

E-ISSN 2723-5092

P-ISSN 2809-4271



JOURNAL

OF RESEARCH ON LANGUAGE EDUCATION



- Volume 3
- Issue 2
- July 2022

Published by
English Education Study Program
Faculty of Arts and Education

UNIVERSITAS TEKNOKRAT INDONESIA

Journal of Research on Language Education

Journal of Research on Language Education is a peer-reviewed journal published in Indonesia by the Faculty of Arts and Education, Universitas Teknokrat Indonesia, and published biannually (January and July). This journal aims to facilitate and promote the dissemination of scholarly information on research and development in the field of linguistics, literature, and language teaching and learning. The articles published in this journal can be the result of research, conceptual thinking, ideas, innovations, best practices, and book reviews.

Chief Editor

Lulud Oktaviani, S.Pd., M.Pd.

Editorial Teams

Achmad Yudi Wahyudin, S.Pd., M.Pd.

Berlinda Mandasari, S.Pd., M.Pd.

Niwayan Sukraini, M.Pd.

Nine Febrie Novitasari, M.Pd.

Board of Reviewers

Prof. Dr. Sri Rachmajanti, Dip. TESL, M.Pd., Universitas Negeri Malang, Indonesia

Kristian Adi Putra, Ph. D., Universitas Sebelas Maret, Indonesia

Nadia Tiara Antik Sari, M.Pd., Universitas Pendidikan Indonesia

Ibnu Wahyurianto, S.Pd., M.Pd., UIN Malik Ibrahim

Afif Ikhwanul Muslimin, S.Pd., M.Pd., UIN Mataram, Indonesia

Ibrahim Ibrahim, M. TESOL., Universitas Muhammadiyah Kalimantan Timur, Indonesia

Rafika Rabba Farah, M. Ed., Universitas Muhammadiyah Malang, Indonesia

Fatimah Mulya Sari, S.Pd., M.Pd., Universitas Teknokrat Indonesia, Indonesia

Mutiara Ayu, M.Pd., Universitas Teknokrat Indonesia, Indonesia

Melanie Brangan, M.Ed., Colegio de Dagupan

Aubrey Somera, Lipit National High School

Nasru Ilahiyati, M.Li., Universitas Brawijaya

Editor and Administration Address: **Journal of Research on Language Education**
Publication Division, Arts and Education Faculty, Universitas Teknokrat Indonesia. H.
Zainal Abidin Pagaralam Street No. 9-11. Kedaton, Bandar Lampung. Contact us via mobile
phone (0721) 702022, 774061 784945, or drop us an e-mail at jorle@teknokrat.ac.id

Journal of Research on Language Education

Table of Contents

English Teachers' Perception on the Impact of Pre and In-Service Training..... 34-39

Nur Laily Lupita Sari, Risvi Uli Rosyidah, Evi Yuniarisda Hutagalung

Incorporating A Blended Learning Approach into The Intensive English Course..... 40-48

I'anutul Avifah

An Investigating EFL Learners' Instrumental Motivation in Learning English..... 49-53

Nia Noviana, Mutiara Ayu

Enhancing Students' English Speaking Ability through VRChat Game as Learning Media..... 54-61

Pramujiono Cahyadi, Daffa Indra Arya Wardhana, Wildan Isa Ansori, Rafika Rabba Farah

The Impact of English Songs to Improve on English Listening Skills..... 62-65

Anisa Mailawati, Anita Anita



Published by
Fakultas Sastra dan Ilmu Pendidikan
UNIVERSITAS TEKNOKRAT INDONESIA
Bandarlampung

JORLE	Volume 3	Number 2	July	2022	Page 34 - 65
-------	----------	----------	------	------	--------------



ENGLISH TEACHERS' PERCEPTION ON THE IMPACT OF PRE AND IN-SERVICE TRAINING

Nur Laily Lupita Sari¹, Risvi Uli Rosyidah², Evi Yuniarisda Hutagalung³

English Language Education Department, Universitas Billfath¹

UIN Maulana Malik Ibrahim²

Teach Indonesia School³

nurlailylupitasari@gmail.com

Abstract

Numerous efforts have been undertaken by not only the government but also other institutions to reach the goal of enhancing teacher professionalism. Pre-service and in-service training are examples. However, there is a need to see teachers' perception of the effects of joining such training and see what issues emerge related to the training. This paper attempts to answer all these needs by giving the results of interviews with the vice principal of curriculum, English teachers, and students of SMKN 3 Malang. This research employs narrative inquiry research. The research uses the interview to collect data from the vice principal of curriculum, three English teachers, and students who are taught by the teachers. The results showed that pre-service and in-service training give positive impacts on the professional development of the teachers at SMKN 3 Malang. Issues related to the training appear in some forms. Teachers' unpreparedness in teaching vocational school students due to the lack of training about ESP that should have been taught more at university. Therefore, government or universities need to provide more pre-service training for student-teachers, not only about teaching general English but also English for special purposes. The researchers also perceive that it is not exaggerating for vocational schools to give more training on ESP to the teachers before they are hired. Also, the teachers worry about the correct format of the recent curriculum and lesson plan taught in some in-service training.

Keywords: Teachers' perception; pre-service training; in-service training

To cite this article:

Sari, N.L.L., Rosyidah, R.U., & Hutagalung, E.Y. (2022). English teachers' perception on the impact of pre and in-service training. *Journal of Research on Language Education*, 3(2), 34-39.

INTRODUCTION

The success of the teaching and learning process in a classroom is undoubtedly influenced by the teacher's performance and quality. Such performance and quality can be shown by any professional teachers (Murkatik, Harapan, & Wardiah, 2020; Fukkink, Helmerhorst, Gevers Deynoot-Schaub, & Sluiter, 2019). Hartley and Whitehead in Adnyani (2015) states that to be a professional, one has to acquire a set of skill through competency-based training which enables them to deliver a customer-led service in compliance with accountability procedures collaboratively implemented and managerially assured. Regarding the previous statement, two points are worth to be noted: a set of skills and competency-based training.

Teachers nowadays must be equipped not only just teaching skills but also with other skills that can affect their teaching performance. A set of skills that must be owned by a teacher is the skill of teaching (dealing with methodology), assessing, managing the classroom, as well as approaching students personally when needed (Chandra, 2015; Aelterman, Haerens, & Soenens, 2019; Archambault, Leary, & Rice, 2022). Another interesting thing to be discussed is competency-based training. Competency-based training refers to any training that is based on competencies that must be owned by someone regarding their profession (Holmes, Tuin, & Turner, 2021; Moti, Olana, & Bekele, 2022).

At this point, it can be seen how crucial having training is for all teachers for the sake of their professionalism. Without professionalism, it is unlikely to happen that teachers can bring any significant difference

to students' achievement. As stated by Adnyani (2015) teacher's competence affects students' achievement and can determine differences in students' learning and a teacher also can make a bigger difference to students' educational success than most other variables.

Numerous efforts have been undertaken by not only the government but also other institutions to reach the goal of enhancing teacher professionalism. Pre-service and in-service training are examples. However, there is a need to see teachers' perceptions of the effects of joining such training and see what issues emerge related to the training (Kebritchi, Lipschuetz, & Santiago, 2017; Tondeur, Aesaert, Prestridge, & Consuegra, 2018; Mumford & Dikilitaş, 2020). This paper attempts to answer all these needs by giving the results of interviews with the vice principal, English teachers, and students of SMKN 3 Malang.

RESEARCH METHOD

This study conducted narrative inquiry research. The study was carried out in the SMKN 3 Malang Indonesia. It used the interview to collect data from the three English teachers, the vice principal of curriculum, and several students who are taught by the teachers. In choosing the students, the researchers use random sampling from each class in which each English teacher taught. The three English teachers taught grades tenth, eleventh, and twelve. Specifically, the study aimed to (a) describe teachers' perception of the impact of pre-service training, (b) describe teachers' perception of the impact of in-service training, (c) students' opinion about the teachers' competencies, and (d) issues related to pre-service and in-service training.

FINDINGS AND DISCUSSION

Teachers' Perception of the Impact of Pre-service Training

Pre-service training is a program provided for teachers' candidates to develop their professionalism. Such training could be provided by the government, the university where the teacher candidates study, or even any other institution. Several kinds of pre-service training provided in Indonesia are PPL (*Praktik Pengalaman Lapangan*) or teaching internship, *diklat pra-jabatan* or education and training program, PPG (*Pendidikan Profesi Guru*) or teacher profession education, and seminars as well as workshops whose main focus is to help the teacher candidates develop their professionalism.

Based on the findings, all the English teachers at SMKN 3 Malang had gone through PPL before they even started working as teachers at SMKN 3 Malang. PPL itself is an obligatory pre-service program provided by any education department where the student teacher conducts teaching practice for a certain length of time. In this program, student-teacher can learn everything related to teaching professionalism.

The next program is PPG. PPG itself is a one-year professional development program for the pre-service teacher to prepare graduates who hold Bachelor's Degree from education and non-education university and have talents and interests as teachers to master full teacher competencies based on national standards to be able to obtain a certificate of professional educators in early childhood education, primary education, and secondary education (Regulation of Minister of Education No 87 in Adnyani, 2015). According to the findings, no one of the English teachers at SMKN 3 Malang has attended PPG. Caused the program of PPG itself was firstly mandated by the government in 2010 (Widiati, 2015), whereas the English teachers at SMKN 3 Malang started working as a teacher in 2001 (English Teacher 1 or ET1), 1987 (English Teacher 2 or ET2), and 1990 (English Teacher 3 or ET3).

All English teachers at SMKN 3 Malang have been officially appointed as civil servants. Therefore, it can be concluded that all of them have joined *Diklat Pra-jabatan* although one of the teachers (ET1) did not mention that he has joined it in the interview. Based on ET3's perception, *Diklat prajabatan* gave her more reinforcement about Pancasila, UUD 45, school rules, and how to be a disciplined teacher. *Diklat-prajabatan* is initiated to build the character of the trainee. *Diklat pra-jabatan* itself is a process of organizing learning and teaching to improve the ability of civil servants (*Peraturan Pemerintah Republik Indonesia Nomor 101 Tahun 2000*). It is provided by the government of Indonesia and is obligatory for those who are going to be officially appointed as civil servants.

Another in-service training that is perceived to influence teachers' professional development is PPL (*Praktek Pengalaman Lapangan*) or teaching internship. According to the interview excerpt, English teachers at SMKN 3 Malang supposed that PPL gave them a positive impact on their professionalism in a way that it helped them enhance their understanding of teaching methods, classroom management, assessment, and even school administration, and management. PPL itself is an obligatory program mandated by the education department at any university in which the students have a short-term internship teaching at schools. ET3 said that PPL which now takes only about one and half months to be completed used to take six months (one semester) to be completed.

Lastly is about workshops and seminars joined by the teachers. There were not many workshops or seminars that had been joined by the teachers before they started teaching. ET2, for example, had only joined one seminar, and ET 3 had joined the education and culture seminar also hotelier seminar.

In conclusion, based on the perception of English teachers at SMKN 3 Malang, pre-service training gave positive impact on their professional development. It helped them gain more knowledge and experiences about

how to teach, as well as improve their readiness to be the real teacher, manage a classroom, and build their character based on Pancasila.

Teachers' Perception of the Impact of In-service Training

While pre-service training is conducted before the teachers teach, in-service training is a short-term workshop or course which implemented when the teachers already teach in institutions or for employed teachers (Cochran-Smith & Lytle, 2001; Aydın, Sağlam, & Alan, 2016). In-service training is one of the opportunities for teachers to improve their professional development. The purpose of in-service training is to improve teachers' knowledge, skills, and commitment of teachers therefore teachers become more proficient in planning lessons, using a variety of effective methods and techniques in teaching, and supervising students' learning (USAID, 2011). The activities of in-service training can be in the form of a seminar, workshop, training, etc.

During the interview with the vice principal of curriculum and three English teachers, it was found that there are some important aspects to be taken into account. As mandated by school regulation, all teachers had to join in-service training at least once a year, all English teachers at SMKN 3 Malang have joined in-service training in many forms. SMKN 3 Malang itself also organized an annual program entitled 'In-house training' in which the teachers of any subjects are trained by trainers or practitioners from outside the school. This program enables the teachers to gain some knowledge and experiences related to the latest topics of pedagogy and education. Some of the trainers or practitioners are invited from local universities (Universitas Negeri Malang, Universitas Brawijaya, etc.), experts from a related field (cooking, hotelier, pastry, etc.) as well as practitioners from another country (a trainer from Thailand). This is in line with the point of teacher professional development which can be institutionalized through the professional development of school administrators (USAID, 2011).

Besides, for the professional development of teachers, PNS (government employees) teachers need to fulfill the requirement of Credit Number of PNS Teachers (*Angka Kredit Guru PNS*). According to Regulation of *Menteri Pendayagunaan Aparatur Negara* Number 84/1993 as listed on *penetapan angka kredit (PAK) guru PNS* No. 16/2009 about Teachers' Functional Position and the credit number, chapter 2, Credit Number of PNS Teacher is a scoring unit of every activity or accumulation of item activities which have to be achieved for a teacher to develop his/her carrier and position. The credit number must be fulfilled by certified teachers annually.

English teachers' at SMKN 3 Malang opinion on in-service training was positive, for in-service training which they have attended gave useful and positive impacts on their professionalism. For instance, ET2 obtained more knowledge about item analysis after attending a workshop on Computer Adaptive Test (CAT). She stated that this kind of workshop helped her make better test items for students. Furthermore, she could administer a good test which then effectively assesses students' competencies. She also hoped that in the future the workshop about assessment and Computer Adaptive Test (CAT) would be held once again. This is similar to the role of in-service training according to USAID (2011) which states that in-service training helps teachers acquire their new knowledge about subject matter content, teaching skills, and assessment methods required to implement an existing or new curriculum.

Another example from a teacher in in-service training, ET3 attended a national training workshop about culture and religions held by Tony Blair Faith Foundation and UNESCO. After attending this workshop, she continued the program by making a weekly school activity that facilitates students to share the values of different cultures and religions in some countries in Asia. The students would have a teleconference video with people from different countries in Asia. During this activity, the students could share and gain cultural values from other countries. This activity showed that the activity that the teacher experienced during the workshop can be applied and continued in school even after the workshop ended.

