to help students find out their ability in learning. Moreover, a study conducted by Kerr et al. (2016) which investigated the implementation of eQuip App as an online formative assessment tool to prepare students for their summative assessment. The result showed that the use of the eQuip App was considered able to support the implementation of the summative assessment. Students were accustomed to using the application for conducting online formative assessments and students agreed that using the platform was very easy and could increase student engagement when working on formative assessments. When it was tested for the implementation of the online summative assessment, the students also considered that its use was quite effective because the implementation format was the same as when doing the online formative assessment, making it easy for students to carry out the online summative assessment. A subsequent study was conducted by Kılıçkaya (2017) which investigated teachers' perception towards the implementation of GradeCam GO! platform as a medium for online formative assessment. The results of this study indicated that teachers had a positive perception of the use of GradeCam GO! for the implementation of the online formative assessment. The platform was very user-friendly with a variety of simple menu facilitating teachers to use the platform effortlessly. From the studies above, it could be concluded that the implementation of the online formative assessment which was carried out using various methods, techniques, and various platforms had its own advantages and disadvantages. Therefore, this study aims to investigate the implementation of online formative assessment in English learning by focusing on students' perceptions.

## **METHODS**

### **Research design**

This study was a mixed-method research with an Explanatory Sequential research design. Creswell (2009) states that an explanatory sequential research design is one type of design in mixed-method research which goes through two phases, starting with the collection and analysis of quantitative data, followed by the collection and analysis of qualitative data. The quantitative data that has been collected through surveys are combined with qualitative data from interviews related to students' perceptions of implementing online formative assessments to make the results support each other.

## Participants

The research was conducted at a public junior high school in Bali, Indonesia. The population of this research was the 8th grade students who have experienced formative assessment process in online learning context during the COVID-19 pandemic. A purposive sampling technique was used in this study. Ary, Jacobs, & Sorensen (2010) state that purposive sampling is a non-probability sampling technique in which the sample is taken based on a consideration, for example, the characteristics of a typical population or representative of the population itself. In this study, the study population had typical criteria, namely that students had experienced formative assessments in English learning in an online context. Therefore, 215 students were counted as the sample of this research, and 8 students from the total sample were voluntarily participating in the interview process.

## Data collection and analysis

Regarding the purpose of the study, two methods of data collection were used, namely survey and interview. Due to the COVID-19 pandemic, both data collection methods were done online. A questionnaire was used as the instrument to collect the quantitative data through survey. Meanwhile the qualitative data which supported the quantitative data were obtained through interview session using a Focus Group Discussion technique. Both instruments, questionnaire and interview guide, were designed based on four dimensions of online assessment proposed by Zakaria & Zainualdin (2014). The dimensions were adapted and modified in accordance with the topic of the study, namely Flexibility (F), Usefulness of feedback (FB), Attitude towards online formative assessment (AOFA), and Intention to use online formative assessment (IU). The questionnaire consisted of 17 statement items using the Likert Scale, in which the participants showed their responses to each item, ranging from strongly disagree (1) to strongly agree (5).

Furthermore, the data that has been collected was then analyzed using two techniques. The first technique was to analyze quantitative data using Descriptive Statistical Analysis. Furthermore, qualitative data analysis using Interactive Model Analysis method. The data that has been obtained from the survey results were analyzed using the SPSS program, which was then transformed into four classifications of perception based on the following formula criteria:

**Table 1. Four Classification of Perception**

Criteria Formula	Classification of Perception
$X < Mi - 1.5 SDi$	Very Negative
$Mi > X \geq Mi - 1.5 SDi$	Negative
$Mi + 1.5 SDi > X \geq Mi$	Positive
$X \geq Mi + 1.5 SDi$	Very Positive

Therefore, Interactive Model Analysis was used in order to analyze the qualitative data obtained from interview session. The interactive model analysis was proposed by Miles & Huberman which consisted of four steps namely data collection, data reduction, data display, and conclusion drawing (Sugiyono, 2015). The information obtained from the interview session would support the results of the survey that had been carried out, so the final results could be explained more deeply.

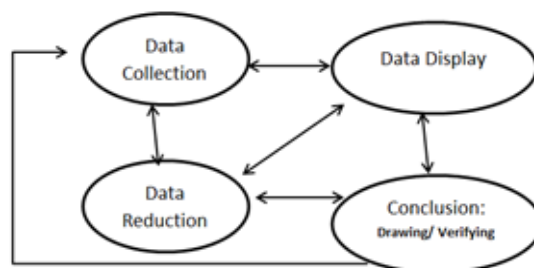


Figure 1. Interactive Model Analysis (Miles & Huberman, 1994)

## FINDINGS AND DISCUSSION

### Findings

As has been stated earlier, this research aimed to investigate the perception of a public junior high school students towards the implementation of online formative assessment in English learning. The first method used to collect the data was survey with questionnaire as the instruments. The result of the questionnaire is presented in two ways, the first one is the result of students' perception in general and the second one is the result of students' perception based on each dimension regarding online formative assessment, namely, *Flexibility (F)*, *Usefulness of feedback (FB)*, *Attitude towards online formative assessment (AOFA)*, and *Intention to use online formative assessment (IU)*. Therefore, the second method used to collect the deeper information regarding students' perception towards online formative assessment was interview with interview guide as the instrument. The result of the interview would be straightly presented after the result of students' perception based on each dimension of online formative assessment.

The result of students' perception towards formative assessment in online learning context is presented in Table 2.

**Table 2. The Students' Perception Towards Online Formative Assessment in English Learning (in general)**

Classification	Frequency	Relative Frequency
Very Positive	35	16.3 %
Positive	174	80.9 %
Negative	6	2.8 %
Very Negative	0	0 %

Table 2 showed that the highest frequency of students' perception towards online formative assessment was in positive category with a percentage of 80.9%. Therefore, based on the result, it can be interpreted that in general, the students positively perceived the online formative assessment in English subject.

The result of students' perception based on each dimension of online formative assessment which continued by the result of interview session is presented in Table 3, 4, 5, and 6.



**Table 3. The Result of Students' Perception Towards Online Formative Assessment based on Flexibility (F) Dimension**

Classification	Frequency	Relative Frequency
Very Positive	80	37.2%
Positive	126	58.6%
Negative	9	4.2%
Very Negative	0	0%

From the result presented in Table 3, it can be seen that the highest frequency of students' perception towards online formative assessment was on the positive category with 126 responses (58.6%). Therefore, it means that the students positively perceived the flexibility dimension of online formative assessment that they experienced in English learning. Other information regarding the flexibility aspect was further investigated through the interview session with 8 students who voluntarily participated. Due to the COVID-19 Pandemic, the interview was conducted online through online conversation platform, *WhatsApp*. The students stated that when they experienced online formative assessment, it was relatively flexible. The platform used by the teacher to conduct the online formative assessment was *Google Form* and mostly in multiple choice and short answer form. The students admitted that the platform was very easy to use and there is no big obstacle during the implementation of online formative assessment. Therefore, when the students were asked whether the teacher gave multiple attempts for students to answer the task, they said that their teacher only gave them one opportunity to answer the task. The students gave several responses regarding their opinion that they were not given multiple attempts to answer the task. Some students said that it was not burdensome nor profitable. Another student said that it was beneficial for their learning process. Here are some transcriptions of students' responses:

*"It's so-so, not profitable nor burdensome, (because of that) we have to be confident with our answers"* – Student W

*"It's not that bad. If we can only answer once, we can be more serious in studying, so that we don't make mistakes when answering, so it might be beneficial for me"* – Student D

Besides that, the students also stated that they had flexibility regarding the time in learning. They said that they are not bound by time when answering tasks given by the teacher. They could answer the assignment given by the teacher at any time as long as it is within the determined due date.

The next one is the result of students' perception towards online formative assessment based on feedback dimension, which is presented in Table 4.

**Table 4. The Result of Students' Perception Towards Online Formative Assessment Based on Feedback (FB) Dimension**

Classification	Frequency	Relative Frequency
Very Positive	74	34.4%
Positive	132	61.4%
Negative	9	4.2%
Very Negative	0	0%

The result of students' perception towards online formative assessment based on feedback aspect indicated that the highest frequency was on positive classification with percentage of 61.4%. In other words, it can be interpreted that the feedback dimension of online formative assessment was positively perceived by the participants of this study. Meanwhile, the information obtained from the interview session showed the opposite. The students stated that they did not received any feedback after doing the task. In addition, they were not even given the answer key or the correct answer. Regarding the unavailability of answer key, the students were asked about their opinion. Some students stated it was burdensome, and another student also said it was needed so that they can be motivated to learn. Here are some responses from the students:

*"It depends. Sometimes it's burdensome, sometimes it's not. But it tends to be burdensome, because I don't know which one is right which one is wrong, then sometimes even though the score is large, it just feels unsatisfied." – Student S*  
*"Sometimes I'm okay with that, so I am motivated to learn more" – Student D*

The next result is students' perception towards online formative assessment based on their attitude towards online formative assessment (AOFA) dimension, which is presented in table 5.

**Table 5. The Result of Students' Perception Towards Online Formative Assessment Based on Attitude Towards Online Formative Assessment (AOFA) Dimension**

Classification	Frequency	Relative Frequency
Very Positive	65	30.2%
Positive	135	62.8%
Negative	14	6.5%
Very Negative	1	0.5%

As presented in table 5, it can be seen that positive perception on their attitude towards online formative assessment gained the highest frequency with percentage of 62.8%. On this dimension, the result of the interview showed various responses. Some students felt excited while doing the online formative assessment, and the other said that they were not really into this online-based formative assessment. The students said that during the COVID-19 pandemic, their excitement in doing the online learning depended on their mood. Sometimes they felt excited in learning if the learning strategy was fun and impacted their feeling during answering the task as online formative assessment. They also said that they liked this kind of assessment because its implementation was very simple, in which when answering the questions from the task, they only need to click one of the answers. Meanwhile, sometimes they also felt not excited when the learning process was monotonous. This feeling was felt by most of the students these days, in which they thought it was really tiring to do the online lesson. Here is the transcription of a student's response:

*"In the beginning, online assessments were still enthusiastic, there was still ambition to learn. But the more I come here, I don't feel enthusiastic anymore, the factor was from teacher too. Sometimes the teacher gave assignments without giving clear material, sometimes we were told to summarize a lot, when I did the test there were lots of correct answers, but the teacher blamed it, and also because the attitude aspect couldn't be assessed by teacher." – Student S*



Another aspect to highlight is related to motivation when learning in the online context, including the process of formative assessment. Some students are always motivated no matter what conditions occur in the learning process, including the implementation of online systems in learning, because they always think that every activity in the classroom is very important to experience so they know various things from the learning process. On the other hand, many students stated that their learning motivation decreased during online learning, including the formative assessment process. It was admitted that online formative assessment process did not bring competitive atmosphere between them. When students get high or low marks, they just take it which is quite different from the face-to-face assessment. Dealing with attitude, the students stated that they answered every question given in the task well and some always made sure that the answers were correct to ascertain their score achievement. However, some students admitted to rarely confirm their answers due to time limitation.

The last result regarding intention to use online formative assessment (IU) dimension is presented in table 6.

**Table 6. The Result of Students’ Perception Towards Online Formative Assessment Based on Intention to Use Online Formative Assessment (IU) Dimension**

Classification	Frequency	Relative Frequency
Very Positive	43	20%
Positive	146	67.9%
Negative	26	12.1%
Very Negative	0	0%

Table 6 shows the students’ positive perception of the intention to use online formative assessment gained the highest percentage (67.9%). In the interview, various statements were admitted in relation with this dimension. Some students stated that they agreed if their teacher used this type of online formative assessment on an ongoing basis, also, they wanted this method to be implemented occasionally when face-to-face learning was re-implemented normally. They argued that the use of technology and internet connection in the formative assessment process was interesting, mainly because of its ease of use. Therefore, some of these students have high intentions in implementing online formative assessments in English learning. On the other hand, there were also students who did not have a good intention in using this online formative assessment. They stated that online learning tended to be boring and complicated. They also stated that the feeling of boredom was due to monotonous learning activities and tended to be unattractive. Some of students’ responses are presented below:

*“Yes, I want to have this online formative assessment continuously, because it is fun. Maybe in offline learning, it can be used occasionally” – Student B*

*“No. Because online learning is complicated, stressful.” – Student A*

## Discussion

Based on the findings in the previous section, it was found that the students positively perceived the implementation of online formative assessment in English learning in its four dimensions, namely flexibility, feedback, attitude, and intention to use. When the students have positive perception towards these four factors, it could be interpreted that they have positive attitude,

including feeling comfortable to participate in the implementation of online-based formative assessment so they can achieve academic achievement in their English learning. This is in line with statement of Jacob & Issac (2005) stating that most students avoid the difficult tasks and focusing on ranking and the best marks rather than improving their learning. Therefore, formative assessment is needed to improve student learning by focusing on specific problems of their learning and provide appropriate explanations to solve the problems faced by students. Moreover, formative assessment can also help students to build their learning development by guiding them to be more skillful in their own learning journey (Voinea, 2018).

The results of the survey showed that students admitted positive perceptions of the online formative assessment. Moreover, various interesting additional information is obtained regarding each dimension of online formative assessment from the interviews conducted with eight students. The quantitative data distribution of flexibility also revealed students' positive perceptions. This indicates that in general, students felt that the use of online-based methods in the formative assessment process was flexible enough. Aside from these results, students expressed various opinions regarding flexibility aspects of online formative assessment in the interview. Some students stated that using a platform (Google Form) that is easy to use can add to the strength points of implementing an online formative assessment. Thus, the easy use of platforms or technology is one of the strong reasons for students to have positive perceptions of the implementation of online formative assessments. In addition, the convenience provided by the platform as a medium for online formative assessment can increase students' enthusiasm for learning to improve their abilities. This finding is in line with the statement of Elmahdi et al. (2018) in their study, that the platform used for formative assessment can increase the effectiveness of learning, create fun learning activities, and guarantee equal chances for students to participate in the learning process.

Another aspect of flexibility in online formative assessment is the availability of multiple attempts given by the teacher for the students to answer. However, the interview revealed that the teacher did not give multiple attempts to give answer. For students, it is neither too burdensome nor easy. This is because several attempts to answer would indicate that they have given wrong answer, requiring the correct one on the next chance. Therefore, easier standard value is set by the teacher. Meanwhile, it could also be considered not too burdensome for students because having one chance to answer could make them be more careful to avoid giving wrong answers and train their confidence. In this case, the absence of multiple attempts for students contradicts the statement by Shaw, MacIsaac, & Singleton-jackson (2019) stating that by giving several opportunity to answer can actually help students to find out their mistakes on the first try in answering, then on the second chance, they can correct the answer so they can learn from the mistakes they make. In addition, Marden, Ulman, Wilson, & Velan (2013) also argue that multiple attempts at formative assessment provide a non-threatening learning environment. This non-threatening learning environment would greatly affect students' character in learning, including in completing various forms of assessment. With multiple attempts, students should not feel excessive pressure because they have the opportunity to improve themselves and they are likely to learn from their mistakes.

