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THE INCORPORATION OF COMMUNICATION SKILLS IN PUBLIC SPEAKING COURSE SYLLABUS AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

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ABSTRACT

Communication skills have been considered as an essential skill and element of employability in the 21st-century, because these skills are needed for workplace adaptability competitiveness. Therefore, it also affects the field of education and integrating communication skills in the curriculum are urgently needed. Hence, this study aimed to explore the extent to which communication skills are incorporated, along with the syllabus components that have been incorporated into communication skills. To conduct this content analysis, the statements (words, phrases, and sentences) in the syllabus were collected and 12 out of 35 indicators of communication skills are employed. The data source of this study was the syllabus for the 4th semester of public speaking course in 2020 at University X in Jakarta. It was found that 11 out of 12 indicators were incorporated into the syllabus. Moreover, it turned out the indicators appear to be incorporated in 7 out of 12 components of syllabus, which are: Course Identification, Course Description, Learning Outcomes, Course Goal, Materials, Learning Methods, and Task Description. The result reveals that the communication skills are already incorporated but still limited and the syllabus needs further revisions in order to meet the communication skills indicators.

Keywords: *Communication Skills; Public Speaking Course; Syllabus*

ABSTRAK

Keterampilan komunikasi telah dipandang sebagai keterampilan dan elemen penting dalam dunia kerja di abad ke-21 karena keterampilan ini diperlukan guna kemampuan beradaptasi dan berkompetisi di tempat kerja. Maka dari itu, hal ini juga mempengaruhi bidang pendidikan, sehingga mengintegrasikan keterampilan komunikasi dalam kurikulum sangat dibutuhkan. Oleh karena itu, penelitian ini bertujuan untuk mengetahui sejauh mana keterampilan komunikasi dimasukkan, beserta komponen-komponen silabus yang telah dimasukkan keterampilan komunikasi. Untuk melakukan analisis isi ini, pernyataan (kata, frasa, dan kalimat) dalam silabus dikumpulkan dan 12 dari 35 indikator keterampilan komunikasi digunakan. Sumber data penelitian ini adalah silabus mata kuliah *public speaking* semester 4 tahun 2020 di Universitas X yang berada di Jakarta. Ditemukan bahwa 11 dari 12 indikator telah masuk ke dalam silabus. Selain itu, indikator-indikator tersebut tergabung dalam 7 dari 12 komponen silabus, yaitu: Identifikasi Mata Kuliah, Deskripsi Mata Kuliah, Capaian Pembelajaran Mata Kuliah (CPMK), Sub-CPMK, Materi, Kegiatan Pembelajaran (Metode), dan Deskripsi Tugas. Hasil penelitian menunjukkan bahwa keterampilan komunikasi sudah dimasukkan ke dalam silabus namun masih diperlukan revisi lebih lanjut untuk memenuhi indikator keterampilan komunikasi.

Kata Kunci: *Keterampilan Komunikasi; Mata Kuliah Public Speaking; Silabus*

INTRODUCTION

In recent years, the pace of change in the 21st century is moving rapidly toward various sectors of life, including the education sector (Schwab, 2017). How people communicate has changed drastically with the advent of emerging technology in the 21st century. It is well recognized that incorporating 21st-century

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skills, especially communication skills, into the classroom are key to success (Bolstad, Gilbert, McDowall, Bull, Boyd & Hipkins, 2012). Kaburise (2016) also stated that communication skills have been identified as vital soft skills and a contributing factor to employability in the 21st-century. Communication skills are considered as critical skills in the workplace because it is one of the skills needed in order to be able to survive and adapt in the workplace (ATC21S, 2012). It is generally accepted that communication skills are a core essential of the 21st-century skills needed in this fourth industrial revolution and needed to be incorporated into the curriculum. Fadel, Bialik and Trilling (2015) found, there are four specific skills were considered the most essential, all of which were categorized as learning and innovation skills in Partnership for 21st Century's framework. These skills were then deemed as key skills for 21st century education and became collectively referred to as 4Cs, consisting of critical thinking and problem solving, communication, collaboration, and creativity and innovation. Radifan and Dewanti (2020) highlight how 4Cs, such as communication skills, are incorporated into senior high school English lesson plans, as well as investigating the lesson plan components in which those skills are incorporated. Another researcher, Kaushal (2018) did a study on incorporating employability skills in engineering education, their analysis focused on the syllabus and teaching methods used in communication skills classes in the colleges. However, there are still a limited number of studies that investigated how communication skills are incorporated into the syllabus of public speaking in university. The communication skills in this public speaking course are expected can be applied into the real world.

Furthermore, language education in the 21st century according to Eaton (2010) is no longer based on grammar, memorization, and rote learning. Instead, it focuses more on using language and cultural understanding to interact and engage with people all over the world. As a result, educators are being pushed to find ways to incorporate these established skills into the lessons. In that way, students have enough time to practice and master these skills in the course of their daily routines. According to Marinho, Medeiros, Gama and Teixeira (2017), 63,9% of the students have a fear of public speaking and 89,3% of the students would prefer their undergraduate program to include lessons to enhance public speaking. In response to this matter, prior studies have been conducted by some researchers regarding how communication skills are incorporated into the syllabus. One such study is by Zuwanda, Sumarni and Sulistyaningrum (2021), which conducted a study that used a qualitative descriptive method. Their analysis focused on designing life and career skills-incorporated speaking syllabuses for English Language Education Study Program by conducting a need analysis of life and career skills, including oral communication skills, towards nineteen syllabuses for speaking courses from six universities in Indonesia. The findings reveal that life and career skills have been incorporated implicitly and explicitly into speaking syllabuses and oral communication competence mainly appeared in the course description, learning objectives, learning outcomes, materials, and teaching method.

Kaushal (2018) also did a study on incorporating employability skills in engineering education, their analysis focused on the syllabus and teaching

methods used in communication skills classes in the colleges. It was found that on reviewing the syllabi, most of the contact time was allotted to the theory of communication and very little activity or discussion, interaction time was reserved. In conclusion, the communication skills which are mostly taught to engineers through the chalk and talk method have failed to yield results. The researcher suggests some changes in the methodology of teaching communication skills to engineering students and the syllabus can be substantiated by some team-based activities like making a group presentation or a group discussion on some challenging topic.

Furthermore, Menggo, Suastra, Budiarsa and Padmadewi (2019) focused their analysis on the types of learners' target needs and learning needs for material development in the academic English-speaking course. The study's findings revealed that the students' wants strongly indicated that material design must be able to promote 21st-century skills. Students' desires for course design included communication and collaboration. Discussion as a technique is sought, group work as a classroom setting, and active communicator as the learners' role. Wicaksono (2015) also did a study regarding group work for tertiary students learning, it revealed that group work could facilitate students in working effectively and actively through a strong engagement in group discussion.

However, even though there have been studies on teachers' comprehension and implementation of 21st-century skills, there appears to be a limited of studies that investigate the incorporation of communication skills in the syllabus, despite their importance. Zuwanda et al. (2021) found oral communication competence mainly appeared in five components of the syllabus, which are: course description, learning objectives, learning outcomes, materials, and teaching method. According to that, this study should investigate further in which components of syllabus that incorporated communication skills in this public speaking course syllabus. Moreover, Kaushal (2018) analysed the syllabus made based on the teacher's thinking. It was stated that the most common method used for teaching communication skills was lecture mode due to a shortage of time and a lengthy syllabus. Meanwhile, this is contrary to the findings of a study from Menggo et al. (2019) which says that students need more practical learning methods. It is said that students want a strong material design that must be able to promote 21st-century skills, including communication skills, such as speaking tasks, discussions, and group work. This gap has led the researchers to further investigate this study, especially in the public speaking course syllabus at English Language Education Study Program as the initial purpose of this study was conducted.

Communication Skills

Researchers from the Assessment and Teaching of 21st Century Skills (ATC21S) stated that 21st-century skills may be divided into four categories: ways of thinking, ways of working, tools for working, and skills for living in the world. Based on that, communication and collaboration skills are included in ways of working. Both of these skills are two important skills in the workplace because it is two skills needed to survive and adapt in the workplace. As Figure 1 shows how many of the 21st-century skills identified by ATC21S can be captured by the taxonomy, the exceptions are communication, collaboration, and ICT literacy.

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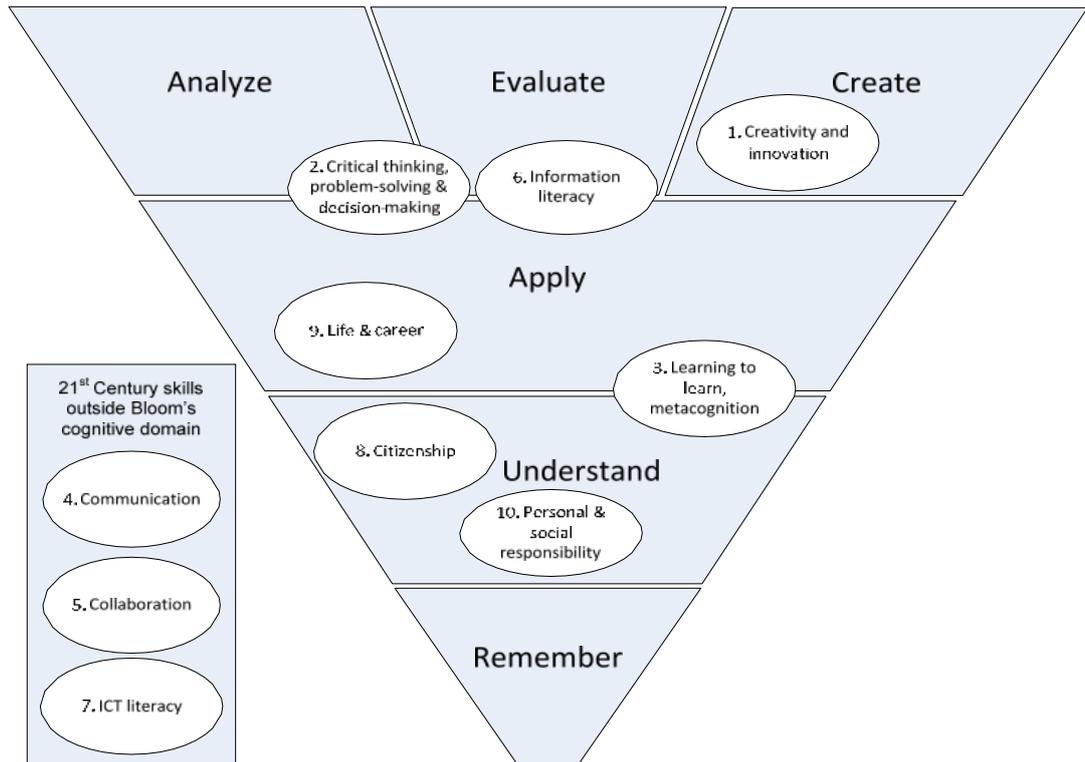
Figure 1. Mapping of 21st Century skills (ATC21S conceptualization) onto Anderson and Krathwohl's (2001) revised hierarchy of Bloom's cognitive domain

Table 1 shows the four broad categories of 21st-century skills grouped by ATC21S (2012). Within these categories, they identified ten skills as encapsulating all others and accommodating all approaches. From the Table 1 shows that ATC21S, Partnership for 21st-Century Skills, Lisbon Council, ISTE NETS, and ETS iSkill emphasize communication skills include in ways of working. In other words, it is implicate that communication skills can be incorporated in curriculum (syllabus).

Table 1. Categories of 21st-Century Skills based on ATC21S (2012)

ATC21S		21st-century skills reviewed by ATC21S			
21st-century skill category	21st-century skills	Partnership for 21st-century skills (2013)	Lisbon Council (2007)	ISTE NETS (2013)	ETS iSkill (2013)
Ways of thinking	creativity & innovation	creativity & innovation		creativity & innovation	creativity & innovation
	critical thinking problem solving decision making	critical thinking problem solving decision making	problem solving	critical thinking problem solving decision making	critical thinking problem solving
	learning to learn metacognition				
Ways of	communication	communication		communication	communication

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ATC21S		21st-century skills reviewed by ATC21S			
working	collaboration	collaboration	collaboration		collaboration
Tools for working	information literacy	information literacy media literacy	information literacy	information literacy	information literacy
ICT literacy	ICT operation and concepts	ICT operation and concepts	ICT operation and concepts	ICT operation and concepts	ICT operation and concepts
Living in the world	citizenship				
	life and career	e.g. initiative flexibility leadership	flexibility adaptability		initiative self-direction
	personal and social responsibility				

Furthermore, Partnership for 21st Century (2019) stated successful communication necessitates not only the capacity to successfully convey thoughts and ideas but also the ability to properly listen to and understand context, as well as the ability to communicate effectively in a variety of settings. To have communication skills, one must be able to employ a variety of media and technology, as well as identify their efficacy, analyze their impacts, and predict their efficacy a priori. Trilling and Fadel (2009) also defined communication skills as the ability to effectively express thoughts and ideas using oral, written, and nonverbal communication skills, listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions, use communication to inform, advise, inspire, and convince, use various media and technologies, and interact effectively in a variety of situations. In line with that, Hymes (1972) in Schriffin, Tannen and Hamilton (2001) also said that being communicatively skilled meant knowing when to speak, to whom to speak, where to speak, and how to speak in suitable linguistic ways. Furthermore, Metusalem, Belenky and DiCerbo (2017) also stated that effective communication requires skills that support the successful conveying of meaning and, ultimately, the achieving of desired outcomes.

Syllabus

According to Slattery and Carlson (2005), the syllabus is a ubiquitous aspect of the teaching process that encourages teaching and learning by communicating the general pattern of the course, so that a course does not feel like a series of disjointed tasks and events, but rather a well-planned and substantive path. Richards (2001) also defined a syllabus as a document that specifies the content of a course of instruction and defines what will be taught and tested. Another researcher, Gannon (2018) defined syllabus as a kind of promise for students to show them what they will be able to do after taking a particular course. It could be concluded that a syllabus is a document in academic settings to which contents such as assignments and activities as part of the teaching-learning process are specified and organized. A syllabus, in other words, is more detailed and concrete than a curriculum, and a curriculum may comprise many syllabi.

Table 2, illustrates components of syllabus according to Gannon (2018), Richards (2001), Sinor and Kaplan (2012), Slattery and Carlson (2005), and

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National Standard for Higher Education by Menteri Pendidikan dan Kebudayaan (2020).

Table 2. Components of Syllabus

No.	Concept/Theory of Syllabus	Components of Syllabus
1	Gannon (2018); Sinor & Kaplan (2012); National Standard for Higher Education by Menteri Pendidikan dan Kebudayaan (2020)	*Course identification*; consist of course title, name of the study program, total credits hours, lecturer's name, and a description of how the course will be conducted.
2	Gannon (2018); Slattery & Carlson (2005)	*Lecture's contact details*; includes lecturer's office, contact information, operational hours, method of contacting lecturer.
3	Sinor & Kaplan (2012); Slattery & Carlson (2005)	*Course description*; it gives an idea of the course content and objectives.
4	Gannon (2018); Richards (2001); Slattery & Carlson (2005); National Standard for Higher Education by Menteri Pendidikan dan Kebudayaan (2020)	*Learning outcomes*; it describe the overall aim of a syllabus, assist students understand to which extent the course will help them develop their knowledge and skills, it also specify what students will be able to do as a result of taking the course.
5	Gannon (2018); Richards (2001); Slattery & Carlson (2005); National Standard for Higher Education by Menteri Pendidikan dan Kebudayaan (2020)	*Course goal*; it describes the purposes indicated in the learning outcomes in greater detail.
6	Gannon (2018); Richards (2001); Sinor & Kaplan (2012); Slattery & Carlson (2005); National Standard for Higher Education by Menteri Pendidikan dan Kebudayaan (2020)	*Materials*; consist of a list of materials that will be used in the course, it can be in form of printed materials such as textbooks, non-printed materials such as video, or materials that can be classified as both, such as online course as well as ways to access them.
7	Richards (2001); National Standard for Higher Education by Menteri Pendidikan dan Kebudayaan (2020)	*Learning methods*; describes the steps taken to help the learning process to achieve the learning outcomes.
8	Slattery & Carlson (2005); National Standard for Higher Education by Menteri Pendidikan dan Kebudayaan (2020)	*Task description*; it consists of the statements of scope for each of the project activities to be done by the students for the whole semester.
9	Gannon (2018); Richards (2001); Slattery & Carlson (2005); National Standard for Higher Education by Menteri Pendidikan dan Kebudayaan (2020)	*Assessment criteria*; included a grading scheme and scale. It help the students to assist them develop (formative) and to assess their achievement.
10	Gannon (2018); Sinor & Kaplan (2012)	*Course policies*; this section covers topic such as attendance, late or missing assignments and exams, and academic honesty.
11	National Standard for Higher Education by Menteri Pendidikan dan Kebudayaan (2020)	*List of references for the course*.
12	Gannon (2018); Sinor & Kaplan (2012); Slattery & Carlson (2005); National Standard for Higher Education by Menteri Pendidikan dan Kebudayaan (2020)	*Course schedule*; a description of what happening each week in class and what students will be expected to complete during certain class sessions, when quizzes and/or exams will be offered, and when papers, projects, and other assessments will be submitted. It is include time allocation for each learning process.

Public Speaking Course

Public speaking is a compulsory subject for student of English Language Education Study Program at University X, because speaking is one of the subjects given to students as a way of improving student's competencies through language. Moreover, public speaking is a vital means of communication; it is a part of talk as performance, which includes aspects such of audience and setting, structure construction, language formality, and method of delivery. Furthermore, public speaking requires students to think critically and logically, distinguish between facts from opinions, judge the credibility of statements, and evaluate the soundness of evidence. It teaches students how to give a speech that is both coherent and cohesive, as well as how to think clearly and accurately while arranging their thoughts into a good arrangement (Lucas, 2009).

There are two ways of distinguishing the tasks according to Lucas (2009); from its purpose of speech delivery and the methods of speech delivery. Speech delivery tasks in public speaking are divided into two categories depending in their purposes: (a) Speaking to inform; and (b) Speaking to persuade. Aside from the purposes, one aspect that is important to know for public speaking practice is the method of speech delivery. Some methods of speech delivery are: (a) Extemporaneous speaking; (b) Impromptu speaking; and (c) Manuscript reading.

As public speaking becomes a required skill that every student should master as its essence for their future career, this study should further investigate whether this public speaking course syllabus has met the ideal public speaking and incorporated communication skills. In addition, Regulation of Minister Education and Culture of Republic of Indonesia Number 3 year 2020 concerning National Standard of Higher Education highlights the curriculum adjustment in order to incorporate the 21st century skills in all elements of course design in higher education. Hence, additional studies of the incorporation of communication skills as one of the core essential skills in the 21st century into the syllabus are needed.

In brief, this study intended to explore the extent to which communication skills are incorporated and also to identify the components of syllabus that has been incorporated into communication skills in the public speaking course syllabus at English Language Education Study Program. Therefore, the research questions for this study were formulated as follow: (a) To what extent are communication skills incorporated into the public speaking syllabus at English Language Education Study Program?; (b) In which syllabus components are the communication skills incorporated into the public speaking course syllabus at English Language Education Study Program?

METHOD
Research Design

This study uses qualitative research, specifically content analysis as the methodology of the research. The material to be analyzed in this study is in a form of document, specifically syllabus of public speaking course. Content analysis was selected for this study because it can organize and elicit meaning of textual data from syllabus, particularly for communication skills indicators. As Mayring (2014) defines content analysis as a technique to analyze the data with a rule guided the research process.

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Data Source and Data

Data were collected for a specific purpose by selecting one university in Jakarta. The data source of the study were the syllabus of Public Speaking Course at English Language Education Study Program in University X. The data gathered through statements (words, phrases, and sentences) in syllabus components highlight communication skills indicators in the planned teaching-learning process. This research used the notions of communication skills framework by Hymes (1972) in Schriffin et al. (2001) and Metusalem et al. (2017) supported by the theory of communication skills from Partnership for 21st Century (2019) and Trilling and Fadel (2009). Whereas the notion of public speaking was used the framework by Lucas (2009).

Research Instrument and Data Collection Techniques

The research instrument for this study was the communication skills indicators which present in Table 3. Table 3 illustrates the 12 indicators of communication skills to conduct the analysis of this study according to the analysis conducted on the concept of communication skills from Hymes (1972) in Schriffin et al. (2001) and Metusalem et al. (2017) supported by the theory of communication skills from Partnership for 21st Century (2019) and Trilling and Fadel (2009) and also considering the concept of public speaking by Lucas (2009).