Students' Opinions about the Teachers' Competences

The researchers asked three students from classrooms which the teachers teach. In total, there were nine students. This semester, students were mostly taught by PPL teachers. They were still taught by their own English teachers for 3 meetings. To choose the students to be interviewed, random sampling was used. As result, the students of ET2 and ET3 showed positive responses to the way the teachers teach them. According to the students, ET2 and ET3 used media like PowerPoint presentations to deliver the teaching materials. The atmosphere of a classroom of ET2 and ET3 is fun. Students of ET2 added that ET2 sometimes told a funny story during teaching activities. On contrary, the students of ET1 showed fewer positive responses toward ET1. The students stated that ET1 only teaches using the lecturing method. They found it boring to follow the lesson. They also added that they do not understand the ET1's explanation. Although one of the students ever complained about the way he teaches, the teacher gave no response.

Issues Related to Pre-service and In-service Trainings

As we know that pre-service training is considered an important stage to prepare teachers to enter the new world of teaching. This preparation program is applied to give prior knowledge to the teacher to master all competencies needed to create successful teaching. However, there is still an issue that emerged after pre-service training is given.

Two of the three English teachers considered that teachers had to get more knowledge about ESP (English for Special Purpose). One of them, ET 1, even said that there were not any lectures on teaching ESP when he was taking his Bachelor's Degree. Instead, the pedagogic only focused on teaching general English. It did create a problem for him when firstly taught at SMKN 3, a vocational school that needs ESP. ET1 wished that there is an induction program provided by, especially vocational schools for new teachers. The other teacher, ET2, also suggested that there must have been some additional training provided before she started teaching since all she learned from university was mainly about theory. She also hoped that in the future there will be provided such additional training for future teachers to practice teaching more, therefore they would not get overwhelmed when it came to teaching for the first time. This is, of course, a problem when teachers are not confident due to the lack of practice. They may discover that the school may exclude the implementation of the new approaches they implemented (Farrel, 2012). It can be worse with the isolation the teachers may feel since they are left alone to continue their duty without any direct support (Kuzmic, 1993; O'Brien, Adamakis, O' Brien, Onofre, Martins, Dania, Makopoulou, Herold, Ng, & Costa, 2022). It all happens because there is a gap between the pre-service training prepared and the real classroom condition.

To overcome this problem, bridging the gap is important. Bridging the gap by conducting the next service language teacher development prepare this kind of teacher with reflective practice opportunities during teacher preparation courses which can be continued into his first years. Especially for vocational high school in which English is different from English in senior high school. Vocational schools should provide an induction program where the teacher candidates could have some time to learn ESP. In this program, teachers can take responsibility for their development by involving in reflective practice during their first year so that they can manage and evaluate the problems and issues they face. Take one example of teachers in Europe that are obliged to join the systematic program of support (induction) during their first years in the profession (Caena, 2011). After the induction phase, all teachers need to be engaged in a continuous process of assessing and developing their competencies further.

The other issue is related to in-service training. In this case, in-service training on how to design a good and correct lesson plan based on the latest curriculum still give confusion for teachers. The form of the lesson plan has changed several times during the change of education minister. To conduct teaching in the classroom, a teacher needs good preparations such as a lesson plan. The lesson plan should be developed by the teacher as a guide or direction for all activities done by the teacher and students in the classroom to achieve one or more specific competencies appropriately and effectively (Navarro, Zervas, Gesa, & Sampson, 2016). However, some teachers may still have difficulties in developing an effective and systematic lesson plan for teaching. They tend to imitate or even copy the ones provided in the textbook and internet. The difficulties to develop a good and correct lesson plan can be influenced by several factors such as the lack of time because of the high load of teaching, the lack of ability in matching students' aptitude or ability and appropriate method of teaching, the difficulty in developing lesson plan related to students' differences, the difficulty in developing lesson plan related to students' encouragement to be active learners based on the recent curriculum, and the lack of ability in matching teaching technique and students' learning style (Mulyani, 2013; An & Carr, 2017). Here, the teacher realizes that she should make a high-quality lesson plan which enables the students to learn something new and enjoy the teaching and learning process as well. Therefore, she hopes the government can provide clear in-service training on how to design a good and correct lesson plan.

CONCLUSION

Pre-service and in-service training give positive impacts on the professional development of the teachers at SMKN 3 Malang. Issues related to the training appear in some forms. Firstly, it is teachers' unpreparedness in teaching vocational school students due to the lack of training about ESP that should have been taught more at university. Therefore, the government or universities need to provide more pre-service training for student-teachers, not only about teaching general English but also English for special purposes. The researchers also perceive that it is not exaggerating for vocational schools to give more training on ESP to the teachers before they are hired. Secondly, it is teachers' worries about the clear format of the latest curriculum lesson plan taught in some in-service training.

REFERENCES

Adnyani, D. P. D. P. (2015). *A case study of professional development program for pre-service teacher in State University in Central Indonesia*. Institute of International Education Department of Education. Stockholm, Stockholms Universitet. Unpublished thesis.

- An, D. & Carr, M. (2017). Learning styles theory fails to explain learning and achievement: Recommendations for alternative approaches, *Personality and Individual Differences*, 116, pp 410-416, <https://doi.org/10.1016/j.paid.2017.04.050>
- Archambault, L., Leary, H., & Rice, K. (2022). Pillars of Online Pedagogy: A Framework for Teaching in Online Learning Environments. *Educational Psychologist*. <https://doi.org/10.1080/00461520.2022.2051513>
- Aydın, B., Sağlam, S. & Alan, B. (2016). Can CELTA qualification be the new bridge between pre-service and in-service education? Perceptions of in-service teachers. *ELT Research Journal*, 5 (2), 0-0. Retrieved from <https://dergipark.org.tr/en/pub/eltrj/issue/24405/258715>
- Chandra, R. (2015). Classroom management for effective teaching. *International Journal of Education and Psychological Research (IJEPR)*, 4(4).
- Cochran-Smith, M. & Lytle, S. (2001). Beyond certainty: taking an inquiry stance on practice. In A. Lieberman & L. Miller (Eds.), *Teachers Caught in the Action: Professional Development that Matters*. New York: Teachers College Press.
- Farrell, T. S. C. (2012). Novice-service language teacher development: Bridging the gap between pre-service and in-service education and development. *TESOL Quarterly* 46(3).
- Fukkink, R., Helmerhorst, K., Gevers Deynoot-Schaub, M., & Sluiter. R. (2019). Training Interaction Skills of Pre-service ECEC Teachers: Moving from in-Service to Pre-service Professional Development. *Early Childhood Educ J*, 47, pp 497–507. <https://doi.org/10.1007/s10643-019-00928-6>
- Holmes, A.G.D., Tuin, M.P., & Turner, S.L. (2021). Competence and competency in higher education, simple terms yet with complex meanings: Theoretical and practical issues for university teachers and assessors implementing Competency-Based Education (CBE). *Educational Process: International Journal*, 10(3).
- Kebritchi, M., Lipschuetz, A., & Santiago, L. (2017). Issues and challenges for teaching successful online courses in higher education: A literature review. *Journal of Educational Technology Systems*, 46(1), 4–29. <https://doi.org/10.1177/0047239516661713>
- Kuzmic, J. (1993). A beginning teacher's search for meaning: Teacher socialization, organizational literacy, and empowerment. *Teaching and Teacher Education*, 10, pp 15–27. [https://doi.org/10.1016/0742-051X\(94\)90037-X](https://doi.org/10.1016/0742-051X(94)90037-X)
- Moti, A. D., Olana, T., & Bekele, E. (2022). Trainees' perceptions towards the practice of competency-based assessment for learning in Oromia colleges: in particular to Shambu, Nakamte and D/Dollo CTE. *JOLIT Journal of Languages and Language Teaching*, 10(3), pp. 356-367. <https://doi.org/10.33394/jolitt.v%vi%i.5314>
- Mulyani. (2013). *An analysis of english lesson plan academic year 2012/2013 at the first semester of Masdarul Ulum Banda Aceh*. Unpublished Thesis. Banda Aceh: Syiah Kuala University.
- Mumford, S & Dikilitaş, K. (2020). Pre-service Language Teachers Reflection Development through Online Interaction in a Hybrid Learning Course, *Computers & Education*, 144. <https://doi.org/10.1016/j.compedu.2019.103706>
- Murkatik, K., Harapan, E., & Wardiah, D. (2020). The influence of professional and pedagogic competence on teacher's performance. *Journal of Social Work and Science Education*, 1(1), 58-69. <https://doi.org/10.52690/jswse.v1i1.10>
- Navarro, S.B., Zervas, P. Gesa, R.F., & Sampson, D.G. (2016). Developing Teachers' Competences for Designing Inclusive Learning Experiences. *Journal of Educational Technology & Society*, 19(1), 17–27. <http://www.jstor.org/stable/jeductechsoci.19.1.17>
- O'Brien, W., Adamakis, M., O'Brien, N., Onofre, M., Martins, J., Dania, A., Makopoulou, K., Herold, F., Ng, K., & Costa, J. (2020). Implications for european physical education teacher education during the COVID-19 pandemic: a cross-institutional SWOT analysis. *European Journal of Teacher Education*, 43(4), pp 503-522. <https://doi.org/10.1080/02619768.2020.1823963>
- Tondeur, J., Aesaert, K., Prestridge, S., & Consuegra, E. (2018). A multilevel analysis of what matters in the training of pre-service teacher's ICT competencies, *Computers & Education*, 122. <https://doi.org/10.1016/j.compedu.2018.03.002>
- USAID. (2011). *Designing Effective Education Programs for In-Service Teacher Professional Development*. E. L. M. Ginsburg: American Institute for Research.
- Vansteenkiste, M., Aelterman, N., Haerens, L. & Soenens, B. (2019). Seeking stability in stormy educational times: a need-based perspective on (de)motivating teaching grounded in self-determination theory. *Motivation in Education at a Time of Global Change (Advances in Motivation and Achievement, Vol. 20)*, Emerald Publishing Limited, Bingley, pp. 53-80. <https://doi.org/10.1108/S0749-742320190000020004>
- Widiati, U. & Hayati, N. (2015). Teacher professional education in indonesia and ASEAN 2015: Lessons learned from english language teacher education programs. In R. Stroupe & K. Kimura (Eds), *ASEAN Integration and the Role of English Language Teaching*. CamTESOL, Phnom Penh.

BIOGRAPHIES OF AUTHORS

Nur Laily Lupita Sari finished both her Bachelor's and Master's degree from Universitas Negeri Malang (UM) majoring in the English Language Teaching program. She is currently a lecturer in the Department of English Language Education at Universitas Billfath. Her research interest includes ELT, technology, and teacher professional development. She can be contacted through email: nurlailylupitasari@gmail.com.

Risvi Uli Rosyidah finished her Bachelor's Degree in UIN Maulana Malik Ibrahim Malang. Then she pursued her Master's Degree in Universitas Negeri Malang (UM) majoring in the English Language Teaching program. Now she teaches in UIN Maulana Malik Ibrahim Malang.

Evi Yuniarisda Hutagalung graduated with her Bachelor's Degree from Universitas Negeri Surabaya (UNESA) majoring in the English Education program. Then she continued her master's degree in English Language Teaching program at Universitas Negeri Malang (UM). Now, she teaches in the Teach Indonesia School.



INCORPORATING A BLENDED LEARNING APPROACH INTO THE INTENSIVE ENGLISH COURSE

I'anutul Avifah¹

English Language Education Department, Universitas Billfath¹

ianatulavifah@gmail.com

Abstract

The encompassing goal of the Intensive English Course at Universitas Billfath is to help students improve their English skills so that they can pass the standardized English test. In practice, however, this expected goal could not be effectively achieved because of the truancy issue and pandemic situation. In this scheme, blended learning is a thoughtful enhancement of the learning experience with the incorporation of online technology which can offer the flexibility of learning and social interaction to enhance learning. Moreover, as a kind of blended learning technology, a Virtual Learning Environment (VLE) can afford students with flexibility and opportunities to work collaboratively. Thus, this study is an attempt to propose the incorporation of a blended learning approach into the existing classroom sessions in the Intensive English Course at Universitas Billfath. Since the proposed blended learning is a novel learning experience in this context, there may be several issues that remain significant to take into account. Further, it is also important to assess the effectiveness of the use of VLE in this blended learning design, so it warrants an evaluation to embark on a constructive review of how this kind of blend can enhance English learning by developing its potential and improving its imperfections.

Keywords: Blended Learning Approach, Flexibility, Collaborative Learning, VLE, Intensive English Course

To cite this article:

Avifah, I. (2022). Incorporating a blended learning approach into the intensive English course. *Journal of Research on Language Education*, 3(2), 40-48.

INTRODUCTION

In the Intensive English Course at Universitas Billfath, the encompassing goal is to help freshmen improve their English skills so that they can pass the standardized English test. However, this expected goal could not be effectively achieved because of the truancy issue. Thanks to technology, blended learning can be a viable approach to improving this teaching and learning practice. By not reducing all contact hours, blended learning is a thoughtful enhancement of the learning experience with the incorporation of online technology which can offer the flexibility of learning and social interaction to enhance learning (Graham, 2006; Sharma, 2010; Hockly, 2018). Moreover, as a kind of blended learning technology, a VLE can afford students with flexibility and opportunities to work collaboratively (McLoughin and Lee, 2007; Barker and Gossman, 2013). Thus, proposing a blended learning approach through the VLE can allow the teacher to offer flexibility and promote collaboration among students in the Intensive English Course. This paper discusses the cogent rationales underlying this blended learning proposal by organizing in the following way: considering the decision-making of incorporating blended learning, describing the transformative blend, pointing out challenges, and drawing a conclusion.

Decision-making

Offering a blended learning design for the Intensive English Course is underpinned by several key considerations which are expected to be able to address the issue of students' truancy which may inhibit the learning effectiveness. These considerations comprise two decisive aspects: flexibility and collaboration.