Regarding the availability of feedbacks in online formative assessment, it has been stated that this aspect has a positive influence on the students' learning activities. Although the survey results stated their positive perception of the facility, the results of the interview showed a con-

tradition, in which teachers did not give feedbacks after carrying out an online formative assessment. In other words, students admitted that they never got more detailed explanation after answering the task. This case does not support the concept proposed by Voinea (2018) which states that formative assessment is a key element which play a role as a buffer in learning by making students more engaged in their own learning and be able to regulate their learning based on evidence given. Giving feedback should be a vital thing for teachers to do in the formative assessment process. Feedback can also be given in general to all students in the class or given personally to the student depending on the learning needs. This surely requires more effort in parts of the teacher. This situation is not in line with a statement by Kerr et al. (2016) proposing that providing informative and supportive feedback rather than just giving a final score is very useful for fostering students' responsibility in learning and facilitating their understanding.

In relation with the students' attitude towards online formative assessment, the positive perception indicates their interest for the assessment in English learning. These results were supported by the results of interviews, which stated that some students considered that the implementation was quite easy and simple. This admittedly supported the students' excitement in carrying out the online formative assessment. On the other hand, some students also had a bad impression and lower interest in completing this type of assessment. The students' disinterest was due to the students' negative mood during online learning. The mood admittedly depends on the learning strategy given by the teacher at that time and during the learning process. In addition, students also stated that the learning strategy was monotonous resulting in no competitive atmosphere in the assessment process, which is different from the face-to-face class. The students also stated that when learning in online classes, the teacher did not hold interactive discussions, so that students only received teaching material which was then continued with the implementation of formative assessments through question exercises. The decline of student interest during online learning is strongly influenced by the teaching system, which should be innovative and varied. At this point Zakaria & Zainualdin (2014) offer suggestions for effective online learning by planning and preparing interactive learning activities including teaching materials, as well as a set of qualified and appropriate assessment processes. It is proposed that qualified learning activities are the basis for the formation of a learning process that is fun, active, and effective.

On the last dimension, the intention to use online formative assessment, the results of the questionnaire stated students' positive perception. This indicates that the students have good intentions in implementing this online formative assessment. These results were also supported by the results of interviews, which stated that some students agreed if this type of assessment is carried out continuously, and even agreed that it is used occasionally by the teacher during the face-to-face instruction. This is because the form of assessment using technology is quite easy to use, so that students are more comfortable in completing their formative assessment. Accordingly, Kılıçkaya (2017) proposed that the use of a certain platform to support online formative assessment would help students carry out assessments comfortably because of its simple and easy to use features. Meanwhile, there were also some students who were less interested in the use of this online formative assessment and even disagreed if this type of assessment was used when face-to-face learning returned to normal. This is because some of these students even think that the online formative assessment is quite complicated and ineffective.

## CONCLUSION

In general, the online formative assessment was found out to positively encourage students in their English learning in online environment. The students mostly felt excited during the implementation of this kind of assessment in which one of the reasons most often stated is because its use is quite simple and easy. However, although many students think that the online formative assessment encourages them to be more involved in learning, there are also several things that have become a concern in the implementation of this online formative assessment, so the implementation become less effective in various aspects / dimensions. One of them deals with the availability of feedback, where students do not get feedback from their teachers after working on an online formative assessment. This is quite unfortunate because feedback is essentially a vital component in the implementation of a formative assessment in any form and situation. In addition, the less interactive and innovative teaching strategy is another reason that influences the ineffective implementation of the online formative assessment. In the future, teachers are expected to be able to plan, and prepare strategies for learning activities in online learning that are effective, and beneficial for students, including with the right form of formative assessment to support students to improve themselves to develop in the learning process. It also includes the provision of informative feedback which is very useful for facilitating students' cognitive skills.

There are several suggestions for other researchers to conduct further investigation on this topic. The researcher can investigate the topic by involving teacher's perception. The researcher could also conduct a study to investigate the challenges faced by both students and teachers during the implementation of the online formative assessment. Finally, other researchers can also investigate the relationship of each dimension in the online formative assessment.

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## **EFL STUDENTS' STRATEGIES TO IMPROVE THEIR VOCABULARIES IN CRITICAL READING CLASS**

**Erna Sefriani Sabuna<sup>1</sup>, Lesly Narwasti Ndun<sup>2</sup>, Marthisa Olivia Billik<sup>3</sup>**

<sup>1,2,3</sup>*Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Soe*

<sup>3</sup>*marthisabilik@gmail.com*

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### **Abstract**

This research attempts to find out students' strategies to improve vocabularies size in Critical Reading class of second semester students at English Education Program of STKIP SoE. A descriptive qualitative method was used in this research. There were 21 students involved as the research participants and willing to be interviewed. The result of this research showed that students applied strategies, such as listening to the songs, watching movie, reading, and listing difficult words to improve their vocabularies. By applying those four strategies, students were able to understand vocabularies in context without any assistantship, understand the words in foreign language, repeat the words several times, describe the conversation in mother tongue, pick some words when reading books, remember the words that they get, and write down some difficult words.

Keywords: critical reading, reading strategies, vocabularies

### **INTRODUCTION**

English is one of foreign languages that is used in conversation. Communication needs correct vocabulary to send messages and make meaning. English vocabulary is important for English education department students because in teaching and learning process, students need to have broad vocabulary repertoire to understand the lessons. According to Fahmiati (2016), vocabulary is very important to be mastered first as it is an essential means in engaging in communication. Hong (2017) stated that when learning strategies were identified, students would be able to improve their language learning. Without reading strategies in acquiring new vocabulary, students might find some challenges in achieving their potential and may be discouraged from making use of language learning opportunities around them.



To improve students' vocabulary, they need to find strategies as specific action to make the lesson and learning easier, faster, more effective, and more interesting. There are two kinds of vocabulary knowledge, namely vocabulary size and vocabulary depth. Nacera (2010) states that the students with higher vocabulary size use specific strategies more often than students with lower vocabulary size. Vocabulary size is a way that is commonly used to measure how many vocabularies that students have. In the other hand, Schmitt (2014), said that vocabulary depth could be seen as mastery of all word knowledge aspects. Vocabulary size refers to how many vocabularies students have mastered. Vocabulary depth refers to students' knowledge in using synonym and antonym of words in contexts. In this research, the researcher implemented four strategies to find which strategies the students mostly used to improve their vocabularies. Those four strategies were reading, listening to the songs, listing difficult words, and watching movie.

There have been some studies about reading strategies to improve students' vocabularies. A study conducted by Halimah (2017) in SMP Ta'mirul Islam Surakarta discussed story telling as media to improve students' vocabularies in English class. The study showed that by using story telling in teaching and learning process, students were able to remember new vocabularies and comprehend the lesson materials well. Hajis (2014) conducted a study about the use of visual media such as pictures, cartoon, and posters to teach and learn vocabulary in SMP Negeri 10 Makasar. Four issues were identified in this study, i.e., difficulties to understand and remember vocabulary, lack of media, less attractive lessons, and low learning motivation. Through the use of visual media, students were expected be more interested and more active in the process of learning vocabulary. The result of this study showed there was a significant development of students' vocabulary after using visual media.

In relation to previously conducted research about strategies to improve vocabularies, researcher investigated the strategies implemented by the second semester students of English Education Department of STKIP Soe to improve their vocabularies. The researcher attempted to find out about students' strategies to improve their vocabularies. In this study the researcher tried to answer the following research question "What are students' strategies to improve their vocabularies size in critical reading class?"

## **METHODS**

Methodologically, this study used a descriptive qualitative to describe students' strategies to improve their vocabularies. According to Sinaga (2014) qualitative research is primarily exploratory research. By descriptive qualitative method, the researcher would be able to investigate reasons, problem, and motivation from the participants being studied.

This study was conducted in English Education Program of *Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) SoE*. There were 21 participants who were the second semester students attending Critical Reading Class. The reason why the researcher chose the participants was because they had different background, problems in learning, and strategies to learn English vocabulary in reading class.

In order to get comprehensive data of this study, the researcher used a list of interview questions as the research instrument. The researcher made a list of questions or statements for the participants to investigate the strategies that was being used. The list of interview questions was

adopted from Sa'd's interview statements (2018). From 27 statements, there were 20 statements used in the interview.

There were two steps employed in data analysis. The first was reducing the data. In this step, the data were selected and chosen based on the relevance. The second step was displaying the data by using short explanation, diagram, and flowchart.

## FINDINGS AND DISCUSSION

The students had their own strategies that might have been different from one another in reading. They applied strategies to as a way to understand the lesson. The discussion below is classified based on the four strategies used by the students.

### Listening to songs

Listening to songs is one of the strategies to improve vocabularies. By listening to songs, students would be able to repeat the words and memorize them. Based on the data showed in Figure 1 below, listening to songs is a suitable strategy for students to improve their vocabulary. The statement above was supported by the result interview, "I listen to songs in the foreign language and try to understand the word" (Extract 1).

■ Never ■ Seldom ■ Sometimes ■ Often ■ Always

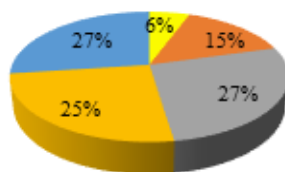


Figure 1. Listening to the songs

Listening to songs in English helped students to understand the message from the songs and led to in-depth understanding of the songs as stated by one of the participants, "I imagine a context in which a word could be used in order to remember it" (Extract 2). This statement showed that students connected words in the song by imagining the contexts. By doing so, students easily understood and memorized the meaning the words. Some students repeated the words in their mind to memorize them. By doing so, they mentioned that they easily memorized them as stated by one of the participants being interviewed, "I repeat the words mentally in order to remember it" (Extract 3). From the findings, students connected the words with physical objects in order to remember them, as stated by one of the participants, "I connect word to physical objects to remember them" (Extract 4). Some students also mentioned that they reviewed the words to better understand the meaning of them, as in "I review word regularly to understand" (Extract 5).

### Watching movies

Figure 2 showed that watching movies was one of the strategies that helped students to improve their vocabulary. Most students used this strategy to improve their vocabulary. By watching movies, students memorized the words and understood how to use them in daily life. Watching movies strategy was found to be a significant role to motivate students to learn vocabulary. By

doing so, they were able to translate the conversation and understand the conversation. Watching movies helped students improve their vocabularies as stated by one of the participants, “I pick up words from movie and TV program I watch” (Extract 6).

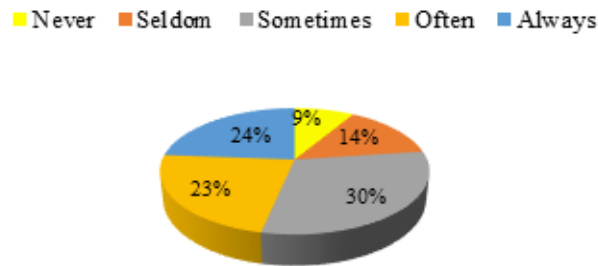


Figure 2. Watching movie

By watching movies, students learned new words from the conversation and learned how to pronounce the words, as in “If I cannot remember a word in a conversation, I use another one with similar meaning” (Extract 7). Some students wrote down the words they found in the movies to better understand the words and to memorize the words, as in “I write down words when I watch movies” (Extract 8). Some students translated the words they heard in the movies to understand the words in their mother tongue and to understand the meaning in contexts, as in “I translate words into my mother tongue to understand them” (Extract 9).

### Reading

By using this strategy, students used their background knowledge to understand the text. Figure 3 showed that some students used reading to increase their vocabularies. When students read, they got new vocabularies. While reading books and magazines, students recognized some new words and got information through it. Furthermore, they were able to use the words in the contexts, as in “I write down words while I read books and magazines for pleasure” (Extract 10). Some students mentioned that they remembered words easily when they wrote them down, “I remember a word if I see it written down” (Extract 11). Meanwhile, some students remembered words by grouping them. They said that it was easier for them to write and make simple conversation with words that they grouped, “I group words together in order to remember them” (Extract 12). For some students, they read or said the words out loud to improve their vocabularies, “I say a word out loud repeatedly in order to remember it” (Extract 13).

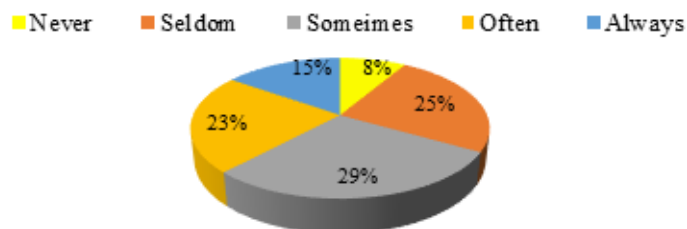


Figure 3. Reading

### Listing difficult words

Figure 4 showed that, 23% students listed difficult words to help them improve vocabulary. The students wrote down difficult words to remember them, as in “I write down difficult word repeatedly to remember them” (Extract 14). Based on statement, some students did not use this strategy as their best strategy to improve their vocabularies. The strategy could not be used for students to improve their vocabularies because the repetition of words made students bored, “I connect an imagine with a word meaning in order to remember it” (Extract 15). Some students did some vocabulary tests to check if they remembered and understood the words, “I test myself with word list to check if I remember the word” (Extract 16). They used a dictionary to find out the meaning of words. This strategy also showed that students in classroom commonly used this strategy to improve their vocabularies. When students read and used dictionary to find out words, it helped them remember the words, “I read and look at a dictionary to learn some new words” (Extract 17). Some students made a list of pictures to remember the words and their meaning, “I make a list picture of a word’s written from in order to remember it” (Extract 18).

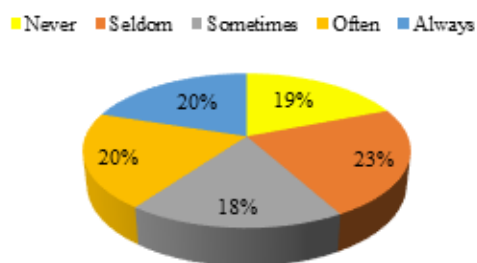


Figure 4. Listing Difficult Words

### CONCLUSION

In improving vocabularies, especially vocabularies size, students implemented different strategies to improve their vocabularies. There were suitable and interesting strategies the students used to improve their vocabularies. Those strategies were watching movies, reading, listing difficult words, and listening to the songs. Through the strategies, students obtained vocabularies and understood the meanings. By listening to songs, students improved their vocabularies through understanding English words, describing the contexts, and connecting the physical object to remember the words. The students also improved their vocabularies through watching movies. By watching movie, students understood the words and were able to connect them with similar meanings. In reading strategy students improved their vocabularies by reading books, remembering the word, and understanding the new words. By listing difficult word, students improved their vocabularies though writing down difficult words, associating the words with their meaning, looking up the words in a dictionary, and remembering the word by making word lists.