Table 3. Indicators of Communication Skills

Indicator Code	Indicators of Communication Skills
CS1	Incorporates conveying thoughts and ideas effectively using oral communication skills (Partnership for 21st Century (2019); Trilling & Fadel (2009)).
CS2	Incorporates conveying thoughts and ideas effectively using nonverbal communication skills (Trilling & Fadel, 2009).
CS3	Incorporates employing a variety of media (Partnership for 21st Century (2019); Trilling & Fadel (2009)).
CS4	Incorporates employing a variety of technology (Partnership for 21st Century (2019); Trilling & Fadel (2009)).
CS5	Incorporates analyzing their impacts (Partnership for 21st Century, 2019).
CS6	Incorporates using communication to inform (Trilling & Fadel, 2009).
CS7	Incorporates using communication to convince (Trilling & Fadel, 2009).
CS8	Incorporates the knowledge of the sounds and their pronunciation (Hymes (1972) in Schriffin et al., 2001).
CS9	Incorporates the way that meaning is conveyed through language (Hymes (1972) in Schriffin et al., 2001).
CS10	Incorporates knowing how to use language appropriately depends on the topic (Hymes (1972) in Schriffin et al. (2001); Metusalem et al. (2017)).
CS11	Utilize the most appropriate communicative channel (Metusalem et al., 2017).
CS12	Incorporates analyzing speech critically (Metusalem et al., 2017).

To gather the data, the researchers, first, collect data syllabus from the authorized lecturer of Public Speaking Course in English Language Education Study Program from University X. Secondly, highlight the statements (words, phrases, and sentences) in the components of the syllabus; which are course identification, lecturer's contact details, course description, learning outcomes,

course goal, materials, learning methods, task description, assessment criteria, course policies, list of reference, and course schedule. Thirdly, present each statement (words, phrases, and sentences) into the table of the syllabus components identification and present the statements that indicate communication skills into the table of analysis of communication skills incorporated according to which indicator they belong to and to which components they belong to.

Data Analysis Procedures and Techniques

The data analysis procedure will be based on data gained from the data collection process. The content analysis by Mayring (2014) is used to analyze this study. As cited, there were some steps of analysis conducted in this study. First, the researchers establish categories by defining concepts from theory, other studies or previous research. Secondly, the researchers code the indicators of communication skills and statements of communication skills in the syllabus by marking the text passage and marking the category which the data in. Thirdly, the researchers analyze the data and interpret the findings. Fourthly, the researchers conclude the discussion. Lastly, expert pedagogical judgments are used to verify and evaluate the findings. Since this study was limited to only one syllabus and one university in Jakarta, the findings cannot be generalized to all higher education in Jakarta.

FINDINGS

After formulating and analyzing the data qualitatively, the analysis result of existing syllabus in public speaking course at English Language Education Study Program from University X, found the following questions.

The Extent to Which Communication Skills are Incorporated in the Syllabus

The results of the analysis indicate that communication skills indicators incorporated into the existing syllabus as 11 out of 12 indicators were fulfilled. Table 4 illustrates the indicator of communication skills which are analyzed, components of syllabus which are found incorporated into communication skills indicator, as well as the statements that indicates communication skills in the components of the syllabus.

Table 4. Analysis of Communication Skills in the Syllabus

Indicators of Communication Skills	Syllabus Components	Statements (Sentences/words/phrases)
CS1 (13%)	Learning outcomes	Able to **demonstrate** text features (social function, text structure, and lexicogrammatical elements) of ceremonial speech, informative speech, and persuasive speech.
	Course goal	Able to **explain** the text features of expressing feelings & hopes, describing objects/things, and making satisfaction section & practical steps.
	Learning methods	**Presentation.** **Group and class discussion**.
CS2 (13%)	Learning outcomes	Able to **demonstrate** text features (social function, text structure, and lexicogrammatical elements) of ceremonial speech, informative speech, and persuasive speech.
	Course goal	Able to **explain** the text features of expressing feelings &

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Indicators of Communication Skills	Syllabus Components	Statements (Sentences/words/phrases)
		hopes, describing objects/things, and making satisfaction section & practical steps.
	Learning methods	***Presentation.*** ***Group and class discussion.***
CS3 (9%)	Course goal	Able to explain the text features of ***giving visual aids and using statistics & quoting experts***.
	Learning methods	***Presentation***.
CS4 (4%)	Course description	In this course, students can learn about ceremonial speech, scientific (informative) speech, and persuasive speech. Students learn to compare various types of speech texts to carry out social functions with clear goals, cohesively and coherently, with appropriate and acceptable lexicogrammatical elements according to the context of the situation, based on good mental and social attitudes, also ***utilizing information and communication technology***.
CS5 (0%)	-	-
CS6 (9%)	Course description	In this course, students can learn about ceremonial speech, ***scientific (informative) speech***, and persuasive speech. Students learn to compare various types of speech texts to carry out social functions with clear goals, cohesively and coherently, with appropriate and acceptable lexicogrammatical elements according to the context of the situation, based on good mental and social attitudes, also utilizing information and communication technology.
	Materials	Material: ***Informative Speech*** Sub-Materials: Introduction, describing objects/things, giving visual aids, quoting the experts, conclusion.
CS7 (9%)	Course description	In this course, students can learn about ceremonial speech, scientific (informative) speech, and ***persuasive speech***. Students learn to compare various types of speech texts to carry out social functions with clear goals, cohesively and coherently, with appropriate and acceptable lexicogrammatical elements according to the context of the situation, based on good mental and social attitudes, also utilizing information and communication technology.
	Materials	Material: ***Persuasive Speech*** Sub-Materials: Introduction, problems, statistics and experts, satisfaction section & practical steps, appealing closing.
CS8 (9%)	Course description	In this course, students can learn about ceremonial speech, scientific (informative) speech, and persuasive speech. Students learn to compare various types of speech texts to carry out social functions with clear goals, cohesively and coherently, with ***appropriate and acceptable lexicogrammatical elements*** according to the context of the situation, based on good mental and social attitudes, also utilizing information and communication technology.
	Learning outcomes	Able to ***understand, demonstrate, and distinguish*** text features (social function, text structure, and ***lexicogrammatical*** elements) from ceremonial speech, informative speech, and persuasive speech.
CS9 (9%)	Course description	In this course, students can learn about ceremonial speech, scientific (informative) speech, and persuasive speech.

Indicators of Communication Skills	Syllabus Components	Statements (Sentences/words/phrases)
		Students learn to compare various types of speech texts to carry out social functions with clear goals, cohesively and coherently, with ***appropriate and acceptable lexicogrammatical elements*** according to the context of the situation, based on good mental and social attitudes, also utilizing information and communication technology.
	Learning outcomes	Able to ***demonstrate*** text features (social function, text structure, and ***lexicogrammatical*** elements) of ceremonial speech, informative speech, and persuasive speech.
CS10 (4%)	Task description	Assignment 1/2/3 Method: ***Identify the main topic*** of each paragraph.
CS11 (4%)	Course identification	Room: ***LMS Microsoft Teams***.
CS12 (17%)	Course description	In this course, students can learn about ceremonial speech, scientific (informative) speech, and persuasive speech. Students learn to ***compare various types of speech texts*** to carry out social functions with clear goals, cohesively and coherently, with appropriate and acceptable lexicogrammatical elements according to the context of the situation, based on good mental and social attitudes, also utilizing information and communication technology.
	Learning outcomes	Able to ***understand, demonstrate, and distinguish*** text features (social function, text structure, and ***lexicogrammatical*** elements) from ceremonial speech, informative speech, and persuasive speech.
	Course goal	Able to ***identify*** the text features of introduction. Able to ***identify*** the text features of giving metaphor, simile, repetition & alliteration. Able to ***identify*** the text features of expressing feelings & hopes. Able to ***identify*** the text features of closing.
	Task description	***Analysis*** of ceremonial speech. ***Analysis*** of informative speech. ***Analysis*** of persuasive speech.

Table 4 shows that the public speaking syllabus is incorporated with communication skills. The communication skills indicators found in different syllabus components, from course description to task description. The most commonly seen is CS12 as the syllabus incorporates analyzing speech critically by 17% (4 out of 12 syllabus components were incorporated into the indicators), which is by comparing variety types of speech (ceremonial speech, informative speech, and persuasive speech) and can understand, apply, and distinguish the feature could encourages students to analyzing it critically. CS12 is incorporated in the course description, learning outcomes, course goal, and task description.

CS1 and CS2 on the other hand, are only seen in the learning outcomes, course goal, and learning methods. Both of them incorporate conveying thoughts and ideas effectively using oral and nonverbal communication skills by 13% (3 out of 12 syllabus components were incorporated into the indicators). By explaining text features, such as describing objects/thoughts, students can think critically and logically like the purpose of speech delivery in public speaking, which is speaking

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to inform. Students also can convey their thoughts and ideas using oral communication skills in presentation or class/group discussion. In line with the purpose of persuasive speech, which is to persuade the audience, it is important to use nonverbal communication skills like eye contact, facial expressions, and gestures because it can help to convince the audience.

As for CS3 where the syllabus incorporates employing a variety of media, it only be seen by 9% in course goal and learning methods (2 out of 12 syllabi can components were incorporated into the indicators). As in informative speech and persuasive speech, it is necessary to use media that can attract the attention of audiences in order to inform and persuade audiences, it is stated in the course goal that there are a feature text about giving visual aids in informative speech and also using statistics in persuasive speech. The use of these media can further convince the audience about the ideas given by the speakers. The speakers can also use presentation as stated in the learning methods.

Furthermore, CS6 and CS7, which mean the syllabus incorporates using communication to inform and convince, are also included by 9% in course description and materials (2 out of 12 syllabus components were incorporated into the indicators). This syllabus uses informative speech and persuasive speech as materials, as stated in course description and materials. From these materials, students can learn how to use communication to inform and convince, in line with the purposes of speech delivery in public speaking, which is speaking to inform and speaking to persuade the audience.

Other indicators, CS8 and CS9, which mean the syllabus incorporates the knowledge of the sounds and their pronunciation and incorporates the way that meaning is conveyed through language, also can be seen by 9% (2 out of 12 syllabus components were incorporated into the indicators). This syllabus stated lexico-grammatical in course description and learning outcomes which includes lexis and grammar. Lexis has an important role in expressing meaning. This includes sources of words expression as pronounced sounds, sources of intonation to realize grammatical choices directly, as well as sources of rhythm and articulation of syllabi and phonemes.

Moreover, CS4 is found only in course description, which means only by 4% (1 out of 12 syllabus components were incorporated into the indicators). It is stated explicitly in the course description, the class utilizing information and communication technology. Also, because the class is held online, the use of technology is ensured in the classroom. Other indicators, CS10 and CS11 also found by 4% (1 out of 12 syllabus components were incorporated into the indicators). CS10 was incorporated in task description, containing the activity where students need to identify the main topics contained in each paragraph to find out how to use language appropriately depends on the topic. Next, CS11 was incorporated in course identification, suggesting that teaching and learning activities are held through the LMS Microsoft Teams platform due to an unexpected situation.

Lastly, it can be seen that CS5 is not incorporated in any syllabus components, which means this syllabus does not incorporates the students to analyzing their impacts of speaking or communication. However, to do public speaking, students should know the impacts of their speech to the audiences. It is

in line with the purposes of speech delivery in public speaking, which is speaking to inform and persuade.

Syllabus Components Incorporating the Communication Skills

The findings from the analysis of communication skills in the existing public speaking syllabus found that communication skills were integrated into 7 out of 12 syllabus components, i.e., the course identification, course description, learning outcomes, course goals, materials, learning methods, and task description which are shown in Table 3. It shows the syllabus components and the statements (sentences/words/phrases) in the syllabus components which incorporated with the communication skills.

Table 3 shows that the existing public speaking syllabus explicitly and implicitly incorporated communication skills in the aforementioned syllabus components. The dominant component of the syllabus which is incorporated into communication skills is the course description, because 6 out of 12 indicators of communication skills were incorporated. Surprisingly, 5 out of 12 syllabus components did not incorporate in any indicators of communication skills, i.e., the lecturer's contact details, assessment criteria, course policies, list of references, and course schedule. It is because the lecturer's contact details are not present in the syllabus, while another component of the syllabus, the course schedule, is not included because what is in the course schedule is also included in the course goal, materials, assessment criteria, learning methods, and task description. While the time allocation contained in the course schedule is not incorporated with communication skills.

DISCUSSION

With regard to the first research question, the extent of communication skills indicators incorporated in the syllabus showed that 11 out of 12 indicators were incorporated into the syllabus. While one indicator, which is CS5, did not incorporate in the syllabus, which means the students did not analyze the impacts of their speech. Furthermore, the result also revealed that the 11 indicators found in the 7 out of 12 syllabus components, i.e., the course identification, course description, learning outcomes, course goals, materials, learning methods, and task description. Moreover, the lecturer's contact details, assessment criteria, course policies, list of references, and course schedule did not incorporate in any indicators of communication skills.

Thus, the result of the present study contradicts with a previous study by Zuwanda et al. (2021) which claimed that the communication competence mainly appeared in five components of the syllabus, i.e., the course description, learning objectives, learning outcomes, materials, and teaching method. While Sumiati, Lustyantie and Iskandar (2020) claimed that the communication skills only integrated into four components of the syllabus, i.e., the learning outcomes, materials, the method of teaching, and the assessment and evaluation. However, Gannon (2018), Richards (2001), Sinor and Kaplan (2012), Slattery and Carlson (2005), and National Standard for Higher Education by Menteri Pendidikan dan Kebudayaan (2020) categorize 12 core components in the syllabus, such as course identification, lecturer's contact details, course description, learning outcomes,

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course goal, materials, learning methods, task description, assessment criteria, course policies, list of references, and course schedule. Thus, the components of syllabus that are being examined are those that are part of the core component.

The first component is course identification. Course identification consists of course title, name of the study program, total credits hours, lecturer's name, and a description of how the course will be conducted. The result of the analysis in the course identification found that there was only one communication skills indicator, namely CS11. It shows that the incorporation of communication skills in the syllabus, especially the course identification section is limited. Moreover, the second component is lecturer's contact details. Lecturer's contact details did not incorporate into any of communication skills indicators, because lecturer's contact details only includes lecturer's office, contact information, operational hours, method of contacting lecturer as stated by Gannon (2018), Sinor and Kaplan (2012), and National Standard for Higher Education by Menteri Pendidikan dan Kebudayaan (2020). Furthermore, the third component is course description. Course description is gives an idea of the course content and objective. The result of the analysis in the course description found that there were six communication skills indicator, namely CS4, CS6, CS7, CS8, CS9, and CS12. Because the course description explains the course content, the communication skills indicator can be seen in this section.

In line with the component of syllabus, the other components worth deeper looking are the learning outcomes, course goal, and materials. Learning outcomes describe the overall aim of a syllabus, assist students understand to which extent the course will help them develop their knowledge and skills, it also specify what students will be able to do as a result of taking the course. The result of the analysis found that there were five communication skills indicators incorporate into the components of syllabus, namely CS1, CS2, CS8, CS9, and CS12. While course goal describes the purposes indicated in the learning outcomes in greater detail. The result found that there were four communication skills indicators incorporated, namely CS1, CS2, CS3, and CS12. Materials which consist of a list of materials that will be used in the course also incorporate in two communication skills indicators, it is CS6 and CS7. Other components of syllabus that connected were learning methods, task description, and assessment criteria. Learning methods describes the steps taken to help the learning process to achieve the learning outcomes.

Furthermore, when learning outcomes are incorporated with communication skills, so are learning methods. According to the result of analysis, there were three indicators incorporated, it is CS1, CS2, and CS3. Moreover, task description consists of the statements of scope for each of the project activities to be done by the students for the whole semester. It is connected to another component, which are assessment criteria. Assessment criteria included a grading scheme and scale. When the task description contains an explanation of the tasks given and includes communication skills, then in the assessment criteria there must also be an assessment related to communication skills. Based on the analysis, task description incorporate two communication skills indicators, namely CS10 and CS12. While assessment criteria did not incorporate in any of component of syllabus. Another component of syllabus that did not incorporate was course policies, list of

references, and course schedule. It is because course policies covers topic such as attendance, late or missing assignments and exams, and academic honesty. While list of references only state the references. The last is course schedule, what is in the course schedule is also included in the course goal, materials, assessment criteria, learning methods, and task description. While the time allocation contained in the course schedule is not incorporated with communication skills.

From the findings, it also appeared that the possible reason that can make the previous study difference with the present study may vary. One key reason is that because of the different learning areas. Sumiati et al. (2020) analyzed the syllabus in the translation course. Another possible explanation is that the indicators used to examine the communication skills in the syllabus are different. The study by Zuwanda et al. (2021) used the learning and career skills indicators by the National Association of Colleges and Employers (NACE) (2019), Binkley et al. (2012), and Partnership for 21st Century Skills (2009). While the study by Sumiati et al. (2020) used the indicators from Partnership for 21st Century Skills and the indicators of translator's competences by PACTE and Nord. However, it is found out that the incorporation of life and career skills or 21st-century skills, including communication skills, is pertinent in the syllabus. Accordingly, this study still has to be analyzed further. These findings are contradicting with the previous study by Kaushal (2018) which claimed in his study that the incorporation of communication skills in their syllabus has failed.

Furthermore, the study claimed that it is because most of the contact time was allotted to the theory of communication and very little activity or discussion, interaction time was reserved (Kaushal, 2018). The researcher of the previous study suggests some changes in the syllabus be substantiated by some team-based activities like making a group presentation or a group discussion on some challenging topic. Based on the problems stated above, it is explained that team-based activities are also important and needed to be included in teaching and learning so that there is an interaction that creates communication skills. In dealing with those problems, this present study revealed that the syllabus has included either presentation or group/class discussions in every meeting and it can be proven in the components of syllabus, course schedule and learning methods. These findings are in line with Menggo et al. (2019) that it is also necessary to consider the learners' needs to incorporate the communication skills into the syllabus.

In terms of learners' needs, Menggo et al. (2019) finds students need more practical learning methods. It is said that students want strong material design such as speaking tasks, discussions, and group work. According to the previous study, this current study has already involved activities such as presentation (which includes oral speaking) and group/class discussions (which also need group work). However, the statements in the components of the syllabus are not explained further how the presentation and group/class discussion will be conducted in the teaching and learning activities. This finding confirmed research found by Kaushal (2018) with the idea that suggests some changes in the syllabus to be substantiated by some team-based activities.

It can be concluded that the public speaking course syllabus has been incorporated with communication skills. However, it has limitations that only look

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at the incorporated communication skills in one syllabus. In terms of learners' needs, it should be stated in more detail in the syllabus about the activities that must be done. Uploading speeches video to YouTube, Facebook, or other platforms might make students more confident to speak in front of audiences. It is confirmed the idea of Mafruudloh and Fitriati (2020), that making a video that contains some material that they had learn and share their project on their social media account could help the students to accomplish the learning outcomes in speaking class. Thus, the researchers of the present study suggest that there should be further descriptive research which represents actual teacher and student behavior in the actual (non-virtual) classroom to investigate the skill of communication incorporated in the activity, because this present study was conducted during the circumstance of emergency remote teaching.

CONCLUSION

The necessity of acquiring communication skills for higher education students is inevitable. Therefore, higher education has sought to incorporate communication skills into their syllabus in order to meet the demands of the 21st-century. Bearing this in mind, the researchers aimed to find out the extent to which communication skills are incorporated and to identify the components of the public speaking course syllabus at English Language Education Study Program from University X. In the contrary, the evidence from this study reveals communication skills have incorporated into the syllabus but not wholly incorporated and still limited.

Based on the findings from highlighted statements (words, phrases, and sentences) in syllabus components that indicate communication skills, the results revealed that 7 out of 12 components of the syllabus are incorporated. It is possible to incorporate the communication skills into the public speaking course syllabus by accommodating those skills in the components of the syllabus: course identification, course description, learning outcomes, course goal, materials, learning methods, and task description.

As for the communication skills in which are incorporated, 11 out of 12 indicators appear to be incorporated in the syllabus. The indicators of communication skills involving are encourages students to conveying thoughts and ideas effectively using oral and nonverbal communication skills, employing a variety of media and technology, using communication to inform and convince, having the knowledge of the sounds and their pronunciation, knowing the way that meaning is conveyed through language, knowing how to use language appropriately depends on the topic, utilize the most appropriate communicative channel, and analyzing speech critically. In conclusion, the public speaking course syllabus at English Language Education Study Program from University X has been incorporated into communication skills. However, it is still necessary to improve the syllabus in order to adapt with the ongoing 21st-century.

The research found some limitations, the findings cannot be generalized to all public speaking course syllabuses in higher education because this study was limited to only one public speaking course syllabus in one university. The result of this study also has a number of implications. Based on the findings, it needs much consideration to provide a clear and detailed statement on the learning method components. If the component statement is clarified again, it will be easier to know

that learning methods are an important part of communication skills. In the meantime, the analysis of communication skills in this study was limited only to one particular course in English Language Education Study Program and specific only on the syllabus. Therefore, further study is needed to examine the incorporation of communication skills in English classrooms by means of observation as well. In this way, future study can compare the differences between how the communication skills are incorporated in the syllabus and how they are carried out in the classroom interaction. A variety of research instruments also should be employed to gain depth insight about the skill's incorporation in this course as well as other courses of English Language Education Study Program.