Bringing flexibility to access learning

As indicated above, it requires the teacher to create a flexible approach to facilitating students to access learning due to the truancy issue. This is what Collis and Moonen (2001) refer to as 'flexible learning' which can benefit students with greater flexibility to enhance their learning. Flexibility is equated to "allowing the learner

some critical choices in the learning situation so that it better meets his or her needs and individual situation” (Collis, 1998, 376). One of the rationales underpinning the design of blended learning is the flexibility to access knowledge (Ostguthorpe and Graham (2003, as cited in Graham, 2006); Jonker et al, 2020). Thus, it is worth noting that incorporating blended learning in this course can be a viable strategy to offer ease for students to access their learning in a flexible way regarding their condition. Bonk et al. (2002) ascertain that the success of technology-mediated learning environments is affected by the ease of access to learning. In higher education, Collis (1998) points out that flexibility can bring about the convenience of learning dimensions which include flexibility in location, program, types of interaction, forms of communication, and study materials. More relevant to this context, the flexibility which is mainly offered is to improve the adaptability of location and time to consider students' physical and time constraints to access learning in the classroom (Collis and Moonen, 2001; Jonker et al., 2020). This can perpetuate the effectiveness of teaching and learning which could not take place in the classroom session. So, by situating students in blended learning mode, they can benefit from the distributed environment which offers increased access to learning. Instead of relying heavily on the materials presented in the classroom session where most students frequently miss the lesson and could not acquire the knowledge, students can access the lesson through the online platform to develop their English skills (Eydelman, 2013; Gilbert, 2013).

However, blended learning should not solely be devised to increase student's access to learning but also to rethink the teaching and learning process (Garrison and Kanuka, 2004). Collis and Moonen (2001) accentuate that flexible learning in higher education does not merely depend on the model of knowledge acquisition, but it should be more flexible to the acquisition and contribution-oriented model. They further suggest the learning activities should encourage students to engage both in acquiring and constructing their knowledge, for example participating in a discussion. This view is also shared by Graham, Woodfield, and Harrison (2013) who highlight that the design of blended learning should not only accentuate the access to learning but also should consider how blending can maintain the social interaction within the virtual learning environment. Blended learning should be able to retain the flexible learning experience with collaboration (Ross and Gage, 2006; Pombo et al., 2010). It is, therefore, incorporating a virtual learning environment in this context is not mainly aimed at bringing flexibility to access to learning but also perpetuating the balance between flexible learning and students' social interaction which can promote collaboration.

Promoting collaborative learning

Designing e-learning needs to consider the pedagogical perspective which affects how the design of blended learning will be devised in teaching and learning practice (Feng Su, 2019). In this blended learning plan, the pedagogical theory which is adhered to is the cognitive perspective which accentuates the theory of social constructivism in which knowledge construction is built through social interaction (Mayes and De Freitas, 2007). Vygotsky (1978) calls this learning approach 'social constructivism' which suggests that knowledge development is enhanced through social activity. He further underpins the social constructivism on the concept of the *zone of proximal development (ZPD)* which explains the difference between a learner's current conceptual development and learner's potential capability which is developed by others' guidance or peer collaboration. In correspondence with this, Mayes and De Freitas (2004) posit that both peers and teachers are essential in students' knowledge development. This social interaction can be implemented through the construction of a group discussion, developing a shared understanding of the task, and maintaining feedback on students' performances. This is what Jones (2007) refers to as collaborative learning as social learning which accentuates how students process their learning in and through social activity.

Collaborative learning is a pedagogical approach that can be emerged in online learning (Weller, 2007; Pombo et al, 2010). In collaborative learning, students can work together towards a joint purpose in an online discussion or group online project. Ravenscroft and Cook (2007) assert that an online learning environment should afford meaningful interaction among students and with the lesson to the scaffold learning process because learning occurs through interaction otherwise learning in an online space is practically useless. Furthermore, instead of a 'drill and practice' approach, collaboration help students acquire better knowledge. As noted by Pombo et al (2010), performing a joint task can attain better learning outcomes compared to an individual task, because students engage in an interactive discussion with their peers. Mayes and De Freitas (2007) point out that computer-supported collaborative learning can be carried out to associate a social constructive approach with the online learning design. Besides the flexibility for students to access learning, therefore, the aim of blending this course is to allow students to learn collaboratively in the virtual learning environment (Alonso et al., 2005; Gilbert, 2013; Eydelman, 2013). In this case, the rationale underlying incorporating the collaborative learning approach in VLE is that the classroom session could not accommodate effective collaboration because of the attendance issue where only a few students attend the class. Given afforded by the flexibility of learning, it is, therefore, necessary to promote collaborative learning among students through VLE to enhance their English skills, such as by assigning them into a group to discuss problems with the subject-verb agreement so that they can discuss each other to construct knowledge about English grammatical accuracy.

A task-based approach to collaborative learning through the VLE

Promoting collaborative learning in a virtual learning environment is a novel method in this teaching context. It is, therefore, necessary, to carry out this approach with ample consideration of stages that can help teachers prepare an appropriate task (Ellis, 2003; Cohen and Lotan, 2014). This is what Ellis (2003) refers to as the notion of task-based teaching which has the general aim to facilitate language learning and skill improvement through collaborative knowledge construction. This approach will be useful to utilize since it will scaffold the collaborative activities of students in the VLE. Mayes and de Freitas (2004) acknowledge that scaffolding plays a big role in devising the constructive approach. In light of it, to attain the learning goals of collaborative learning in VLE, it is important to design a collaborative lesson based on the task-based methodology. Devising task-based collaborative learning in the VLE needs to select appropriate work schemes. Ellis (2003) highlights three principle chronologies, i.e., 'pre-task, during-task, and post-task (p.243). Marjanovic (1999) calls these stages preparation for collaborative learning, the electronic session, and evaluation of collaborative learning (p.132). Hence, it is important to devise online collaborative learning in VLE using the task-based approach so that it can scaffold how the students can process the learning.

Through the pre-stage, students can prepare their minds to learn collaboratively through the VLE. This task drives students' minds to be ready to involve in the VLE. Lee (2000, as cited in Ellis, 2003) acquaints that to make students prepared for the task, it is important to explain the task clearly to the students so that they are aware of their task organization and the learning objectives to achieve (Cohen and Lotan, 2014). Marjanovic (1999) acknowledges that the teacher takes a crucial part in the preparation phase to organize the task and provides information about the technology use. Hence, establishing clear learning objectives and guidelines on how the students will carry out the task can scaffold the students' task performance and help them achieve the learning goal. Furthermore, a pre-task session will be beneficial to aid students' adoption of the task using the VLE by guiding how to use VLE and perform a simple collaborative task. Cohen and Lotan (2014) warn that it is not necessary to assume that students know how to work in a group in a 'constructive collegial fashion' (p. 41), moreover in a new learning environment. So, Ellis (2003) suggests that the strategy of performing a similar pre-task can activate students' regulation on managing their main task. In the main phase, students will be performing online collaborative work to accomplish a joint task which is assigned by the teacher for each group. This online-situated phase will be much scaffolded by the initial stage because it is such a guide to process learning through the task (Marjanovic, 1999). He also highlights the importance of the teacher's presence during the task. In the final stage, Ellis (2003) suggests that teachers need to give feedback and invite them to evaluate their tasks. This evaluation can include critically reviewing their task performance. More essentially, giving feedback on the student's performance can affect their learning improvement and motivation. This is convinced by Hattie and Timperley (2007) that the student's learning and achievement are much influenced by the power of feedback. Hence, the post-stage of collaborative learning is also essential to carry out by the teacher to discuss what students have performed and improve their learning.

DISCUSSIONS

Transforming the blend through the VLE

Integrating the blend into the Intensive English Course is a novel learning experience for the students since the current teaching and learning practice is fully conducted in face-to-face learning. This face-to-face environment might not much help enhance students' learning since the learning practice was mostly inhabited by the attendance issue. Garrison and Kanuka (2004) suggest that higher education should be able to unearth the transformative potential that they have to enhance the learning experience. They further acknowledge that blended learning can be a thoughtful technology transformation in higher education. It is in agreement with Motteram and Sharma's article (2009) that to take advantage of digital technology in education, blended learning can be an appropriate approach to paving the way for effective teaching and learning. In other words, developing the transformative potential of higher education through a blended learning approach may help teachers facilitate flexible learning experiences to improve teaching and learning.

Incorporating a blended approach into learning can be aided by a wide range of technologies including Virtual Learning Environments (VLE). VLE is defined as synonymous with LMS as "a software system that combines some different tools that are used to systematically deliver content online and facilitate the learning experience around that content" (Weller, 2007, p. 5). Dalziel (2007) warns that the plain use of most VLE may only focus on content development which may miss the collaborative affordances for learning. However, Emelyanova and Voronina (2014) assert that this software cannot only be used as a system to manage the course content but also can be enhanced to encourage teachers to create active learning. In alignment with this, Lonn & Teasley (2009) also note that such web-based learning can be utilized to support the interactivity of learning.

Indeed, Yang et al. (2013) ascertain that a virtual learning environment can afford the students the opportunity to learn collaboratively. In this case, it means that the use of VLE can support the essence of blended learning which enables students to access English learning interactively and collaboratively. This is what McLoughin and Lee (2007) perceive as the affordances of social software which can enhance the potential transformative of learning in the digital environment.

A detailed plan of the blended learning design

Learning Context and Issues

The course that I taught is the Intensive English Course at Universitas Billfath, Indonesia. It is a pre-requisite course for first-year students. They are required to attend the course for a month and to take a standardized English test at the end of the course; otherwise, they will not be able to do their dissertations. This class starts between 8 and 11.15 am and is held from Monday to Friday. In practice, however, students find it difficult to arrive at the classroom on time. This is because the start time is in the morning students may do their part-time job in the morning or they may face a traffic jam especially when it is on Monday morning. Consequently, this condition causes a lot of types of attendance issues among students. Take, for example, students who frequently come 30-60 minutes late and even some of them skip the class which means that they will miss the lessons. Since the students frequently come late, they might not be able to engage with the lesson immediately which in turn they might acquire the lesson less. This also happened to the absent students they might not be able to catch up on the materials they missed.

This problem can affect the learning goals of the course in which students are expected to pass the standardized English test at the end of the course. As a result, only a few students could perform well on the test while the rest found it difficult to pass the test, and consequently, they have to retake the course next academic year. Furthermore, this attendance problem inhibited the teacher’s creativity to design more interactive learning such as collaborative learning in the classroom because only a few students came from the beginning of the lesson. Accordingly, the teaching and learning are mostly conducted in a form of drilling and individual practicing. In sum, this current teaching and learning practice could not reach the intended learning objectives in which students are expected to pass the standard score of the adapted Common European Framework of Reference (CEFR), which is an intermediate level, as a requirement for carrying out the dissertation. It is, therefore, promoting the ideas of blended learning could be a viable strategy to address these aforesaid issues.

The expected learning outcomes

Regarding the issue in this context, this proposal of blended learning would like to achieve some expected learning outcomes as follows: (1) it is expected that students can be able to flexibly access learning anytime and anywhere, so they will not miss any lesson; (2) it is projected that students can work collaboratively with their peers, so they can improve their English skills; (3) more essentially, it is expected that students can be able to pass the standard score.

The proposed ‘blend’

Concerning the context and the expected learning outcomes, the proposed ‘blend’ that I would like to suggest is a blend that can offer flexibility to the students to involve in the learning process where most of them are constrained to fully engage in the classroom. Therefore, I intend to maneuver two of the classroom sessions of the course into the virtual learning environment (VLE) which is inseparable from the classroom session. The students will be situated in both online space and face-to-face sessions (*see figure 1*). This blended learning will focus narrowly on flexibility and collaborative learning.



Figure 1. The overview of the proposed blended learning

As stated in this context, the Intensive English Course is held five days Monday to Friday. Figure 1, depicts that the course is held online in VLE on Monday and Wednesday and in the classroom on Tuesday, Thursday, and Friday. This learning mode distribution is caused by the fact that on Monday students frequently come late and skip the class because of the morning traffic jam. Therefore, it is necessary to bring flexibility to the students on Monday by attending the online in VLE. Before involving in the VLE, the teacher assigns students into several groups of three or four and asks them to access the resources in the VLE as their preparation to work collaboratively with their groups. They are assigned by the teacher to complete a joint task online and submit it via VLE. This task can be varied from collaborative writing to creating a joint presentation. To maintain the student's performance in an online session, the teacher can monitor through the VLE statistic analytic and provide guidance or feedback through messaging. It is because the success of online learning relies mostly on communication, so the teacher needs to create a group of instant messaging which can be accessed synchronously and easily. Take, for example, the students may find difficulty or confusion in completing the task, they can ask directly to the teacher through WhatsApp instant messaging or through the VLE messaging feature. Further, they can also be able to communicate with their friends and give each other feedback through those messaging tools (*see figure 2*).

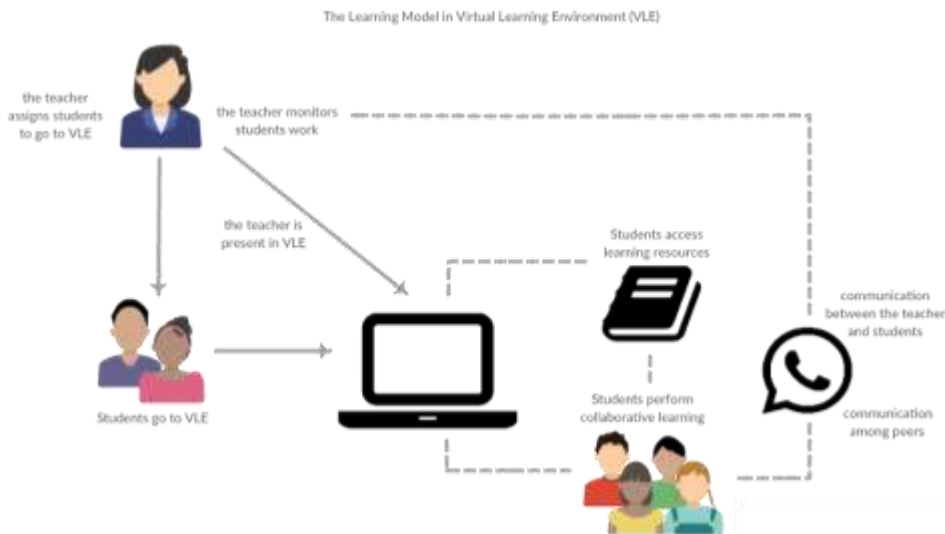


Figure 2. The learning model in VLE

In the following classroom session on Tuesday, Thursday, and Friday, the teacher distributes each group's work to other groups and encourages them to discuss the given work. After students discuss with their groups, the teacher will bring the discussion to the whole classroom regarding some unclear explanations which need to clarify. The teacher will also invite students to evaluate their performance and give them feedback. Afterward, to test the language skills that students have learned in both VLE and classroom sessions, the teacher asks the students to carry out an individual practice test that comprises the materials they have learned (*see figure 3*).