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## APPENDIX

No	Statement	Never (1)	Seldom (2)	Sometimes (3)	Often (4)	Always (5)
1.	I pick up words from movie and TV programs I watch.					
2.	If I cannot remember a word in a conversation, I use another one with a similar meaning.					
3.	I write down words when I watch Movies					
4.	If I cannot remember a word in a conversation, I describe it in my own words in the foreign language.					
5.	I translate the words into my mother tongue to understand them.					
6.	I pick up words while reading books and magazines in the foreign language.					
7.	I write down words while I read books and magazines for pleasure.					
8.	I remember a word if I see it written down.					
9.	I group words together in order to remember them.					
10.	I say a word out loud repeatedly in order to remember it.					
11.	I write down difficult words repeatedly to remember them.					

- 
12. I connect an image with a word meaning in order to remember it.
- 
13. I test myself with word lists to check if I remember the words.
- 
14. I read and look at a dictionary to learn some new words.
- 
15. I make a list picture of a word's written form in order to remember it.
- 
16. I listen to songs in the foreign language and try to understand the words.
- 
17. I imagine a context in which a word could be used in order to remember it.
- 
18. I repeat the word mentally in order to remember it.
- 
19. I connect words to physical objects to remember them.
- 
20. I review words regularly outside the classroom.
- 

Adopted from Sa'd et al. (2018)





## **THE SENSE OF SELF EFFICACY OF PRE-SERVICE ENGLISH TEACHERS IN EFL CONTEXT**

**Devina Eka Safitri**

*Islamic University of Indonesia, Yogyakarta, Indonesia*

Devina1173@gmail.com

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### **Abstract**

This study aims to describe the sense of self-efficacy of pre-service teachers in the context of EFL. This issue needs to be discussed because of the importance of self-efficacy in teaching for the pre-service teacher. The study used the Teacher Sense of Efficacy Scale (TSES) questionnaire as the instrument. There were 103 respondents participated in this study. The results showed that pre-service English teachers were more effective on instructional strategy with an average score of 3.7840 of the overall sense of efficacy. Then, followed by student engagement efficacy with an average score of 3.7561, and the last one is class management with an average score of 3.7318. Based on the data obtained, it shows that the students' sense of efficacy is at a moderate level.

Keyword: classroom management, instructional strategies, student engagement, sense of self-efficacy

### **INTRODUCTION**

The issue of the importance of self-efficacy has been widely discussed both in ESL and EFL contexts. The ESL context study comes from Yeo et al. (2008) who found that experience influences teacher efficacy for teachers in the main teaching, classroom management, and student engagement because teaching mastery and teaching effectiveness can usually develop within a few years in teaching practice. In the EFL context, the sense of self-efficacy of pre-service teachers decreased at the first observation after school observation due to the first real experience with the teaching profession and school's complexity. It increased after teaching practices where they get direct benefits in teaching and improved results in getting restored their teaching efficacy (Yüksel, 2014). To this extent, there seems to be a pessimist tendency when pre-service teachers face real teaching practice.

The case proves this premise that pre-service teachers in Indonesia have also found difficulty carrying out classroom activities. The study by Megawati & Astutik (2018) investigated pre-service English teachers' self-efficacy during the teaching practice in several schools in East Java. The result indicated that pre-service teachers' self-efficacy was relatively high in teaching skills, constructing and applying lesson plans, assessments, and classroom management. However, some of them claim they have moderate until low efficacy in teaching. Some studies focus on differences between pre-service and in-service teacher self-efficacy (Dolgun, 2018; Cankaya, 2018). Dolgun (2018) found that pre-service teachers had a high-level self-efficacy than an in-service teacher. Both in-service and pre-service teachers showed lower self-efficacy if they had to deal with challenging students and motivated them to learn and improve their understanding of knowledge. The teacher who is low in student engagement self-efficacy will be able to end up with poor student behavior and learning. Some of them may ignore lessons, make noise, or even other things that can affect class conduciveness. On the other hand, the study showed dissimilarities with Çankaya (2018), who found that teachers have more efficacy than student teachers. Teachers who have more experience in classroom practice will have more efficacies in class management. Thus, indicated as a pre-service teacher with limited experience, it is undoubtedly challenging to decide about managing the class.

Ghasemboland & Hashim (2013) and Sarfo et al. (2015) found that pre-service teachers feel the least confident in instructional strategies. The pre-service teacher is sometimes difficult when giving instructions using English and does not rule out the possibility of students not understanding the purpose of the instructions. Both pre-service teachers and students sometimes do not have an excellent ability to speak in English. That is why misunderstandings in teaching are more common in EFL classes.

Quantitative tests on self-efficacy are usually used. However, most of the study used inferential approaches (Atay, 2007; Bakar et al., 2012; Çankaya, 2018; Demirel, 2017; Dolgun, 2018; Gashemboland and Hashim, 2018; Nugroho, 2017; Sarfo et al., 2015; Shaukat, 2012). Based on the previous studies, the descriptive survey about this issue is a little rare. Thus, the researcher researches a descriptive method for the pre-service teacher who is finished or currently running an internship program.

“Social Cognitive Theory” from Albert Bandura (1994) is first developed the idea of self-efficacy in a psychological sense. Self-efficacy is described as a person's confidence in their capacity to deliver a performance level designed to influence activities that affect their lives. A person who has high self-efficacy considers difficult conditions as challenges, not as something to be avoided. Self-efficacy defines what individuals believe, how they perceive, how they inspire themselves, and how they can act, (Bandura, 1994). Meanwhile, in the education context, teacher efficacy has been described as how a teacher's trust feels that it will impact their pupils (Dembo & Gibson, 1985). It can be said that having a sense of self-efficacy is one of the essential issues to realize for a teacher because it can influence successful learning in the classroom.

Demirel (2017) claimed that it is not enough for a teacher to have the intellectual ability to teach; teachers must also have self-efficacy values to cope with conditions that may be encountered as a teacher. It means the sense of self-efficacy is also needed for pre-service teachers who have limited experience with the real situation at school that may make them difficult to handle any student behavior they might encounter. A study conducted by Arsal (2014) found

that micro-teaching had a positive influence on pre-service teachers' self-efficacy. Furthermore, Ghonsooly and Ganizadeh (2013) suggest teachers' self-regulation has a correlation with their teaching experience tending to increase over time and with the teaching year. This indicated the practice of teaching is also very significant in giving professional development a direct influence on teacher efficacy. Pre-service teachers' involvement in all school activities will facilitate them in practicing everything they have learned before.

In the Teacher Self-Efficacy Scale by Tschannen-Moran & Woolfolk Hoy, the classroom's essential teaching activity is divided into student engagement, instructional strategies, and classroom management (Tschannen-Moran & Woolfolk Hoy, 2001). These three dimensions are necessary for teaching. Teachers with a higher sense of self-efficacy will be directly proportional to their success in carrying out the teaching task and created a positive classroom environment. Previous studies related to the Teacher Self Efficacy Scale (TSES) were implemented. The research was based on Atay (2007) on beginning teacher efficacy to analyze the improvements in pre-teacher efficacy during the students' on-going era and the reasons that could lead to these changes. The respondents to this survey were 78 pre-service teachers (PTs) at the Department of English Language Teaching in Istanbul, Turkey (52 females and 26 males). Quantitative and qualitative approaches were applied in this analysis, to collect quantitative results, an adapted version of TSES Tschannen-Moran and Hoy (2001) used in the research. There were 22 pre-service teachers included in focus-group discussions to clarify the data. This study shows that the efficacy score of instructional strategy decreased significantly at the end of the practicum stage. Meanwhile, classroom management and student engagement scores increased—a high level of efficacy expressed in all the mean values.

The second study, based on Bakar, Mohamed, & Zakaria (2012), aimed to determine student teachers' self-efficacy at one of the teacher training institutions in Malaysia. The respondents were 675 students from the final-year teacher education department. For this study, a descriptive correlation research method was used. The TSES adaptation version produced by Tschannen-Moran and Hoy (2001) was used to obtain the details. Consequently, with the first aimed at evaluating the understanding of their sense of efficacy by pre-service teachers, the outcome reported that the pre-service teacher is secure in managing the classroom's teaching activities. For each sub-scale, their confidence was nearly equal, student engagement; instructional strategy, and classroom management. Furthermore, there is a positive correlation between the sense of efficacy of the teacher and academic performance; Male students were more efficacious than female students; Respondents who had planned to join the teaching force would be more efficacious than those who did not have a plan; Respondents who aspire to get a postgraduate degree are significantly more effective than those who are satisfied with their bachelor's degree.

The next study from Çankaya (2018), aimed to explore self-efficacy beliefs between practicing teachers and students teacher. The participants were 35 practicing teachers and 17 student teachers from three disparate universities majoring in English language teaching (ELT) departments. The study is a quantitative study using TSES by Tschannen-Moran and Woolfolk's (2001) that was translated into Turkish as a questionnaire by Çapa, Çakiroglu, and Sarikaya (2005). The outcome was that teachers were more successful in managing the classroom, and student teachers found themselves the most successful in terms of instructional concerns. In comparison, the efficacy of "Efficacy Engagement" was deemed inadequate for both teachers and student teachers.

In the Indonesian background, Nugroho (2017) has also conducted a study using TSES that examines the correlation between English proficiency and pre-service self-efficacy. The respondents were 9 male and 56 female students at the Surabaya State University English Department. The result found that pre-service has low efficacy in engaging their students and using effective instructional strategies in their classroom and are more efficacious in classroom management. This study also found some factors that influenced their confidence in teaching: anxiety to stand in front of their student, personal conditions, personal proficiency in the teaching and learning process, and school facilities.

Those studies are relevant to this study since all analysis seeks to establish pre-service EFL teacher self-efficacy beliefs. Those researches are suitable for this study. Thus studies can be used as references.

## METHODS

This research aimed to find a pre-service teacher's sense of self-efficacy in the Islamic University of Indonesia Department of English Language Education. This present study is using quantitative research. This research specifically uses survey research. The researcher aims to describe pre-service English teachers who have experienced their teaching internship program for one month. This study's total population comprises the 125 pre-service English teachers Islamic University of Indonesia who have experienced their teaching internship program (or Program Praktek Lapangan/ PPL). The schools they teach include a secondary school, senior high schools, and vocational high school in Yogyakarta.

### Data collection

The study used the Teachers' Sense of Efficacy Scale (TSES) questionnaire developed by Tschannen Moran & Hoy (2001) adapted by Bakar et al. (2012). The questionnaire was modified in the scale's presentation, from nine-point Likert into five-point Likert scale: 1. Not at all confident (*sama sekali tidak percaya diri*); 2. Slightly Confident (*sedikit percaya diri*); 3. Somewhat Confident (*agak percaya diri*); 4. Confident (*percaya diri*); and 5. very confident (*sangat percaya diri*) indicating the level of pre-service teacher confidence in their teaching activities. Twenty-four items of questions consisted of three subscales: Student engagement (item 1-8); Instructional strategy (item 9-16); and Classroom management (item 17-24). The researcher adapted the questionnaire to Bahasa Indonesia by a professional translator. After that, to make sure no language is difficult to understand, the researcher reviewed some students and checked the supervisor's final validation.

Construct validity of this questionnaire obtained from the previous research by (Tschannen-Moran & Woolfolk Hoy, 2001) that comparing the two-item Rand measure (Armor *et al.*, 1976) and the Hoy and Woolfolk (1993) 10-item adaptation of the Gibson and Dembo (1984) Teacher Efficacy Scale (TES) to find the correlations between the newly constructed measures and the other measure of teacher sense of self-efficacy. The result found that there was a significant correlation. It indicated that it should be considered reasonably valid and reliable to use the questionnaire—however, each question was calculated by the researcher for validity. SPSS was used to facilitate the measurement of validity; if the  $r$  count is greater than the  $r$  table, the difference is significant. Thus, the questionnaire is valid to use.

The overall reliability of the Adaptation Teachers' Sense of Efficacy Scale (TSES) questionnaire by Bakar et al. (2012) was found 0.94. The reliability of efficacy in student engagement was 0.83; efficacy in instructional strategy was 0.87, and classroom management efficacy was 0.90. However, after translated into Bahasa Indonesia, Cronbach's Alpha found 0,938. Thus, the score indicates this questionnaire is reliable to use.

**Table 1. Case Processing Summary**

		N	%
<b>Cases</b>	Valid	103	100,0
	Excludeda	0	,0
	Total	103	100,0

a. Listwise deletion based on all variables in the procedure.

**Table 2. Reliability Statistics**

Cronbach's Alpha Based on		
Cronbach's Alpha	Standardized Items	N of Items
,938	,939	24

### Data indicator

According to Atay (2007), the self-efficacy measure data for teaching strategies, classroom management, and student engagement will be classified into the lowest and highest score efficacy subscale. The value of equal to or less than 2.7 was set as the lowest efficacy level while a high efficacy level was set as equal to or greater than 3.8.

### Data analysis

The researcher took the same appropriate steps with this research.

1. The researcher did a review of the literature about the questionnaire.
2. Adapted The Teachers' Sense of Efficacy Scale (TSES) by Bakar et al. (2012) as the instrument and translated it into Bahasa Indonesia.
3. Checked the item in the questionnaire to ensure that the language was easy to understand by the participants.
4. Google Form as a data collection tool. The researcher then simplifies the links created from the Google form to tinyurl.com.
5. The researcher shared the link of the questionnaire with the students in the English Language Education Department.
6. Download the questionnaire result from google form and use Microsoft Excel to analyze the statistical package.
7. Used SPSS to analyze data based on the Standard Deviation (SD) and Mean

## FINDINGS AND DISCUSSION

There are 103 data from the total respondents involved in this study. From the questionnaire results, the respondents dominated by the female with 70 respondents and then followed by male with 33 participants from the total of respondents who submitted the questionnaire (see Figure



1). The figure also shows that three respondents came from batch 2014; 58 respondents came from batch 2015, and 42 came from batch 2016 (see Figure 2).