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APPENDIX

Original Indonesian Version of Table 4. Analysis of Communication Skills in the Syllabus

Indicators of Communication Skills	Syllabus Components	Statements (Sentences/words/phrases)
CS1 (13%)	Learning outcomes	Mampu *mendemonstrasikan* fitur teks (fungsi sosial, struktur teks, dan unsur leksikogramatika) dari ceremonial speech, informative speech, and persuasive speech.
	Course goal	Mampu *menjelaskan* fitur teks bagian expressing feelings & hopes, describing object/things, and making satisfaction section & practical steps.

Indicators of Communication Skills	Syllabus Components	Statements (Sentences/words/phrases)
	Learning methods	*Presentasi.* *Diskusi kelompok dan diskusi kelas.*
CS2 (13%)	Learning outcomes	Mampu *mendemonstrasikan* fitur teks (fungsi sosial, struktur teks, dan unsur leksikogramatika) dari ceremonial speech, informative speech, and persuasive speech.
	Course goal	Mampu *menjelaskan* fitur teks bagian expressing feelings & hopes, describing object/things, and making satisfaction section & practical steps.
	Learning methods	*Presentasi.* *Diskusi kelompok dan diskusi kelas.*
CS3 (9%)	Course goal	Mampu menjelaskan fitur teks bagian *giving visual aids and using statistics & quoting experts*.
	Learning methods	*Presentasi*.
CS4 (4%)	Course description	Pada mata kuliah ini mahasiswa dapat belajar tentang pidato seremonial, pidato/orasi ilmiah (informatif), dan pidato persuasif. Mahasiswa belajar membandingkan berbagai jenis teks pidato untuk melaksanakan fungsi sosial dengan tujuan yang jelas, secara kohesif dan koheren, dengan unsur leksikogramatika yang tepat dan berterima sesuai dengan konteks situasinya, didasari sikap mental dan sosial yang baik, serta *memanfaatkan teknologi informasi dan komunikasi*.
CS5 (0%)	-	-
CS6 (9%)	Course description	Pada mata kuliah ini mahasiswa dapat belajar tentang pidato seremonial, *pidato/orasi ilmiah (informatif)*, dan pidato persuasif. Mahasiswa belajar membandingkan berbagai jenis teks pidato untuk melaksanakan fungsi sosial dengan tujuan yang jelas, secara kohesif dan koheren, dengan unsur leksikogramatika yang tepat dan berterima sesuai dengan konteks situasinya, didasari sikap mental dan sosial yang baik, serta memanfaatkan teknologi informasi dan komunikasi.
	Materials	Pokok Materi: *Informative Speech* Sub-Materi: Introduction, describing objects/things, giving visual aids, quoting the experts, conclusion.
CS7 (9%)	Course description	Pada mata kuliah ini mahasiswa dapat belajar tentang pidato seremonial, pidato/orasi ilmiah (informatif), dan *pidato persuasif*. Mahasiswa belajar membandingkan berbagai jenis teks pidato untuk melaksanakan fungsi sosial dengan tujuan yang jelas, secara kohesif dan koheren, dengan unsur leksikogramatika yang tepat dan berterima sesuai dengan konteks situasinya, didasari sikap mental dan sosial yang baik, serta memanfaatkan teknologi informasi dan komunikasi.
	Materials	Pokok Materi: *Persuasive Speech* Sub-Materi: Introduction, problems, statistics and experts, satisfaction section & practical steps, appealing closing.
CS8 (9%)	Course description	Pada mata kuliah ini mahasiswa dapat belajar tentang pidato seremonial, pidato/orasi ilmiah (informatif), dan pidato persuasif. Mahasiswa belajar membandingkan berbagai jenis teks pidato untuk melaksanakan fungsi sosial dengan tujuan yang jelas, secara kohesif dan koheren, dengan unsur

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Indicators of Communication Skills	Syllabus Components	Statements (Sentences/words/phrases)
		leksikogramatika yang tepat dan berterima sesuai dengan konteks situasinya, didasari sikap mental dan sosial yang baik, serta memanfaatkan teknologi informasi dan komunikasi.
	Learning outcomes	Mampu *memahami, menerapkan, dan membedakan* fitur teks (fungsi sosial, struktur teks, dan unsur *leksikogramatika*) dari ceremonial speech, informative speech, dan persuasive speech.
CS9 (9%)	Course description	Pada mata kuliah ini mahasiswa dapat belajar tentang pidato seremonial, pidato/orasi ilmiah (informatif), dan pidato persuasif. Mahasiswa belajar membandingkan berbagai jenis teks pidato untuk melaksanakan fungsi sosial dengan tujuan yang jelas, secara kohesif dan koheren, dengan unsur *leksikogramatika yang tepat dan berterima* sesuai dengan konteks situasinya, didasari sikap mental dan sosial yang baik, serta memanfaatkan teknologi informasi dan komunikasi.
	Learning outcomes	Mampu *mendemonstrasikan* fitur teks (fungsi sosial, struktur teks, dan unsur *leksikogramatika*) dari ceremonial speech, informative speech, dan persuasive speech.
CS10 (4%)	Task description	Metode Pengerjaan Tugas 1/2/3: *Mengidentifikasi topik utama* tiap paragraf.
CS11 (4%)	Course identification	Ruang: *LMS Microsoft Teams*.
CS12 (17%)	Course description	Pada mata kuliah ini mahasiswa dapat belajar tentang pidato seremonial, pidato/orasi ilmiah (informatif), dan pidato persuasif. Mahasiswa belajar *membandingkan berbagai jenis teks pidato* untuk melaksanakan fungsi sosial dengan tujuan yang jelas, secara kohesif dan koheren, dengan unsur leksikogramatika yang tepat dan berterima sesuai dengan konteks situasinya, didasari sikap mental dan sosial yang baik, serta memanfaatkan teknologi informasi dan komunikasi.
	Learning outcomes	Mampu *memahami, menerapkan, dan membedakan* fitur teks (fungsi sosial, struktur teks, dan unsur leksikogramatika) dari ceremonial speech, informative speech, dan persuasive speech.
	Course goal	Mampu *mengidentifikasi* fitur teks bagian introduction. Mampu *mengidentifikasi* fitur teks bagian giving metaphor, simile, repetition & alliteration. Mampu *mengidentifikasi* fitur teks bagian expressing feelings & hopes. Mampu *mengidentifikasi* fitur teks bagian closing
	Task description	*Analisa* pidato seremonial. *Analisa* pidato informatif. *Analisa* pidato persuasive.
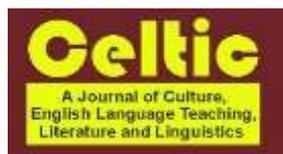
EXPLORING THE USE OF DRAMA WAYANG FOR ESP SPEAKING ACTIVITIES

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ABSTRACT

Drama is among English teaching and learning activities that can improve students' communication and speaking skills. However, only a few studies documented the integration between local culture and drama for English teaching and learning activities. This study aims at exploring the use of drama *wayang* in the English for Specific Purposes Speaking activities. A descriptive qualitative study was employed as the study design, with observation, documentation, and questionnaire as methods of data collection. The subjects of this study were first-semester university students from the Indonesian Language and Literature Department. Findings showed that students were enthusiastic about performing drama *wayang* and could perform it well. Furthermore, drama *wayang* can be integrated into English teaching and learning activities to improve activity variety and attract students' interest in learning speaking. This study also implies that drama *wayang* can be developed into an ESP teaching method combined with Indonesia's local culture and serves as an innovative and contextual ESP teaching method.

Keywords*: Drama; ESP; Teaching Method*

ABSTRAK

Drama merupakan salah satu kegiatan belajar mengajar bahasa Inggris yang dapat meningkatkan kemampuan komunikasi dan berbicara siswa. Namun, ada beberapa penelitian yang mendokumentasikan integrasi antara budaya lokal dan drama untuk kegiatan belajar mengajar bahasa Inggris. Penelitian ini bertujuan untuk mengeksplorasi penggunaan drama wayang dalam kegiatan English for Specific Purposes Speaking. Penelitian kualitatif deskriptif digunakan sebagai desain penelitian, dengan observasi, dokumentasi, dan kuesioner sebagai metode pengumpulan data. Subjek penelitian ini adalah mahasiswa semester I Jurusan Bahasa dan Sastra Indonesia. Hasil penelitian menunjukkan bahwa siswa sangat antusias dalam menampilkan drama wayang dan dapat menampilkan drama dengan baik. Selanjutnya, drama wayang dapat diintegrasikan ke dalam kegiatan belajar mengajar bahasa Inggris untuk meningkatkan variasi kegiatan dan menarik minat siswa dalam belajar berbicara. Kajian ini juga menyiratkan bahwa drama wayang dapat dikembangkan menjadi metode pengajaran ESP yang dipadukan dengan budaya lokal Indonesia. Drama wayang sebagai metode pengajaran ESP yang inovatif dan kontekstual juga terbukti di penelitian ini.

Kata Kunci: *Drama; ESP; Metode Pembelajaran*

INTRODUCTION

English language teaching comprises two main aspects: language structure and production, to help students use the language more communicatively. One teaching method that enables students to learn English more communicatively is drama. Drama integrates grammatical structures into the actual practice of language use in the forms of mutual conversations among the actors. (Raquel, 2013). The role of drama in speaking activities was also strengthened by Vygotsky (1978), who states that a connection between words and signs elicits emotions in drama. This statement aligns with the role of drama in speaking activities that require the students to evoke their emotions. Language teaching is indeed inextricable from culture teaching. In the Indonesian context, with English as a foreign language (EFL), lecturers should be cautious that Indonesian learners might encounter an impediment in their intercultural communication (Nugroho, 2019). One of its causes is students' lack of knowledge of cultural values and norms of the targeted language. Octactepe (2012), stated that some institutions, especially at the higher education level, have already noted this by including some Cross-Cultural Understanding contents into their English curriculum. This statement aligns with Hermayawati (2020), who asserted the importance of cross-cultural understanding in teaching English. Also, it is stated by Poedjiastuti, Mayaputri, and Arifani (2021) that nowadays, the English language employs cultural exchange as one of its missions and purposes. Therefore, it is suggested that the lecturers should insert local culture besides targeted language culture in English language teaching. Also, in Cultural Language Learning Approach (CLLA), learners' culture acquisition takes part in language learning. It means the lecturer can integrate the culture where the learners come from with the language learned (Hermayawati, 2020). Students' engagement means students' active participation and learning activities. They take part in the activities in the classroom. This means that the learning activities designed by the lecturer are thriving as the students are willing to actively participate in the activities (Rahayu, 2018). One of the ways to teach English, especially in speaking activities is drama.

In English language teaching (ELT), drama has long been dubbed one of the English teaching methods and activities. There are some functions of drama that can be found in ELT activities. As asserted by Idogho (2018), drama enables students to be more communicative. They are given spaces to communicate with other students and practice their conversations and dialogues in real-life communication. Through drama, students are expected to learn about language skills and arts, music, and culture. Drama is deemed unique for its criteria as it combines students' performance and learning, so the students can also express their ideas and expressions in the drama that is performed (Schechner, in Jacobs, 2016). Despite its unique criteria, however, drama might be less practiced because there are some challenges in doing it. Alasmari and Alshae'el (2020) asserted that drama offers some challenges. The first challenge is the classroom situation as students started to get noisy once the teacher announces a drama activity, which means they have to work with their friends for the drama. The next challenge is their first language as students usually turn to use their first language more than English. Finally, the inequality of students' roles in a drama is apparent because not all students can have a role and portion in the drama. This is caused by the lack

of classroom control owned by the teacher. These challenges might become the considerations faced by a teacher while using drama in the classroom.

A drama performance enables students to exchange information and culture. Through this activity, students can more persuasively and confidently speak as this activity reflects what happens in real-life contexts and situations (Alasmari and Alshae'el, 2020). The lecturer's role in the drama is also significant, as the lecturer is needed to help students perform the drama. Nurhayati (2016) suggested that English lecturers motivate and accommodate the students to be creative in making a drama by following the steps in making a drama: scriptwriting, script consultation, and drama performance.

Furthermore, teaching English is also inseparable from teaching the native culture when the language is taught, in this case, Indonesia. Some issues underlie English teaching in Indonesia, one of which is culture. As stated by Suryanto (2014), in ELT, cultural context plays an important role, and it may influence the results of ELT. In addition, Nanda and Susanto (2021) said that ethnic languages and stories can be inserted in drama activities in ELT classes strengthened it. Therefore, in this study, the researcher tried to combine drama with one cultural performance that also contains dramatic representations of events that can be combined with drama, namely *wayang.*

W*ayang* is an art performance that originally comes from Indonesia. This definition follows Grahita, Banung, Komma, and Toshihiro (2014, p. 40) who states that "an Indonesian traditional theatre art that originated on Indonesia Island of Java". *Wayang* has some types, differentiated from how they are made such as *wayang kulit* (made from buffalo skin), *wayang suket* (made from grass), and *wayang orang* (a theatrical performance that tells the stories in *wayang*). On November 7, 2003, UNESCO (Widiyastuti, Rohidi, & Sumaryanto, 2018) has declared wayang as a Masterpiece of Oral and Intangible Heritage of Humanity. *Wayang* has many stories to tell and types to perform. In Indonesia, the most popular stories are Ramayana and Mahabharata. These stories are still often performed in some types of *wayang*, one of which is *wayang* orang. *Wayang* orang is one type of *wayang* that has been popular for a long time ago. It was created in the 18ᵗʰ century and became more popular in Surakarta Palace, Solo. It became more popular when a commoner called Gan Kam began to make a *wayang* orang commercial, performed it in public, and made it more accessible to be enjoyed by the public in the 1890s (Puguh and Utama, 2018), bringing the story of Ramayana and Mahabharata. *Wayang* orang then inspires the existence of drama *wayang* that later becomes the discussion in this study.

Currently, students' interest in *wayang* stories has been low. As stated by Widyastuti (2013), recently, *wayang* is seen as an art that has been outdated, old, and not relevant to today's modern culture and era. However, some studies have suggested the use of Wayang in language learning. For example, Hermayanti (2020) integrated wayang stories and language learning. She integrates wayang stories with English language learning activities to make her students use the language more communicatively. She was convinced that using a language communicatively has been a focus of language learning. Therefore, students are expected to use the language communicatively at the end of the language learning process. She also mentioned that *wayang* stories could be used as character

education that successfully attains affective, psychomotor, and cognitive aspects in language learning. Halimah, Arifin, Yuliariatiningsih, Abdillah, and Sutini (2020) also asserted that *wayang* stories can support character education development. Their study used wayang golek as a medium to promote character education values to young learners.

Ramadani, Rufinus, and Rosnija (2018) also implemented *wayang* stories in their speaking class. Their findings revealed that integrating wayang stories in speaking activities was proven effective. The students could retell and narrate the story more communicatively. The students were less stressed in retelling the story, and their speaking skills could also be improved. In *wayang* stories, there is also a storytelling aspect that can be applied in teaching speaking. Amalia (2018) asserted that storytelling could promote students' speaking activities and moral values and lessons.

By combining drama and *wayang*, this study integrated drama *wayang* with English teaching and learning activities, mainly speaking skills. Drama *wayang* is one type of wayang orang which is performed in a modern way. It is also the combination of a modern and traditional art performance that puts theatrical performance in it. It was first created by Swargaloka Foundation, a foundation founded in Yogyakarta in 1997 by a legendary *wayang orang* artist and dancer, Dewi Sulastri, who served as a civil servant with Suryandoro (Swargaloka, *Wadah Bagi Para Seniman Untuk Berkarya*, 2022). It focuses on preserving Indonesian arts such as wayang orang and traditional Indonesian dances. Drama *wayang* itself was created in 2013 to make *wayang* more recognized by younger generations, and many more people can understand and like *wayang*, even non-Javanese people because the language used is Bahasa Indonesia. Swargaloka also did some improvisations in storylines and songs to make them more modern and attract more viewers. This study contends that drama *wayang* is an Indonesian culture that can be integrated into English teaching and learning activities. In particular, this present study attempts to comprise drama and *wayang* blended into English-speaking activities.

In addition, this study was conducted in the English for Specific Purposes (ESP) course, where English contents taught to students were adjusted with their study fields. In higher educational institutions in Indonesia, students are usually taking English adjusted with their study field and specific purposes based on the students' projected professions. For example, those doing medical studies will be taught English for Medical Studies that equips students with the English terms, texts, and other English learning sources related to medical studies. Hutchinson and Waters (1987) identified ESP as a language teaching approach whose contents and methods rely on students' need to learn English. Some essential factors play a significant role in developing ESP, one of which is students' different needs for English. Students have different needs of English depending on their study field, English proficiency level, and the growth in linguistics and educational psychology fields (Hutchinson & Waters, 1987). In Indonesia, ESP is targeted to achieve academic and professional purposes (Agustina, 2014). Therefore, the ESP curriculum often targets higher education students as its learners. The university where this study was conducted divided ESP courses into four courses; listening, reading, speaking, and writing. In this study, drama *wayang* is used in ESP

speaking subjects for Indonesian Language and Literature Department which has a close relation with drama *wayang* in the study program.

This department offers students some Indonesian cultural studies subjects. To fulfill students' English needs that are still related to the study field, the lecturer tried to insert and collaborate *wayang* contents and their English subjects, specifically speaking skills. Speaking was analyzed in this study as it belongs to the productive skill where most students found difficulties and problems; lack of vocabulary, being confused to talk, and lack exposure in English (Ratnasari, 2020). It was worsened that students need to know specific terms in English related to their study field in ESP class. Consequently, it makes the lecturer more careful in selecting the teaching methods and materials to suit the students' needs, objectives, and study fields. The selection of drama *wayang* to be used in English teaching and learning activities in this course are expected to enable the students to learn English while at the same time also learning terms related to their study, Indonesian language, and literature, through drama *wayang.*

This study elaborated and combined three fields of ELT; language, literature, and education. However, most studies mentioned above have not discussed the insertion of *drama, wayang*, and English Language Teaching activities. Most of them only discussed the integration of *wayang* stories and English language teaching activities. On the other hand, some previous studies also claimed that drama could promote students' English skills. Therefore, this study then collaborated drama, *wayang*, and English language teaching activities, in the form of speaking. This study aims to analyze the implementation of drama *wayang* in ELT activities.

Based on the above description, the researcher conducted a study to explore the implementation of drama *wayang* in the ESP Speaking class activities. The overarching research question is: "How was drama *wayang* implemented in the final assignment of ESP Speaking class?"

METHOD
Research design

This study employed a descriptive qualitative study. It matches the theory of qualitative study asserted by Corbin and Strauss (2015). They stated that in a qualitative study, statistical procedures and calculative methods are not used in formulating the findings. It is chosen because it best fits the study aims to analyze the implementation of drama *wayang* in ESP speaking class activities.

Study subjects

The subjects of this study were the 1st semester students of the Indonesian Language Education Department in a private university in Malang, East Java. There were 18 students, who later were divided into three groups for this study. This class was chosen because it was the only class receiving an Indonesian literature course.

The preliminary observation showed that students in this class had an adequate understanding of *wayang* heritage and Indonesian local culture. It was shown through their drama activities and performances. Hence, the researcher was convinced that the subjects could perform the drama *wayang* well, which later

can prove the integration of drama *wayang* in ELT. These students have already got cultural subjects in their department, most of them were also a little bit familiar with the story of *wayang* as they are mostly Javanese, where *wayang* stories in Indonesia mostly come from. Also, they had been exposed to *wayang* stories through televisions and social media. Therefore, *wayang's* stories were not something new to them. The lecturer introduced them to *wayang* stories a few weeks before the main research activity started. They were very enthusiastic about listening and discussing the stories of *wayang* with the lecturer. They also asked the lecturer to tell them the story before the Speaking class started every week.

Data collection

The data were collected through observation, documentation (field notes and photos), and a questionnaire. The study investigator was also the lecturer of the subjects where she knew the students' learning progress. The possibility of bias was inevitable so another study investigator was recruited to help in the assessment of the ESP speaking final assignment that became the main agenda of this study. The combination of multiple instruments mentioned above was also used to avoid biases in the findings.

The study was conducted on 20 December 2019. First, the lecturer observed the students' drama performances. During the performances, the students wore traditional clothes to represent Indonesian culture as part of the performance. Regarding the final assignment activity, the students had prepared their performance a month before after. The lecturer gave them the guidelines on how to do the drama. The guidelines were as follows.