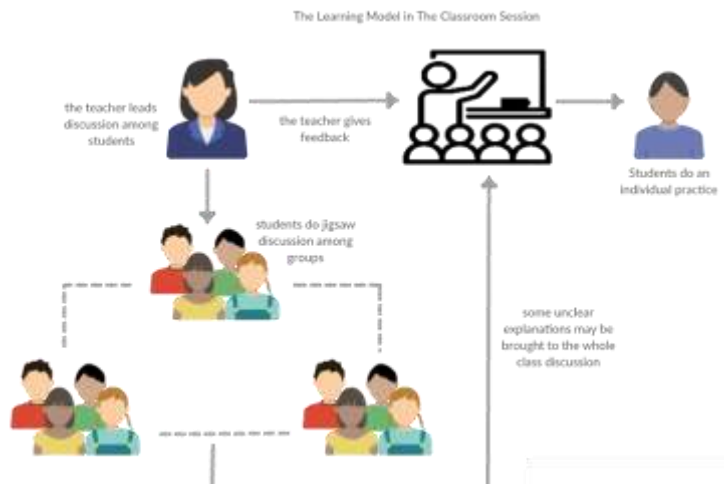


Figure 3. The learning model in the classroom session

Taken together, it can be concluded that the proposed blend for this course can appropriately be defined as the use of a virtual learning environment along with classroom sessions that offer flexibility and allow students to learn English collaboratively, thereby can enhance their learning.

Learning and pedagogical theories

The blended learning model used in this proposal is a transforming blend since this blended learning design promotes the new learning experience of students in a virtual learning environment with an improving pedagogical approach to teaching English. In specific, the learning theory to which this blended learning adheres is the social constructivism theory i.e. collaborative learning with a task-based learning approach to scaffold students learning process.

The blended technologies

The main technology utilized in this blended learning is a Virtual Learning Environment (VLE), a web-based system that affords teachers and students the to perform their teaching and learning activities on the online platform. In this case, I will use Google Classroom because it is a free, open-source, and hosted LMS in which the teachers will not have to concern themselves with the maintenance of the system but rather more focus on the content and the design of learning activities. It also has simple set-up features which will ease the teacher and students' adoption of the technology. More essentially, this VLE enables collaboration among students since it offers collaborative features such as Google docs and Google Slides. Furthermore, this VLE is accessible for both students and teachers since this software can be used either as a site or as a mobile phone app. Google Classroom offers integration with numerous applications that support learning, for example, Canva and Padlet. In terms of its sustainability, Google Classroom has already been used by around 100 million people over the world so this technology will sustain learning. Besides the core technology, WhatsApp, online instant messaging will also be occupied to maintain communication. The decision underlying the use of WhatsApp instant messaging is because this tool offers synchronous and fast communication which most students in this context have used to communicate in their daily life. This convenience of instant messaging is very important in online learning since it affords the students to get a direct response to feedback from their teachers or peers. Indeed, it is also important to be able to integrate VLE with other complementary technologies which can support the interface of the main technology. In this case, I propose Google tools since it comprises a wide range of convenient and integrated systems, such as Google Meet and miscellaneous tools which can support a collaborative learning approach.

An example of a blended activity

One of the examples of this blended learning is assigning students to perform collaborative task-based learning which adopts the three phases of performing a task, pre-, during- and post-task. In a case in illustration, students are assigned to create a multimedia presentation using Google Slides to discuss the common error in English grammatical structure, for example, subject-verb agreement. As illustrated in figure 4, the learning session situated in VLE is held on Monday. In pre-task, the teacher assigns students into a group of four or five (instructed in the first meeting in the classroom as the introduction to the blended learning approach). Then, they should go to Google Classroom and read the task guidelines and the learning objective that they will achieve. This guideline will be shown in the section folder 'Subject-Verb Agreement' in Google Classroom. Afterward, they are ready to work collaboratively with their group. To clarify everything unclear, students can contact the teacher via the WhatsApp group created by the teacher to receive a fast response synchronously. During during-task, students are asked to create google slides and share the link with the teacher, so that the teacher can track the students' performance. In these google slides, students in a group can write the presentation simultaneously and then finish it too late and submit it to the Google Classroom. After they submit it, the teacher will upload students' presentation slides into the section folder 'Subject-Verb Agreement' so that other groups can look at other groups' work. The teacher's presence in this collaborative process is very important to help students' collaborative performance.

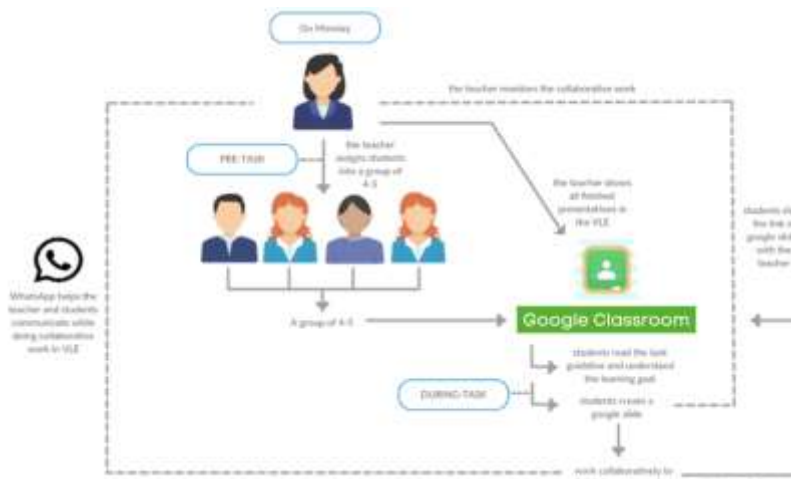


Figure 4. A blended activity in VLE on Monday

In figure 5, the following session or post-task is held in the classroom on Tuesday. The teacher asks students to gather with their groups and discuss other groups' presentations in the VLE, so students are asked to bring their laptops (approximately 5 laptops). In a group discussion, the teacher is going around them to help students construct a discussion and encourage them to leave a comment and create a question regarding the content. These comments and questions are then brought to be discussed with the whole class. In this session, other groups can answer and respond to it. The teacher will also give feedback on students' presentations and explain in more detail the unclear materials. In the end, to test students' understanding the individual practice is administered to the students in the class.

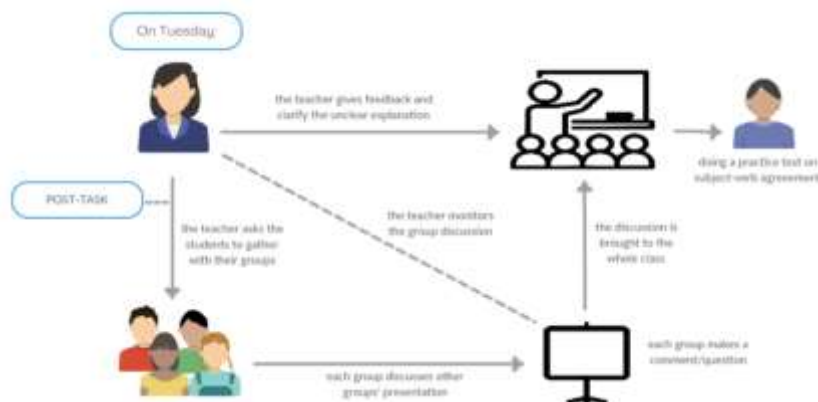


Figure 5. Classroom activity on Tuesday

Challenges of practical implementation

Since the proposed blended learning is a novel learning experience regarding the emergence of online learning technology, there may be several issues that occur in the teaching and learning practice. First and foremost, as also shared by Eydelman (2013), provoking students' motivation to engage throughout the collaborative work in the new learning platform is challenging. Therefore, it is important to note that the teacher plays a big role to make the VLE becomes an engaging online platform for students to visit. Dörnyei (2001) ascertains that motivation plays a crucial role to ensure the success of language learning. He (2002) suggests that teachers need to create motivational strategies which ensure students' motivation throughout the 'practical, actional and postnational stages' of blended learning (p.140). For example, the teacher can generate students' motivation to engage in learning by developing a personal relationship with students (Dörnyei, 2001). Furthermore, since this VLE is a new technological adoption for Intensive English courses, the teacher may not be familiar with the design of VLE for Intensive English courses. It is, hence, necessary to hold teacher training on the use of VLE and the design of collaborative learning in blended learning. Brush et al. (2003) stress the importance of the development of teachers' competence in technology to be able to improve learning through the emergence of technology in education. Through the training, teachers can develop their ICT skills to design quality collaborative learning using VLE.

CONCLUSION





In conclusion, blended learning can offer flexibility for students in this context to access their learning both in the classroom and online. More significantly, blended learning through the use of VLE can promote collaborative learning among students which is essential for their knowledge development so that students can improve their English skills which in turn can help them pass the standardized English test. However, the challenges of implementing VLE in this course also remain significant to take into account to be able to attain the learning goal of devising blended learning using VLE. Further, it is also important to assess the effectiveness of the use of VLE in this blended learning design, so it warrants an evaluation to embark on a constructive review of how this kind of blend can enhance English learning by developing its potential and improving its imperfections.

REFERENCES

- Alonso, F., López, G., Manrique, D., & Viñes, J.M. (2005). An instructional model for web-based e-learning education with a blended learning process approach, *British Journal of educational technology*, 36(2), 217-235, <https://doi.org/10.1111/j.1467-8535.2005.00454.x>
- Barker, J. & Gossman, P. (2013). The learning impact of a virtual learning environment: students' views. *Teacher Education Advancement Network Journal (TEAN)*, 5(2), pp.19-38, <https://insight.cumbria.ac.uk/id/eprint/1455>
- Bonk, C.J., Olson, T.M., Wisner, R.A. & Orvis, K.L. (2002). Learning from focus groups: An examination of blended learning, *International Journal of E-Learning & Distance Education*, 17(3), 97-118, <https://www.ijede.ca/index.php/ijede/article/view/299>
- Brush, T., Glazewski, K., Rutowski, K., Berg, K., Stromfors, C., Hernandez Van-Nest, M., Stock, L. & Sutton, J. (2003). Integrating technology in a field-based teacher training program: The PT3@ ASU project, *Educational Technology Research and Development*, 51(1), pp.57-72, <https://doi.org/10.1007/BF02504518>
- Cohen, E.G. & Lotan, R.A. (2014). *Designing Groupwork: Strategies for the Heterogeneous Classroom Third Edition*. Teachers College Press
- Collis, B. & Moonen, J. (2001). Flexible learning: It's not just about distance. In Collis, B. & Moonen, J. *Flexible learning in a digital world: Experiences and expectations*. New York: Routledge, pp. 8-28.
- Collis, B. (1998). New didactics for university instruction: why and how?, *Computers & Education*, 31(4), 373-393, [https://doi.org/10.1016/S0360-1315\(98\)00040-2](https://doi.org/10.1016/S0360-1315(98)00040-2)
- Dalziel, J. (2007). Building communities of designers, In Beetham, H. & Sharpe, R. *Rethinking pedagogy for a digital age*. Oxon: Routledge, 193-206.
- Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.
- Dörnyei, Z. (2002). The motivational basis of language learning tasks, In Robinson, P. *Individual differences and instructed language learning*, Amsterdam: John Benjamin Publishing. 137-158.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.
- Emelyanova, N. & Voronina, E. (2014). Introducing a learning management system at a Russian university: Students' and teachers' perceptions, *The International Review of Research in Open and Distributed Learning*, 15(1), 272-289, <https://doi.org/10.19173/irrodl.v15i1.1701>
- Eydelman, N. (2013). A blended English as a Foreign Language academic writing course, In Tomlison, B. & Whittaker, C. *Blended learning in English Language Teaching: Course Design and Implementation*. London: British Council, 43-50.
- Feng Su (2019). Blended Learning Pedagogy in Higher Education. In M.A. Peters, R. Heraud (Eds.), *Encyclopedia of Educational Innovation*, 1-6, https://doi.org/10.1007/978-981-13-2262-4_19-1
- Garrison, D.R., and Kanuka, H. (2004). Blended learning: uncovering its transformative potential in higher education. *The internet and higher education*, 7(2), pp.95-105, <https://doi.org/10.1016/j.iheduc.2004.02.001>
- Gilbert, J. (2013). A collaborative online reading and research project, In Tomlison, B. & Whittaker, C. *Blended learning in English Language Teaching: Course Design and Implementation*. London: British Council, 27-34.
- Graham, C.R. (2006). Blended learning systems: definition, current trends, and future directions, In. Bonk, C.J. & Graham, C.R., *The handbook of blended learning: Global perspectives, local designs*. San Fransisco: John Wiley & Sons. 3-21.
- Graham, C. R., Woodfield, W., & Harrison, J. B. (2013). A framework for institutional adoption and implementation of blended learning in higher education. *Internet and Higher Education*, 18, pp.4-14, <https://doi.org/10.1016/j.iheduc.2012.09.003>
- Hattie, J. & Timperley, H. (2007). The power of feedback. *Review of educational research*, 77(1), 81-112, <https://doi.org/10.3102/003465430298487>
- Hockly, N. (2018). Blended learning. *ELT Journal*, 72(1), 97-101, <https://doi.org/10.1093/elt/ccx058>
- Jones, C. (2007). Designing for practice: practicing design in the social science, In Beetham, H & Sharpe, R. *Rethinking Pedagogy for A Digital Age*. Oxon: Routledge, 166-179.
- Jonker, H., März, V. & Voogt, J. (2020). Curriculum flexibility in a blended curriculum. *Australasian Journal of Educational Technology*, 36(1), 68-84, <https://doi.org/10.14742/ajet.4926>
- Lonn, S. & Teasley, S.D. (2009). Saving time or innovating practice: Investigating perceptions and uses of Learning Management Systems, *Computers & Education*, 53(3), 686-694, <https://doi.org/10.1016/j.compedu.2009.04.008>
- Marjanovic, O., (1999). Learning and teaching in a synchronous collaborative environment, *Journal of Computer Assisted Learning*, 15(2), 129-138, <https://doi.org/10.1046/j.1365-2729.1999.152085.x>