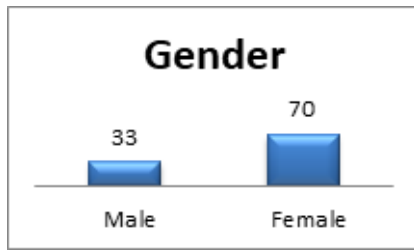


Figure 1. Chart of Gender

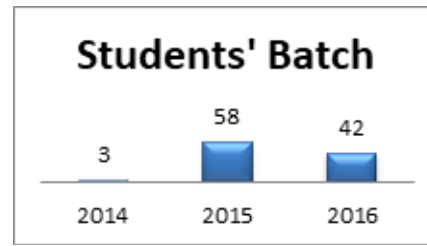


Figure 2. Student's Batch

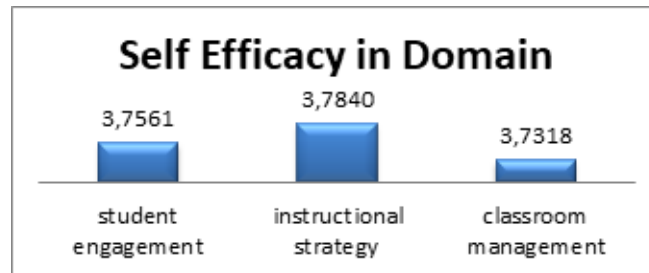


Figure 3. Chart of self-efficacy in Domain

Based on the data obtained by distributing the questionnaire and descriptive analysis, statistical tools were used to calculate the data through SPSS and MS Excel. The data described three self-efficacy domains of pre-service teachers (see Figure 3) based on Bakar et al. (2012): student engagement, instructional strategy, and classroom management. Sense of efficacy for instructional strategy has the highest value (M= 3,784) than the other, and the lowest value was a sense of efficacy for classroom management with value (M= 3,731)

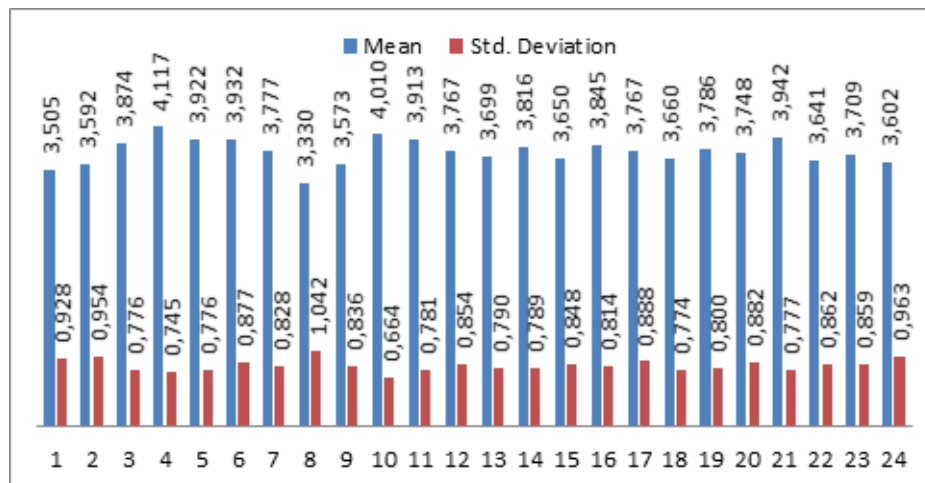


Figure 4. Result of the Questionnaire

According to the data obtained from 103 students (see Figure 4), the finding showed the highest mean value was found in item number 4 (How much can you do to get students to believe they can do well in schoolwork?) and the lowest mean value in item number 8 (How much can you assist families in helping their children do well in school?)

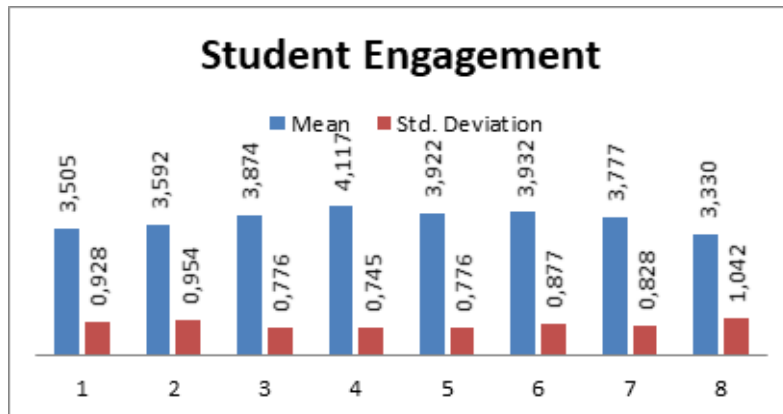


Figure 5. Chart of Student Engagement

The result of the student engagement subscale (see Figure 5) found that the highest score is item number (4) How much can you do to get students to believe they can do well in schoolwork? With a mean value of 4,1 and a standard deviation of 0,74. While item number (8) How much can you assist families in helping their children do well in school? with a mean value of 3,3 and a standard deviation of 1,04 is the lowest score.

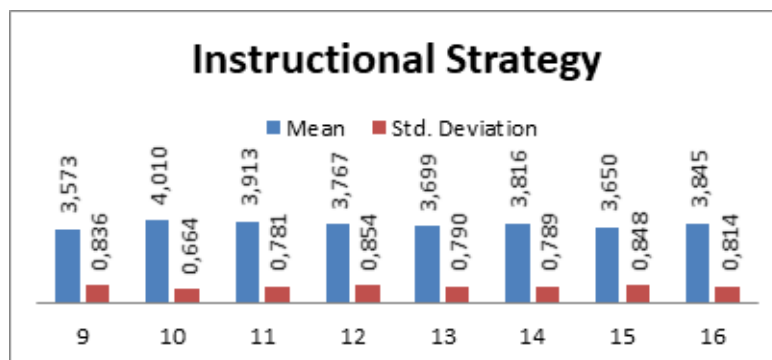


Figure 6. Chart of Instructional Strategy

According to the data shown on Figure 6, the findings of subscale instructional strategy found that item number (10) To what extent can you gauge student comprehension of what you have taught? with a mean value of 4,01 and a standard deviation of 0,66 is the highest score. However, the lowest is item number (9) How well can you respond to difficult questions from your students? with a mean value of 3,57 and a standard deviation of 0,84.

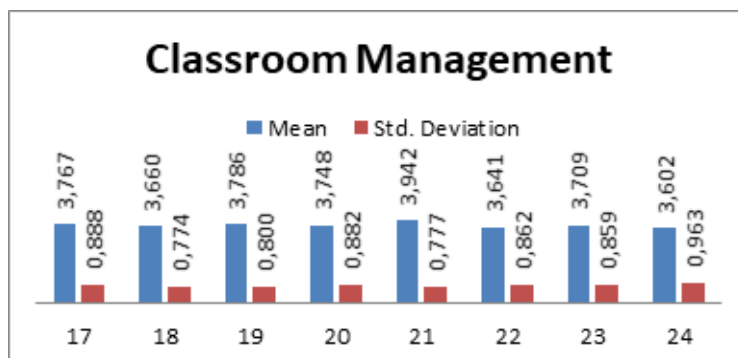


Figure 7. Chart of Classroom Management

Based on the result of subscale classroom management (see Figure 7), item (21) How well can you establish a classroom management system with each group of students? with a mean value of 3,94 and a standard deviation of 0,77 is the highest score. While the lowest is item (24) How well can you respond to defiant students? with a mean value of 3,60 and a standard deviation of 0,9.

Based on the overall data collected through the questionnaire. The results showed that pre-service English teachers were more effective about instructional strategy with an average score of 3.7840 of the general sense of efficacy. Then, followed by student engagement efficacy with an average score of 3.756, and the last one is class management with an average score of 3.7318. According to Atay (2007), the value equal to or less than 2.7 is set as the lowest efficacy level while a high efficacy level is equal to or greater than 3.8. It is concluded that in this research, the value of each subscale is at a moderate level.

This research has a similarity with some previous studies. The study from Çankaya (2018) aimed to explore self-efficacy beliefs between practicing teachers and students teacher. The participants were the English language teacher and student-teacher in an English Language Teaching (ELT) department. The study found that teachers more efficacious than student-teachers. However, student-teachers have more efficacious about the instructional strategy that is similar to this study, and both teacher and student-teacher have a low value at efficacy engagement.

Atay (2007) aimed to analyze the effects of the teaching experience on the beliefs of self-efficacy of Turkish pre-service teachers in the department of English Language Teaching (ELT). There are pre-test and post-test to find the factor that might be contributing. The result shows that classroom management reported as the lowest efficacy similar to this study even different in the highest efficacy of pre-service teachers. In that study, efficacy for instructional strategies was substantially decreased in the practices, while classroom management and student engagement showed a substantial increase from before.

The study from Bakar et al. (2012) found that Malaysian pre-service teacher has a higher sense of efficacy. Each item's score shows a high value, and most of them only have a slightly different value. This study also has similarities on the lowest efficacy with this study which is classroom management. It is concluded that most pre-service teachers have low efficacy of classroom management, while the study from Çankaya (2018) found that practicing teachers are more efficacious. It is related to the different experiences of both of them. The teacher has more experience than the student-teacher, as Bandura (1997) said, four sources of self-efficacy beliefs: Enactive mastery experience; Vicarious experience; Verbal persuasion, and Psychological states. Thus, the student-teacher still lacks experience than the teacher.

The last is the study from Nugroho (2017), who investigated the correlation between English proficiency and self-efficacy among pre-service, found that the opposite results with this study. In his research, classroom management was the highest efficacy. The resulting contrast with the present research, which shows the lowest efficacy and instructional strategy, was the most inadequate efficacy; however, this study became the highest efficacy.

## CONCLUSION

This study aims to describe the sense of self-efficacy of pre-service teachers in EFL of the English Language Education Department in the Islamic University of Indonesia. The researcher found that pre-service English teachers were more effective about instructional strategy with an average score of 3.7840 of the overall sense of efficacy. Then, followed by student engagement efficacy with an average score of 3.7561, and the last one is class management with an average score of 3.7318. Based on the third mean value, it is indicated at a moderate level. It means the pre-service teacher has a good sense of efficacy in teaching.

Moreover, the finding has implications that the institution has provided a curriculum that suits pre-service teachers' needs as their provision in carrying out the internship program, and the supervisor has provided appropriate guidance for them. This study's limitation is on the students who finished their internship program last year and students who are in the on-going internship program. For further research, the study's respondent is a better student who has experienced the internship program for at least no more than three months. Additionally, more investigation needs on the lowest efficacy of classroom management.

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## APPENDIX

Appendix TSES (Teacher Sense of Efficacy Scale) by Bakar et al. (2012) (translated in English)

- (1) not at all confident  
 (2) slightly confident  
 (3) somewhat confident  
 (4) confident  
 (5) very confident

No.	Question	1	2	3	4	5
1	How much can you do to get through to the most difficult students?	1	2	3	4	5
2	How much can you do to help your students think critically?	1	2	3	4	5
3	How much can you do to motivate students who show low interest in schoolwork?	1	2	3	4	5
4	How much can you do to get students to believe they can do well in schoolwork?	1	2	3	4	5
5	How much can you do to help your students value learning?	1	2	3	4	5
6	How much can you do to foster student creativity?	1	2	3	4	5
7	How much can you do to improve the understanding of a student who is failing?	1	2	3	4	5
8	How much can you assist families in helping their children do well in school?	1	2	3	4	5

9	How well can you respond to difficult questions from your students?	1	2	3	4	5
10	To what extent can you gauge student comprehension of what you have taught?	1	2	3	4	5
11	To what extent can you craft good questions for your students?	1	2	3	4	5
12	How much can you do to adjust your lessons to the proper level for individual students?	1	2	3	4	5
13	To what extent can you use a variety of assessment strategies?	1	2	3	4	5
14	To what extent can you provide an alternative explanation or example when students are confused?	1	2	3	4	5
15	How well can you implement alternative strategies in your classroom?	1	2	3	4	5
16	How well can you provide appropriate challenges for very capable students?	1	2	3	4	5
17	How much can you do to control disruptive behavior in the classroom?	1	2	3	4	5
18	To what extent can you make your expectation clear about student behavior?	1	2	3	4	5
19	How well you establish routines to keep activities running smoothly?	1	2	3	4	5
20	How much can you do to get children to follow classroom rules?	1	2	3	4	5
21	How well can you establish a classroom management system with each group of students?	1	2	3	4	5
22	How much can you do to calm a student who is disruptive or noisy?	1	2	3	4	5
23	How well can you keep a few problem students from ruining an entire lesson?	1	2	3	4	5
24	How well can you respond to defiant students?	1	2	3	4	5





## INVESTIGATING THE USE OF MAXIMS IN THE EFL CLASS PRESENTATION: A PRAGMATIC STUDY

Febriana Aminatul Khusna<sup>1</sup>, Sekar Lathifatul Aliyah<sup>2</sup>, Dinar Ayu Asyifah<sup>3</sup>

<sup>1,2,3</sup>*Tidar University, Magelang, Indonesia*

<sup>1</sup>*khusnafebriana736@gmail.com*

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### Abstract

Maxim is one of the aspects studied in pragmatics, a relatively new field in linguistics. It is used in social interactions, especially in the form of conversations. In this study, the researchers conducted maxim analysis in an EFL class. The research data were collected from the WhatsApp-group communication of an online class in the English language education department of a public university in Central Java. This study employed a qualitative descriptive design using pragmatic analysis as its framework. There are maxim of quantity, maxim of quality, maxim of manner and maxim of relevance. The result shows that there were 22 occurrences of maxim of quantity with 5 cases of flouting of the maxim. Then, 28 occurrences belonged to maxim of quality and the researchers did not find any flouting of the maxim. Next, 26 occurrences were labelled as maxim of relevance with 2 cases of flouting of the maxim. Besides that, 22 occurrences were categorized as maxim of manner with 3 cases of flouting of the maxim. In general, 110 maxim occurrences were identified from 16 conversations recorded in this research.

Keywords: Maxim analysis, EFL, pragmatics study

### INTRODUCTION

The concept of education is closely related to the notion of learning. It is due to the fact that human behaviour, attitudes and intellect can be enhanced through the learning process and this, according to Rahmawaty (2020), is the thing that defines education. In order to ensure that the learning process goes in the right direction, the learning method utilized in the process should also be considered carefully. In this case, a careful examination of the learning environment should be conducted. However, the current situation of the COVID-19 pandemic has forced educators to teach through the online mode. It is hoped that the spread of the coronavirus can be minimized through the implementation of physical distancing. In the conventional class, a sig-

nificant number of students will learn together in a room. Thus, the learning process using the conventional class system should be replaced by online education because this method is very suitable for physical distancing. In online education, students and teachers will be connected anywhere and anytime through technology. Therefore, they do not need to learn together in the same room as in conventional classes.

Considering this current circumstance, the learning process in most of English education departments in Indonesian universities also utilize the online education system. Online learning can occur through several supporting applications such as WhatsApp, Zoom, Google Meet, and other e-learning platforms. Various activities such as presentation, discussion, and completion of several tasks can still be carried out in the online class.

This paper focuses on analysing the types of maxims in an English-as-a-foreign-language (EFL) setting, more specifically in an online class in the English language education department of a public university in Central Java. Subsequently, the data would be obtained from the interactions that occurred during presentation activities through WhatsApp as the primary learning tool and then analysed using a qualitative descriptive method. This method was used with the purpose of giving a description of the phenomenon from the exact data which had been collected.