1. The drama *wayang* can be in the form of musical drama.
2. One group consists of 5-6 students.
3. All members must take part.
4. Narration is a must.
5. The stories must be about *wayang*.
6. Must include the lesson materials taught (Ex. News Report, Procedure, Etc.)
7. The duration must be 15-20 minutes.
8. Moral value is a must.
9. The use of costumes, accessories, and furniture may vary.
10. The script should be consulted at least two – to one week before the performance.
11. The performance should be three weeks after the announcement is made.
12. Show your creativity.
13. Should you have any further questions, do not hesitate to contact me.
14. There are some aspects of speaking to assess in students' drama: fluency, accuracy, expressions, gestures, vocabulary, grammar.

The teacher also initially made three groups that consisted of four to five students each. The students could consult their drama script every week, starting from one week after the guidelines were given until one week before the drama was performed. The drama *wayang* was conducted during the class session, so there was no additional session for the students to perform the drama. The

questionnaire was taken after the drama was performed; while the documentation was taken during the drama was performed. All students who participated in the drama were asked to fill out the questionnaire distributed a week after the drama was performed so that the students could still remember it. The documents were collected during the drama. The researcher was helped by other students and the audience to document the drama, so the researcher could focus on analyzing the drama more.

The obtained data were analyzed through the ADDIE approach. It is an instructional model widely employed by teachers and lecturers to obtain an effective teaching design (Aldoobie, 2015). ADDIE stands for Analysis, Design, Development, Implementation, and Evaluation. The design models used are explained as follows:

1. Analysis
   At this stage, the researcher analyzed the learners' needs to decide suitable activities and assessments for the course. The analysis included learners' speaking skill progress, obstacles, and course objectives. Upon analysis, the researcher decided on the possibility of the students performing a drama. When it was possible, the forms of drama were structured following the students' needs.

2. Design
   This phase allowed researchers to design activities and assessments for the students, select a course form, and make an instructional design. Therefore, during the drama performance, the researcher assessed some aspects of drama such as story, script, costume, language, and expression. In regards to a course form, a few weeks before coming to the drama performance, the lecturer gave students some materials and necessary information. As the activity is drama, the students were also required to perform some role plays or short conversations, a few weeks before the drama was assigned to them. In the design phase, the researcher also explained the objectives of the activity, the aspects of drama performance that the students are required to do and motivate them that they can perform the drama well. The activity and materials were also designed by the curriculum so that they can match the study objectives.

3. Development
   During the development, the researchers developed the materials and activities. Some sources from books, magazines, and the internet were added to the materials to be adjusted with the learning objectives. The costumes and stories of the drama were also adjusted with the theme of the drama. The students could also give their opinion, ideas, and suggestions in formulating the topics and materials of the drama.

4. Implementation
   The implementation gave opportunities to researchers and participants to perform the drama. During this step, the researcher observed and documented the drama performance carefully. During the observation and documentation, the students were also required to give their opinion about the drama performance.

5. Evaluation

At this final stage, the researchers evaluated the drama performance. The evaluation was indicated by the distribution of the questionnaire and assessment results. The result of the questionnaire and assessment was then analyzed and discussed to identify the implementation of *drama wayang* performance. This phase also becomes a reflection and stepping stone for the researcher to develop and elaborate the topic and study fields for future research.

FINDINGS

During the main agenda of the study, each group was given the same amount of time to perform their drama *wayang*, around 15 minutes. The errors that the students made were still tolerated during the performances, although, in their speaking, pauses, and repetitions were still encountered. Their stories were also still closely related to the topic, *wayang* stories, although there were some modifications. Below are further explanations of the findings.

Table 1. The result of the questionnaire

No.	Statement	Strongly Agree	Agree
1.	You enjoyed doing drama wayang performance	83%	17%
2.	You prepared your performance well	55%	45%
3.	You were confident of performing in front of the class	66%	34%
4.	You got the information about the assignment clearly	55%	45%
5.	You had already known the story of wayang before the assignment was given to you	66%	34%
6.	You had liked the story of wayang before the assignment was given to you	33%	67%
7.	You were motivated to give your best performance	83%	17%
8.	You could easily understand the instructions given by the lecturer related to the assignment	89%	11%
9.	You thought that the assignment already covered the materials or topics that had been taught	88%	12%
10.	You liked the assignment	94%	6%
11.	You could deliver your best performance	89%	11%
12.	Your got compliments from your lecturer because of your performance	83%	17%
13.	You got many ideas about the assignment	83%	17%

14.	You got many difficulties while doing the assignment	39%	61%

Results of the questionnaire found that most students had favorable impressions of the drama *wayang* as a speaking activity, in this case as a final assignment. Of 18 students in the class who filled out the questionnaire, most students (83%) said they strongly agreed that they enjoyed their drama performances, while 17% said they 'generally' agreed to the use of drama *wayang*. The students were also confident and motivated to deliver their best performance, indicated by 66% and 83% respectively from the total respondents who strongly agreed with this statement. They also prepared the drama well; 55% of students said that they had already prepared the drama performed well during the preparation period, while the rest, 45%, generally agreed to this notion. Most of them also strongly agreed that they got the information about the assignment clearly from the teacher regarding the drama *wayang* for the ESP speaking final assignment. When it comes to the information regarding the *wayang* story or their previous affection toward *wayang*, most of them answered "Agree" that they knew or ever heard *wayang* stories.

Regarding the instructions given by the lecturer, most of them (89%) strongly agreed that the information given by the lecturer was clear and they could understand them. Most of them (88%) also strongly agreed that the assignment covered the topics taught that semester. Next, most of them (94%) strongly agreed that they liked their performances as they could deliver their best performances and got compliments from the lecturer. On the other hand, they also strongly agreed (78%) that they got critics from the lecturer about their performances. Because of the assignment, too, they strongly agree that they got ideas to develop (83%), yet 61% agreed that they found difficulties as this assignment was also challenging.

From the students' questionnaire results, it can be identified that all students chose the option strongly agree and agree; none of them opted for disagreeing, strongly disagree, or N/A. Most chose the "Strongly Agree" box regarding their impressions and opinions towards the drama *wayang* assignment. However, when they were asked about their previous knowledge about *wayang,* most of them chose "Agree," as most of them only have ever heard moderate or little information about *wayang.* Thus, although students still knew a little about *wayang,* they were still enthusiastic about performing drama *wayang*.

Table 2. The assessment result of the drama *wayang* performances

GROUP	STORY	SCRIPT	COSTUME	LANGUAGE	EXPRESSION
A	Rama and Shinta	Average	Good	Good	Good
B	Drupadi	Good	Good	Good	Good
C	5 Pandawi	Very Good	Good	Good	Very good

Notes:

Script

Very good : the story is very interesting to follow, and there are some modifications of the story

Good   : the story is interesting enough to follow

Average **:** the story is ok, but there are no new things that attract the audience's attention

Costume

Very good **:** the students were quite creative in designing and matching the costumes. In addition, the costumes still fit the theme and story.

Good   **:** the costumes still match the story, but there is no new thing that catches the audience's attention**.**

Average **:** the costumes still need to be improved to match the theme and story.

Language

Very good **:** the students can speak English well, are fluent, and have clear pronunciation.

Good   **:** the students make some errors in speaking but can be still understood.

Performance average: the students make many errors and some utterances cannot be understood clearly.

Expression

Very good **:** the students could act very well, and bring the characters alive

Good   : the students could act, but at some points miss the characteristics of the characters played

Average **:** the students still gave fat expressions and had difficulties in acting

It can be seen from the table that the best result was achieved by group C (5 Pandawi). They could perform the story well. They could also act well. Their expressions were on point and they could enliven the characters they played. The second best group was group B (Drupadi). They could present the stories well and could also act well, although not as good as group C. They were also fluent in speaking. The last group was group A. They should have developed the stories better, as there are no new aspects in their story that caught students' attention.

Results of the Observation and Documentation of the Students' *Drama Wayang* Performance as ESP Speaking Final Assignment

Regarding the aspects to assess in their drama performance, it could be identified that overall, students could perform pretty well on their drama, although their fluency, grammatical accuracy, expressions, gestures, and content/story should be developed more. Below is the complete assessment of the *drama wayang* performance.

Figure 1. Group 1 performed their drama entitled 'Rama and Shinta'

The first group performed Rama and Shinta, which told about the struggle of Rama Wijaya to save his wife, Shinta, who was kidnapped by a giant king, Rahwana. Accompanied by her brother, Laksmana, and a troupe of monkeys led by Hanoman, Rama defeated Rahwana. The first group performed drama *wayang* in 15 minutes. As the lecturer allowed the students to develop the story, the students added some new storylines and jokes in the drama.

Overall, the students could perform the drama well, although there were some parts that they forgot to say. That was because they were nervous or the dialogues were too long. Besides the story, the students also conveyed moral values such as "do not give up" and "be brave if you feel you are right." The groups still made some errors in pronunciation, such as "upon" and words ended with "-ed." However, the errors did not affect the meaning. The dialogues and messages were still understandable. The students still, however, had to improve their acting and expressions. Some students from this group also admitted that they were shy to perform the drama in front of the public and could not concentrate fully as students from other classes also watched them.

Figure 2. Group 2 performed their drama with the title 'Drupadi'

The next group, group 2, performed a drama *wayang* entitled Drupadi. The story told about the birth of a princess named Drupadi. She was the oldest daughter of King Drupada. Drupadi had a younger sister named Srikandi. The second group offered a slightly different performance from the first group as the second group worked intensively on make-up and costumes. Their costumes resembled the costumes of Javanese princes. Group 2 performed the drama successfully. They also improved the story by adding the character of the princess maid, who was very loyal to Princess Drupadi. Group 2's performance felt more serious compared to the previous group performance. The jokes they put in the drama were less prominent compared to the first group. However, the dialogue felt more intense, and the change from one scene to another was in a good sequence. Like group 1, group 2 still had to work on expressions and gestures, as some were still shy to act, and some of them forgot the dialogues. In addition, they were also quite fluent in speaking.

Figure 3. Group 3 performed their drama with the title '5 Pandawi'

The last group to present their drama was group 3 which performed a drama *wayang* with the title 5 Pandawi modified from the story 5 of Pandawa, the famous five knights in *wayang* stories. The story told about five siblings who were called Pandawi, the female version of Pandawa. Group 3 developed the story and added new stories to it. Therefore, the story was about 5 Pandawi who wanted to get married and asked their father to find the right men for them. Meanwhile, that kind of story did not exist in *wayang*, so it can be concluded that group 3 changed and developed the story. Of all groups that performed their drama, group 3 was the most expressive. They enjoyed their performance and acted well, although they forgot some dialogues and improvised their conversations and dialogues. However, they still made some errors in producing words, and at times, they were not fluent in speaking the dialogues. In short, group 3 was the most expressive and explorative compared to the two previous groups. Similar to other groups, this group also wore their modified traditional costumes. Therefore, this group could also enliven the audience.

From the assessment, this group was then decided to be the best group. To document it, group 3 performance was also recorded and uploaded on the YouTube channel of the lecturer so that it can be an example for other drama groups and classes that also want to perform a drama.

Figure 4. The best group performance was then uploaded on the lecturer's YouTube channel

After all, groups performed their drama, the lecturer gave them feedback and heard their opinion regarding their drama performance. After the students performed the drama, they discussed with the lecturer, talking about their drama performances. Then, they were required to give their friends feedback. After that, the lecturer also gave them some feedback. These sessions were written on the lecturer's notes. During the discussion, the students said they enjoyed their performances and learned to be more confident. They also learned *wayang* stories, some that they had hardly heard before. Thus, besides learning to speak, they also learn Indonesian culture through the *wayang* stories.

Overall, they still should practice being more natural and improvising with the story and the dialogues of the drama. At first, the students were quite nervous about performing the drama. However, they could overcome that as they played, became more confident, and enjoyed their performances. They also learned how to develop and modify a story. After performing the drama, the students were more interested in knowing about *wayang*. They could also learn cultural and character values represented in wayang stories. Later, they are expected to be more explorative and creative in developing drama *wayang* in their ways and styles while still preserving the cultural values of *wayang* and adjusting them with the current development.

It can be concluded that the students enjoyed playing the drama *wayang.* All of them worked enthusiastically in this drama result of the observation and documentation showed that the final speaking test in drama *wayang* format came out successfully. From the documentation and observation, it can be concluded that some students found difficulties in memorizing and pronouncing the dialogues and scripts. To overcome that, they then improvised the dialogues using their own words.

The result indicates that the students had good impressions of drama *wayang* as part of their Speaking class activities. They reacted well when the lecturer announced this activity for them. In addition, from the questionnaire, it can be revealed that they prepared the drama well and were confident about it. Their responses to their drama *wayang* performances were also positive. Despite the critics and feedback they got from the lecturer and some challenging parts that exist, such as the new theme, their performance in the form of the public, and their speaking skill, they could still deliver their drama performance well. They could also be more practical and communicative in practicing English, especially in speaking skills. During the feedback and discussion session after the performance, they said they were happy and quite satisfied during their drama performance. In short, this activity can be done well and enjoyed by the students in their speaking class.

DISCUSSION

This drama performance is set to make students enjoy the Speaking class as the primary goal of the ESP speaking activity in the first semester is to make students love and be interested in English. Therefore, as long as the students enjoyed the activity and their creativity was also facilitated, the lecturer allowed them. However, the lecturer assessment still relies on the aspects of drama assessment, such as students' presentations and their speaking performance. In line with Richards (2009), a speaking activity that requires talk as performance includes clarity of presentation and use of discourse markers, repetition, and stress to emphasize important points. In addition, Iwashita, Brown, Mc Namara, and O'Hagan (2008) stated that vocabulary, fluency, grammatical accuracy, and pronunciation also take part as the aspects of speaking assessment that impact the overall speaking score, wherein this part also applies to students' drama performance. As it is a drama performance, other aspects have to be considered, such as the expression, story, creativity, costumes, and other aspects. These aspects became the consideration for the lecturer to assess students' drama performance.

Regarding the integration of culture in this activity, the students could insert cultural values in their performances. For example, in group 2, there was a scene when Prabu Drupada, Srikandi's parent, made an offering to God. Thus, the procession performed by the students resembled the Hindu procession of making an offering to God. The other thing that should be appreciated as the students tried to present the traditional costumes. They wore their creation of traditional Indonesian costume that also resembles the story they were telling. This part indicates that integrating cultural values and English as a second and foreign language teaching is inseparable. Dewi (2017) asserted that integrating cultural values in second language teaching could motivate the learners, raise their nationalism, and gain cultural awareness. In line with the findings of this study, the students are also expected to know and understand more about Indonesian arts and culture besides finding an exciting way to learn English.

What should also be highlighted during the drama *wayang* is that the students could speak in English more naturally and communicatively. They did not think about the grammar or patterns that they were using. Instead, they just said

what they wanted to say, and their partners could also understand what they were saying. They could also learn the context of language use, as in drama, the situation represents a real-life situation. This could improve students' speaking skills as they can be more confident to speak English, and the more frequently they speak English, the more fluent they are in speaking English. This result is in line with Samantaray (2017), who asserted that students could directly practice their English in the real world and contexts in drama. It is also stated that the socio-affective requirements of the students can also be fulfilled. Besides, it can encourage students' self-confidence and esteem and increase their participation in class which was also proven in this study.

Although overall their drama was rated good, as not all students have good speaking skills during the performances. Some of them were still not fluent in English but fortunately could be covered up by their teammates and did not affect much. In short, by performing a drama as part of their assignment, the students could improve their speaking proficiency level and immediately practice it in actual life situations. In addition, by integrating *wayang* stories into drama, students are expected to know more about *wayang* as a part of their local culture.

The lecturer can also insert discussion during the process. The discussion part is expected to make students more creative and confident. The lecturer should also ensure that the students have already been capable in English skills such as speaking, writing, listening, and reading as requirements to prepare and perform a drama properly. This is in line with Jacobs (2016), who asserted that a lecturer works as a lecturer-assessor who accommodates the activity and assesses students' work in drama.

CONCLUSION

This study attempted to investigate the integration of drama and *wayang* in ELT activities. The findings have shown that drama *wayang* could be implemented in speaking activities. It weaves two ways of ELT aspects, particularly in language and culture. In this study, the drama was performed successfully. The students could find some enjoyment that motivated their learning. They felt more relaxed and contented during the speaking activities, and they did not consider the English speaking class as a dull session anymore. In addition, the researcher chose the theme of drama *wayang* because the researcher wanted the students to recognize their own Javanese culture while making Speaking activities more attractive. In this study, the students learned English while at the same time learning Indonesian cultural arts and culture, which is one of the focuses in their English for Specific Purposes (ESP) course. Later, it is expected that drama *wayang* can be developed further to teach speaking skills, which means there is an integration of English language teaching activities and cultural values. The findings of this study imply that there are positive effects of the use of drama *wayang* as an innovative and contextual ESP teaching method to combine English learning and Indonesian local culture and values.

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EFL POSTGRADUATE STUDENTS' CRITICAL THINKING BELIEFS AND THEIR ABILITY IN WRITING RESEARCH METHODOLOGY

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ABSTRACT

The need to think critically is essential in this era and people must be competent in analyzing, evaluating, and problem-solving to stay afloat. This study aims to know the level of postgraduate students' critical thinking beliefs and their performance in writing the research methodology section of the research proposal. The study was a mixed-method study in which the quantitative method was applied to calculate the level of critical thinking belief by using a questionnaire, and qualitative data to analyze the draft of postgraduate students' writing. The questionnaire was distributed to the participants (five EFL postgraduate students), and documentation of their final project was collected. The study found that the EFL postgraduate students' critical thinking beliefs were on the level of valuing and less on confidence in critical thinking. The level of valuing critical thinking meant EFL postgraduate students realized that critical thinking is a crucial ability they should master. However, they cannot implement it consistently for their study or social problems in daily life. The result of the content analysis of writing (research methodology) varies widely: some students were proficient in communication and problem-solving, and some were not, and synthesizing abilities became the lowest achievement of students' skills in writing.

Keywords: *Critical thinking belief; EFL Postgraduate Students; Research Methodology; Writing*

ABSTRAK

Pada abad 21, orang - orang hidup di era modern dimana semua tekhnologi dan informasi berkembang dengan sangat pesat. Kebutuhan untuk berfikir kritis sangat diperlukan untuk menjalani kehidupan sehari-hari. Semua orang harus pandai dalam menganalisa, mengevalusi, dan melakukan pemecahan masalah untuk tetap bertahan jika mereka tidak ingin tertinggal oleh zaman. Penelitian ini dilakukan dengan tujuan untuk mengetahui tingkat berfikir kritis oleh mahasiswa pascasarjana dan kemampuan mereka dalam menulis methodologi penelitian. Penelitian ini menggunakan metode mix method. Kuesioner dibagikan kepada para partisipan dan dokumentasi tugas akhir mereka telah dilakukan. Hasil dari penilitian ini menunjukan bahwa mahasiswa pascasarjana mendapat nilai 4.20 dalam kategori valuing in critical thinking dan mereka lemah dalam confidence in critical thinking. Kemampuan mereka dalam menulis research methodology juga bervariasi. Beberapa dari mereka bagus dalam memberikan informasi, sebagian lagi tidak. Lalu, mereka mendapatkan nilai yang rendah dalam kegiatan mensintesiskan informasi.

Kata Kunci: *Kepercayaan berfikir kritis; Mahasiswa pascasarjana; Research methodology; Tulisan*

INTRODUCTION

Critical thinking is one of competencies that should be mastered and practiced in daily activities. Salahshoor and Rafiee (2016) expressed that critical thinking was considered as an ability for a lifetime that people need in their academic and social lives. Why is critical thinking considered as a crucial competence for a lifetime? Haseli and Rezaii (2013) argued that critical thinking should be developed to face the changes of the 21st century and solve complicated societal problems. Critical thinking skills encourage someone to think deeply about information they get to avoid misconceptions, including biased persuasion, prejudice, irrational attitude, or ideas (Ratnadewi & Yunianti, 2019). Critical thinking is not only about the perception that people can answer the question quickly and correctly but how their minds can think and process the information logically, argue and solve the problems, and know the factual information based on the source. Due to the importance of critical thinking, it must be introduced and taught to the students in any subject, such as the English language, as early as possible to expand their potentials.

In the Indonesian context, English has been taught and used as a foreign language (Marlina, 2012). It has a challenge for the teachers' and students' selves in the context of teaching and learning. Sulistiyo (2016) stated that most English teachers faced challenges in the form of low-motivated students and an environment that does not support them in learning the English language. Thus, EFL students should make a big effort to think critically in terms of understanding the context and structure of the language. Allison et al. (1998) argued that students who do not use English as their first language might need assistance and guidance to hone their critical thinking in arguing and understanding the context of the language. EFL students' critical thinking can be reflected through one of the language skills, namely writing (Indah, 2017), via idea development, reasoning, persuading, and so on. In addition, reading can be a support to enrich knowledge with various kinds of reliable information to think even more critically by absorbing all the information, experience, and ideas provided in books (Wijayanti et al., 2015). Additionally, it is also believed that reading can help the EFL students find many new vocabularies, be familiar with the grammar and punctuation, and understand the meaning of the sentence.