- Mayes, T. & De Freitas, S. (2007). Learning and e-learning: the role of theory, In Beetham, H & Sharpe, R. *Rethinking Pedagogy for A Digital Age*. Oxon: Routledge, 13-25.
- Mayes, T. & De Freitas, S. (2004). Review of e-learning theories, frameworks, and models. *JISC e-learning models study report. JISC e-learning models study report*. The Joint Information Systems Committee, London, UK.
- McLoughin, C. & Lee, M.J. (2007). Social software and participatory learning: Pedagogical choices with technology affordances in the Web 2.0 era, In *ICT: Providing choices for learners and learning. Proceedings ascilite Singapore 2007*, 664-675.
- Motteram, G. & Sharma, P. (2009). Blending learning in a web 2.0 world, *International Journal of Emerging Technologies and Society*, 7(2), pp.83.
- Pombo, L., Loureiro, M.J., & Moreira, A. (2010). Assessing collaborative work in higher education blended learning context: strategies and students' perceptions, *Educational Media International*, 47(3), 217 — 229, <http://dx.doi.org/10.1080/09523987.2010.518814>
- Ravenscroft, A. & Cook, J. (2007). New horizons in learning design, In Beetham, H & Sharpe, R. *Rethinking Pedagogy for A Digital Age*. Oxon: Routledge, 208-218.
- Ross, B. & Gage, K. (2006). Global perspectives on blending learning, In Bonk, J. C. Graham, R. C.(Eds.), *The handbook of blended learning*, 155-168.
- Sharma, P. (2010). Blended learning. *ELT Journal*, 64(4), pp. 456-45, <https://doi.org/10.1093/elt/ccq043>
- Vygotsky, L.S. (1978). *Mind in society: The development of the higher mental process*. Cambridge: Harvard University Press.
- Weller, M. (2007). *Virtual Learning Environments*. New York: Routledge.
- Yang, Y.T.C. Chuang, Y.C., Li, L.Y. & Tseng, S.S., (2013). A blended learning environment for individualized English listening and speaking integrating critical thinking, *Computers & Education*, 63, 285-305, <https://doi.org/10.1016/j.compedu.2012.12.012>

BIOGRAPHY OF AUTHOR

I'anatul Avifah     is a graduate of MA in TESOL with a pathway to Educational Technology at The University of Manchester, United Kingdom. She has a big interest in technology and language learning, Teaching English as a Foreign Language (TEFL), and educational technology. She is currently working in the Department of English Language Education at Universitas Billfath, Indonesia. Her current research interests focus on language learning and technology, multimedia design and development, teacher education, and TEFL. She can be contacted at email: ianatulavifah@gmail.com.



AN INVESTIGATING EFL LEARNERS' INSTRUMENTAL MOTIVATION IN LEARNING ENGLISH

Nia Noviana¹, Mutiara Ayu²
Universitas Teknokrat Indonesia^{1,2}

mutiara.ayu@teknokrat.ac.id

Abstract

Someone's readiness to take action to fulfill their goals is encouraged by motivation. The incentive under consideration in this study is for learning languages, particularly English. The purpose of this study is to examine the many types of instrumental motivation that support students' English-language acquisition. In conducting this study, the researcher used the Descriptive Qualitative Method. The data collecting technique used in this study was to conduct a survey using Google Form 'Questions (questionnaire) with the number of questions in the Google Form are six questionnaires with four answer choices (Strongly Agree, Agree, Disagree, Strongly Disagree). The subjects of the research are coming from the students of English Education major in Universitas Teknokrat Indonesia, especially students from PI18A class. The object of this research is students' perceptions about what kind of instrumental motivations motivate them and how high the motivation they have when learning English. The study's findings show that the majority of participants are highly motivated to learn English for its practical applications.

Keywords: EFL learners, instrumental motivation, learning English

To cite this article:

Noviana, N., & Ayu, M. (2022). An Investigating EFL Learners' Instrumental Motivation in Learning English. *Journal of Research on Language Education*, 3(2), 49-53.

INTRODUCTION

English is the international language used to communicate with people from all around the world. This is in line with the opinion expressed by Pustika & Wiedarti (2019), who stated that English is a language that acts as the language used by most countries in the world (international language) today. Uddiniyah & Silfia (2019) stated that today's billions of people speak English in the world. Every foreigner who visits from another country will use English as an intermediary language to communicate with other foreigners. Sinaga & Oktaviani, (2020) stated that as a worldwide language, English plays an important part in the world. No wonder almost all people around the world learn English, and Indonesia is no exception.

Almost all students or people in Indonesia learn English. However, in Indonesia itself, English still has a position as a foreign language, because the first language is the local language of origin, and the second language is Indonesian (which is used by all Indonesians to communicate with people from other regions in Indonesia). Is because the Indonesian state consists of various ethnic groups and languages, so it is not surprising that the first language of the Indonesian people is their regional language, Indonesian is the second language learned after their mother tongue (regional language), and English is the foreign language they learn. It is different from other countries, for example, Malaysia, where English has a position as their second language.

In addition, nowadays many aspects of life make English language skills one of the qualifications. Pustika (2021) stated that to be globalized civilians, some people need English as an important skill. There are several kinds of skills in English. Anjayani and Suprpto (2016) explained that there are four skills in language learning: listening, speaking, reading, and writing. The most basic example of the importance of learning English is that English is made one of the compulsory subjects at various levels of education, from elementary school to university.

Another example is that many professions make English language skills one of the qualifications that must be possessed and fulfilled by prospective job applicants, such as flight attendants, tour guides, bankers, and many more. Those are the reasons why many people or students want to learn and master English skills. Because they have aspirations (such as the profession they dream of) and also the academic achievements they want to

achieve make students motivated to learn English. Because they have goals and also something they want to achieve, that motivation grows in each student.

Talking about motivation, what is exactly the meaning of motivation in language learning itself? Gardner (1985) defined motivation as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity". Another researcher, Sepora and Sepideh (2012) stated that motivation is commonly thought of as an internal drive, impulse, feeling, or willingness that moves one to a specific action. From that explanation, we can see that motivation has a meaning as a will or spirit that is in humans to do something that they want to achieve. In language learning, motivation is divided into several types, one of them is instrumental motivation.

Ellis (1997) defined instrumental motivation as learners making efforts to learn an L2 for a functional reason, such as passing an exam, getting a better job, or getting a place at university. From this understanding, we can know that instrumental motivation is a form of motivation in language learning where students are motivated to learn because they have a goal to achieve what they want to achieve from the efforts they make. It may be compared, for instance, to students who are determined to study English assiduously to win the English-speaking competition, receive acceptable test results, and so on. In other words, instrumental motivation in learning English refers to a drive to do an action that will affect future behavior. (Aminatun, Ayu & Mulyah, 2021).

In order to acquire English as a foreign language, motivation is crucial. This supports the assertion made by Alizadeh (2016) that motivation is a crucial element of learning a second or foreign language and is acknowledged by all students, instructors, material creators, and researchers. As a result of this remark, learning a second or foreign language becomes significantly influenced by the learners' motivation since it determines how serious and open-minded they are about their studies. In addition, Dincer and Yesilyurt (2017) conclude that motivation is used to assess students' success or failure in learning a foreign language. This statement means that motivation can be a measure of the success or failure of learning a language (second language or foreign language) they are doing. If students do not have learning motivation or have low learning motivation, then they will also find it more difficult to master the language they are learning (Kiswardhani & Ayu, 2021). It can happen because of the lack of willingness and encouragement to find out something they do not understand. They will stay stuck and it will be very difficult to master the language they are learning.

From the explanation above, the question arises about what kinds of instrumental motivation are encouraging students in learning English. Furthermore, in this research, researchers will discuss what kinds of instrumental motivation are encouraging students, especially students from English Education majors in studying English through online surveys. That is the reason or the background that makes the researcher want to do research entitled "Investigating EFL learners' Instrumental Motivation in Learning English."

RESEARCH METHOD

In conducting this study, the researcher used the Descriptive Qualitative Method. The definition of the Descriptive Qualitative method itself is a broad inquiry method that uses unstructured data-collection methods, such as focus groups, observations, or documents. To gather data for this study, a survey utilizing Google Form Questions was carried out (questionnaire). This survey's purpose is to determine what students believe the EFL learners' instrumental motivations for studying English are. The study's participants are English Education major students at Universitas Teknokrat Indonesia, particularly those in the PI18A class. The PI18A students will contribute by providing their comments in answer to the questioners supplied via Google Form.

The reason why the researcher chose a sample of students from the English Education major is that the knowledge field they are studying is in line with the theme or topic of the research being carried out by the researcher. The research instruments that researchers used to obtain data in this research were in the form of close-ended questions. The number of questions in the Google Form is six questionnaires with four answer choices (Strongly Agree, Agree, Disagree, Strongly Disagree) that adopted from several journals, such as Carreira (2004), Husna & Murtini (2019), Subakthiasih & Putri (2020) and Takagi (2003). The object of this research is students' perception. This research is using perception questions as the instrument of data collecting. The questions in this survey discuss student perceptions about what are the EFL learners' instrumental motivation in learning English.

FINDINGS AND DISCUSSION

In carrying out this research, researchers used Google Forms to survey to find out what kinds of instrumental motivation are encouraging students in learning English. The researchers gathered the findings from the participants in the form of online texts after providing the Google Form link to the study's sampled

participants (answers in the Google Form). The study's findings indicated that the majority of participants are very motivated to learn English for practical purposes. The findings of the Google Form poll on the EFL learners' instrumental motivation for studying English are shown in table 1 as the following percentages.

Table 1. EFL Learners' Instrumental Motivation in Learning English

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
I have high motivation to learn English.	58,8 %	41,2 %	0%	0%
I learn English to get a high score in my studies.	41,2 %	47,1 %	11,8 %	0%
I studied English to continue my education to a higher level.	58,8%	41,2 %	0%	0%
Mastering English skills is very important for my future career.	76,5%	23,5%	0%	0%
I believe that English skills will be needed to get a better job.	64,7%	35,3 %	0%	0%
English skills that I have learned will be very necessary to support the profession that I will pursue in the future.	58,8%	41,2%	0%	0%

The first statement in the questionnaires which reads "I have high motivation to learn English" obtained a Strongly Agree response = 58.8%, Agree = 41.2%, Disagree = 0% and Strongly Disagree = 0% response. From these results, we can see that all participants who participated gave their responses to the six questionnaires had high motivation when learning English. It can be seen from the answers of the participants who mostly answered "Strongly Agree" and got a percentage of 58.8%, and also some participants chose the answer "Agree" with a percentage of 41.2%. Neither of them chose the answer "Disagree" or "Strongly Disagree."

Next is the result of the second questionnaire statement. The second questionnaire containing the statement "I learn English to get a high score in my studies" received a response Strongly Agree = 41.2%, Agree = 47.1%, Disagree = 11.8%, and Strongly Disagree = 0%. From these results, we can see that the participants who participated gave their responses to the six questionnaires, on average, had the motivation to learn English because their goal was to get high scores in their subject. It can be seen from the answers of the participants who mostly answered "Strongly Agree" and got a percentage of 41.2%, and also some participants chose the answer "Agree" with a percentage of 47.1%. However, some participants chose the Disagree answer with a percentage of 11.8%. It can be concluded that the majority of participants are motivated to learn English to get high scores in their current level of education. Because the sample in this study were people from among students in college, the motivation that existed in they had a goal to get the achievement at the level of higher education. One useful example of motivation is the desire to study English and achieve academic success since they are motivated to do so by the want to receive a good grade. Additionally, some students chose "Disagree" in response to the second statement. It can imply that they are studying English for other reasons, such as career advancement.

The results of the third questionnaire containing the statement "I studied English to continue my education to a higher level" obtained the following responses: Strongly Agree = 58.8%, Agree = 41.2%, Disagree = 0%, and Strongly Disagree = 0%. From the results of the statements in this questionnaire, we can see that the majority of participants are motivated to learn English to be able to continue their education to a higher level. None of the participants answered "Disagree" or "Strongly Disagree". The motivation that encouraged them to learn English, then, is to be able to continue their education (after successfully graduating and getting a bachelor's degree), to a higher level, such as continuing their education for a master's degree or possibly higher. This is because the sample in this study is students who are currently studying to get a bachelor's degree.

Then, the results of the fourth questionnaire statement containing the statement "Mastering English skills is very important for my future career" obtained the following responses: Strongly Agree = 76.5%, Agree = 23.5%, Disagree = 0%, and Strongly Disagree = 0%. From these results, we can see that the majority of participants consider mastering English skills very important for their future careers. They assume that their English skills can support their future careers. In other words, they said that mastering English skills, has an important role in welcoming the future careers they will build later. The desire to study English, for this reason, is crucial. This is consistent with Gardner's viewpoint (1985). He said that instrumental orientation refers to studying an L2 for logical goals, such as obtaining a better job or a greater wage.

The results of the fifth questionnaire statement containing the statement "I believe that English skills will be needed to get a better job" obtained the following responses: Strongly Agree = 64.7%, Agree = 35.3%, Disagree = 0%, and Strongly Disagree = 0%. From the results of the questionnaire, we can see that the majority of students believe that they will need English skills when looking for work or when they are already working in the future. As we have seen many around us professions require prospective job applicants to master English as one of the qualifications that must be met. Examples of professions that require English language skills as one of

the requirements that must be met are translators, employees who work in foreign companies, and many other examples.

The last or sixth questionnaire statement containing the statement "English skills that I have learned will be very necessary to support the profession that I will pursue in the future" received the following response: Strongly Agree = 58.8%, Agree = 41.2%, Disagree = 0% and Strongly Disagree = 0%. From the results of the questionnaire, we can assume that the participants' motivation to learn English is to be able to carry out their desired profession well in the future. In other words, the participants already have aspirations and goals about what they will become (what profession they want to be) when they finish their education at their current level. So, before they take up the profession that they will live in later, they equip themselves by learning English.

From the results of the questionnaires that have been described previously, we can see that the majority of participants have high instrumental motivation. Zhao (2012) conducted a study on the motivational styles of 124 Chinese ESL students and found that these pupils were more instrumentally motivated. If viewed from the overall results of this survey conducted using questionnaires in Google Form, the instrumental motivation in the participants has various objectives. These goals include obtaining satisfactory academic grades or achievements, continuing education to a higher level, and also to organize a career in the future (getting a better job).

Instrumental motivation certainly plays a big role in learning foreign languages, especially in learning English. According to (Hong & Ganapathy, 2017), instrumental motivation has a greater impact on students' English language learning. Instrumental motivation owned by students will encourage students to be more enthusiastic and motivated to learn English. They will be motivated to learn English because they have goals or ideals that they want to achieve.