Maxim is a regulation that makes communication go well. Syafryadin, Chandra, Apriani, & Noermanzah (2020) argued that maxim can also be denominated as the cooperative principle, and this term refers to a principle used by both speaker and hearer when interacting in a conversation so that the conversation can flow nicely. Sobhani and Saghebi (2014) stated that there are four conversational maxims that become the building blocks of cooperative principle that emerge from natural language pragmatics. Furthermore, Young (2019) argued that the majority of researchers approve the idea of pragmatics as the study of the correlation between the meaning of an utterance and the context in which the utterance is created. Based on Yule (2014), the maxims, which are often called the “Gricean maxims”, can be classified into the maxims of quantity, quality, relevance, and manner.

### **The Maxim of Quantity**

According to this maxim, the context of conversation should not be exaggerated or more informative. Grice (1975) as cited in Ariyanti, Setiawan, & Wedawati (2020) stated that this maxim requires interlocutors to be as informative as required, and not make the contribution more informative than is required. Furthermore, Sari, Chairunnisa, Gultom, & Sitio (2020) stated that a speaker is supposed to produce ample, relatively adequate, and as informative information as possible in the maxim of quantity.

### **The Maxim of Quality**

The maxim of quantity relates to the accurate and precise information of the conversation. Hidayat, Nurlia, Alek & Setiawan (2020), stated that the maxim of quality orders participants to speak something true in their conversation, and they can only rely on something they say in the conversation to be accurate. It means that the information which is uttered should have clear evidence and be truthful.

### **The Maxim of Relevance**

According to Hutahaean, Purba and Herman (2020), the maxim of relation or maxim of rele-

vance dictates that the utterance must be relevant with the topic that is being talked about. It means that the information which someone is going to say should be suitable and relevant to the topic of the conversation.

### **The Maxim of Manner**

Jiatong (2020) stated that the maxim of manner means that one is compulsory to be perspicuous, orderly, and shorter than being obscure, ambiguous and unnecessary. It means that information should be shared in a clear manner so that the conversation can be effective.

### **Flouting of the Maxims**

Flouting of a maxim is the condition when an utterance does not comply with the rule of the maxim. Lasiana and Mubarak (2020) highlighted, that flouting of the maxim is a deliberate effort to declare hidden meanings and guide the listener to discover the inserted meaning from the maxim flouting. It means that the information may actually reflect the intention of the speaker. Subsequently, the flouting of the maxim of quantity refers to any utterance that is more informative than is required. In this case, the speaker provides information in a way that is more than what the speaker is supposed to give. Flouting of the maxim quality means that the speaker does not give accurate information with lack of actual evidence. He or she may use hyperbole, metaphor or irony in uttering the information. Then, when the speaker says something irrelevant to the topic, it means that he/she is flouting the maxim of relevance. However, the speaker might still expect the interlocutor to understand the meaning of what he or she says, although it is uttered implicitly. Moreover, the flouting of the maxim of manner means that the speaker says something ambiguous, unnecessary and obscure.

In a communication, the success of a conversation really depends on how the speaker and interlocutors interact. In the case of a conversation, there must be some benefits or meaning which can keep the conversation going. The importance of understanding is a key in a conversation. A conversation must have sufficient information as needed and must not be uninformed. According to Asri (2015) in his paper entitled “An Analysis of Flouting Maxim in EFL Classroom Interaction”, the speaker and the interlocutor must give opinions and assumptions when talking to each other so that the conversation is more meaningful and can be regarded as following the cooperative principle. Maxims can occur, be investigated and be observed through conversations between students, or between students and teachers.

## **METHODS**

The qualitative descriptive method was used in this research. With this design, the research must be based on facts by looking at or being in accordance with circumstances that are happening or have occurred (Fitriani, 2015). By using this method, the researchers could study and provide an overview of a phenomenon regarding the use of maxims in presentations in an EFL class. Furthermore, this study employed a pragmatic approach because pragmatic is part of linguistics which studies the meaning and purposes of the speaker. Pragmatics considers the intent of the speaker and the situation in which both interlocutors communicate (Purwo, 1990).

The data collection technique to obtain information in this study was done by observing students' conversation in the WhatsApp group during online learning. In conducting the investigation, the authors collected the data and examined the use of four types of maxims in the

conversations in an EFL class. Those four types of maxims are the maxim of quantity, maxim of quality, maxim of relation, and maxim of manner. The data analysed in this study was based on the conversations that occurred during the presentation activities. The research participants are the students of an online class in the English language education department of a public university in Central Java. Investigations were carried out while learning was taking place or when the students were presenting during the online learning.

## FINDINGS AND DISCUSSION

### Findings

In this study the researchers took 16 conversations as a sample. The researchers analysed the maxim types contained in each conversation. Then, the maxims were presented in the form of tables. The first table contains the maxim number contained in each conversation. Then, for each maxim number in the conversation the total is added up. In addition, the second table is a presentation of maxim in the conversation.

The result shows that there were 22 occurrences of maxim of quantity with 5 cases of flouting of the maxim. Then, 28 occurrences belonged to maxim of quality and the researchers did not find any flouting of the maxim. Next, 26 occurrences were labelled as maxim of relevance with 2 cases of flouting of the maxim. Besides that, 22 occurrences were categorized as maxim of manner with 3 cases of flouting of the maxim. In general, 110 maxim occurrences were identified from 16 conversations recorded in this research. Further details of the result can be seen in the following table:

**Table 1. The Distribution of Maxim Types in Each Conversation**

Conversation	Types of Maxim								TOTAL
	Quantity		Quality		Relevance		Manner		
	Maxim of Quantity	Flouting of Maxim of Quantity	Maxim of Quality	Flouting of Quality Maxim	Maxim of Relevance	Flouting of Relevance Maxim	Maxim of Manner	Flouting of Manner Maxim	
1	1		1		1			1	4
2	1		1		1		1		4
3	2		2		1	1	2		8
4		2	2		2		2		8
5	1		1		1		1		4
6	1		1		1		1		4
7	1		1		1		1		4
8		1	1		1		1		4
9	1		1		1		1		4
10	2		2		2		2		8
11	1		1		1		1		4
12		1	1		1		1		4
13	1		1		1			1	4
14	3	1	4		4		4		16
15	4		5		4	1	4		18
16	3		3		3		2	1	12
TOTAL	22	5	28		26	2	22	3	110

In the second table, the maxim percentages of data from each conversation are shown. Each conversation has a different maxim number. It shows the intensity of the assessment that was done during the presentation in class. The distribution can be described as follows:

**Table 2. Data Percentage of Maxim Types in Each Conversation**

Conversation	Types of Maxim							
	Quantity		Quality		Relevance		Manner	
	Maxim of Quantity	Flouting of Maxim of Quantity	Maxim of Quality	Flouting of Quality Maxim	Maxim of Relevance	Flouting of Relevance Maxim	Maxim of Manner	Flouting of Manner Maxim
1	v		v		v			v
2	v		v		v		v	
3	v		v		v	v	v	
4		v	v		v		v	
5	v		v		v		v	
6	v		v		v		v	
7	v		v		v		v	
8		v	v		v		v	
9	v		v		v		v	
10	v		v		v		v	
11	v		v		v		v	
12		v	v		v		v	
13	v		v		v			v
14	v	v	v		v		v	
15	v		v		v	v	v	
16	v		v		v		v	v

## Discussion

In the tables above, the distribution and percentage of each maxim in the conversation when the students were making their presentations in the class were described. In the data analysis, the researchers used the letter Q to name the presenter. Meanwhile, to mention the respondent, the researcher used the letter A. The following is an explanation of the maxim in the conversation:

Conversation 1: Greeting

Q: Ass. Good morning. Hope all of you in GREAT condition. Keep healthy and happy.

A (s): **Morning mam**

In the first conversation, the researchers found three maxims and one maxim abandonment. Firstly, there was the maxim of quantity, because in the conversation Q answered the opening greeting from A. Secondly, the researchers found the use of the maxim of quality. This can be seen from the answer of person A which was clear and in accordance with the facts. Thirdly, there was a maxim of relevance seen from the response of A to the Q's utterances. The neglect of the use of the maxim of manner was seen from the attitude of Person A who only answered greetings and ignored the next message from Person A.



## Conversation 2: Greeting and give information

Q: Assalamualaikum. Good morning all. Today we will discuss about teaching reading. Here is the power point.

A (s): **Good morning, alright**

Subsequently, from the second conversation above, the researchers found that the maxim rule was used. The four maxim types were used in the conversation. The use of the maxim quantity was indicated by the appropriate response of person A. Maxim of quality was also indicated by the response of person A which gave a clear answer without making Q feel ambiguous. Furthermore, the maxim of relativity could also be seen from the answer that was in accordance with the utterance given by the Q. The last one was the use of maxim of manner, in the conversation it could be seen that A responded to the two feeds given by the Q. The first bait was the opening by giving a greeting, providing the second feed which was information related to the material to be discussed in the presentation.

## Conversation 3: Asking and giving clarification

Q: Can we go to the next slide?

A1 (s): **Yes you can**

A2 (s): **Yes please**

In the fourth conversation, the researchers found a complete maxim use and one maxim violation. The violation was seen from the maxim of relevance. However, the response from A2 could be used or it could be said that it was normal as long as it did not create an ambiguous meaning.

## Conversation 4: Asking and giving clarification

Q: Can we go to the next slide?

A1 (s): **Sure**

A2 (s): **Yuhuuu**

Afterwards, in the fourth conversation, the third maxim was used except for maxim of quantity. This was determined from the response of the A1 and A2 which were too short. It was a violation of the maxim quantity. Conventionally, they should have answered "Yes, we can".

## Conversation 5: Asking and giving clarification

Q: Can we move to the next slide?

A (s): **Yes sure, we can**

After that, in the fifth conversation, researchers found no violations of maxim use. all maxims were used according to the rules. Maxim of quantity, quality, relevance and manner were used by person A without causing an ambiguous response. This response was the right response according to the bait given by the Q.

#### Conversation 6: Asking and giving clarification

Q: Can we move to the next slide?

A (s): **Yeah we can**

The sixth conversation was also perfect, all maxims were well used.

#### Conversation 7: Giving instruction

Q: Let's go to the next slide

A (s): **Let's goo**

The same as the fifth and sixth conversations, in the seventh conversation all maxims were used perfectly without breaking the maxim's rule of use.

#### Conversation 8: Giving instruction

Q: Let's go to the next slide

A (s): **Go**

In the eighth conversation, the researchers found a violation of the maxim quantity. This was from Person A's short response. Maxim of quantity requires the respondent to answer using the conversation rule. The information provided was neither too much nor too little. In this condition, A could give a "let's go" response.

#### Conversation 9: Giving instruction

Q: Let's move guys

A (s): **Okay let's move**

In the ninth conversation, the researchers found that all maxim rules were used correctly. Firstly, the maxim quantity by giving a suitable response that is neither too long nor too short. Then, maxim quality, namely the presence of a response from presenter A that is clear and does not cause confusing conditions because it can be concluded that the two dialogues are truth. Thirdly, the maxim use of relevance seen with the response given has a relationship with the bait given by the Q. Finally, the use of the maxim manner can be seen by giving an appropriate response without creating ambiguous conditions.

#### Conversation 10: Asking and giving clarification

Q: Can you catch the point?

A1 (s): **Okay point taken**

A1 (s): **Point cached**

The tenth conversation shows that all maxims are used according to the rule without only subscribers. Giving clear responses; not overly responding; giving honest responses and not creating ambiguous conditions.

### Conversation 11: Giving instruction

Q: Let's jump to the next slide

A (s): **Of course**

Just like conversation 9 and 10, conversation 11 also qualifies for the use of the fourth maxim. In the conversation, A answers with the word "of course" which indicates that A agrees that Q continues the presentation to the next slide.

### Conversation 12: Giving instruction

Q: Let's move guys

A (s): **Okay**

In the 12th conversation, researchers found that the maxim quantity was neglected. This is from A's response, which was too quick. Even though it can be indicated that person A is following the instructions in Q. However, the response still indicates that person A does not ignore the maxim quantity. Person A should be able to answer by adding the word "okay, let's move" a little.

### Conversation 13: Inviting question

Q: Alright, guys. That's all our presentation today. Do you have any questions or suggestions?

A (s): **Yes I have**

Furthermore, in the 13th conversation the researchers found that the conversation met the requirements for all maxim use. Person A's response in the conversation did not make Q feel confused. Then, the response also showed the real situation, which means that A answered honestly. Besides that, the answer of person A also had a correlation with the question of the Q.

### Conversation 14: Asking and giving answer

Q: Good morning, I'm Mercya. First thing first, I'd like to say thank you very much to today's presenters which have already explained the material about teaching reading. According to your slide, I notice that we have already passed those courses, particularly in intensive and extensive reading. In this part, I'm interested in extensive reading. In your POV, what kind of technique you can apply to teach students in extensive reading? Because the core of extensive reading is 'let's students read what they wanna read'. For that, what can we do to make our class, esp in extensive reading be more effective? That's all thank you

A1: In our opinion, **we can use reading log like we have done before in extensive reading class, we can read what we want to read based on our interesting topic, so we can learn while knowing many information.** Then, I think it is effective to use reading log.

Q: Ah I see, thank you. However, do you think that students will gain the same knowledge in terms of vocabulary richness?

**A1: IMO, yes. Because like what you said, they will read as many easy books. Although it's an easy book, there will be some vocabulary that they find on that reading source.**

**A2: Good morning, my name's Febriana. I would like to answer Mercya's question. In my opinion we can give a freedom for the student what they want to read. However we also have to give some line or border, so that they also can read in the line.**

**Q: I see, so there are some rules we need to consider, right?**

**A2: Yes Mer, we can give the students a freedom what they wanna read. However we also give the line what they have to read.**

In conversation 14, the researchers found a violation of the maxim of quantity. This can be seen from the response of A2 "... we can give the students a freedom what they wanna read. However we also give the line what they have to read". The response was a repetition of the answer he gave previously. The response was not quite right, A2 should just say "yes Mer, you're right". The short sentence was sufficient to respond to the question from the Q's "so there are some rules we need to consider, right?" because the question was only a confirmation of the answer given by A2. In addition, researchers found no other violations of maxim.