In higher education level, students must practice their critical thinking in many aspects. Critical thinking should not be just another option for their level but rather an indispensable ability to confront tremendous amounts of information on how they can solve and cover the problem well (Angeli & Valanides, 2009). The big phase they should confront is the process of writing their final project, namely Research Proposal (RP). RP is the formal document written by postgraduate students which describes detailed information about the proposed program. Yamin and Purwati (2020) presented that writing an RP should be supported by the self-ability to organize mindset, thought, idea, fact, and problem that should be formulated into the research problem. It also needed problem-solving ability to set the appropriate methodology and instrument to get easy onwards. The quality of their final product or RP depends on how they read much information, analyze it, give their further argument, and then compile those became the unity of their ideas. Butterworth and Thwaites (2013) suggested that the core activities of critical

thinking are analysis, evaluation, and further argument. Those activities are needed and should be implemented in writing RP, especially in the research methodology section.

In writing RP, the writer should deal with three chapters; introduction or background of the study, literature review, and research methodology (philips, 2013). Each chapter should begin with a brief introduction to guide the reader into the fundamental substance of that part. Then, it should end with a summary capturing the main points that have been discussed in that chapter. The complex one is on writing research methodology. Igwenagu (2016) said that the research methodology offers the theoretical underpinning for understanding which method, set of techniques, or best practices can be applied to specific cases, for instance, to ascertain a particular outcome. In designing research methodology, the students should be able to handle the problem, create an appropriate design, look for the possibilities of the unpredictable case, and many more. Thus, the ability of critical thinking is critical since it has a crucial role to progress significantly in finishing an RP. Less critical thinking could affect how they compile the information and source in a paragraph because the ability of writing and thinking are interconnected (Rahmat et al., 2020).

Several studies (such as Kumar & Refaei, 2017; Mbato, 2019; Rahmawati, 2018; Sabu & Vernandes, 2019; Strakov & Cimermanov, 2018; and Devira & Westin, 2021) showed their point of view related to the existences of critical thinking in education. First, Kumar and Refaei (2017) found that university students in a second-year writing course needed more practice in developing their writing ability to establish the significant topic they were writing. It means that the university students could not write the ideas to give any information to the readers well. Second, the research on the ability of critical thinking in speaking skills was conducted by Rahmawati (2018) in one of senior high schools in Majalengka, Indonesia. She found that the students' ability to think critically in speaking activities was relatively low. Then, Mbato (2019) researched the area of critical thinking in reading skills among university students in the English Education Study Program. The result implied that the students were yet confident in implementing critical thinking strategies in reading. Sabu and Vernandes (2019), on the other hand, invited the second-year university students of the English department to join the study and revealed that the university students' ability in critical thinking in writing an argumentative essay was average. Another study about students' critical thinking beliefs was also conducted by Straková and Cimermanová (2018) which involved students' teachers and found that they were homogeneous on valuing critical thinking rather than on confidence in critical thinking. Recently, Devira and Westin (2021) found that the students in the Introductory Academic Program (IAP) at the University of Adelaide, South Australia, needed a guide to improve their confidence and more scaffolding to support the development of their ability in academic writing.

Based on the previous studies, it can be highlighted that most students had difficulty in applying the ability of critical thinking, especially if it was linked to the language skills such as writing, speaking, and reading. The result of earlier studies showed that the students were low in writing in terms of establishing the significant topic, lacked in associating critical thinking with speaking, and were not confident

enough in reading. All cases were taken at the level of undergraduate students. Slightly different from the previous studies, the current study makes a breakthrough by including participants from a higher level (EFL postgraduate students) where they have previous experience in writing and measuring their critical thinking beliefs. The current study focuses on knowing the level of EFL postgraduate students' critical thinking beliefs and how they manifest their critical thinking in writing research proposal, specifically on chapter 3 (research methodology).

METHOD

The mixed-methods is used as the research design of this study. Ary et al. (2010) described the mixed method as a blended technique of quantitative and qualitative in particular ways, with each approach adding something to the comprehension of the peculiarity. The mixed-method can be used to understand connections or contradictions between qualitative and quantitative data (Shorten & Smith, 2017). The purpose of this study was to know the level of EFL postgraduate students' critical thinking beliefs and the quality of students' writing an RP, especially in designing the research, so the use of mixed methods was applicable for the study. The quantitative method was applied for calculating data of critical thinking belief and for participant selection by using stratified random sampling. Maheshwari (2017) stated that stratified random sampling is a method that involves the division of a population into smaller groups. Then, basic interpretative studies represented the qualitative studies were applied to analyze the writing of postgraduate students for deep analysis.

There were two research instruments in this study. *First,* a critical thinking questionnaire adapted from Stupple et al. (2017) consists of 27 items. It measured the level of critical thinking beliefs of EFL postgraduate students. Critical thinking belief was the postgraduate students' motivation and willingness to avoid the process of fast answers. The questionnaire consisted of three factors, namely confidence in critical thinking (17 items), valuing in critical thinking (6 items), and avoidance and/or misconception of critical thinking (4 items). Confidence in critical thinking correlates with the power to override ones' convictions while thinking about the strength of value toward something; valuing in critical thinking refers to both the power to override belief and also the power to assess argument strength, while misconception is negatively connected with the ability to assess argument strength but more likely to guess or rush in making a decision. The questionnaire scale was modified to become 1-5 to make it easy for the participants to decide their answers. Then, the term psychology in question four of the questionnaire was changed became the term English Language, where the discipline was matched between the areas of the study. *Second,* documentation was done to collect the data on postgraduate students' writing RP.

Next, to measure the critical thinking in writing, the rubric of critical thinking skills from College (2011) was adapted. It consists of critical thinking aspects such as communication, analysis, problem-solving, evaluation, and synthesis. Then, the aspects of reflection on its rubric were removed because it does not have role play to write the research design of RP. The aspect of communication means the ability to serve the appropriate information, analysis was the skill to define which appropriate participants or methodology for their research, problem-solving was

the ability to select one of the available solutions they found while finishing the research, evaluation referred to the ability for identifying the strength or weakness of cases on their study, and synthesize was how the student found and combined the detail information to be reliable information.

The participants of this study were five EFL postgraduate students in the third semester. The participants were selected based on several reasons (1) they had taken English major as their discipline at their undergraduate level, meaning that they had experienced writing RP using the English language, (2) They are at the same university, so they have the same treatment in a course, (3) They are English teachers where critical thinking is crucial to support their performance as teachers.

Firstly, the critical thinking questionnaires were distributed via a link (google form). After the participants accessed the link, they read guidance on how they should fill out the questionnaires correctly. Secondly, documentation was done by collecting the postgraduate students' final projects in the course of Research Proposal. Thirdly, data reduction. The data needed on this study was chapter 3 of the research proposal, hence the data reduction would remove the introduction and literature review sections.

FINDINGS
EFL Postgraduate Students' Critical Thinking Beliefs

After the data from thequestionnaire of the Critical Thinking was obtained, the analysis was done by using IBM SPSS Statistics 25, revealing that the sample distribution was normal (for all three variables) as shown in the result of the analysis table below:

Table 1. Descriptive statistics for variables Confidence in Critical Thinking (CCT), Valuing in Critical Thinking (VCT), and Misconception (MIS)

Statistics		CCT	VCT	MIS
N	Valid	5	5	5
	Missing	0	0	0
Mean		3.00	4.20	3.20
Median		3.00	4.00	3.00
Mode		3	4	3[a]
Std. Deviation		.000	.447	.837
Minimum		3	4	2
Maximum		3	5	4

[a.] Multiple modes exist. The smallest value is shown.

Table 1 shows the result of EFL postgraduate students' critical thinking beliefs. The mean score of confidence in critical thinking (CCT) was 3.00. This was the lowest score between valuing in critical thinking (VCT) and Misconception (MIS). Then, followed by the level of Misconception with 3.20. Next, the highest mean score was 4.20 on the level of valuing in critical thinking (MIS). The data confirmed that EFL postgraduate students' critical thinking beliefs were at the level of valuing in critical thinking. However, they were low on confidence in critical thinking.

The following is the frequency table of the critical thinking belief levels. The result of each table did not compare to another table; it was only seen for the frequency in each scale.

Table 2. Frequency table of confidence in critical thinking (CCT)

		Frequency	Percent	Valid Percent	Cumulative Percent
			CCT		
Valid	3	5	100.0	100.0	100.0

Firstly, the categorization of confidence in critical thinking (CCT) was to measure the students' ideas and feelings that was represented the positive value. Confidence in critical thinking is the highest level in critical thinking belief, unfortunately, the EFL postgraduate students prefer to choose the safe answer (neutral). One of the statements on the level of confidence in critical thinking (CCT) was:

"I can express my critical thinking well in my written work".

Then, based on the analysis presented in Table 2, all participants chose 3 (neutral). No one chose the scale of agree or disagree as their responses from their ability in writing. Different from expectation, this study found that EFL postgraduate students were less in expressing their ideas in writing.

Table 3. Frequency table of Valuing in Critical Thinking (VCT)

		Frequency	Percent	Valid Percent	Cumulative Percent
			VCT		
Valid	4	4	80.0	80.0	80.0
	5	1	20.0	20.0	100.0
	Total	5	100.0	100.0	

Table 3 shows the frequency score of valuing in critical thinking. The number of scales ranges from agree to strongly agree. At this level, EFL postgraduate students show positive value in their perception of critical thinking. One of the statements on the level of valuing in critical thinking was:

"Critical thinking is essential in higher education"

Based on Table 3, the EFL postgraduate students agreed with the statement. The scale they chose was strongly agree and the rest answered agree with the percentage of 80%.

Table 4. Frequency table of Misconception (MIS)

		Frequency	Percent	Valid Percent	Cumulative Percent
			MISS		
Valid	2	1	20.0	20.0	20.0
	3	2	40.0	40.0	60.0
	4	2	40.0	40.0	100.0
	Total	5	100.0	100.0	

Table 4 describes the data calculation of misconception. The scale range of this level was more varied, which was around 2-3-4. The data showed that 20% of participants chose disagree, followed by 40% of participants who chose neutral, and 40% chose agree. One of the statements in this level was:

"I prefer to do things where there is a quick answer"

This statement received a varied scale range. One EFL postgraduate student disagreed about the statement, two students were neutral, and the rest agreed with the statement. This result confirmed that the EFL postgraduate students preferred practical things and ignored depth thinking to decide something. The level of misconception was the negative value in the category of critical thinking beliefs.

In conclusion, the mean score of EFL postgraduate students showed that they were at the level of valuing in critical thinking with 4.20. It was the highest score compared to the level of confidence in critical thinking and misconception. It indicates that the post graduate students did not have enough confidence in critical thinking and preferred safe mode answer.

EFL Postgraduate Students' Ability in Writing

Based on the content analysis, the EFL postgraduate students' abilities in writing are spread into five categories, namely exemplary, proficient, developing, emerging, and not present. Then, the rubric of critical thinking, as described in the Method section, was adapted by considering the reason why this framework can function as a measuring tool for critical thinking skills implemented in the current project through the students' academic writing. In addition, the original rubric consisted of some aspects needed in analyzing the students' academic writing such as Communication, Analysis, Problem-Solving, Evaluation, Synthesis, and Reflection, but the aspect of critical thinking in terms of reflection was removed because it was not appropriate to analyze the research methodology section. Those aspects of critical thinking related to the intrinsic or extrinsic aspects had been applied to this recent study.

In the following, Table 5 presents the result of the content analysis of the EFL postgraduate students in writing research methodology:

Table 5. EFL Postgraduate Students' Performance on Critical Thinking

Performance Critical Thinking Skills	Exemplary					Proficient					Developing					Emerging					Not Present				
Respondents	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Communication							+	+		+						+			+						
Analysis							+	+						+		+				+					
Problem Solving						+	+	+												+				+	
Evaluation								+				+		+		+				+					
Synthesis						+	+	+												+				+	

The analysis result found that five postgraduate students have diverse tendencies in performing the critical thinking. The explanations are below:

Respondent 1 (R1)

The **Communication** skill of R1 was in the emerging level. R1 only provided simple ways by stating the research design method only. Adding the reference after the information about research methods' explanation did not make the statement preferable because there was no the writers' argument. The statement of communication or explanation R1 served *"Qualitative study will be conducted in finishing this research".* This statement should be followed by the writers' argument or logical thinking about the benefit of a qualitative method for his research, then the writer can use references to support the argument. **The Analysis** skill was shown in identifying the participants. R1 showed that he did not choose the participants randomly; there was another sense which was taken into consideration even though it was not explained in detail. The sample of writing "*The participants of this study were the nonnative-teachers and nonnative-students of certain secondary schools. The use of non-native teacher as the participants is because both the teachers and the students will share the similar politeness value."*

Then, another skill performed by R1 was **Problem Solving** which was on proficient category. He determined that the technique used to collect the data was appropriate and had been adjusted to the situation during the pandemic which was carried out online. The writer did not use one online platform only, but several online platforms that were accessible for the participants. Next, the performance of **Evaluation**, R1 was on developing. He was less in-depth evaluation and detail in giving information to the readers. The performance included in **synthesis skill** was found when he combined the data to answer the first research question, then connected it into the data to answer the second research question. So, the data obtained were sustainable to answer the research question.

Respondent 2 (R2)

Based on Table 5, R2 achieved the Proficiency level four of the core skills of critical thinking. The **Communication** skills showed when the writer was able to serve the information to the readers in the sequence where the writers' arguments and ideas were supported by the references. R2 wrote *"This study employs a descriptive qualitative method that collects, analyzes, and interprets a comprehensive narrative data……"* then followed by the supporting sentences which contain the reference. Then, in the ability of **Analysis** Skill, the respondent used logical reasoning to decide an appropriate method for research design. The sample of analysis *"Hence, the method is applied in this study to find out the contributing factors in the field of SLA that account for the transfer of collocation use in EFL students' spoken productions".*

Another skill was **Problem Solving** which had been done by the researcher as well. R2 anticipated the process of collecting data by finding another option. So, the target of the data collection can be collected completely. The ability of **Evaluation** was showed when the writer evaluated the criteria of the subject of the research. The drawback was the writer evaluated and analyzed the condition of the

research setting without explaining the benefits or correlations for the research study. In the performance of **synthesizing** skill, R2 was in the proficient category, which means his ability in providing the information to the readers was good enough. He was linking the crucial information to make the information easy to understand. *"During the time being of the pandemic, all classroom activities are done remotely through online platforms. Therefore, the observation method will also be conducted online by ....".* Based on writings' sample above, R2 indicated that he was able to serve the information with a successive explanation.

Respondent 3 (R3)

The performance skills for critical thinking of the third student was categorized on proficiency level. The performance of **Communication** was good. R3 explained the information systematically and succeeded in synthesizing the ideas from the research question to the research design. Among four students, the explanation about research design was done in detail by R3. She wrote, *"This study pays attention to the natural phenomenon that happens in the classroom so that descriptive qualitative is elected as a suitable research design".* The performance of **Analysis** showed in the way she analyzes the benefits of choosing an English teacher who taught English to Mentally Retarted students. R3 gave sequence information by stating the case at the beginning and giving affirmation at the end. This is the sample of analysis performance *"Moreover, the subjects of this study involved one English teacher who taught English for Mentally Retarded students........... This is to make sure that the teacher has enough experience in teaching".*

Next, the **Evaluation** skill took place when she wrote the ideas about how the naturalistic approach should play in research. Then, **Problem Solving** was done by R3 in deciding appropriate data and source of data to answer each research question. She considered what kinds of data should be taken to get it rich and efficient. R3 wrote *"This study needs selection to determine the appropriate data to answer two research questions. The first data is....., The second data for the second research question is........".* Then, in **synthesis** skill, she did well in explaining items' function in each instrument where she combined the items' function of the instrument and supported that statement with the references, which made the information even more powerful. R3 also initiated to serve the table of research methods to conclude the steps needed in conducting research methods for easy understanding by the readers.

Respondent 4 (R4)

The lowest category of performance-critical thinking was obtained by R4. The performance of **Problem Solving** and **Synthesize** could not be found in her writing. Then, the performance of Communication, Analyze, and Evaluation was at the emerging level. To give the information to the readers, R4 directly stated *"This research is the qualitative method"* without creating another creative way to serve the explanation for the readers better. Another performance on **Analyses** was shown when she decided to participate in the study where the short statement was presented like *"The English pre-service teachers are the subject of this research".*

Another performance of **Evaluation** that she stated *"Those institutions are chosen because the lectures give the peers to provide the presenters feedback about their performance".* Among four postgraduate students, R4 has limited information to be presented, starting from the research design, setting, subject, data, source of the data, etc. The coherence among the paragraph and the unity of the ideas cannot be found since R4 only wrote short statements/information in her writing.

Respondent 5 (R5)

To explain the reason for using a particular approach in the study, R5 was good at serving the information to the readers. The performance of **communication** skill was at a proficient level. R5 wrote the main ideas of using qualitative research, followed by an explanation of why it was an effective approach for the study. This was the example of the writing *"Due to its emphasis, the qualitative research is appropriate to describe teachers' instruction which cover Higher Order Thinking Skill (HOTS) in...."* Then, the **Analysis** performance was on a developing level where it can be found when she analyzed the criteria of the research subject she took. She stated the criteria was as usual and some points also sound like personal opinions. This was the samples' writing which points out the personal opinion *"While this study prefers to the experienced teacher since the longer the teacher teach, the more professional they are".*

Next, the performance of **Problem-solving** could not be found as a critical thinking skill in her writing. There was no indication or statement which pointed out to solve the problem. The performance of **Evaluation** skills appeared when R5 evaluated the time required for data collection to get the rich data. Short information to explain the information made the evaluation skill's performance develop. Then, the example of short evaluation was *"As the teaching and learning process is using online learning platforms, the researcher will participate in the classroom and observe the teaching process. It will occur four times in order to get completed data observation".* **Synthesize** skill covered on the performance when R4 identified and explained three stages for qualitative data analysis using references. The ability was on a developing level because she could not correlate well between the main ideas of the reference and her opinion to give logical information.

DISCUSSION

Confidence in critical thinking is the highest level of critical thinking belief ability. Stupple et al. (2017) stated that confidence in critical thinking corresponded with the ability to override one's convictions while thinking about the strength of contention. In addition, Eardley et al. (2017) also suggests that postgraduate students should be confident in critical thinking because they were designed around three pillars namely knowledge, skills, and behaviors to direct them to be successful in their studies. Unfortunately, the EFL postgraduate students in this study did not show the ability of confidence in critical thinking. They were inclined toward the level of valuing in critical thinking, which means that the EFL postgraduate students still need guidance and more practice so their critical thinking ability can be formed and implemented appropriately. Putri and Sulistyaningrum (2021) stated that students must acquire higher-order thinking to help them adapt to the difficulties in

this global era such as global economic expansion, innovative progression, globalization, etc. Thus, the EFL postgraduate students must increase their capability to practice deep thinking in identifying, analyzing, evaluating, and problem-solving.

In addition to critical thinking, the EFL postgraduate students also need to improve their ability in academic writing. Vayyey (2010) stated that students should be good at writing since it contributes to improving their competence in communication. It means that the writers cannot not only communicate complex viewpoints more effectively and structurally, but they can also practice their persuasive ability to influence the readers about what they think. The writing activity can increase students' productivity since it needs other supporting abilities like reading, thinking, expanding the knowledge, and comparing one information with another to find accurate and appropriate information. However, it would be difficult to achieve if the students did not put in the effort to hone their skills. In fact, Wahyuni and Inayati (2020) revealed that most of the students in their study had difficulty generating the ideas on topic development, theoretical framework identification, trusted source evaluation, research ideas, and relevant theory connection, as well as problem and theory assessment.

Furthermore, Kotamjani et al. (2018) found that international postgraduate students who graduated from non-English medium instruction universities should be supported in terms of English for Academic Purposes (EAP), critical thinking skills, and language-related skills to become self-directed in learning to write. Regarding this research finding, the EFL postgraduate students also need the guidance and motivation to synthesize, identify, and evaluate the information needed to write well. Aydin and Baysan (2018) claimed that the most challenging sections in writing RP were the section of "the introduction" and "literature review". Additionally, Ratnadewi and Yunianti (2019) argued that the ability of students' teacher critical thinking reached a high level in communication, analysis, and synthesis skill. However, they were at a low level of reflection skills because they were not accustomed to observing their analysis. Devira and Westin (2021) discovered the ability of students' critical review in academic writing were in an unequal distribution of positive and negative evaluation, indicating that the students were lack of confidence in criticizing the work of established scholars. However, this current research also showed that EFL postgraduate students had difficulty in writing a research methodology. The common obstacles are in analyzing, evaluating, and synthesizing. Some of the EFL postgraduate students were good in problem-solving. They were able to read the schema of what they needed in collecting data so that all the data or information they targeted would be achieved well. The EFL postgraduate students were not only good at problem-solving but also in communicating to the readers in terms of providing relevant information. However, they are weak in several aspects, such as analyzing, evaluating, and synthesizing. They still need guidance and more practice to improve their ability.