CONCLUSION

Motivation is something that encourages someone's willingness to do something to achieve what they want. Efforts made by someone to learn a foreign language for certain purposes are known as Instrumental Motivation. In this study, the researcher invests in various Instrumental Motivations that students have when studying English. The results showed that the students had the high instrumental motivation and it had various goals, including getting satisfactory academic grades or achievements, continuing their education to a higher level, and also getting a better job in the future.

Then, the last is in conducting research, the researcher is aware that there are still many shortcomings in presenting information and data in this study. Therefore, it is hoped that researchers who will research the investigation of EFL learners' instrumental motivation in learning English in the future can address those deficiencies so that researchers who will analyze this topic in the future can present a better research result than previous research.

REFERENCES

- Alizadeh, M. (2016). The impact of motivation on English language learning. *International Journal of Research in English Education*, 1(1).
- Aminatun, D., Ayu, M., & Mulyah, P. (2021, June). ICT Implementation during Covid-19 Pandemic: How Teachers Deal with a New Style of Teaching. In *The 1st International Conference on Language Linguistic Literature and Education (ICLLLE)*.
- Anjayani, P., & Suprpto. (2016). Error analysis on the use of prepositions in students' writing (a case study of the eleventh-grade students of SMA Negeri 9 Semarang in the academic year of 2014/2015). *Journal of English Language Teaching*, 5(2). <http://journal.unnes.ac.id/sju/index.php/elt>.
- Carreira, M. J. (2004). Motivation for learning English as a foreign language in Japanese elementary schools. Unpublished master's thesis, Tsuda College, Tokyo, Japan.
- Carrió-Pastor, M. L., & Mestre, E. M. M. (2014). Motivation in second language acquisition. *Procedia-Social and Behavioral Sciences*, 116, 240-244.
- Dincer, A., & Yesilyurt, S. (2017). Motivation to speak English: A self-determination theory perspective. *PASAA: Journal of Language Teaching and Learning in Thailand*, 53, 1–25. <https://doi.org/10.14456/pasaa.2017.1>.
- Ellis, R. (1997). Second language acquisition. *Oxford Introduction to Language Study*.
- Gardner, R. C. (1985). Social psychology and second language learning: The role of attitudes and motivation. London: Edward Arnold.
- Gilakjani, A. P., Lai-Mei, L., & Sabouri, N. B. (2012). A study on the role of motivation in foreign language learning and teaching. *International Journal of Modern Education and Computer Science*, 4(7), 9-16.
- Hong, Y. C., & Ganapathy, M. (2017). To investigate ESL students' instrumental and integrative motivation towards English language learning in a Chinese school in Penang: A case study. *English Language Teaching*, 10(9), 17. <https://doi.org/10.5539/elt.v10n9p17>.

- Husna, A. H., & Murtini, R. T. (2019). A study on students' motivation in studying English as an English foreign language (EFL) at Stikes Cendekia Utama Kudus. *English Education: Journal of English Teaching and Research*, 4(2), 207-220.
- Kiswardhani, A. M., & Ayu, M. (2021). Memorization strategy during the learning process: students review. *Journal of English Language Teaching and Learning*, 2(2), 68-73.
- Pustika, R. (2021). A conversational analysis encountered by English young learners: A pedagogical experience. *Indonesian EFL Journal*, 7(1), 89-96. <https://doi.org/10.25134/ieflj.v7i1.3997>.
- Pustika, R., & Wiedarti, P. (2019). The implementation of reading Instruction in the EFL classroom, 5(1), 75-87.
- Sepora, T. M. & Sepideh, M. J. (2012). Motivation, its types, and its impacts on language learning. *International Journal of Business and Social Science*, 3(34), 230-235.
- Sinaga, R. R. F., & Oktaviani, L. (2020). The implementation of fun fishing to teach speaking for elementary school students. *Journal of English Language Teaching and Learning*, 1(1), 1-6. <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>.
- Subakthiasih, P., & Putri, I. G. A. V. W. (2020). An analysis of students' motivation in studying English during the COVID-19 pandemic. *Linguistic, English Education and Art (LEEA) Journal*, 4(1), 126-141.
- Takagi, A. (2003). The effects of early childhood language learning experience on motivation towards learning English: A survey of public junior high school students. *JASTEC Journal*, 22, 47-71.
- Uddiniyah, N., & Silfia, E. (2019). An analysis of student's motivation in learning English at SMAN 8 Kota Jambi academic year 2018/2019. *Journal of English Language Teaching*, 3(2), 139-149. <http://jelt.unbari.ac.id/index.php/jelt/article/viewFile/42/50>.
- Zhao, L.(2012). Investigation into motivation types and influences on motivation: The case of Chinese non-English major. *English Language Teaching*, 5(3).

BIOGRAPHIES OF AUTHORS

Nia Noviana is a student from English Education major at Universitas Teknokrat Indonesia. She is a member of the English Education Association (HIMA PBI) and serves as vice chairman in the Education Division. Then, she is recruited as a member of the Student Executive Board of the Faculty of Art and Education (BEM FSIP) in 2021. Besides, she also publishes articles in "pustakailmu.id." The published journal discusses teaching and learning in English.

Mutiara Ayu is an English Education Lecturer in Universitas Teknokrat Indonesia. She actively participates as a presenter at national and international conferences and publishes her studies in journals. Her research interest is English teaching and learning, teaching strategies, textbook evaluation, and TEYL.



ENHANCING STUDENTS' ENGLISH SPEAKING ABILITY THROUGH VRCHAT GAME AS LEARNING MEDIA

Pramujiono Cahyadi¹, Daffa Indra Arya Wardhana², Wildan Isa Ansori³, Rafika Rabba Farah⁴

Universitas Muhammadiyah Malang^{1,2,3,4}

rafikafarah@gmail.com

Abstract

Era 5.0 or Society 5.0 is a human-centered technology-based era that aims to create convenient and efficient living circumstances and provide further innovation in the life sustainability area. Era 5.0 is visualized as capable of creating a multinational society, whether in business, social, or educational environments. Thus, English should be noted as a crucial matter needed in communicating and taking part in living within era 5.0 in the future. The current research was conducted because of the limited exploration in the previous study that discusses the online game VRChat as a learning medium to enhance students' English speaking ability. Therefore, this paper aims to fill the gap by investigating and exposing the VRChat game's value as a learning medium to improve students' ability to speak English. Mixed method research was applied in the current study to analyze and ensure the VRChat game's advantages for enhancing students' speaking ability. Moreover, interviews and testing were used as the instrument in this research. A random sampling of four students who have done taking the FLSP (Foreign Learning for Specific Purposes) course as the current study's subject. Additionally, the analysis was done using descriptive statistics and hierarchical charts using Nvivo 12 plus. This study showed the use of VRChat games as a learning medium increased students' ability to speak English, specifically their accuracy and fluency. This research implies that the VRChat game can support English teaching as the learning media, especially in speaking subjects.

Keywords: Speaking Ability, VRChat, Learning Media

To cite this article:

Cahyadi, P., Wardhana, D. I. A., Ansori, W. I., & Farah, R. R. (2022). Enhancing Students' English Speaking Ability Through Vrchat Game As Learning Media. *Journal of Research on Language Education*, 3(2), 54-61.

INTRODUCTION

The rapid growth in technology development has an enormous influence on living aspects. It is portrayed from the people's attachment to their gadgets or other technology to assist their daily necessities. Although the technology has been rapidly developed, its utilization in several fields is still inadequately able to create a convenient and efficient life. The implementation of Industry 4.0 is slowly developed in Indonesia in the past years. It is a form of empowerment to achieve sustainable development goals and build an efficient and convenient life in all living aspects in the future. Thus, the educational sector is one of the living aspects that will be influenced by technology empowerment to reach sustainable development goals.

The empowerment of industry 4.0 in the globally developed world has created a new term in the collaboration of technology on community life called era 5.0 or society 5.0. With a different basis from industry 4.0, which uses the smart industry concept, society 5.0 had a principle of integration between humans and technology. Demir, Döven, and Sezen (2019) explain that society 5.0 possibly creates a human-robot-coworking relationship with humans as the center of achieving the industrial objective and creative fields and robots to assist the work that is impossible to be done by humans. Therefore, the idea of collaboration between humans and technology by society 5.0 can take form in daily robot use, just like how smartphones are used as a necessity nowadays. On the other hand, with the evolution of technology apart from the robot existence, Virtual Reality (VR) and Artificial Intelligence (AI) will continuously be developed and advanced to sustain a more efficient and sustainable life. Therefore, technological advances in era 5.0 are potentially able to create better learning media and learning models to achieve the utmost learning goals and offer an effective learning process.

The technology implementation in Indonesia's English learning is considered insufficient because the teacher majority remains highly dependent on textbooks. That issue occurs to lead the students to have understanding skills but lacking in using the language. Adjusting advanced technology as learning media in English classrooms will improve students' interest in learning the language and enhance their skills in using the language. One example of advanced technology that can be used as learning media is Virtual Reality (VR). The use of VR as learning media can create a new atmosphere in the classroom with its advantage to provide stimulation of real-life resemblance. Chittaro and Ranon in Reitz et al. (2016) describe the feature of a multi-user VR environment that allows the students to feel a different learning experience and offers a convenient and low-risk facility and reduces the budget, time, and distance costs that cannot be obtained in real-life.

From the described problem above, the researchers explain the idea of using the VRChat game as a supporting medium to improve students' English skills. It is expected that this notion would improve students' interest in using English in an academic environment and socially. Thus, the research problems are formulated as follows: (1) Can VRChat games improve students' ability to speak English? (2) How is the VRChat game implemented in English learning at the university level? (3) What are the advantages of using the VRChat game in English learning for students?

Literature review

Virtual Reality Definition

Virtual Reality or VR is a technology that creates a virtual environment from the real world with technology support to merge the user's reality into the virtual world (Călin, 2018). "Virtual reality can be described as a multi-sensory, highly interactive computer environment that makes the user believe they are experiencing a situation, although, in reality, they are looking at an artificial environment" (Gigan, 1993 in Daghestani, 2013), asserts, the experience in the virtual itself is a semi-real exposure that the users can feel. This technology already gives evidence of advantages of its use, where doctors could practice their ability in surgery which improves their skills and accuracy in their work. This technology is also widely used in various existing fields. The concept of VR itself was realized even before Jaron Lanier described it as Virtual Reality in 1987 (Alfadil, 2017). Virtual Reality in an education environment provides interactive learning that offers the stimulus of an environment that resembles the shape and circumstances of real life, allowing the students to learn something through working in a virtual environment. VR technology allows users to explore various places without leaving their homes freely (Thilagavany, Veeramani & Ramakrishna, 2019) as well as experience to find new abilities and improvement from learning through harmless mistakes (Jensen dan Konradsen, 2017; Cheng, Yang & Andersen, 2017). VR development is also carried out to facilitate users with disabilities and special to expose them to an equivalent experience to people in general (Chuah et al., 2018).

Virtual Reality in the Education field

The implementation of Virtual Reality as learning media has opened the gap in providing authentic learning progress to make the students achieve effective and efficient learning. The development of learning media using VR has been applied not only in health education (Jense & Konradsen, 2017) but is also used in language learning (Xie et al., 2018; Cheng et al., 2017; Chuah et al., 2018; Nersesian et al., 2018). Huang et al. (2018) state that virtual reality provides an authentic representation of an abstract concept and facilitates teachers to attract students' attention to focus on learning easily. Thus, VR technology as a learning medium contributes to increasing students' interest in learning and makes the students more enthusiastic in the classroom.

One instance of virtual reality development that is used as an entertainment means is VRChat. VRChat is a multiplayer online virtual reality game that is released in February 2017 by Vrchat inc. This game provides visual characters and a virtual environment for the users to create or explore the surroundings to allow the worldwide player to interact and communicate verbally (Nugroho, 2018). The user can play the VRChat game with or without equipment that requires the player to use a VR headset so the aim for the game creation can be achieved, which is a venue to communicate for the player across the nation.

RESEARCH METHOD

Research Design

This study applies mixed quantitative and qualitative research to gather the data from two sides to answer the problem in this study. The quantitative approach is used to find the first problem that discusses the improvement of students' ability to speak English by gathering the result of CAF (Complexity, Accuracy, Fluency) from the collected data. Furthermore, a qualitative approach is used to find the answer regarding the game implementation and the advantages for students through an interview.

Research Participant

The data collected for the current study involve University of Muhammadiyah students with different majors who had taken FLSP (Foreign Language for Specific Purposes) courses as the participant. Four people were taken as the study participants consisted of two men and two women with an age range of 18 to 21 years.

Data Collection

Testing

The data were collected by giving assignments to the participants using the VRChat game with instructions from the researcher regarding their tasks while using the game. The data is gathered within three consecutive days of the test and carried out for 10 minutes in each meeting in a day. The participants were given different activities using the VRChat game, and they would be recorded while they are using the game. The activity began to adjust and let the participant communicate with the users on the VRChat game on the first day and then communicate with the game users intensely on the second and third days. Henceforth, this study took the recording result from the first and third day of testing to analyze and find fluctuation of CAF aspects when the students speak English through the VRChat game. The participants' CAF aspects were investigated and analyzed to discover its change by applying the CAF rubric score as the testing instrument.

Interview

An interview was used as the second technique for data collecting in this study. The interview was carried out to investigate the implementation and advantages of the VRChat game that could enhance students' English skills. Data collection for the interview is conducted after the result of the CAF for the testing recording was obtained.

Data Collection Procedure

Several steps were carried out to arrange the set of research data and facilitate the process of gathering the data for this study. The procedures are listed as follows.

1. Preparing the scoring rubric and interview guide, then consulting to supervisor before collecting the data.
2. Giving the test using VRChat to the participant
3. Transcribing the video recording result when participants use the VRChat game.
4. Conducting an Interview
5. Transcribing the result from the interview recording

By conducting the research according to arranged procedures, the data collection will be organized appropriately. Furthermore, to discover the research result, the data found will be carefully calculated and analyzed with suitable data analysis techniques.

Data Analysis

Testing Records

The transcription result from testing records using the game was used as the first technique for the research. Eight transcriptions were taken from four participants and only two video recordings from three meetings were chosen to be analyzed. Furthermore, the recordings in the study then explore the students' CAF aspects quality using the CAF formula in speaking from experts as follows.