Conversation 15: Asking and giving answer

**Q: Ah I see, thank you. However, do you think that students will gain the same knowledge in terms of vocabulary richness?**

**A1: In our opinion, they won't. Because every student have their capacity to grasp the vocabulary and the meaning implied in the text.**

**A2: In my perspective the knowledge of vocabulary in one with each other is different. Why? It is because the capability of someone in receiving and recognize words is also different.**

**A3: Actually, I am still confused in the line "read what students like to read". How if students only like to read something like short story, novels or something like this? Is it still okay?**

**A1: In my opinion, it is ok. As long as students are able to do kind of reading assessment such us: skimming, summarizing, etc.**

**A2: So basically, ER encourage students to read those kind of text.**

Next, in the 15th conversation, the researchers found violations of maxim of relevance. The maxim of violation can be seen from the response of A3's "Actually, I am still confused in the line" read what students like to read ". How if students ...." which showed the irrelevance of the response. In this conversation Q asked about increasing the vocabulary of each individual through reading. However, the question was responded differently by A3. The response of A3 is a form of question not answer. The A3 should have asked a question to the presenter. However, in the conversation A3 asked the question to Q who was the questioner in the presentation.

Conversation 16: asking and giving response

**Q: Any other questions? If not. Thank you for all the presenters**

**A1 (s): No mam, thanks for today's lessons and information guys. Such a great presentation and discussion**

A2 (s): **No mam**, thank you guys for sharing and discussing new information, big love.

A3 (s): **Warmest thanks for today's presenters.**

In the last conversation, the researchers found a violation of maxim of manner. The violation can be seen from the response of A3's "Warmest thanks for today's presenters". They were inaccurate and could lead to confusing or ambiguous conditions. The essence of Q's question is to confirm whether there were still questions about the material. However, A3 did not give the right answer, A3 only gave a response from the last sentence of Q. Conventionally, A3 should have given the answer "Yes/No".

In the discussion above, the maxim rules were still used. In this category, the maxim of quantity was ranked first with 5 cases of flouting. Then, the flouting was also committed in 3 cases for the maxim of manner and 2 cases for the maxim of relevance. In fact, maxim violations often occurred in one presentation of the class. It could be caused by several factors, such as; environmental factors, material mastery factors, internal factors such as vocabulary mastery and many more. A violation must always occur in a conversation. However, how these violations can be tolerated is the main thing to be focused on. The tolerance that can be given in conversation is how the message can be conveyed appropriately. Violations in conversation inevitably occur, whether it's in conventional or particular conversations (Syafryadin, et all. 2020).

The mastery factor of the material being explained was one of the main factors before the respondent gave his response. In maxim use, contextual factors need to be considered when understanding the implications of conversation. In making conversation appropriately, presenters and respondents must share knowledge which includes speech from the implications of the material discussed, the context of the conversation to the interactions in the presentation (Grice, 1975).

On the other hand, flouting of the maxim of quantity usually happens when the speaker intentionally provides more or less information than the situation requires. Afterwards, the condition when what the speaker contributes to the conversation is untrue or fake information is a flouting of the maxim of quality. Next, flouting of the maxim of relevance happens when the speaker's input is not relevant or lacks response for the context being discussed. Lastly, flouting of the maxim of manner occurs when the speaker's input is not translucent and it may be incomprehensible, ambiguous and not reasonable, making the situation so confusing. In essence, a maxim occurs when the speaker fails to observe the maxim on purpose and without the intention of deceiving the listener (Dwi, 2015).

## CONCLUSION

Maxim becomes an integral part of pragmatics and language studies, including in the field of EFL learning. Grice (1975), stated that the adage is a reference and helps how a person positions himself in an interaction. The maxim is a regulation with the purpose of making communication goes well. Syafryadin, Chandra, Apriani, & Noermanzah (2020) argued that maxim can also be denominated as the cooperative principle, and this term refers to a principle used by both speaker and hearer when interacting in a conversation so that the conversation can flow nicely.

The findings of this research show that there were 22 occurrences of maxim of quantity with 5 cases of flouting of the maxim. Then, 28 occurrences belonged to maxim of quality and the researchers did not find any flouting of the maxim. Next, 26 occurrences were labelled as maxim of relevance with 2 cases of flouting of the maxim. Besides that, 22 occurrences were categorized as maxim of manner with 3 cases of flouting of the maxim. In general, 110 maxim occurrences were identified from 16 conversations recorded in this research. It is hoped that by reading this research, students and lecturers can become more aware of their own utterances and how they affect the meaning-making process during conversations.

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## DESIGNING LIFE AND CAREER SKILLS-INTEGRATED SPEAKING SYLLABUSES FOR ENGLISH LANGUAGE EDUCATION STUDY PROGRAM<sup>1</sup>

Muhammad Eka Zuwanda<sup>1</sup>, Sri Sumarni<sup>2</sup>, Siti Drivoka Sulistyanningrum<sup>3</sup>

<sup>1,2,3</sup>*Universitas Negeri Jakarta, Jakarta, Indonesia*

<sup>1</sup>[ekazuwanda22@gmail.com](mailto:ekazuwanda22@gmail.com)

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### Abstract

Life and Career Skills (LCS) are already considered to be the essential skills to get equipped by the next generation in anticipating and facing complex challenges in life and work environment in the 21<sup>st</sup> Century era. In preparing skillful and compatible next-generation, the educational institution has a responsibility to evolve fast by addressing the 21<sup>st</sup> century-skills into educational systems such as curriculum or syllabuses. In other hands, speaking skill has become a skill which is significant to master in utilizing language properly in various social context so that it has a function in understanding, composing, or interacting expressions, ideas, and opinion. Therefore, this study aims to design Life and Career Skills-integrated speaking syllabuses for ELESP by conducting a need analysis of Life and Career Skills towards nineteen syllabuses for speaking courses from six universities in Indonesia. The analysis is carried out by employing LCS indicators which are developed from some frameworks or theories of LCS proposed by the National Association of Colleges and Employers (NACE) (2019), Binkley et al. (2012), and Partnership for 21<sup>st</sup> Century Skills (P21) (2009). The design of this study is Design and Development Research (DDR) proposed by Ellis & Levi (2010); and Gall & Borg (2003) and qualitative descriptive as a research method used in this study. The findings reveal that Life and Career Skills have been integrated implicitly and explicitly into speaking syllabuses which appear mostly in syllabus components such as Course Description, Learning Objectives, Learning Outcomes, Materials, Teaching Methods, Learning Media, Assessment/Evaluation, and Course Policy. Oral/Written Communication and Critical Thinking

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competencies are the main LCS-indicators which are highly addressed in the existing speaking syllabuses. This study sets for the procedure of LCS integration and the design of Life and Career Skills-integrated speaking syllabuses; Speaking for General Purposes, Speaking for Professional Purposes, and Speaking for Academic Purposes. A skill-based syllabus is referred to design the proposed syllabuses.

*Keywords: Life and Career Skills, Speaking Skills, Syllabus Design, DDR, ATC21 Framework.*

## INTRODUCTION

In the 21<sup>st</sup> Century, the world is changing and the next generation will face new social, economic, and environmental changes. Approximately, people who live in this age will get worldwide, multicultural, and between associated. Thus, the 21<sup>st</sup> Century skills are required significantly in this era to be able to face current and future global challenges and challenges in work-life.

Moreover, the job market has become a platform that is changing and progressing continuously in the Fourth Industrial Revolution. By the situation, the market today demands a skilled labor force that can adapt to its changes and its needs (UNESCO, 2018). Hence, one of the 21<sup>st</sup> Century skills; Life and Career Skills (LCS) are considered essential to be equipped to the future generation in anticipating challenges in work-life.

One of the institutions which have a high responsibility in providing and preparing the future labor force is an educational institution. The current educational systems must be evolving fast to fulfill the demands of learners. Because there is a mismatch between the demanded skills in the job market and what is currently being promoted in the education system (UNESCO, 2018). Previously, education was tied in with showing individuals something, but currently, it must ensure that students build up the navigation skills and a dependable compass to locate their particular manner through an inexorably questionable, unpredictable, and equivocal world. Educators must ensure that what they instructed would endure forever for their students following the demanded skills of the job market.

These present days, teachers have to get ready students for more quick social and monetary change than any time in recent memory, to utilize technologies which have not yet been created, for occupations which have not yet been made, and to take care of social issues that everybody does not yet realize will emerge (Andreas, 2017 in Csapó & Funke, 2017). Therefore, the role of teachers becomes central in the 21<sup>st</sup>-century era to create the next generation who be able to compete and to face uncertainty and disruptive challenges. As stated by Corpuz and Salandanan (2013) towards the changing roles of a teacher in the 21<sup>st</sup>-century context, in which teachers are no longer only as an authority in imposing sound behavior in a classroom but also a collaborative partner of the students in the learning process. Teachers should be a collaborative partner to grow the relevant skills needed in this age.

The significance of routine errands no longer keeps on being engaged in the learning procedures since communication, critical thinking, and collaboration are getting progressively significant in present-day society (Autor, Levy, & Murnane, 2003). Notwithstanding the abilities which have

just been the focal point of instructive researches practices, for example, proficiency, science, and arithmetic, teachers have now started to distinguish different abilities that are important to deal with these new difficulties known as 21<sup>st</sup>-century skills (National Research Council of the National Academies, 2012). 21<sup>st</sup> Century skills are concentrating on obtaining, combination, progressively transversal, and use of information.

Binkley et al. (2010) addressed 21<sup>st</sup> Century Skills in a framework known as ATC21S (*Assessment and Teaching of 21<sup>st</sup> Century Skills*) Framework. ATC21S Framework already organized ten skills identified under 4 groupings. Those four groupings are (1) Ways of Thinking incorporates (*critical thinking, problem-solving, and decision making*), (2) Ways of Working incorporates (*collaboration and communication*), (3) Tools of Working incorporates (*ICT literacy*), and (4) Living in the World incorporates (*citizenship; life and career; individual and social obligation*). By proposing those ten skills aims to prepare and empower learners with the correct abilities or skills to succeed in the 21<sup>st</sup> Century working environment.

While Partnership for 21<sup>st</sup> Century Skills (2009) (P21) has published the Framework for 21<sup>st</sup> Century Learning. The Framework depicts the information, skills, and mastery that students should ace to prevail in either life or work. Based on the P21 Framework, some skills are assuming important as 21<sup>st</sup> Century Skills. Those are (1) Learning and Innovation Skills includes (*creativity and innovation; critical thinking and problem-solving; communication and collaboration*), (2) Information, Media and Technology Skills includes (*information literacy; media literacy; ICT literacy*), (3) Life and Career Skills includes (*flexibility & adaptability; initiative & self-direction; social & cross-cultural skills; productivity & accountability; leadership & responsibility*).

The learners' necessity on the 21<sup>st</sup> Century skills mastery towards those demands of the labor market has been urgent to provide in the Indonesia context. This can be seen in the World Bank's Report about Indonesian Skill Demand which was released in 2010. The report described that there are emerging skill gaps in Indonesia. The most extensive gaps across laborers are for computer and English skills kept up by behavioral and thinking skills. In which behavioral skills address group direction, leadership, the capacity to work adaptability, and autonomously in which those competencies belong to life and career skills. Then, the demand for skills will keep on growing up over 10 years later (World Bank, 2010). This report shows that Indonesia's educational institutions must urgently be setting an educational system by accommodating 21<sup>st</sup> Century skills such as LCS.

To encounter those challenges and demands in the digital and information age, the future human being should be sustained with 21<sup>st</sup> Century skills particularly the Life and Career Skills (LCS). The capacity to plan and direct the complex life and workplaces in the worldwide competitive data era expects students to give thorough consideration to creating satisfactory LCS. These cover time management; initiative and self-directed learning; leadership; and working with others successfully. All the further explicitly, leadership abilities include directing people, recognizing or utilizing those qualities of people, and spurring people to achieve the shared objective. Time management incorporates using time and overseeing an outstanding task at hand effectively. Self-directed learning and initiative are abilities characterized by practices, for example, objective setting with the quantifiable standard for progress, building up harmony among long and momentary objectives, and investigating new learning chances. Working with

other people or individuals viably incorporates someone's capacity to connect successfully with other people or individuals including realizing when to assist when paying attention, regarding various qualities and also sentiments (Partnership for 21<sup>st</sup> Century Skills, 2009).

Some researchers have conducted studies on investigating and exploring 21<sup>st</sup> Century skills in an educational environment. For example, the study which was conducted by Ball, et al. (2016) explored 21<sup>st</sup> Century skills and learning environments for higher education levels. The study was conducted to identify the qualities and abilities young people should have to reach success in higher education levels and the workplaces and additionally to look at young people's impression of their abilities. The study indicated that responsibility and leadership; working with other people in effective ways; and being adaptive become skills that are essentially needed in this age. Another study was conducted by Heinrichs (2016) by investigating the impact of 21<sup>st</sup> Century skills in a Program of Dual Language. The investigation took place in a southern California school district at the whole-school level. The result of the study claimed that the DL program implemented with sustained, distributed collaboration and leadership can provide the main impact in the enhancement of 21<sup>st</sup> Century skills towards those students.

While Moyer, et al. (2016) additionally led an investigation by connecting with learners in 21<sup>st</sup> Century skills using informal learning. This examination aimed to quantify learners' commitment to 21<sup>st</sup> Century skills while the learners partake in an informal learning activity. Analysis of the study uncovered that informal learning activity connects students with 21<sup>st</sup> Century skills such as Life and Career Skills and Socio-cultural skills. Especially, collaboration, initiative, the ability to communicate, productivity, and self-heading involve the biggest learners' commitment. Commitment towards leadership, obligation, responsibility, problem-solving, adaptability, and flexibility remain likewise apparent. These studies show that cognitive and non-cognitive skills are essentially needed by students in dealing with unpredicted challenges.

In developing 21<sup>st</sup> Century skills, ATC21S has promoted the approaches to adapt those skills in the educational system. Skill-centered courses are one of the approaches which ATC21S considered to develop the skills. It stated that curricula/syllabus would better be prepared to accommodate 21<sup>st</sup> Century skills clearly (Suto & Eccles, 2014). Besides, P21 has also identified basic emotionally supportive procedures to guarantee learners' dominance of 21<sup>st</sup> Century skills. It suggested the educational system should develop 21<sup>st</sup> Century Instruction or Curriculum. In which the instruction or curriculum expectedly (1) teach those skills separately with regards to center subject and topics; (2) focus on giving chances to applicate those skills over subject areas and for a competency-based method to deal with learning; (3) enable innovative and creative learning strategies that incorporate the utilization of supportive and sophisticated devices, issue-based methodologies and HOT skills; (4) encourage the involvement of other social groups outside the school activities (Partnership for 21<sup>st</sup> Century Skills, 2009).

Saadah (2016) has conducted a study on LCS among Malay Polytechnic learners. This intends to explore LCS among Malay learners in the polytechnic institution and to contrast the learners' LCS against sorts of polytechnics, learners' sexual orientation, and subjects registered in various departments. Then, the discoveries show that there is a noteworthy contrast between sorts of polytechnics, students' sex, and various courses or subjects enlisted by the students in the life and career skills. Studies about 21<sup>st</sup> Century skills especially LCS are scarcely conducted. Moreover, studies that integrate those skills in a curriculum or syllabus are.