CONCLUSION

This research focused on the level of EFL postgraduate students' critical thinking beliefs and the quality of their writing, particularly in research methodology. The findings of this study showed that the EFL postgraduate students'

critical thinking beliefs were on the level of valuing in critical thinking and less on confidence in critical thinking. The level of valuing in critical thinking meant the EFL postgraduate students admitted that critical thinking is an essential ability they should master, yet, they cannot implement it consistently either for their studies or social problem in their daily life. The result of the content analysis of writing research methodology varies widely. Some students were proficient in communication and problem-solving, while some others were not. Synthesis abilities became the low achievement of the students' skills in writing.

This study has a limited scope in terms of participants because it involved only postgraduate students in the same university and study program, namely the postgraduate students of English Language Education Department. Other than that, the critical thinking belief can be combined with other basic language skills such as reading, speaking, or listening to identify to what extent the performance of critical thinking belief can affect the language skills. Since the study focuses on the postgraduate students' critical thinking beliefs, it is possible for the future research to add interview as a data collection technique to get additional data about perceptions or feelings in applying critical thinking, including difficulties, confusion, or convenience. In addition, another field, such as the final project in students' analysis or reflection, can also be used to obtain data related to the performance of the critical thinking skills.

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IMPROVING STUDENTS' SPEAKING SKILLS THROUGH CLIL IN TOURIST GUIDING ONLINE CLASS

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ABSTRACT

Tourist Guiding is a compulsory subject that aims to prepare students to be a prospective Tour Guide (TG) with excellent English mastery, especially speaking. Two-year observation showed that the students have the low ability in speaking skills. They did not speak fluently because they lacked knowledge and vocabulary in tourist guiding. This study was a Classroom Action Research (CAR) which was carried out by implementing Content and Language Integrated Learning (CLIL), as a dual-educational approach that uses additional languages to learn and teach both content and language, in an online Tourist Guiding class. Participated by 28 students, this research followed stages of CAR. Additionally, pre-test and post-test were conducted to investigate students' different performances before and after CLIL was implemented, while questionnaires were distributed to obtain the data about the students' voices about CLIL implementation. The findings revealed that the quality of teaching and learning in the Tourist Guiding class improved after the implementation of CLIL. In addition, CLIL could enhance both students' language skills (especially speaking) and tourist guiding competency. Teachers should both understand the subject content very well and have a very good mastery of English so that CLIL can be implemented successfully.

Keywords: *CLIL, speaking, Tourist Guiding*

ABSTRAK

Tourist Guiding merupakan mata kuliah wajib yang bertujuan untuk mempersiapkan mahasiswa menjadi calon pemandu wisata dengan penguasaan bahasa Inggris yang sangat baik, terutama berbicara. Observasi yang dilakukan selama 2 tahun di kelas menunjukkan bahwa mahasiswa mempunya kemampuan berbicara yang rendah dalam bahasa Inggris. Mereka tidak bisa berbicara dengan lancar karena kurangnya penguasaan pengetahuan dan kosa kata di bidang pemanduan wisata. Penelitian Tindakan Kelas ini mengimplementasikan *Content and Language Integrated Learning* (CLIL), pembelajaran dengan fokus ganda yaitu pada pengetahuan dan bahasa, pada pada kelas *Tourist Guiding* dalam jaringan (daring). Dengan melibatkan 28 mahasiswa, penelitian ini menggunakan pre-test dan post-test untuk mengetahui perbedaan hasil belajar sebelum dan sesudah penerapan CLIL. Selanjutnya kuisioner dibagikan kepada mahasiswa untuk mngetahui kesan mahasiswa dengan implentasi CLIL. Hasil penelitian ini menunjukkan bahwa penerapan CLIL dapat meningkatkan kualitas belajar mengajar di kelas *Tourist Guiding*. Selain itu, hasil dari penelitian menunjukkan bahwa pendekatan CLIL dapat meningkatkan kemampuan bahasa mahasiswa (terutama berbicara) dan kompetensi pemanduan wisata. Guru harus memahami konten dan menguasai bahasa Inggris dengan sangat baik sehingga CLIL dapat diterapkan dengan sukses.

Kata Kunci: *CLIL, berbicara, pemanduan wisata*

INTRODUCTION

The travel and tourism industry has become the most important sector of the world economy. The United Nations World Tourism Organization (UNWTO) defines tourism as the activities of people who have been out of the normal environment for leisure, business, or other purposes and have not been there for over a year. Tourism activities have contributed high income to the countries from money spent by visitors. Stauberg (2011) stated that tourism is one of the fastest-growing industries in the world and is an important source of employment in both high-income and developing countries. Hence, tourism must be taken seriously to produce high-qualified workers.

Many kinds of occupations or professions play an important part in the tourism industry, one of which is a Tour Guide (TG). Ratminingsih et al. (2018) believed that the role of TGs in tourism cannot be separated. A TG is a person who is responsible to guide a tour and give some information about the tourist destinations to the visitors. According to Kristiana et al. (2018), a TG is someone who has passed a professional examination certificate from an official tourism agency or institution and has an identification card or badge, allowing him/her to organize travel guidance and provide information about culture, natural resources, and the aspirations of life of residents of an area, either individually or in a group. A TG must be able to communicate and master the information in tourist attractions very well. With the development of international travel nowadays, English as an international language has become increasingly fundamental in the tourism industry to make a visit insightful and comfortable. The development of the tourism sector in Indonesia should be accompanied by the development of tourism competencies, one of which is English proficiency for tourism practitioners (Suprayogi & Pranoto, 2020)

Having foreign language skills is an important requirement for TGs because they will often meet foreign tourists. All tourist guides should get ready and be prepared to increase tourists' satisfaction. The experience of tourists must be enhanced by having qualified tourist guides. A good TG will establish a better interpretation of knowledge transfer to tourists so they will have an unforgettable experience. Harpe and Sevenhuysen (2018) affirmed that tourists desire an engaging experience both physically and intellectually. Foreign languages that must be mastered by a TG are English and other languages that can help including Chinese, Japanese, and French. A TG can serve as a 'cultural broker,' bridging language hurdles and explaining local culture to curious visitors (Holloway et al., 2009). Rabotić (2010) also mentioned that the role of professional guides consists of two components: social and cultural mediation. Tourist guides provide information and interpret the local heritage, vibrant culture, and socio-cultural identity of a destination and therefore represent cultural mediators. They also serve as intermediaries who give tourists access to tourist attractions and deliver information and knowledge about the destinations. Therefore, lectures are expected to get the students ready to speak in English in the real world outside the classroom. It is the educators' job to enhance students to high-quality and suitable professionalism (Sheldon & Fesenmaier, 2015). The educational program and course should offer the necessary knowledge and allow more practices to establish

a high quality of prospective employees in the tourism industry. Liu and Schänzel (2019) mentioned that the tourism industry needs well-prepared workers. Hence, universities have a significant role to prepare students to be ready to work in the future

Tourist guiding is one of the compulsory subjects at D3 English for Translation and Hospitality Industry. The objective of this subject is to accommodate students with guiding skills and speaking skills so they will be good tourist guides for English-speaking tourists. Speaking is often considered the most important skill needed in the tourism and hospitality industry. Having good speaking skills allows students to communicate effectively and it becomes an essential qualification in the tourism industry. Saragih et al., (2022) stated that students must master good communication skills to be employable in the future. Therefore, students' speaking skills are given much attention and portion. Afrizal (2015) stated that students are required to be able to communicate effectively in a variety of circumstances in order to transmit information, thoughts, and feelings while also building social relationships. Lumbangaol and Mazali (2020) stated that mastering speaking skills are necessary because students will be able to communicate with others, deliver thoughts, exchange information, express their emotions, and give an opinion to other people. Argonawan and Ma'mun (2021) also state that students who have good speaking skills will be better at expressing and delivering information in the working field.

Despite its importance, the teaching of speaking has several challenges and the teaching of speaking tends to be involving activities such as only repetition of drills or memorization of dialogues. Afrizal (2015) found that conventional teaching method like translating and memorizing conversation is still applied in speaking class so that students have low ability in speaking. The researcher also found some problems faced in tourist guiding class. Based on the pre-test conducted in the tourist guiding class, the students got low scores. In addition, based on the observations conducted in Tourist Guiding classes in the past two years, the researchers found some issues related to the teaching process. Many of the students have the low ability in speaking skills. They did not feel confident when they were asked to perform a guiding task in English. They did not speak fluently because they lack vocabulary and did not master some specific English terms in guiding. They also did not have enough knowledge about the (historical, cultural, and technical) contents of performing a tourist guide.

Teachers must prepare the students to be able to speak English very well in real situations. The students in tourist guiding class need a teaching approach that can accommodate them to learn language and subject area at the same time. Hence, this study implemented CLIL to improve students' speaking skills. CLIL is an educational approach with a dual-focus objective that has some particular features in which an extra language is used for learning and teaching. In using CLIL, the focus is on both content and language (Mehisto et al., 2008). This CLIL approach concerns with two learning goals, namely content and language. Mukminatien et al. (2020) also stated that CLIL allows students to study language while also learning their topic area expertise. It is believed that CLIL gives the students opportunity to learn content and language of the subject at the same time.

Hanesova (2014) studied the development of critical and creative thinking skills in CLIL. She put forward the idea that CLIL courses might be a good opportunity for schools to implement effective, efficient, activating ways of learning which aim for the development of both critical and creative thinking skills in the context of a specific subject as well as of communicative language skills. Based on her research, she emphasized that the idea of CLIL methodology focused on learners. Integrating content knowledge as well as language skills are not merely an illusion but rather a feasible option for schools.

Coyle (2005) described CLIL as an educational strategy that uses various language-supportive methodologies which leads to a dual-focus form of instruction where both the language and the content are the centre point. This CLIL approach is concerned with three learning goals, namely content, language, and learning skills. By covering these three goals, one of the important benefits of CLIL is that CLIL can foster creative and critical thinking. Hapsari (2016) believed that CLIL can be an innovative approach which integrates both language and content. CLIL gives advantage to develop students' higher order thinking skills (HOTS) and problem-solving ability which add to Indonesian students' competitive values in the global market.

For the students, teachers, and schools, the implementation of CLIL is beneficial (Dale et al., 2012). There are advantages of implementing CLIL, such as increasing the students' learning motivation, cognitive ability because their brains work harder, and communication skills. It also encourages whole school development and innovation as a result of the CLIL teachers' enthusiasm to think and discuss learning, curriculum development, and materials. In this study, CLIL is applied to improve students' speaking skills in tourist guiding class by reinforcing content and language mastery. By having good mastery of content and speaking skills, students will be able to get jobs easily and can serve better in their working field, especially in the travel and tourism industry.

METHOD

This research is a Classroom Action Research (CAR), as Burns (2009) argued that action research is a self-analytical, systematic, and evaluative approach to an enquiry by participants who are involved in the research community. It aims to identify the particular issue and is conducted to make changes. This research aims to improve students' speaking skills in Tourist Guiding class. The research setting was in D3 English for Translation and Hospitality Industry especially in Tourist Guiding Class from 15 February to 7 May 2021. The teaching process was done online because of the COVID-19 pandemic. 28 participants of the research were the students of Tourist Guiding in class 2C.

Burns (2009) mentioned that CAR involves four stages; namely, planning, acting, observing, and reflecting. Kemmis et al., (2014) stated that action research is a self-reflective spiral of cycles of planning, acting and observing, reflecting, and then replanning in a series of improvement cycles. This study also implemented four stages in a cycle which consist of planning, acting, observing, and reflecting. In the planning phase, the researchers analyzed the problem or situation and prepared an instrument to collect data. In the action step, the researchers planned the action to solve the problem. This step includes the preparation of the lesson plan, materials,

and method for teaching the students. Additionally, this research used some techniques to obtain both qualitative and quantitative data. The techniques are:

1. Conducting Pre-test and Post-test

This research used tests to measure the students' improvement in their speaking. The students were asked to perform their speaking skills in guiding. There were two types of tests used; a pre-test to find out students' speaking ability before the implementation of the actions, and a post-test to measure their speaking skills improvement after the implementation. The results of the tests were evaluated by both the researchers and collaborator to propose the next action and draw the conclusion of the research.

2. Observing the classroom

The observation was carried out to observe and document the CLIL implantation of the action in the class. The objects of observing were all sequences of the implementation process including the situation in the class, the interaction between teacher and students, students' activities and involvement, and the problems or obstacles found in the class. The collaborator as the observers also gave notes through an observation checklist and field notes.

3. Distributing questionnaire

The questionnaire was used to collect students' responses to the CLIL implementation. From the result of the questionnaire, the researchers evaluated the actions and drew conclusions. As the problems were already solved in one cycle, it was not necessary to conduct the next cycle.

Data of this research consist of quantitative and qualitative data. The quantitative data were obtained from the result of tests and close-ended questionnaire, while qualitative data were acquired from the result of observation and open-ended questionnaire. While the quantitative data were analyzed using statistic descriptive and presented in the percentage table, the qualitative data were analyzed using qualitative descriptive.

For trustworthiness this research employed triangulation. Triangulation means using two or more methods for collecting data to get a comprehensive understanding of the issue and increase the validity and credibility of research findings. The action is stopped after fulfilling the criteria of success. Criteria of success are determined by whether the student succeeds or not. Affective and cognitive aspects were used to determine the criteria of success in this study.

1)   Affective

It is about 75% of students who are actively involved in learning. They are motivated to follow all the activities in the class. They also enjoy and give positive responses toward the implementation of CLIL

2)   Cognitive

The students are able to improve their speaking skills. The mean score after implementing CLIL is at least 75

FINDINGS

The data of this study were derived from tests result, observation checklist, field notes, and questionnaires result. The result of tests showed an improvement in the students' speaking skills in guiding. Field notes and the observation checklist described students' involvement and activities in the teaching and learning process.

The questionnaires' results revealed the students' positive perception after CLIL was implemented and also suggested positive impacts on students' motivation in using CLIL. In implementing CLIL, the researchers also found the effectiveness of this approach in the classroom to improve speaking skills which can be seen from every stage of the cycle. The stages of AR cover planning, implementing the action, observing, and then reflecting on the action which can be described as follows.

1. Planning

In this stage, the instruments were prepared before implementing the action, such as lesson plans, the material used in implementing the action, supporting media, and also pre-test and post-test to measure the improvement of students' skills in speaking performance.

Before CLIL was implemented, the researchers conducted a pre-test to find out to what extent students' mastery of materials that were taught. The students should perform as TGs, explaining about Malang. There were 28 students who joined the pre-test. From the pre-test, the students' mean score was 64.03. The following is the detailed score of the pre-test results.

Table 1. The Result of Pre-Test

NO	Students	CONTENT (30%)				LANGUAGE (30%)				DELIVERY (30%)				CREATIVITY (10%)				TOTAL
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1	S1			3				3				3			2			73
2	S2			3				3				3				3		75
3	S3			3			2					3			2			65
4	S4		2					3				3			2			65
5	S5			3				3				3			2			73
6	S6			3			3				2					3		68
7	S7			3				3				3			2			73
8	S8			3				3				3			2			73
9	S9			3				3				3				3		75
10	S10			3				3				3				3		75
11	S11		2					3			2			1				55
12	S12		2				2				2				2			50
13	S13		2					3			2			1				55
14	S14			3				3				3				3		75
15	S15			3				3				3			2			73
16	S16		2				2				2				2			50
17	S17			3			2			1				1				48
18	S18		2					3				3			2			65
19	S19			3			2				2			1				55
20	S20		2					3				3			2			65
21	S21			3				3			2				2			65
22	S22			3			2				2				2			58
23	S23			3			2				2				2			58

24	S24	2	3	3	2	65
25	S25	2	3	3	2	65
26	S26	3	2	3	2	65
27	S27	3	2	2	2	58
28	S28	3	2	2	2	58
	Total Score					**1793**
	Mean					**64.03**

Mean = $\dfrac{\text{1793 (Total Score of Students)}}{\text{28 (Total Numbers of Students)}}$ = 64.03

2. Acting

The second stage was implementing the action. The researchers followed the series of action as planned in the lesson plan. In this stage, the researcher applied CLIL in teaching online *Tourist Guiding* class. This action stage involved the implementation of several CLIL activities in the teaching-learning process to support creative and critical thinking in CLIL. The activities include *comparing, triggering,* and *role-playing.* These three activities were adopted from Mehisto et al., (2008). In each of those activities, the teacher tried to always make it more student-centred, although there were some parts which required explanation and further instructions. The role of the teacher was as the facilitator to give more opportunities for students to perform their English-speaking skills. The students were expected to be actively involved in the teaching-learning.

In the Acting stage, each of the three activities was described further below, and each of them involved some aspects, such as the aims of the activity, the language focus of the lesson, and the procedures of the lesson. The procedures included three parts, namely; warm-up, steps, and follow up.

Comparing

The aims of the lesson cover the aim regarding the content, the language, and the learning skills. Regarding the language, the aim was to understand appropriate expressions and conjunctions used for welcoming visitors. In terms of content, the lesson aimed to know the essential components of welcoming tourists that a Tour Leader (TL) should remember. Related to learning skills, the lesson aimed to compare and contrast, to identify similarities and differences of 3 (three) ways of welcoming tourists from 3 different video clips by using a checklist handout.

The language focus of the *Comparing* technique is (a) the use of conjunctions *both...and...* to express similarity and *however* and *but* to express contrast; (b) the use of some verbs that are commonly used by a TG or a TL in welcoming tourists; and (c) the introduction of some vocabulary which are related to welcoming tourists. Some of those verbs and vocabulary include *introducing bus crew, informing some reminders, making a headcount, pointing using the palm, mentioning rules and regulations, raising a flag, blowing a whistle, saying good wishes,* etc.

The procedures of implementing CLIL by using *comparing* activity comprises three parts: the warm-up, the steps, and the follow-up. In the warm-up, the students

were asked to fill in word bubbles with any words that come into their minds when they heard the word TOUR, and then explained the relationship of each of those particular words with the tour. Meanwhile, the steps of the activities were as follows:

a. The teacher provided a handout of the procedure in welcoming tourists in random order and then elicited students' opinions about what the correct order could be.
b. The teacher informed that the students were to watch 3 (three) different video clips and to observe the similarities and differences of the essential components of welcoming tourists that they could observe in the video clips.
c. Using the checklist provided in the handout, the students mentioned the similarities and differences. Then, together with the students, the teachers discussed the correct answer to Task 1.
d. The students were asked to continue with Task 2, observe non-verbal communication that a TL/TG used in the video clips, and compare among the three. Then, together with the students, the teachers discussed the correct answer to Task 2.

As a follow-up, the teachers challenged the students to perform a short presentation by employing those nonverbal communications to support/compliment the verbal language.

Triggering

Triggering is something that sets off another thought or an event. The aims of the lesson cover the aim regarding the content, the language, and the learning skills. Regarding the language, the aim was to understand appropriate expressions and adjectives used for describing a tourist attraction spot/object in a bus tour. In terms of content, the lesson aimed to know the important elements of describing a tourist attraction spot/object that a TG should mention in a bus tour. Related to learning skills, the lesson aimed to describe a tourist attraction spot/object in a bus tour in an interesting way based on clues and triggers.

Moreover, the language focused of the lesson were (a) the use of adjectives to modify and strengthen information about a tourist attraction spot; and (b) the use of passive construction to describe a tourist attraction spot in a bus tour. Some of the expressions were those such as:

On the left, you can see...
On your right, there is...
We are now approaching...

The procedures of the Triggering were divided into three sessions: the warm-up, the steps, and the follow-up. In the warm-up, the teachers conducted a communication game namely Dos and Don'ts. The teachers mentioned a statement that was related to tips to be a good TG, and the students decided whether the statement was a Do or a Don't. If it was a Do, then the students were to raise their hands and shake them happily; whereas if it was a Don't, then the students were to shrug and turn their shoulders.

Meanwhile, the steps of the activities were as follows.

a. The teacher inductively discussed some characteristics that made a good TG according to the statements that were mentioned in the warm-up session. This was carried out by asking the students to recall and make a list of the characteristics.

b. Next, the teacher introduced some adjectives that were useful for describing a tourist attraction spot/object. The students were triggered to produce appropriate adjectives by using an initial letter of the adjective.

c. The teacher provided a picture and some clues about a particular tourist attraction (in the world, and especially in Malang). The clues could be some facts about the tourism spot/object.

d. The students were asked to describe the tourist attraction spot/object based on the picture and clues as a trigger.

As a follow-up, the students were asked to perform a pair work activity about describing a tourist spot in a bus tour. Student A provided a clue, student B described the spot.