1. *Complexity*: Calculating the number of dependent clauses per utterance or the number of dependent clauses that are related to the independent clause (Foster & Skehan, 1996).
2. *Accuracy*: Calculating the percentage of error-free clauses (in terms of syntax, morphology, and structure) with total clauses (Foster & Skehan, 1996).

$$\frac{\text{Total error-free clause}}{\text{total clause}} \times 100$$

3. *Fluency*: Calculating the number of syllables per minute without word repetitions and hesitation in pronunciation (Ortega, 1999).

The calculation for the transcription in this study was applying a manual calculation using the principle above. The table of analysis results can be seen in the table below.

Table 1. Manual Calculation from the CAF video recording results

NO	NAME	C		A		F		INCREASE/DECREASE		
		T1	T3	T1	T3	T1	T3	C	A	F
1	A									
2	B									
3	C									
4	D									
Mean										

Henceforth, the mean results of CAF data manually calculated will be analyzed statistically descriptive to cope with the shortage of participants. The results were then analyzed to discover the increase and decrease of the first and third test outcomes after the mean results were found.

Interview Transcription

This study also applies an interview as another technique for the research. Data obtained from the interview will then be recorded and transcribed to facilitate analyzing the data. Moreover, the analyzed results from the transcription are then divided into categories that specify the benefit and challenges for the students.

FINDINGS AND DISCUSSION

This study aims to discover the use of the VRChat game as a learning medium that could enhance students’ ability in speaking English.

Analysis of the result from testing students’ English ability

Statistical analysis was employed through three testing sessions; the first session, second session, and third session to find the aspects that happen to increase or decrease in using VRChat games as English learning media and answer the first problem in this study.

Table 2. summary of the result from the test of students’ speaking ability

NO	NAME	C		A		F		INCREASE/DECREASE		
		T1	T3	T1	T3	T1	T3	C	A	F
1	Z	3	4	84.6 %	85.7%	4	0	1	1.1	4
2	F	0	0	73.6%	75%	4	0	0	1.4	0
3	R	0	0	87.5%	100%	0	0	0	12.5	0
4	L	1	0	85%	93.7%	0	0	1	8.7	2
Mean		1	1	81.9%	88.6%	2	0	0.5	1.6	1.5

According to the results of the data above, it was found that the average of each student’s CAF aspect in the first attempt shows the result of a total of 1 in the complexity aspect, 81,9% for accuracy, and 2 for fluency. The result of the third testing has given growth and reduction on the mean of the three aspects, especially on accuracy aspects have increased by 88,6%, and fluency which shows a decrease in results from 2 to 0 following the complexity aspects that did not leads to any changes between the first the third test that had been carried out. Thus, the result shows an alleviation peak for the fluency aspects, representing an improvement in students’ English skills.

The fluency aspects of this test concern students’ word repetitions and hesitation when speaking English on interacting with another player in the VRChat game. The outcome showed from the result of Participants Z and F, who scored 4 for coping with hesitation and word repetition in the first test for speaking through the VRChat game and appear to reduce the score to 0 in the third test, which indicates an enhancement in participants’ English ability. According to the result found, it happens because the participants are still adapting to the environment on the VRChat game, which leads them to hesitate to start a conversation. Therefore, the average summary of the aspects that influence students’ fluency outcome at the first meeting is about self-confidence in talking to people they do not know for the first time. Furthermore, the test also measures their grammar level to test the students’ accuracy when speaking English. This aspect promotes development for the students when they communicate with VRChat players. It is shown from the increasing number of result between the first test with a total of 81.9% and the third test with 88.6%.

The improvement in students' accuracy possibly occurs from the VRChat surroundings influence. The environment provided by VRChat supplies the students with implicit spaces which build their awareness to understand their mistakes in the grammar and make a correction because VRChat possesses various players from different countries such as English-speaking countries like America or Australia or even players from non-English speaking countries like Japan or Korea which unconsciously make the student acquire the knowledge to build correct grammar by learning from what they hear when they are speaking with other players on VRChat. Additionally, complexity is the last aspect to be analyzed in this research. The analysis was carried out to measure complex language levels in students' speech when they speak English. This aspect shows that the first and third testing results remain unaltered with a total amount of 1. The conversation flow influenced the absence of the value change on the complexity aspect results when using VRChat. In the interaction progress with VRChat players, the participants were not focused on certain rules to avoid the resemblance to classroom conditions but rather open to let the participants talk to the VRChat player, so the conversation done in the testing arranged a short talk such as introducing themselves and looking for friends who share the same interest.

Considering the result of the CAF aspects analyzed, it shows that the VRChat game highly influences the students in terms of accuracy with a total value of 1.6 and fluency of 1.5. From these results, VRChat provides the students with an experience to learn language structure directly when interacting with players who have various nationality backgrounds. The students were able to learn and be aware of their mistakes by observing and listening to someone who speaks English fluently to achieve direct exposure to learning English. Moreover, the increase in students' fluency aspects occurs because the VRChat players were communicative and interactive also, the avatar preferences that the users can choose depending on their taste, whether it is a cartoon character, animals, or famous actors, so the students do not have to worry about their appearance but focus on communicating using English with VRChat players (Figure 1).



Figure 1. One of the players interacts and waves at the participant

The results of this study have shown that VRChat is effective in improving participants' accuracy. This finding is congruent to Saputro, Tafsirudin, and Farah (2020) who found that the use of technology in this case Vlog has improved students' accuracy rather than fluency and complexity. In contrast, this finding is different from Hsu (2015) who reveals that research participants' oral production is increased in terms of complexity as there is a greater mean length of AS-unit and clause compared to the other two aspects of accuracy and fluency. In a similar vein, Sun (2012) found that voice blogging is also effective in encouraging students to focus on meaning expression instead of accuracy. In addition, Hsu (2015) said that complexity reaches its highest aspect as it is predicted that speaking practice through voice blog weekly has created more opportunities for learners to exercise their L2 linguistic competencies. All in all, the use of technology and project-based work are effective to improve students' oral production. As Hashemifardnia et al (2021) have confirmed that the use of flipped classrooms is effective in improving EFL learners' speaking complexity, accuracy, and fluency (CAF). Also, the use of Massive Online (MOOC) instruction is found to highly develop Iranian EFL learners' speaking CAF. Furthermore, Spring's (2020) finding has explained to us how video-project work can affect students' oral proficiency, mainly improving EFL learners' accuracy and complexity.

Interview Result Analysis

The interview with 4 participants was conducted after the speaking activities in the three testing sessions had been carried out to collect the benefits and challenges of using VRChat as a medium for learning English. Henceforth, the participants describe their experience when using the VRChat game. The interview recordings were then transcribed and analyzed using NVivo 12 software with a hierarchical chart feature to determine the data distribution about the benefits and difficulties felt when using the game. The data results explain that four participants experience the benefits more than the difficulties when using the VRChat game. The advantages that students obtained are social benefits, fun learning, self-confidence, real-life practice, fluency, and listening skills. On the other hand, the participant also experiences several difficulties concerning technical issues, language use, time, price, and finding players. The details of the data are distributed as follows.

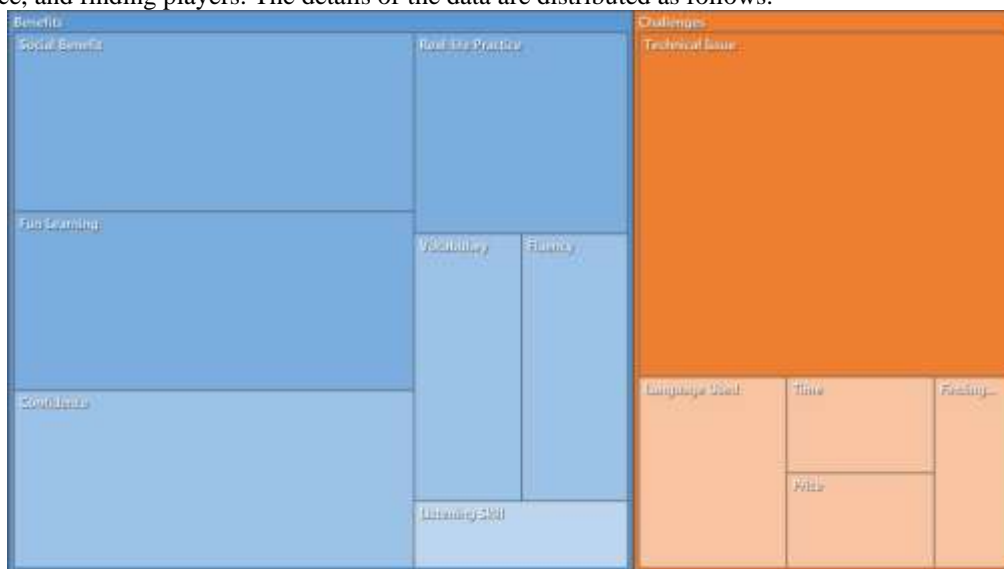


Figure 2. Hierarchy chart of the Benefits and Difficulties of Using VRChat

Perceived Benefits

The perceived benefits are described in the following excerpt:

“Other than practicing my speaking skill, I can know players from other countries, mainly the language they used. I reckon that they used different variety of English. So, it is interesting one”. (Participant 1)

“I feel relaxed as I can speak English in virtual space so that I am willing to speak English freely without having any burden. I have more fluency as I can express anything comes up to my mind.” (Participant 2)

“In the game, I can have real practice with other players so there is no more excuse for me to find no partner in speaking that normally I do is speaking to the mirror. The game can be an alternative way to communicate with people”. (Participant 3)

“It is interesting to use the game in speaking, no more boredom in learning. It is really fun”. (Participant 4)

Perceived Challenges

The challenges of playing the game are described as follows.

“It was problematic at first when I operated the laptop and cursor. Importantly, I was not that familiar on how to play the game at the beginning. I think it was more about technical issue.” (Participant 1)

“When I started the game, it was time-consuming to find players who speak good English. Some of players were speaking their own languages which are not English”. (Participant 3)

“Using this game is fun, but if it is implemented in the learning, it can be pricey as the tool itself is expensive”. (Participant 2)

“The players are sometimes too expressive, so that the language they used are informal. If it is used in the learning, I think teachers should take this issue into a real concern”. (Participant 4)

CONCLUSION

The use of the VRChat game encourages the students to speak English. Using the game as a learning medium in English learning can build students’ interest in speaking English. On the other hand, students’ abilities in fluency and grammar understanding also improved since the game offers actual exposure to communities that communicate using English, encouraging students to try interacting with other players in the virtual environment. This game also builds awareness of cultural diversity so the students can learn not only the language but also the cultural aspects of each player on VRChat. With numerous advantages that had been known as a medium that could enhance English language skills, VRChat also inevitably had several things that made the students perceive

difficulties while using the game. They asserted that technical issues, time, cost, and looking for a player to communicate were the problem that hinders the game implementation in the classroom. Therefore, it is suggested that the employment of the VRChat game as a medium for English learning is still considered imperfect. Further research on the use of VRChat needs to be done with a different concept so that studies in the implementation of this game could achieve its peak outcome.

REFERENCES

- Alfadil, M. Mohammed. (2017). Virtual Reality Game Classroom Implementation: Teacher Perspectives and Student Learning Outcomes (Doctoral Dissertation). The University of Northern Colorado.
- Călin, Răzvan-Alexandru. (2018). Virtual Reality, Augmented Reality, and Mixed Reality Trends in Pedagogy. University of Craiova.
- Cheng, A., Yang, Lei., Andersen, E. (2017). Teaching Language and Culture with a Virtual Reality Game.
- Chuah, Kee-Man., Chen, J. C., Dell, M. Radina. (2017). Developing 3D Acoustic-Based Virtual Environments for the Teaching of English Vocabulary to Visually-Impaired Learners. *Global Business and Management Research: An International Journal*, 10(8), 157-163.
- Daghestani, L. (2013). The Design, Implementation, and Evaluation of a Desktop Virtual Reality for Teaching Numeracy Concepts via Virtual Manipulatives. Doctoral thesis, University of Huddersfield.
- Dede, J. Christopher., Jacobson, J., Richards, J. (2017). Introduction: Virtual, Augmented, and Mixed Realities in Education. *Smart Computing and Intelligence*.
- Hashemifardnia, A., Shafiee, S., Esfahani, F. R., & Sepehri, M. (2021). Effects of massive open online course (MOOC) on Iranian EFL learners' speaking complexity, accuracy, and fluency. *Computer-Assisted Language Learning Electronic Journal (CALL-EJ)*, 22(1), 56-79.
- Hashemifardnia, A., Shafiee, S., Rahimi Esfahani, F., & Sepehri, M. (2021). Effects of flipped instruction on Iranian intermediate EFL learners' speaking complexity, accuracy, and fluency. *Cogent Education*, 8(1), 1987375.
- Hsu, H. C. (2016). Voice blogging and L2 speaking performance. *Computer Assisted Language Learning*, 29(5), 968-983.
- Huang, Xiuli., He, Juhou., Liang, Y., Han, Guangxin., Wang, Wei. (2018). The Effect of Learning Styles and Scaffolding Strategy on Students' Achievement in a VR Learning Environment. Shaanxi Normal University, China. DOI: <https://doi.org/10.3217/978-3-85125-609-3-34>
- Jensen, L., Konradsen, F. (2017). A Review of The Use of Virtual Reality Head-Mounted Displays in Education and Training.
- Leovaridis, C., Bahnă , M. (2017). Aspects Regarding Virtual Reality as Innovation in Creative Industries. *Romanian Journal of Sociology*, pp. 157-172.
- Nersesian, E., Soryszynski, A., Thompson, U., Lee, J. Michael. (2018). Encompassing English Language Learners in Virtual Reality. New Jersey Institute of Technology.
- Nugroho, W. Pujo. (2018). Identitas Roleplayer dalam Game VRChat. Universitas Airlangga.
- Reitz, L., Sohny, A., Lochman, G. (2016). VR-Based Gamification of Communication Training and Examination in a Second Language. *International Journal of Game-Based Learning*, 6(2), 46-59. DOI: 10.4018/IJGBL.2016040104
- Saputro, T. H., Tafsirudin, I. C., & Farah, R. R. (2020). The Use of Vlog in Improving Students' Oral Language Production: A Case Study. *English Education: Jurnal Tadris Bahasa Inggris*, 13(1), 135-158.
- Spring, R. (2020). Can Video-Creation Project Work Affect Students' Oral Proficiency? An Analysis of Fluency, Complexity, and Accuracy. *TESL-EJ*, 24(2), n2.
- Sun, Y. C. (2012). Examining the effectiveness of extensive speaking practice via voice blogs in a foreign language learning context. *CALICO Journal*, 29(3), 494-506.
- Thilagavathy, R., Veeramani, T., Ramakrishna, B. (2019). Role of Augmented Reality and Virtual Reality in Digital World. *International Conference on Science Technology Engineering and Mathematics (ICONSTEM)*.
- Xie, H. Di Zou., Wang, Fu Lee. (2018). Future Trends and Research Issues of Technology Enhanced Language Learning: A Technological Perspective. *Knowledge Management & E-Learning*. 10(4), 426-440.