On the other hand, speaking has become a skill that utmost significance to acquire. This skill appeared as one of the subjects needed to be taught in any language class specifically English. Also, speaking skill is the capability to utilize language properly in varying social context. It is defined as the ability to function in a truly communicative setting that implicates the students in understanding, employing, composing, or interacting in the learning language while their concern is mainly on the meaning of the passage (Akmal, 2016). In addressing 21<sup>st</sup> Century skills in speaking classroom, the various studies which accommodate 21<sup>st</sup> Century skills such as the ICT literacy implementation in speaking teaching and learning are numerous available (Akmal (2016); Maribe & Twum-Darko (2015); Kuppuraj (2017); Sharndama (2013)). This is considered not enough to only promote ICT in addressing 21<sup>st</sup> Century skills in speaking classroom. It needs to accommodate other 21<sup>st</sup> Century skills as though LCS in teaching speaking course.

Also, Menggo et al. (2019) have analyzed the kinds of students' learning and objective needs for material advancement in the scholarly English-speaking course by surveying 312 students in six universities in Indonesia. The result concludes that students' needs empathically demonstrated that the design of material must have the option to advance 21<sup>st</sup> Century skills. Furthermore, Ashraf & Ahmadi, (2017) also have integrated 21<sup>st</sup> Century skills into English teaching and investigating the impacts towards the abilities to speak. This study revealed that learning 21<sup>st</sup> Century skills have already had a positive impact on speaking abilities.

Motallebzadeh, et al. (2018) has carried out a study to investigate the relationship between students' writing and speaking skills and 21<sup>st</sup> Century skills for EFL class. The study was done towards 122 EFL students from some organizations of Mashhad. At the point, the result demonstrated that 21<sup>st</sup> Century Skills have a huge relationship with speaking and writing. Moreover, collaboration and communication skills have the most elevated relationship towards the score of unknown dialect speaking and innovation proficiency has the most elevated relationship towards the score of unknown language writing.

Furthermore, National Education Standard Board (BSNP) has proposed the 21<sup>st</sup> Century National Education Paradigm to address the new skills which must be mastered by the students in this era. BNSP has even promoted the 21<sup>st</sup> Century qualification of human resources which is in line with the P21 Framework. In which students must be equipped with problem-solving and critical skills, collaboration and communication skills, ICT literacy, and also creativity and innovation skills. Not only cognitive skills and the ability to applying technology, but students also must have other competencies such as leadership, personal responsibility, adaptability, self-direction, accountability, and productivity which those competencies belong to life and career skills (Badan Standar Nasional Pendidikan, 2010).

Studies relating to Life and Career Skills and speaking learning are rarely available. There is a lack of studies which investigate Life and Career Skills in English Language Education Study Program. Regarding the needed studies of integrating LCS into the educational environment, this current study intends to fulfill the gap in developing the LCS-integrated speaking syllabuses for ELESP. Then, speaking skill is chosen since it is a productive language skill that demands the learners to actively create or produce language (Lindner, 2014). Therefore, this study will design and develop an LCS-integrated speaking syllabus, the researcher would not only integrate the LCS Framework developed by P21 and ATC21 into components of the syllabus but



also will refer to the CEFR (Common European Frameworks) to design the speaking syllabuses to reach the global standard of learning a language.

In this study, the researcher composes the main research question with three sub-questions which are mentioned in the following part.

Main Question:

How are life and career skills-integrated speaking syllabuses for ELESP?

Sub Questions:

1. To what extent do the existing speaking syllabuses of English Language Education Study Program (ELESP) accommodate life and career skills?
2. How are the life and career skills-integrated speaking syllabuses for English Language Education Study Program (ELESP) designed?
3. How are the design of life and career skills-integrated speaking syllabuses for English Language Education Study Program (ELESP) designed?

To answer the research questions, this study presents the aims of this study which are mentioned in the following part.

Main Purpose:

To design life and career skills-integrated syllabuses of speaking for English Language Education Study Program (ELESP).

Sub-aims of this present study are:

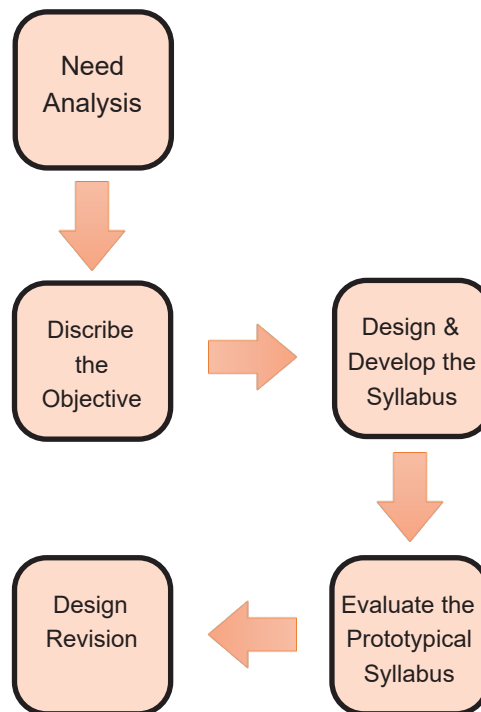
1. To analyze the life and career skills integrated into the existing speaking syllabuses for English Language Education Study Program.
2. To describe the procedures of designing process of life and career skills-integrated speaking syllabuses of English Language Education Study Program.
3. To design life and career skills-integrated speaking syllabuses for English Language Education Study Program.

## METHODS

### Research design

In this study, Research and Development design was used to design Life and Career Skills-integrated speaking syllabuses for ELESP as expressed in the purposes of this study. Ellis & Levy (2010) summarized the stages and procedures which had been developed by Peffers (2007) and Nunamaker (1991) in conducting DDR. Based on Ellis & Levy (2010), 6 procedures need to be a concern in implementing design and development research. The *first* is identifying the problem motivating the research. Identifying problems becomes an essential thing in conducting research. The problems can drive design and development studies since the emerging conditions often create a situation in which there is no product, toll, or model available to correct the problem. The *second* is describing the objectives. The objectives for any research are enclosed in the research questions. This needs questions which must be clearly stated related to the motivating problems. The *third* is a design and develop the artifact. This process entails constructing a conceptual framework keeping up by planning or designing the architecture of system, and completion with constructing a prototypical model for testing and evaluating. The *fourth* is testing the artifact. The *fifth* is evaluating the testing results. It is actually to demonstrate that the artifact developed meets the functionalities and requirements established for it. Then, the *sixth* is communicating the results.

In this current study, the researcher applied five steps or procedures. Those steps could be displayed in the figure below.



**Figure 1. Procedure of conducting the study**

### Data

Based on the table above, it could be observed that there were three kinds of data in this study. Those were 1) words/phrases/clauses in the existing syllabus components conveying indicators of life and career skills either explicitly or implicitly. 2) The findings of need analysis about life and career skills-integrated speaking syllabus. 3) The gap of the existing syllabuses and the designed syllabuses (the new one) and feedback and suggestion from the reviewers.

### Data Source

For this research, the researcher used 19 speaking syllabuses as the sample. The whole syllabuses were taken from 6 Indonesia's disparate universities. Further, the name of the universities will be mentioned as University A, University B, University C, University D, University E, and University F. Those syllabuses had covered the syllabuses for general speaking, professional speaking, and academic speaking.

### Instruments

To answer the research questions, three instruments were used in this research; 1). The Life and Career Skills Indicators, 2). Researcher, and 3). Reviewers' forms/Experts' Judgement Sheets.

### Data Analysis Procedure

To answer the research questions in this study, the researcher conducted data analysis procedures as follows:

1. For the first step, the researcher conducted a general description of the whole speaking syllabuses from 6 universities by classifying these existing speaking syllabuses into *General Speaking*, *Professional Speaking*, and *Academic Speaking* referring to the CEFR level.

Then it was continued by analyzing syllabus components employed into the existing syllabuses to be in line with what the researcher proposed in the literature review. Finally, the researcher analyzed and identified Life and Career Skills accommodated into each syllabus components from the existing speaking syllabuses. This was an effort conducted to answer research question 1.

2. To answer research question 2, the researcher conducted the integration process of life and career skills into the existing syllabuses.
3. Then, the researcher interpreted the integration of life and career skills into speaking syllabuses. Afterward, the researcher designed life and career skill-integrated speaking syllabuses into three speaking subjects namely general speaking, professional speaking, and academic speaking to answer research question 3.

The following were the tables used in the data analysis procedures.

**Table 1. General Description of the Existing Speaking Syllabuses**

No.	Syllabuses' Code	Speaking												Components of Syllabuses									
		Types																					
		GS	PS	AS	BI	CD	LOB	LOT	M	TM	LM	AE	R	CP									

Note: General Speaking (GS), Professional Speaking (PS), Academic Speaking (AS), Reception (R), Interaction (I), Production (P), Basic Information (BI), Course Description (CD), Learning Objectives (LOB), Learning Outcomes (LOT), Materials (M), Teaching Method (TM), Learning Medias (LM), Assessment and Evaluation (AE), Resources (R) Course Policy (CP)

**Table 2. Analysis of LCS in the Existing Speaking Syllabuses**

Syllabus Codes	DATA		DATA SOURCES			RESULT	
	LCS Indicator Codes	Words/ Phrases/ Expression/ Sentences	Syllabus Components	Words/ Phrases/ Expression/ Sentences	Yes/No	Implicitly/ Explicitly	

**Table 3. The Integration of LCS in Speaking Syllabus**

Code	LCS Indicators	Infusion (in)												
		BI	CD	LOB	LOC	M	TM	LM	A/E	R	CP			

**FINDINGS AND DISCUSSION**

The findings of data analyzed were discussed further to reveal Life and Career Skills-integrated speaking syllabuses for ELESPP to answer research questions in this study. To design Life and Career Skills-integrated speaking syllabuses, the researcher firstly conducted library research

towards the existing speaking syllabuses by analyzing syllabus components that were integrated by Life and Career Skills. Then it was followed by describing a procedure of designing process Life and Career Skills-integrated speaking syllabuses for ELESF. In the end, designing Life and Career Skills-integrated speaking syllabuses was conducted based on the result of analyzing the existing syllabuses.

In analyzing the existing syllabuses, the researcher observed speaking syllabuses gained from six universities. Each university used various terms of speaking courses for ELESF. University A used terms such as Responsive Speaking and Argumentative Speaking. University B used terms such as Speaking 1, Speaking 2, Speaking 3, and Speaking 4. University C used terms such as Basic Speaking, Intermediate Speaking, and Advance Speaking. Furthermore, University D used terms such as Speaking I, Speaking II, and Speaking III. University E used terms such as Speaking for Social Discourse, Public Speaking, Speaking for Academic Purposes. University E used terms such as Speaking 1, Speaking 2, Speaking 3, and Speaking 4. The total of the observed speaking syllabuses was nineteen speaking syllabuses for ELESF as data sources to be used.

Furthermore, the researcher identified speaking competencies based on the CEFR level into three terms; general speaking, professional speaking, and academic speaking. The researcher conducted this identification process to classify nineteen speaking syllabuses into three terms referring to CEFR. This was conducted because those existing speaking syllabuses used various terms to name the syllabuses so that the researcher considered it was important to conduct this process before analyzing LCS into the existing syllabuses. After finishing this identification process, the existing syllabuses were given codes referring to the CEFR level. The following was a table of the existing syllabus codes.

**Table 4 The Existing Speaking Syllabus Codes**

Speaking Level	Universities	Course Name	Codes
General Speaking	University A	Responsive Speaking	UAGS
	University B	Speaking 1	UBGS
	University C	Basic Speaking	UCGS
	University D	Speaking I	UDGS
	University E	Speaking for Social Discourse	UEGS
	University F	Speaking 1	UFGS
Professional Speaking	University A	-	-
	University B	Speaking 2	UBPS
		Speaking 3	UBPS1
	University C	Intermediate Speaking	UCPS
	University D	Speaking II	UDPS
	University E	Public Speaking	UEPS
University F	Speaking 2	UFPS	
	Speaking 3	UFPS1	
Academic Speaking	University A	Argumentative Speaking	UAAS
	University B	Speaking 4	UBAS
	University C	Advanced Speaking	UCAS
	University D	Speaking III	UDAS
	University E	Speaking for Academic Purposes	UEAS
	University F	Speaking 4	UFAS

After classifying the existing speaking syllabuses into the level of CEFR, the researcher afterward analyzed syllabus components referring to components of the syllabus which had been proposed in the literature review to describe what components of the syllabus available in the existing speaking syllabus. There are ten syllabus components which have been discussed according to some experts such as Brown (1995), Hyland (2004), Doolittle & Siudzinski (2010), Brumfit (2011) and Permendikbud (2015) to be designed in Life and Career Skills-integrated speaking syllabuses. Those syllabus components are Basic Information, Course Description, Learning Objectives, Learning Outcomes, Materials, Teaching Method, Learning Media, Assessment and Evaluation, Resources, and Course Policy.