Role-Playing

Roleplaying here refers to thinking like someone else and communicating and acting as that person would. The aims of the lesson cover the content, the language, and the learning skills. Regarding the language, the aim was to understand polite expressions and imperatives used for transferring in. In terms of content, the lesson aimed to know the important procedures of transferring that a TG should remember. Related to learning skills, the lesson aimed to play a simulation with the role of a TG doing a transfer-in from the airport to the hotel.

The language focuses of the Role-playing technique were (a) the use of transition signals in the tourist guiding presentation; and (b) the use of past tense in describing history or historical facts.

The procedures of the Role-playing were divided into three sessions: the warm-up, the steps, and the follow-up. In the warm-up, the teacher conducted a matching game, in which she mentioned a description of a particular term/vocabulary related to the airport, and the students guessed what the term was. The Steps of the Role-playing technique consisted of 3 parts - at the start, during the tour, and at the end. At the start, the teacher asked the students to watch an example presentation of a TG in a video, then she asked them to play the role of a professional TG. The student as a TG firstly welcomed the passenger and introduced him/herself and the driver as well as the bus crew. Then, he/she briefly explained the tour and some highlights. Next, s/he made sure that all passengers were safe and comfortable.

During the tour, the TG should do the following activities. He or she made a series of short talks simulating the transfer-in, from the airport until they arrived at the hotel. At the end of the tour, before the TG thanked the passengers and wished them a pleasant evening, he or she conducted a quick evaluation of the tour, asking the passengers things that they liked during the tour and things that they thought still needed to be improved.

As a follow-up, the teacher asked the students to make peer evaluations and give constructive comments on their friends' presentations as a TG. The students were then given a take-home assignment to make a video recording of them doing a

transfer-in from the airport to the hotel, by using the procedures that have been discussed.

3.   Observing

The third stage of the AR was observing the action. Observation data were collected using observation checklist. The collaborator observed students' and teachers' activities during the teaching and learning process when CLIL was implemented. Then, she gave a score for students' activities while the students were having material from the teacher. The collaborator also gave a score of the teacher's activities in managing the teaching and learning process. The result of the observation can be shown in the table below.

Table 2. Students' Activity Checklist

No	Activities	Level				
		1	2	3	4	
1.	Students pay attention to the teacher's explanation			v		3
2.	Students give responses to teacher questions				v	4
3.	Students actively involved in the discussion				v	4
4.	Students do their tasks based on the teacher's instruction			v		3
5.	Students present their speaking performance				v	4
	Total Score					**18**
	Mean					**3.6**

Table 3. Description of Checklist

Valuation	Categories
1	very poor
2	poor
3	good
4	very good

From the table, it can be seen that many students took good participation in the teaching and learning process. Based on the result of the observation, they paid attention and gave a response to the teacher. They also did and presented the task based on the teacher's instruction.

Table 4. Teacher's Activity Checklist

No	Activities	Level				
		1	2	3	4	
1.	The teacher gives warming up at the beginning of class				v	4
2.	The teacher encourages students to be actively involved in the learning process				v	4
3.	The teacher gives the instructions clearly				v	4
4.	The teacher manages the class very well			v		3
5.	The teacher summarizes the material at the end of class				v	4
	Total Score					**19**
	Mean					**3.8**

Table 5. Description of Checklist

Valuation	Categories
1	very poor
2	poor
3	good
4	very good

From the table, it can be concluded that the teacher was good at delivering the material. She could encourage the students to be active and manage the class even though it was online.

4.   Reflecting

In this phase, the researcher evaluated the actions and drew conclusions about what needed to do in the next cycle. The instruments used to collect information about the improvement were obtained from questionnaires and tests. The following is the result of the questionnaire distributed after the implementation.

Table 6. The Result of the Questionnaire

No	Statements	Percentage (%)				
		1	2	3	4	5
1.	I enjoyed the lesson about Transfer In and Transfer Out			6.3	21.9	71.9
2.	I was given adequate time and opportunities to sharpen my observing/observation skills			3.1	25	71.9
3.	I was given the chance to work and collaborate with other students			9.4	15.6	75
4.	I was allowed to take active participation in the learning process	6.3			25	68.8
5.	I can improve my (English) language for Tourist Guiding after attending the lesson			6.3	18.8	75
6.	I can improve my knowledge of Tourist Guiding procedure after attending the lesson				15.6	84.4
7.	I learn new skills after attending the lesson			3.1	18.8	78.1

Table 7. Description of Questionnaire

Valuation	Categories
1	Very disagree
2	Disagree
3	Neither agree nor disagree
4	Agree
5	Very agree

From the table, it can be seen that most of the students enjoyed the lesson, were actively involved in the teaching process, and gained knowledge and skills in guiding. The researcher also got some feedback from open-ended questionnaire about students' attitudes toward the implementation of CLIL. Most of them gave a positive attitude when CLIL was implemented in the tourist guiding class. These are some of the students' feedback:

"I enjoy the lesson about transfer in and transfer out" (S1)
"I like all of the things in this lesson today" (S2)
"I like the media and topic today. also, Ms. Ririet telling us about the experienced that makes us inspired when she in Japan and Singapore" (S3)

"So far so good, there's nothing that I don't like because I really enjoy the lesson today because I got lots of new things" (S4)

From the result of the questionnaire, it can be concluded that most students were satisfied with the material given by the teacher. They enjoyed the lesson and felt that their English and knowledge improved after attending the lesson. The researcher also used tests to measure the improvement in students' speaking skills performance after implementing CLIL. The result of the student's score can be seen below:

Table 8. The Result of Post-Test

NO	Students	CONTENT (30%)				LANGUAGE (30%)				DELIVERY (30%)				CREATIVITY (10%)				TOTAL
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1	S1				4			3				3				3		83
2	S2				4			3					4				4	93
3	S3				4		2					3				3		75
4	S4			3				3					4			3		83
5	S5				4			3				3				3		83
6	S6				4		3				2					3		75
7	S7				4				4			3				3		90
8	S8				4			3				3				3		83
9	S9				4			3					4				4	93
10	S10				4				4			3					4	93
11	S11			3				3				3			2			73
12	S12			3				3				3			2			73
13	S13			3				3			2					3		68
14	S14			3					4				4			3		90
15	S15				4			3				3				3		83
16	S16		2				2				2					3		53
17	S17			3			2					3				3		68
18	S18		2					3				3				3		68
19	S19			3				3				3				3		75
20	S20		2					3				3				3		68
21	S21			3				3				3				3		75
22	S22			3				3				3			2			73
23	S23			3			2					3			2			65
24	S24		2					3				3			2			65
25	S25				4			3		3					2			80
26	S26			3			2					3				3		68
27	S27				4		2				2				2			65
28	S28			3				3				3				3		75
	Total Score																	**2128**
	Mean																	**76**

$$\text{Mean} = \frac{2128 \text{ (Total Score of Students)}}{28 \text{ (Total Numbers of Students)}} = 76$$

Based on the result of the post-test in the cycle, it is clear that the mean of students' score is 76 so it has improved compared to the result of the pre-test which has the mean score of only 64. Therefore, from the analysis of students' test result in the cycle, it can be said that the mean score was better than the previous one. There was an improvement in the cycle. The researchers concluded that the problems have been solved by using CLIL in one cycle so that it is not necessary to conduct the next cycle. The principle of CAR is to take "therapeutic" actions on the result of the initial reflection that is considered "sick". The action starts from planning, implementation, and reflection (which in CAR is called a "cycle"). If once treatment has produced good results in accordance with the target, the next cycle is not required as Burns (2010) stated that when action researchers are satisfied with the result, they can decide to stop. Therefore, the cycle in this study can be stopped in one cycle because it has already met the criteria of success.

DISCUSSION

After analyzing the whole research findings, it is clear that CLIL is very significant for teaching speaking. Moreover, the students' speaking skills have improved by implementing this approach. They were confident, actively involved, and also enthusiastic in the teaching process. Delliou and Zafiri (2016) conducted action research on developing the speaking skills of students through CLIL. The findings of their research indicated a positive impact of CLIL on the development of the speaking skills of the students. The components of the speaking skills that they observed and showed improvement were on pronunciation and intonation, lexical range and choice of words, grammatical accuracy, fluency, use of communication strategies, as well as cohesion, and coherence. Moreover, they also found that the students revealed a positive attitude towards CLIL, namely the tasks, the lessons, and the learning of both language and subject contents. This current study, which implemented CLIL in an online Tourist Guiding class, is in line with those findings. The implementation of CLIL could improve students' speaking skills in Tourist Guiding class.

Alasgarova (2018) also conducted action research on implementing CLIL in history class. The findings showed the same results; the students were more engaged, active, and motivated during the classes with CLIL strategies. Lecture-like presentations notably reduced the active mental involvement of the students. The implementation of CLIL techniques can have a positive influence on the comprehension of the content as well as reinforce students' participation in class activities.

Ratminingsih et al., (2018) mentioned that based on their need analysis study, TGs need more contextual-based training materials to improve their English-speaking skills. Training materials that were provided within a context would be meaningful when what they have learned was able to be used in real situations. In this current study, such aspects were also put into consideration and it was found that when the materials of Tourist Guiding topics were presented in a clear context,

the students found it useful, could understand better, and thus felt motivated in learning.

Argonawan and Ma'mun (2021) reported their experience in training for TGs by using communicative games to improve TGs' speaking skills. Although the current study did not emphasize the use of communication games, their study also underlined the importance of communicativeness in the training/teaching speaking likewise in online Tourist Guiding class.

Straková et al., (2014) also studied the development of critical and creative thinking skills in CLIL. She put forward the idea that CLIL courses might be a good opportunity for education institutions to apply effective, efficient, activating ways of learning which have the goal to develop both students' critical and creative thinking skills in the context of a specific subject area as well as of communicative language skills. Based on her research, she emphasized that the idea of CLIL methodology focused on learners, combining the knowledge of content and skills as well as language skills.

Hapsari (2016) revealed the challenge of communication and cognition aspects of CLIL in Indonesia. She mentioned several challenges for CLIL teachers in delivering the content subject in English and it is likewise the teacher's experience in implementing CLIL in the current study. She also found some challenges in teaching ESP due to a lack of pedagogy content knowledge. Lo (2020) stated it is critical in assisting CLIL instructors to recognize and accept their role in teaching both subject and language. For instance, CLIL topic subject specialists must be aware of the need of incorporating language education into their content classes. Hence, CLIL should be supported by offering appropriate bilingual education for instructors who will be teaching international standard courses, as well as conducting educational linguistic research that assesses students' affordance to English.

To implement CLIL successfully, teachers should both understand the subject content very well and have a very good mastery of English. CLIL instructors are accountable not only for ensuring that their students understand the desired topic knowledge but also for assisting them in communicating that information in a subject-specific language in an L2. Such implications also apply in the case of teaching speaking in online Tourist Guiding class. The teachers should not only have excellent mastery of English as the medium of teaching but also have a very good knowledge and understanding of the subject content in Tourist Guiding class. Therefore, a teacher professional development such as a workshop or BNSP certification on schemes related to *Tourist Guiding* is strongly recommended for the CLIL teachers.

CONCLUSION

Students' speaking skills through CLIL in Tourist Guiding online class are really useful to apply in this field cause it attracts students to learn Tourist Guiding even if not in the real practice. The students got motivated and also enjoyed using CLIL. Moreover, their spirit to develop their ability and skills to know more about tourist guiding aspects was successfully established.

The teachers as role models also need to learn more about CLIL before teaching and giving the material to the students. They have to integrate the duties of content and L2 teachers and should ideally be knowledgeable in both fields.

Furthermore, the teachers need to have professional development such as workshops or BNSP certification related to Tourist Guiding. These capabilities will influence the way they are teaching using CLIL in the class.

As an implication, in order to have a successful implementation of CLIL in the Tourist Guiding online class, teachers are expected to have mastery of both the English language and the content of Tourist Guiding. Furthermore, CLIL is also recommended to be implemented in the teaching of other subjects, and more research on that are also recommended to be carried out.

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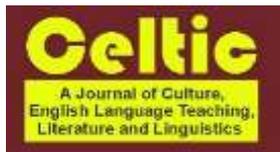
SPEAKING EXPRESSION: THE SOCIODRAMA TECHNIQUE IN ENHANCING STUDENTS' SPEAKING SKILL

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ABSTRACT
This research aimed to apply Sociodrama Technique in teaching speaking. The study's objective was to investigate whether there is a significant difference in speaking scores between learners treated by Sociodrama and those who were not. The methodology of this study was an experimental research method with a significance level of α=0.05. The samples of this study were 70 students in the 7th grade at one of the private junior high school in Lhokseumawe, Indonesia. These students were grouped into experimental and control groups, 35 students each. The instrument used was a test administrated in the form of pre-test and post-test. The data were analyzed using *SPSS 20,* the statistical package for social science. The data were considered normal and homogenous. From the t-test, the result showed that the critical area was higher than 2.00. The t$_{count}$ value from the post-test between the Experimental and Control class is 2.54, which undoubtedly lies within the critical area. In conclusion, the sociodrama technique improved students' speaking ability.

Keywords: *EFL students; English language teaching; Sociodrama; Sociodrama technique; Speaking skills*

ABSTRAK
Penelitian ini bertujuan untuk mengaplikasikan Teknik sosiodrama untuk meningkatkan skill berbicara. Tujuan dari penelitian ini adalah untuk meneliti apakah ada perbedaan yang signifikan pada nilai skor siswa yang menggunakan teknik sosiodrama dengan siswa yang tidak menggunakan teknik sosiodrama. Metode penelitian ini menggunakan metode penelitian kuantitatif dengan level signifikan α=0.05. Penelitian ini dilaksanakan di MTs Swasta Yapena Arun, Lhokseumawe dengan jumlah sampel sebanyak 70 siswa. Siswa tersebut dibagi kedalam dua kelompok yaitu kelas kontrol dan kelas eksperimen yang masing-masing kelompok terdiri dari 35 siswa. Intrumen yang digunakan pada penelitian ini menggunakan tes yang dibuat dalam bentuk Pre-test dan Post-test. Data diolah menggunakan *SPSS 20* setelah didapati data tersebut normal dan homogen. Berdasarkan hasil T-test, diperoleh hasil kritik lebih tinggi dari 2,00. Nilai t$_{count}$ post-test antara kelas kontrol dan kelas eksperimen adalah 2.54 yang masih berada di critical area. Kesimpulan dari penelitian ini adalah Teknik sosiodrama meningkatkan kemampuan bicara siswa.

Kata Kunci: *Pengajaran bahasa Inggris; sosiodrama; skill berbicara; siswa EFL; Teknik sosiodrama*

INTRODUCTION

Indonesian curriculum requires students to perform well in English using receptive and productive skills. Concerning this issue, teachers need to examine deeper the techniques used in teaching to evaluate the students' absence in ability.

The teachers can also generate students' interest and attitude in class through the best technique. The lecturer's innovations can be used to catch students' attention and promote their interest and motivation to learn (Lumbangaol & Mazali, 2020). In addition to mastering the four language skills of speaking, reading, listening, and writing, students should also understand other aspects of English, including lexicon, syntax, spelling, and pronunciation. All these components will be necessary and valuable for the students to implement later for speaking purposes. It indicates that the goal of English teaching is for students to be able to communicate fluently in English.

Theoretically, Derakhshan, Khalili, and Beheshti (2016), in line with Byrne (1997), argued that speaking skill covers practice and production stages. The practice stage focuses on sounds, vocabulary, spelling, grammatical items, or functions, while the production stage focuses on speaking fluency. It means that the students who have passed the practice stage are encouraged to continue to the production stage. However, due to the lack of knowledge of English, the students experience difficulty practicing and producing the language themselves. They also fear making mistakes when expressing ideas or sentences. Meanwhile, in speaking, every student must be able to express ideas, practice dialogues, respond to the interviews, or tell stories.

In line with the Indonesian curriculum for junior high school, it requires students to process, present, and reason logically in concrete and abstract ways (Depdiknas, 2016), one of which is via teaching spoken expressions. Speaking expression is a spontaneous utterance and act based on the situation. It is the speaker's ability to process vocabulary into words and phrases to respond naturally in the actual situation. The expression is composed of a set of words compounded instead of interpreted by the meanings of the individual words that make it up (Akhmad & Amiri, 2018). Phrase is used to communicate thoughts, feelings, and experiences as responses to others so that the conversation can happen. It is essential because, typically, a human spends much more time interacting through oral rather than writing (Satria, 2020)

Based on the description above, the researcher conducted a preliminary study on 4th of may at one of private Islamic junior high schools (MTs) in Lhokseumawe, Aceh Province, Indonesia, and found two contradictory facts. Firstly, most students at this school appeared to have difficulty speaking English. In oral communication, they frequently struggled to explain their thoughts, feelings, and experiences because of the lack of ability to use expressions. English is only spoken in class but not in society, so they were not accustomed to speaking in English. In addition, their speaking style sounded more like reading rather than speaking, resulting in the accuracy and fluency of speaking in English is challenging for them. They lacked of vocabulary and did not know enough about intonation, pronunciation, tone of voice, and word stress.

Regarding the gap between the curriculum and the reality, the researcher conducted the study at one private MTs in Lhokseumawe to deal with the problem. The MTs is one of the Islamic Boarding Schools in Lhokseumawe, Aceh, Indonesia, where most students experienced the Pidie Jaya earthquake in 2016. During the research, the researchers suggested a technique in speaking called *Sociodrama Technique*. The Sociodrama technique was firstly introduced by Jacob Levy Moreno,

a psychiatrist from America. Moreno used this technique to heal the children's trauma during World War II through the experiential procedure for social exploration and intergroup conflict transformation. It works through showing expressions by allowing the thoughts, feelings, and hopes of all participants to rise to the surface. The effectiveness of this technique makes most global researchers apply it to the role plays in education, business, therapy, and theatre. In Education, sociodrama was adopted by the teacher in teaching history and social studies, literature, psychology, medicine and nursing, and language (Sternberg & Garcia, 2000; Fleury et al., 2015). The development of sociodrama in teaching language grew and became a teaching technique, especially in speaking. This technique trains the students to communicate in real situations and express their feelings and thoughts based on their condition. Further, sociodrama is a method that allows the students to play a specific role (Rosy, 2017). It is a technique that enhances students' ability to express their deepest affections and manage emotions (Kellermann, 2007; Alawiyah, Taufiq, & Hafina, 2019).

In this case, the researchers tried to reinforce the students' expressions of sympathy. Shortly, such as a role-play, in sociodrama, students are trained to be competent in enacting their manner or facial expression and social relation among human beings. In sociodrama, a group of students should be the actors/actresses, while other groups who are not performing should be the audience and give feedback about the problem performed in the drama (Browne, 2005; Baile & Walters, 2013). Therefore, all students are required to be active in this technique.

There are several guidelines for the sociodrama method, including simple, revealing, and detailed explanations of the instructions. Kellermann (2007) and Rosy (2017) have detailed and simplified the sociodrama method instruction into six stages as explained in the following:

a) Introduction and Warm-up

In this stage, the students are informed about the topic and the time they should spend when doing the sociodrama. Besides, the character introduction is also introduced in this phase. Before starting the action, the teacher should create a comfortable classroom condition by depicting the characters' situations in the story to the student. The teacher might also open a question or expressing-aspiration session.

b) Reenactment

In this phase, the students perform their actions. To stregthen the students' actions, teachers can also do the *Playback*, which is displaying the action through certain media to the students so that they can feel and personify powerfully with the incidents.

c) Cognitive reprocessing

This stage promotes the trauma back to the classroom by sharing experiences and perspectives about the incidents. The class may discuss what has been done and what should have been done. Weber (2012) adds that the students should be able to see things differently if they happened differently, but they still have to face what has happened and live with it.

d) Emotional catharsis

In the fourth stage, all emotions attached to trauma are drained away. The students will have opportunities to share their feelings nonjudgmentally and in a supportive way. Everyone should also show their respective manner.

e) Sharing and interpersonal support

This phase appears more similar to the previous phase. What differs is that, in this phase, students can state their support and advice to each other.

f) Closure and rituals

In the last phase, the teacher and the students pray or conduct other ceremonials showing that whatever happened has been designed by God. And most importantly, those who survive and continue their lives need to make transitions and adjust to the new living condition with the traumatic experience.

Several previous studies about sociodrama technique and the testimony can be seen in the following. First, a study by Sugiarti (2011) to the second graders at MAN Blora, Central Java, Indonesia. After the teaching treatment using Sociodrama technique for six meetings, the students' speaking ability rose not only in the ability to reveal the expressions but also in their speaking sub-skills, namely vocabulary, accuracy, fluency, and pronunciation. Second, research by Kearins (2011) that gave sociodrama treatment to 173 Aboriginal students in Australia. The result showed that after six weeks, the students could get mentally involved when speaking English instead of their native language. Lastly, a sociodrama study by Afana (2012) on the ninth-grader Palestinians in Palestine. All students there have trauma with the conflict. The findings indicated that the students' speaking skill increase after six weeks (covering 21 hours) of meetings. So, the study recommended teaching speaking using educational drama or sociodrama since it could bring better outcomes to students' speaking ability.