BIOGRAPHIES OF AUTHORS

Pramujiono Cahyadi is a student of the English Language Education Department Faculty of Teacher Training and Education Universitas Muhammadiyah Malang. His research interest is in the area of gamification in English Language Teaching.

Daffa Indra Arya Wardhana is a student of the English Language Education Department Faculty of Teacher Training and Education Universitas Muhammadiyah Malang. He is currently teaching Foreign Language for Specific Purposes at Language Center UMM. His research interest is in the area of gamification in English Language Teaching.

Wildan Isa Ansori is a student of the English Language Education Department Faculty of Teacher Training and Education Universitas Muhammadiyah Malang. His research interest is in the area of gamification in English Language Teaching.

Rafika Rabba Farahis is a teaching staff at the English Language Education Department Faculty of Teacher Training and Education Universitas Muhammadiyah Malang. Her research areas are English in Muslim Context, Language and Politics, and Language and Identity.



THE IMPACT OF ENGLISH SONGS TO IMPROVE ON ENGLISH LISTENING SKILLS

Anisa Mailawati¹, Anita Anita²

Universitas Islam Negeri Sultan Maulana Hasanudin Banten^{1,2}

anisamaila26@gmail.com¹

Abstract

Songs have an impact that is either bad or good in language learning. The purpose of this study is to determine the impact of songs on language learning, especially in improving listening skills. The data were collected through questionnaires. In analyzing the collected data, a quantitative research method was employed. The study found that the use of songs can have a good impact and is likely to improve students' listening comprehension skills

Keywords: *Song, Listening, Impact, Improve*

To cite this article:

Mailawati, A., & Anita, A. (2022). The Impact of English Songs to Improve on English Listening Skills. *Journal of Research on Language Education*, 3(2), 62-65.

INTRODUCTION

One of the most important aspects of life is language. People in general, cannot survive without language since they must interact with one another as social beings, and language improved communication. Learning a foreign language is important in addition to mastering one's mother tongue. In the current era of globalization, mastering foreign languages is one of the most important factors for Indonesia's younger generation to live and compete. One of them is mastery of English which is mostly used by young people, especially students as a way of communication. English, which is the main capital for communicating internationally, is a common need that must be fulfilled. In addition to communicating, young people must be fluent in English to prepare a generation of people who are ready to compete in the global market. Young people can learn English in a variety of ways, including formal and non-formal education, such as elementary school, courses, or extracurricular activities. It is often found that young people like to use English as their daily language when they are among them.

In the process of learning English there are four elements in it, namely: reading, speaking, writing, and listening; These elements must be learned to understand the language. Each of the four elements plays a key role in the existence of each. Therefore, if we have the basis of these four elements, we will be understood almost all over the world because English is the language of international communication in all fields, such as politics, science, media, arts, and entertainment. And for the first time, human activity is listening. Like a baby, he listens to the people talking around him. He listens to people communicating with each other. After listening carefully, he imitates what people are talking about, like bubbling. After that, he could speak well. Then he could read and write something.

Listening and reading are receptive skills because we don't need to produce language to do this. They accept and understand it. Then, from the four aspects above, one aspect that is difficult for young people to learn, especially students, is listening. Many students have difficulty understanding words or sentences spoken in English verbally. Generally, the listening learning method in schools is still relatively rigid by only providing exercises through conversation as in the TOEFL.

Listening is an important skill in language learning along to be fluent in a language, listening must be improved. It is one of the receptive skills and involves humans in capturing and understanding English input. Reading, another receptive skill involves humans in understanding and interpreting written words.

Listening is more difficult than reading because humans often recognize written words more easily than they recognize spoken words. Furthermore, when reading, humans can go back and reread a phrase whereas by

listening they only get one chance. By reading, the reader who determines the pace while listening to the speaker or recording determines the pace. Because of this problem, many young people especially students find it difficult to listen. People assume that if someone can speak well, it means that someone can communicate well. In social life, some people believe that if they learn English it can be seen in their ability to speak, write and read. In addition, a person's language ability is also determined by his listening ability.

Listening tasks can be very discouraging and demotivating, especially if students have had previous negative experiences. It is important to give students many opportunities to practice listening skills in a supportive environment that helps them to learn. To teach the listening process in a way that does not bore or demotivate learners, and one option is to listen to songs. Learners are encouraged by songs to listen to them repeatedly and emulate the pronunciation of their favorite singers (Suwartono, 2019). Songs are thought to be able to stimulate interest in learning and to be one of the less boring lessons for young people. Then there's music, which is one of the most exciting and culturally rich elements that may be utilized in education.

According to Murphey (1990), many English teachers have long recognized the value of song and music in language instruction. When a student listens to and memorizes an involved song in class, the lyrics are embedded in his long-term memory. Music is a powerful stimulus for humans since it relates to our emotions while also allowing us to interpret them and their effects by utilizing our minds if we so desire. A piece of music can transform the learning environment, be engaging, and provide a pleasant relationship between the worlds of enjoyment and learning in the classroom.

Song, a combination of music and lyrics, possesses many inherent characteristics, such as a kaleidoscope of culture, expressiveness, reliability, and therapeutic functions, which render it an important source for language training (Shen, 2009). Music and songs play a significant role in development and education. Songs have several important characteristics, including the ability to entertain and inspire young people. There are numerous benefits of using music to teach Listening Skills. Although songs are particularly memorable and encourage learners, it is possible to facilitate their understanding by using contemporary popular songs that are familiar to youth. Repetition is the most significant quality of a song since it helps you memorize the words.

The advantage of listening to songs commonly is that people learn new vocabulary and pronunciation while also relaxing. When someone listens to a song, the mood can change from happy to sad. It depends on what song people hear. People no longer find it difficult to listen to music in this modern generation. People can listen to music on their phones because they are convenient and portable. We can listen to music on our phones regardless of where we are or how much time we have.

RESEARCH METHOD

Qualitative research was applied to analyze the data for this study. To study and explain how the impact of songs on teenagers' language ability, qualitative data is employed. Participants' data were collected in their natural surroundings using a qualitative data instrument semi-structured interview. The participants in this study were young people between the ages of 15 - 25 years old, in sectors that required English language abilities. 2 persons who enjoy listening to music were given questionnaires by researchers. The questionnaire contains 5 statements as a data-gathering tool.

FINDINGS AND DISCUSSION

The results of the research questionnaires that have been conducted will be presented in this section. Participants consisted of 2 people consisting of students and employees aged around 18 - 22 years. The first question reads "Do you like listening to English songs? all respondents' answers stated that they like to listen to English songs. It is hereby stated that all respondents who filled out the questionnaire were people who liked English songs.

In the second question "What genre of music do you often listen to?" one of the respondents agreed to choose pop and make it a music genre that they often listen to, while one participant said that he likes all types of music genres. This question aims, that the author can find out the type of music that the participants like, humans tend to be more focused when listening to the type of music they like. Music is a uniquely human creation that has a very strong capacity to convey emotions and regulate emotions (Johansson, 2006).

"According to you, do English songs help you in improving your English Skills, especially in Listening Skills?" In this question, all participants stated that English songs can improve English skills, especially Listening Skills.

The fourth question contains "What do you think about English songs in improving English skills?" In this question, participants are asked to express their opinion. The result is that all participants are not much different from each other, all participants think that English songs help them improve their English skills, especially when pronouncing a word, and increasing vocabulary and they also mention that listening to songs and singing along

makes participants familiar with English. Participants also said that listening to songs made learning easier and more fun. Meanwhile, one participant stated that English songs improved English language skills but not at the conversational level.

In the last question, participants were asked to tell their experiences in using English songs to improve their listening skills. In general, participants' answers were not too different from the previous questions. Almost all participants said that by listening to songs, we can increase our vocabulary which can improve our Listening Skills. One participant said that he enjoyed listening to songs since Junior High School and since then his listening skills have improved. Then, another participant told that in every activity he did, he always used earphones to listen to music, while singing when relaxed while looking at the lyrics, he got used to not having to look at the lyrics and memorize them, from this memorization he could remember vocabulary so that when listening another song, he is not confused.

Listening is the ability to identify and understand what others are saying. For learners, listening is how spoken language becomes the first stage of learning a new language. Such as in the classroom, this happens by listening to the teacher, CD, or other learners. It is the process of interpreting the message that people say (Sarcoban, 1999). Listening is the receptive use of language, and since the goal is to make sense of the speech, the focus is on meaning rather than language (Cameron, 2001).

Songs provide many things that can strengthen students' memories such as sounds, poems, and melodies. That is, songs can increase functionality in learning, especially in English. Songs contain language patterns, along with skills in listening, pronunciation, and rhythm, as well as a pleasant atmosphere. Furthermore, the tune creates a peaceful atmosphere. Then, because many young people enjoy listening to music and have similar opinions about it, the song is a significant educational tool. Songs are an important tool in the effort to improve listening skills because of this connection to music.

Young people generally choose to listen to music on various platforms such as Spotify, Joox, Youtube Music, Apple Music, etc. Songs provide a wonderful opportunity for monotonous repetitive practice. This repetition becomes as enjoyable as chanting the chorus or a song where each verse takes words from the previous verse. This repetition helps to learn and makes music sound more familiar and comfortable to those who listen to them. Using songs as an aid to improve listening skills is a good impact, because songs, especially ones we like, can make us more enthusiastic and relaxed when listening to them.

In the research that has been carried out, it was found that there is a relationship between increasing vocabulary in listening ability, the more we know the vocabulary the more we know and understand the vocabulary when we hear it. Songs, as a blend of music and text, contain a plethora of qualities that deserve our attention. Their cultural and thematic diversity, idiomatic and poetic expressions, therapeutic qualities, etc make them an ideal language education instrument. As a result, using songs in the classroom can help us relax our minds and bodies while also making listening more fun.

CONCLUSION

The findings of this study focused on the impact of English songs on listening. Discovered that listening to English songs can assist students to improve their listening abilities while also learning new vocabulary. As a result, singing a song made it easier for them to remember how to pronounce words. The goal of this study was to see how much English songs can help English students improve their listening skills. According to the findings, the song has a positive impact on linguistic skills, particularly listening ability.

REFERENCES

- Afriyuninda, E. & Oktaviani, L. (2021). *The Use of English Songs to Improve English Students' Listening Skills*. Journal of English Language Teaching and Learning, 2(2), 80-85. <http://doi.org/10.33365/jeltl.v2i2.1442>
- Brady, M & Leigh, J.A. (2005). *A Little Book of Listening Skills*. Paideia Press
- Brown. (2006). *Rhymes, Stories, and Songs in the ESL Classroom*. The Internet TESL Journal. 12(4).
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press.
- Firth, M & Ralston, A.G. (2001). *English Language Skills For Intermediate Level Close Reading and Textual Analysis*. Scotland: Hodder Gibson
- Harmer, J. (1998). *How to Teach English*. Addison Wesley Longman
- Hidayat, A. (2019). *The Use Of Songs In Teaching Students' Listening Ability*. Journal of English and Education 2013, 1(1), 21-29.
- Lestary, N L G & Seriadi, S L N. (2019). *The Use Of Songs To Improve Students' Listening Comprehension Ability*. Yavana Bhāshā: Journal of English Language Education August 2019, Volume 2, Issue 2
- Lynch, M, L. (2005). *Using Popular Song to Improve Language Listening Comprehension Skills*.
- Murphey, T (1990). *Song and Music in Language learning*. New York: Bern, Frankfurt, and Main.

- Nurjanah, Miranti, I & Dwiastuty, N. (2018). *The Correlation Between Students' Habit In Listening Song And Students' English Listening Skill*. Deiksis Vol. 10 No.01, Januari 2018 hal. 43-48.
<http://dx.doi.org/10.30998/deiksis.v10i01.2125>
- Putri, C.M. (2018). *Using English Songs In Improving Listening Skill*. Jurnal Pendidikan dan Pembelajaran Khatulistiwa. <http://dx.doi.org/10.26418/jppk.v7i5.25716>
- Sarıçoban, A. (1999). *The teaching of listening*. The Internet TESL Journal 5 (12)
- Sevik, M. (2012). *Teaching Listening Skills to Young Learners through "Listen and Do" Songs*. Washington: English Teaching Forum, v50 n3 p10-17 2012
- Shen, C. (2009). *Using English Songs: an Enjoyable and Effective Approach to ELT*. English Language Teaching, 88.
- Stiesak, A & Syakira, A. (2021). *Improving Student's Listening Skill by Using Song at Second Semester of STIE-SAK Academic Year 2021/2022*. JSIM : Jurnal Ilmu Sosial dan Pendidikan Vol. 2, No. 6, November 2021.

BIOGRAPHIES OF AUTHORS

Anisa Mailawati is a student at Universitas Islam Negeri Sultan Maulana Hasanudin Banten.

Anita Anita is a Lecturer in Universitas Islam Negeri Sultan Maulana Hasanudin Banten.

INFORMATION FOR AUTHORS

1. Journal of Research on Language Education welcomes articles on various topics related to linguistics, literature, and language teaching and learning.
2. The manuscript should be original and has not been published previously.
3. It can be a result of research (laboratory, field, or library research), concepts/ideas, theoretical analysis, and application, or book analysis.
4. The manuscript can be written in English or Indonesian and consists of 3000-7000 words including an abstract (from 150-250 words) with 3-5 keywords, introduction, method, discussion (texts, tables, etc.), and references.
5. A short biography of the author should be sent with the manuscript via e-mail to jorle@teknokrat.ac.id.
6. The author will be notified whether the files have been successfully received maximally within two weeks after the files are sent.
7. The review and notification of acceptance will be sent to the author not later than one month after the files are sent.
8. Authors interested to send manuscripts may ask for the article template via the email address given above.



Published by
English Education Study Program
Faculty of Arts and Education
UNIVERSITAS TEKNOKRAT INDONESIA



9 772723 509559