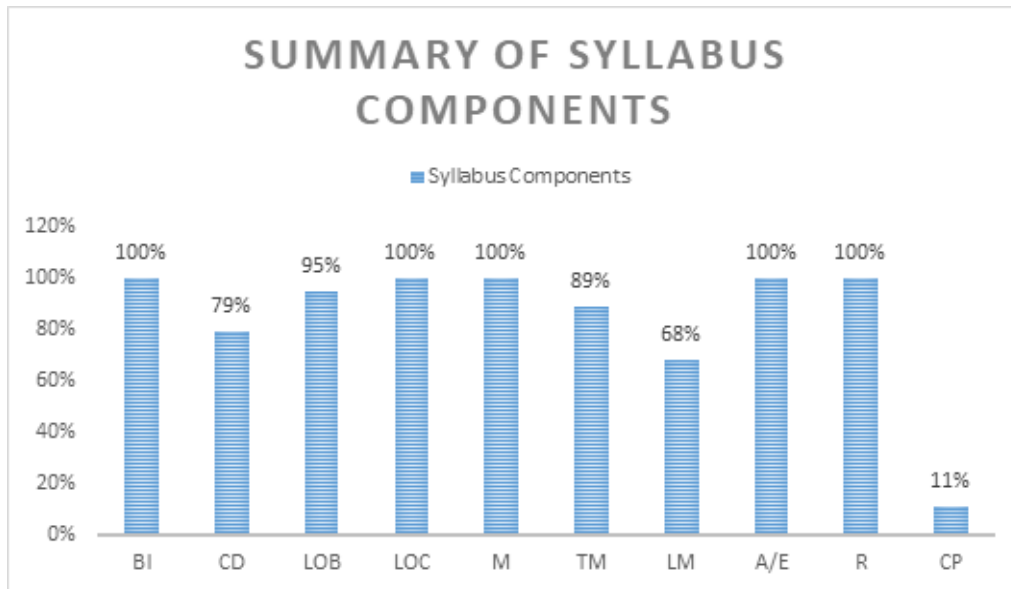


Figure 2. The Existing Syllabus Components

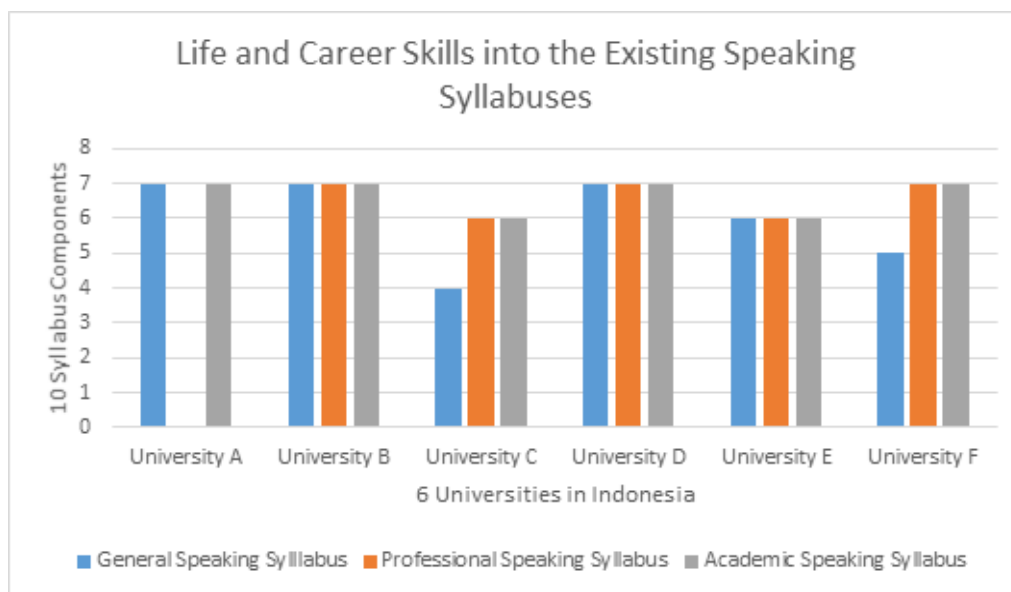
Based on Figure 2 that ten syllabus components which have been discussed in the literature review have been accommodated in the existing speaking syllabus. All the existing speaking syllabuses had employed four components of syllabus such as *Learning Objective, Materials, Assessment/Evaluation, and Resources*. This finding showed that experts' opinions and the implementation were in line and considered significantly important in a syllabus. Whereas *Course Description, Learning Objectives, Teaching Method, and Learning Media* were employed by the majority of universities. It revealed a gap between experts' opinions and the implementation in the existing syllabuses. Unfortunately, only a few syllabuses which employed *Course Policy*. It was considered extremely less important in the existing speaking syllabus so that there was another gap between experts' opinions and the implementation in designing a syllabus. Hence, in designing LCS-integrated speaking syllabuses, the researcher employed ten components namely *General Information, Course Description, Learning Objectives, Learning Outcomes, Materials, Teaching Methods, Learning Media, Assessment/Evaluation, Resources, and Course Policy*.

### The Analysis of Existing Speaking Syllabuses

To answer sub-research question 1, it is "to what extent do the existing speaking syllabuses of ELESPP accommodate Life and Career Skills?", need analysis was required to conduct referring to the first step of DDR. In this step, the researcher analyzed Life and Career Skill indicators which were integrated into the existing speaking syllabuses. The researcher analyzed Life and

Career Skills in the existing speaking syllabuses by dividing them into three levels of CEFR i.e General Speaking Syllabuses, Professional Speaking Syllabuses, and Academic Speaking Syllabuses. This aimed to help researcher analyze Life and Career Skills integrated into the existing speaking syllabuses.

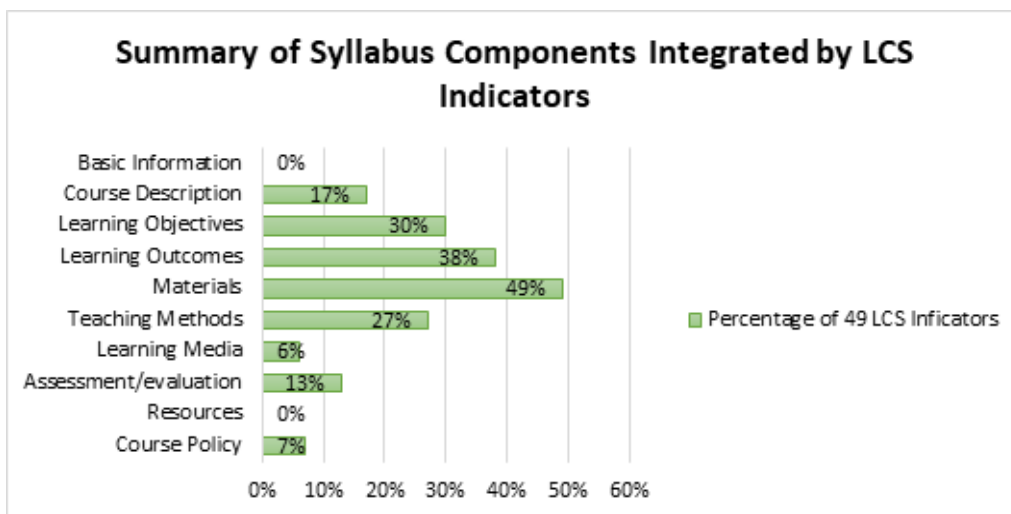
Furthermore, the researcher synthesized some theories and frameworks from some experts and institutions which proposed Life and Career Skills as one of the important skills in the 21st Century to be LCS indicators. There were 49 LCS sub-indicators from 9 main indicators. Those main indicators were 1) Critical Thinking/Problem Solving (CT), 2) Oral/Written Communication (C), 3) Teamwork/Collaboration (TC), 4) Digital Technology (DT), 5) Leadership (L), 6) Professionalism/Work Ethic (P), 7) Career Management (CM), 8) Global/Intercultural Fluency (GF), 9) Self-Management Skills (SM). These indicators also covered competencies in Knowledge level, Skills level, and Attitudes/Values/Ethics level referring to the ATC21 Framework level. Then, these indicators were used to analyze LCS integration into the existing speaking syllabuses. Based on the result of analyzing the data, data findings showed that the existing syllabuses have integrated LCS into some syllabus components. General description of LCS accommodated into nineteen existing speaking syllabuses from six universities displayed in a figure. It could be seen below.



**Figure 3. General Description of LCS into the Existing Speaking Syllabuses**

Based on Figure 3, from six universities in Indonesia that Life and Career Skills have been mostly integrated into syllabus components. Seven of ten syllabus components were found that those accommodated LCS indicators. It was as found in University A, University B, University D, and University F. such as Materials, Teaching Methods, Learning Media, and Assessment/Evaluation. It was suitable for Sajidin et, al. (2013) that Life and Career Skills could be integrated into four main components such as contents, learning activities, learning media, and assessment. Yet, data findings also showed that some components did not accommodate LCS such as Basic Information and Resources. In Basic Information, the researcher considered that Basic Information could be integrated by LCS in terms of Digital Technology competence. The result of the analysis of LCS integrated into each syllabus component was displayed in Figure 4 below.





**Figure 4. Syllabus Components Integrated by LCS Indicators into the Existing Speaking Syllabuses**

The researcher referred to what Davis (2010) as stated in Hamid (2019) proposed that Basic Information could contain not only University Identities and course items but also how to contact the teacher and access class virtually like providing email class, course web, and page URL. Whereas in Resources, it could also be integrated LCS in terms of Digital Technology competence by providing some links to access references used during taking the course. Hence, the researcher claimed that the whole components of the syllabus could be integrated by LCS so that in designing LCS-integrated speaking syllabuses the researcher tried to integrated LCS into ten syllabus components.

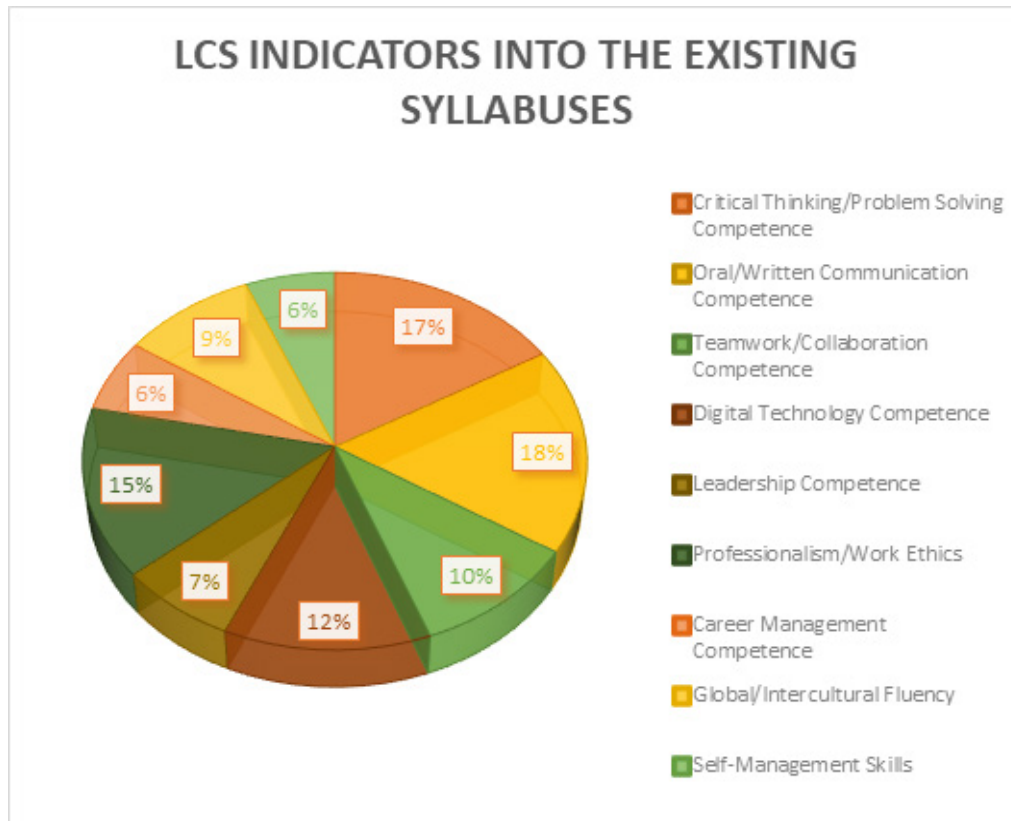
Furthermore, data findings showed that LCS indicators integrated into speaking syllabuses in each university in Indonesia were not more than 46 percent of 49 LCS indicators. It was found in University B. The lowest percentage of 49 LCS indicators was found in University C with 36 percent. The summary of LCS integrated by each university could be seen in Figure 5 below.



**Figure 5. Summary of Life and Career Skills Integrated by Each University**

Additionally, the data findings also showed that nineteen existing speaking syllabuses from six universities have accommodated nine main LCS indicators. Oral/written communication competences were dominantly found in the existing syllabuses. It was followed by critical thinking competence and professional/work ethics. Yet, career management competence and self-management skills were both competences of LCS which were rarely found to be addressed in

the existing syllabuses. Hence, based on the findings, the researcher tried to design speaking syllabuses by accommodating career management competence and self-management skills into some components of the syllabus by considering the speaking characteristic and the functions of speaking for ELESP students. The data findings were displayed in Figure 6.



**Figure 6. Life and Career Skills Indicators Accommodated into the Existing Syllabuses**

The Procedures of Integrating Life and Career Skills into the Syllabuses for Speaking

To answer sub-research question 2, it is “how are the Life and Career Skills-integrated speaking syllabuses for ELESP designed?”, the researcher conducted some procedures in integrating Life and Career Skills into speaking syllabuses. Those procedures could be seen as follows:

1. Identifying LCS indicators from some sources;
2. Selecting LCS indicators which were in line with general competence of speaking subjects by referring to CEFR;
3. Analyzing speaking syllabus components which could accommodate Life and Career Skills;
4. Adjusting LCS indicators with syllabus components which could accommodate Life and Career Skills by referring to Profile Graduates for ELESP and CEFR.
5. Infusing Life and Career Skills into speaking syllabus components by implicitly and explicitly inserting keywords of LCS indicators into a statement in each syllabus components so that those keywords were integrated into syllabus components.

### **The Designs of Life and Career Skills-Integrated Speaking Syllabuses for ELESP**

To answer sub-research question 3, it is “How are the design of life and career skills-integrated speaking syllabuses for English Language Education Study Program (ELESP) designed?”, the researcher designed Life and Career Skills-integrated speaking syllabuses based on the result of the existing speaking syllabuses analysis. Then, the researcher also referred to *Panduan Peny-*

*usunan Kurikulum Pendidikan Tinggi* (2018) to determine the designed syllabus template so that these designed syllabuses are in line with National Standard. These speaking syllabuses consist of three speaking courses. Those are *Speaking for General Purposes*, *Speaking for Professional Purposes*, and *Speaking for Academic Purposes*.

## CONCLUSION

For the conclusion, the data findings revealed that from 19 existing speaking syllabuses derived from 6 universities in Indonesia Life and Career Skills were accommodated into eight of ten syllabus components observed. Life and Career Skills could be accommodated explicitly and implicitly into syllabus components such as *Course Description*, *Learning Objectives*, *Learning Outcomes*, *Materials*, *Teaching Method*, *Learning Media*, *Assessment/Evaluation*, and *Course Policy*. Then, from nine main indicators which addressed Life and Career Skills, it was found that main indicators such as Critical Thinking competence and Oral/Written Communication competence mainly appeared in *Course Description*, *Learning Objectives*, *Learning Outcomes*, *Materials*, and *Teaching Method*. Other main indicators such as Teamwork/Collaboration competence, Digital Technology competence, Professional/Work Ethics, Career Management competence, and Global/Intercultural fluency explicitly and implicitly appeared in some syllabus components, whereas the rest main indicators; Leadership competence, and Self-Management skills were rarely found in those syllabus components.

The researcher tried to design the infusion table of Life and Career Skills into other syllabus components i.e. *Basic Information and Resources*. In those components of the syllabus, the researcher integrated Digital Technology competences to address Life and Career Skills. Hence, the researcher tried to integrated Life and Career Skills into the whole of syllabus components and accommodated all nine main LCS indicators into syllabus components.

Last, the researcher referred to the result of the LCS infusion table into syllabus components in designing Life and Career Skills-integrated speaking syllabuses for ELESF. The researcher also referred to *Panduan Penyusunan Kurikulum Pendidikan Tinggi* (2018) in determining the syllabus template and composing Learning Objectives based on *Capain Pembelajaran Lulusan* (CPL) and *Capaian Pembelajaran Mata Kuliah* (CPMK). The researcher also used CEFR descriptors to determine speaking coverage.

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