Based on the explanation, the population, sample, background, and experience researchers faced differ from the other researchers. So, the researchers were eager to research Using Sociodrama Technique in Teaching Speaking to prove whether this technique is effective to apply at one private MTs in Lhokseumawe, Aceh, Indonesia. Accordingly, this study aims to investigate whether the sociodrama technique could enhance students' speaking skills, particularly in comprehensibility and fluency.

METHOD

This research was mainly quantitative research. It presented the data collected by the statistical procedure. Creswell (2009), Dimitrov (2008), and Pratisti and Yuwono ((2018) state that pre-experimental, true-experimental, quasi-experimental, and single-subject designs are the four categories of experimental designs. Doing true-experimental research requires the researcher to study experimental and control groups and provide intervention during the experiment. Furthermore, true-experimental research may be designed with the groups randomly assigned. In this research, there is a difference in selecting the subject of study. The researcher used one class of experiment and one class of control group, one of the true-experimental design types. The independent variable of this study is sociodrama technique, and the dependent variables are comprehensibility and fluency in speaking.

The current study's population is students at one private junior high school (MTs) in Lhokseumawe, Aceh, Indonesia, consisting of 314 students. Nevertheless, the main target was the 8th graders counted 102 students. Then, the researchers took 70 students as the sample using random sampling. The respondents were two (2) classes, 35 students, which were grouped as the experimental and control groups. The researchers used this sampling technique as Hamied (2017) stated that the most significant and practical way to categorize variables is as independent and dependent variables.

The procedure followed the one as suggested by Acharya, Prakash, Saxena, and Nigam (2013); the first-grade teachers as representatives of each class drew a lottery from a bag which two of the folds will have been written *"EG" (for experimental group)* and *"CG" (for control group),* meanwhile, other folds will be just empty. So those who took the fold with the written phrase gave their classes as the sample of this study.

The instrument used in collecting the data was a test. In the experiment class, the researcher used pictures. The students were asked to speak and video-recorded as the source of a set of data. The test asked them to respond to a condition seen in a picture. So, there were two pictures, and the student had to verbalize their expression based on these pictures using the expression of sympathy. They were given 3-4 minutes to prepare and 2-3 minutes to describe each picture. In the control class, the teaching technique referred to the conventional teaching method regularly practiced by the English teacher at the private MTs in Lhokseumawe, Aceh. This term was used to differentiate between the technique used by the researchers in teaching the experimental class and the one used by the regular teacher in the control class.

In collecting data, the researchers conducted a total of eight meetings for the experimental class. A pre-test was administered during the first meeting, then continued with the implementation of the sociodrama technique from the second meeting until the seventh. Finally, a post-test was conducted after that meeting. All stages are described in the following paragraphs.

In the first meeting, the researchers gave the pre-test for experimental and control classes with the same test. The researchers gave two pictures to the students to describe. The pictures were about Pidie Jaya earthquake and refugee camps whose houses were attacked by a particular disaster. Moreover, the students had 3-4 minutes to prepare and 2-3 minutes to describe the pictures. The students' description was recorded to be later graded by using the rubrics suggested by Heaton (1989).

After compiling the score, the second meeting was held on the next day. In the experimental class, the researchers explained sociodrama and the procedures that the students needed to follow. To start the teaching process, the researchers first asked about the topic "Pidie Jaya Earthquake". She asked questions such as *"How would you feel if you were there?", "What would you do?", "What can you do to help from here?"*, and so forth. This was the introductory and warm-up stage. After some students answered and revealed their feelings of sympathy toward the condition, the researcher brought the students into the re-enactment phase. It was group 1's turn to act. Group 1 acted while others were observing their performance. After 20 minutes, the performance finished, and the class applauded. The class encountered

the third phase, i.e., cognitive processing. In this phase, the class discussed what had been done and what should have been done about the tragedy. The class also analyzed the problem causing this situation. Later, the phases of emotional catharsis and sharing support were carried out. The students revealed their feelings of sympathy toward the tragedy, and they also felt blessed that their country and region were in good condition. The last stage was closure and rituals. In this stage, the whole class, guided by the researcher, prayed for the victims in Pidie Jaya and wished that their condition would get better very soon.

For the control group, the researchers taught the class by implementing the conventional method used regularly at the school: textbook-based teaching. First, the researchers introduced the same topic: the earthquake. Then she wrote several sympathy expressions on the whiteboard and asked the students to repeat them after she read the expressions. After several repetitions, she asked the students to take notes of the expressions she wrote on the whiteboard. Later, they were asked to read a passage about war. Three students were appointed to read the passage aloud before the whole class should translate the passage. After doing the translation, the students were asked to sit in a group of 5 and write dialogue about the passage they read involving the use of showing sympathy expressions. Then, each group was assigned to come to the front of the class to demonstrate their dialogues. They were not asked to memorize, so they only read from their notebooks. Finally, the researchers ended the class.

The researchers did the same activities for the third until seventh meetings but with different topics. The topics discussed were "9/11 Terrorist Attack", "bullying", "cancer", and "poverty", which were discussed in both classes. In the last meeting, the researchers did the post-test the same way as the pre-test. For post-test, there were also two pictures. The first picture showed about "Gazan War". In the picture, there is a heavily damaged street. Furthermore, the second picture shows a group of children who are the victims of war. The students were also given 3-4 minutes to prepare and 2-3 minutes to describe their feelings toward the pictures they saw in the research instrument.

The data were separated into five steps for analysis. The first step is to determine the weight of each correct answer; the second step is to determine the normality; the third step is to determine the homogeneity; the fourth step is to determine the standard deviation; and the last step is to determine the t-test. In analyzing the data obtained from the data collection, the researcher used several formulas taken from Arikunto (2009). First, the data normality and homogeneity were investigated. Then, the mean score and standard deviation were calculated when the data were judged normal and homogeneous. Finally, the t-count was determined using the last analysis so that the researcher could establish whether the hypothesis was accepted or denied.

FINDINGS
Normality and Homogeneity Tests
The Normality test and Homogeneity test from the pre-test data of the Experimental Group and Control Group are initially provided below as this is vital for further data analysis. The result of the normality test can be seen in the following table.

Table 1. Tests of Normality

	Kolmogorov-Smirnov[a]		
	Statistic	**df**	**Sig.**
pretestEG	.139	35	**.065**
pretestCG	.143	35	**.066**

From the table, we can see that the data are normal. The data are considered normal if the significant value is higher than $\alpha=0.05$. From the table, we can learn that the significant value of the experimental group pre-test is 0.065, which is higher than $\alpha=0.05$. And the significant value of the control group is 0.066, which is also higher than $\alpha=0.05$. In conclusion, the data distribution of both groups is normal.

The next step is testing the homogeneity. The data from both groups could be claimed homogeneous if the significant value is also higher than 5% ($\alpha =0.05$).

Below is the result of the homogeneity test:

Table 2. Test of Homogeneity

Levene Statistic	df1	df2	Sig.
1.343	2	33	**1.54**

The table above shows that the significant value of the pre-test score from both the experimental and control group is 1.54. This value is higher than $\alpha=0.05$. In conclusion, besides normal, the data were also homogeneous. Since the data were both normal and homogeneous, these two groups have a guarantee to be compared.

Hypothesis Testing

The following are four tests used to test the hypothesis.

Pre-test Experiment Group and Pre-test Control Group

Table 3. Hypothesis Testing 1

Group	Mean	t
Experimental	54	-2.2
Control	57	

The calculation above found that the t-table for degree of freedom (*df*) 68 and in the level of significant 0.05 was higher than 2.00. Thus, because -2.2 is not higher than 2.00, the Ha is rejected, and the Ho is accepted.

The hypothesis was rejected because there was no treatment for both groups. So, their speaking ability was scored from their natural ability. Teaching speaking techniques can make students aware of the strategies they can use during the transactions.

Pre-test Experiment Group and Post-test Experiment Group

Table 4. Hypothesis Testing 2

Group	Mean	t
Pre-test Experimental	54	2.9
Post-test Experimental	67	

From the table above, we can see that the t-table for the degree of freedom (*df*) 68 and level of significant 0.05 was higher than 2.00. Therefore, since 2.9 is higher than 2.00, the Ha is accepted, and the Ho is rejected.

The hypothesis is accepted because there has been a treatment of sociodrama for the experimental group. After the treatment, the students can use their word choice effectively in expressing sympathy and make students more expressive in delivering their feelings.

Pre-test Control Group and Post-test Control Group

Table 5. Hypothesis Testing 3

Group	Mean	t
Pre-test Control	57	-1.90
Post-test Control	59	

The calculation above found that the t-table for the degree of freedom (*df*) 68 and level of significant 0.05 was higher than 2.00. It was found that the t-count was -1.90. Thus, it is clear that -1.90 is not higher than 2.00, so the Ha is rejected, and the Ho is accepted.

The hypothesis is rejected because there was no treatment of sociodrama technique for the control group. Instead, they were taught using the regular technique, which was the technique of memorizing dialogues and expressions. This kind of technique employs more activities for teachers instead of students. Whereas the technique which is good for enhancing students' speaking skills is learner-centred, not teacher-centred.

Post-test Experiment Group and Post-test Control Group

Table 6. Hypothesis Testing 4

Group	Mean	t
Experimental	67	2.54
Control	59	

The calculation above found that the t-table for the degree of freedom (*df*) 68 and level of significant 0.05 was higher than 2.00. The t count found was 2.54, and it is clear that this value is higher than 2.00. So that the Ha is accepted and the Ho is rejected. This testing is the core testing used as proof of the alternative hypothesis.

The hypothesis is accepted because the technique of sociodrama has been implemented in the experimental group but not in the control group, as seen from the post-test's final score. In other words, the sociodrama technique helped students with share their emotional expressions. Before, emotional sharing could be a problem in communicating effectively. However, the technique can promote the fluency of emotional sharing realized through the speaking score increase. Below is the result of students' comprehensibility and fluency in speaking skills.

Table 7. Students' Comprehensibility and Fluency in Speaking Skills

No.	Variable	Pre-test average level	Post-test average level
1	Comprehensibility	1	3
2	Fluency	1	2

The table above reveals that the learners' comprehensibility in the pre-test was at level one. Level one of comprehensibility is where there is practically anything that the speaker states can be understood. Even if the listener makes an excellent attempt to interrupt, the speaker has yet to clarify what he seems to have said. This level increased after the implementation of the technique to level three. At level three, the listener comprehends most of what is said but constantly seeks clarification. As the result, the listener cannot comprehend many of the speakers' more complicated or lengthy statements.

Then, concerning the students' speaking fluency, it also increases from level one to level two. Students' speech is marked by prolonged and unnatural pauses and an extremely halting and fragmentary delivery in level one. Sometimes, the speaker surrenders to make an effort because of the limited range of expression. After the technique implementation, the fluency level was raised to level two. In level two, the speaker's speech has long pauses while they search for the desired meaning. In addition, there is frequently incomplete and halting delivery. Most of the time, the speaker almost makes an effort at times but does not.

DISCUSSION

The current study was conducted to determine whether there is a significant achievement difference between students who are taught speaking using the sociodrama technique and those who are taught speaking using the regular approach, which is dialogue memorization method. The goal of the memorization method is to increase vocabulary and assist them in remembering pronunciation, lexis, and usages (Chen et al., 2016). However, this method still cannot make students speak spontaneously in an actual situation.

Regarding the improvement that the students achieved after implementing the sociodrama technique, the data were analyzed using *SPSS 22*. The data were normal and homogenous, and these two are the requirements to continue the process of hypothesis testing. After the normality and homogeneity test, the data obtained from the experimentation were normal and homogenous. So that the data can be processed further to prove the hypothesis. These steps were taken to ensure that the starting point for both classes was the same (Arikunto, 2009).

The symbol of H_0 as the null hypothesis and H_a as the alternative hypothesis were used in hypothesizing such technique proposition. A null hypothesis declares that no correlation exists between two variables (Mourougan & Sethuraman, 2017). At the significance level of 5% or $\alpha=0.05$, there were four testings in hypothesis testings. The *df* is 68 since this is a one-tailed hypothesis. The advantage of doing a one-tailed test is that it increases the ability to reject the null hypothesis if it is false (Ruxton & Neuhauser, 2010; Hernandez, Andres & Tejedor, 2018). The t_{count} value has to reach above the t_{table} value. The t_{table} value for *df* 68 is 2.00, so the t_{count} value must be higher than 2.00. Testing 1 reveals that H_0 is accepted and H_a is rejected. The t-value for Testing 1 is -2.2, which is not higher than 2.00.

In contrast to Testing 1, in testing 2, H_0 is rejected, and H_a is accepted. The t-value of this testing was 2.9, which is higher than the critical area, so H_0 is rejected. However, in Testing 3, the t-value is -1.90, making the H_a is rejected, and H_0 is accepted. Lastly, in Testing 4, H_0 is rejected, and H_a is accepted since the t-value of this testing is 2.54, which is higher than the critical area, namely 2.00. This result is

known as the True Positive (TP); the reason for labelling it 'positive' is tied to the unequal validity of a hypothesis test because rejecting H0 when H0 is incorrect is more informative than accepting H0 when H0 is accurate (Emmert-Streib & Dehmer, 2019).

Hypothesis testing 4 is the most crucial test because, in testing4, the post-test between both groups is compared to see whether the technique implementation works in the experimental group. Indeed, it is proven that there is a significant difference in students' achievement between students who speak in expressing sympathy by using sociodrama technique and those taught speaking by using the conventional method at the private MTs in Lhokseumawe. This result relates to research by Tristiantari (2017), who found that there was a difference in speaking skills between the students who followed the sociodrama approach with students who followed the traditional teaching method.

This fact suggests that speaking using sociodrama technique, especially in teaching how to express sympathy, is more effective than speaking using the traditional technique used by their teacher at the school. Some factors are considered essential in this process, as it was also found in the previous studies cited in the earliest chapter. Initially, in the study by Sugiarti (2011), after the treatment with sociodrama technique, students at MAN Blora were better not only in revealing their expressions but also in their speaking sub-skills, namely vocabulary, accuracy, fluency, and pronunciation. Next, Kearins (2011) found that the students she taught improved in getting involved mentally while speaking English. This also shows that the technique builds strong emotions so the students can be good at revealing expressions. Another study by Tristiantari (2017) that gave the treatment to the primary school in Buleleng was proven to improve students' language skills in listening, reading, writing, and speaking. The last study by Afana (2012) revealed that the students' speaking skills increased after six weeks, which was covered in 21 hours. Therefore, it can be inferred that the result of the current study is in line with the result of previous studies.

Finally, based on the result of the current study, the students' score increases after the treatment because of some factors. First, sociodrama technique can enhance their motivation for their speaking skill (Sweeney, 1993; Baile & Walters, 2013). Secondly, this technique also helps students deliver their condolences as they can feel intensely other people's conditions (Scheiffele, 2003).

CONCLUSION

Speaking is one of the language skills that every high school student should master. However, speaking is not only about practice but also about production stages. Students must be able to speak according to the context and respond spontaneously. Therefore, teachers must be able to develop speaking teaching techniques that can hone students' abilities in expressing thoughts in everyday life.

One of the techniques in teaching speaking is sociodrama. Sociodrama can be applied to all speaking lessons, but in this study, the researchers focused on speaking expressions, especially expressions of sympathy. This technique trains the students to speak in actual situations and express their feelings and thoughts based on their condition. Therefore, the implementation of the sociodrama technique is

considered adequate because the students have social awareness when practicing with the sociodrama technique based on their knowledge and language use.

In this research, the implication of sociodrama in teaching speaking was proven to increase the students' ability to express their sympathy. It can be seen from the significant increase in the students who were taught using the sociodrama technique compared to the control group who were not. More specifically, the students' speech increased in both comprehensibility and fluency. The comprehensibility increased from level one to level three, while the speech fluency increased from level one to level two.

The finding of the study is expected to make a real contribution to theoretical and practical benefits. Theoretically, the result of this study could be beneficial to support other theories or available concepts in doing similar studies or conducting further studies. In practice, the finding of this study would be useful information for English teachers and other researchers to give valuable feedback for improving their speaking classroom activities and as a reference for further research in the same field.

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EFL UNDERGRADUATE STUDENTS' ONLINE SELF-REGULATED LEARNING STRATEGIES DURING COVID-19 PANDEMIC

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ABSTRACT

This research aims to identify online self-regulated learning strategies of EFL undergraduate students during the COVID-19 pandemic. This research involved 81 EFL undergraduate students batch 2020 majoring in English Language Education in a private university in Indonesia. The Online Self-Regulated English Learning (OSEL) questionnaire adapted from (Zheng et al., 2016) was chosen as the instrument of this research. The questionnaire consists of 21 items. The findings reveal that EFL undergraduate students' online self-regulated learning strategies employ five domains, namely (1) goal setting *(M= 3.800, SD= 0.890)*, (2) environment structuring *(M= 4.015, SD= 1.033)*, (3) task strategies and time management *(M= 3.365, SD= 1.062),* (4) help-seeking *(M= 3.827, SD= 1.081)*, and (5) self-evaluation *(M= 3.784, SD= 0.968)*. EFL undergraduate students also perform high self-regulated learning strategies in the domain of environment structuring, particularly in arranging and determining the right place that supports learning English. However, they have low self-regulated learning strategies in task strategies and time management domains, particularly in preparing questions when learning English. Further researchers are recommended to look into the relationship between the amount of time undergraduate students spend learning English and their self-regulated learning strategies.

Keywords: *English as Foreign Language (EFL), Online Self-regulated Learning Strategies, Survey Study*

ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi strategi pembelajaran *online* dengan regulasi diri mahasiswa S1 EFL selama pandemi COVID-19. Penelitian ini melibatkan 81 mahasiswa S1 EFL angkatan 2020 jurusan Pendidikan Bahasa Inggris di salah satu perguruan tinggi swasta di Indonesia. Kuesioner Online Self-Regulated English Learning (OSEL) yang diadaptasi dari Zheng et al (2016) dipilih sebagai instrumen penelitian ini. Kuesioner terdiri dari 21 item. Temuan mengungkapkan bahwa profil strategi pembelajaran mandiri online dari 5 domain adalah (1) penetapan tujuan *(M= 3.800, SD= 0.890),* (2) penataan lingkungan *(M= 4.015, SD= 1.033),* (3) strategi tugas dan manajemen waktu *(M= 3.365, SD= 1.062),* (4) mencari bantuan *(M= 3.827, SD= 1.081)*, dan (5) evaluasi diri *(M= 3.784, SD= 0.968).* Temuan ini juga menunjukkan bahwa partisipan yang mempelajari bahasa Inggris sebagai bahasa asing (EFL), memiliki strategi pembelajaran dengan regulasi diri yang tinggi dalam domain penataan lingkungan, terutama dalam mengatur dan menentukan tempat yang tepat yang mendukung pembelajaran bahasa Inggris. Walaupun demikian, mereka memiliki strategi pembelajaran dengan regulasi diri yang rendah dalam domain strategi tugas dan manajemen waktu, terutama dalam mempersiapkan pertanyaan saat belajar bahasa Inggris. Untuk penelitian selanjutnya, peneliti menyarankan peneliti lain untuk melakukan penelitian untuk mengetahui hubungan antara lama belajar

bahasa Inggris mahasiswa S1 dan strategi pembelajaran online dengan regulasi diri.

Kata Kunci: *Bahasa Inggris sebagai Bahasa Asing, Strategi pembelajaran online dengan regulasi diri, Studi Survei*

INTRODUCTION

The COVID-19 pandemic shifted the teaching and learning process from offline to online. As a result, teachers and students face new challenges on the field. Previous research has revealed that online learning has a number of flaws. Adedoyin & Soykan (2020) report the first issue, arguing that online learning is dependent on technology and a good internet connection. As a result, students with poor internet connections struggle to attend classes and follow the teaching and learning process. According to Bdair (2021) online learning is difficult for students who live in rural areas because internet networks are unstable and sometimes there is no signal. The second issue is distractions from home, such as loud noises that cause students to lose focus on their studies. The final issue, as reported by Barnard-Brak et al (2010), is a lack of interaction, not only between teachers and students, but also between students. As a result, students must be more autonomous and learn self-regulation so that their learning outcomes do not suffer.

To overcome these challenges, students should alter their learning patterns in order to promote a more independent learning system and thus improve their learning. They can, for example, collaborate to solve learning problems, watch videos to repeat lessons, and search for additional materials from online resources. It means they can't rely on their teachers as their primary source of information. As a result, in order to manage their learning, students must improve their self-regulation. The ability to self-regulate one's learning is essential in differentiated instruction Tanjung & Ashadi (2019), for example. Indriani & Widiastuti (2021) discovered that in an online English learning environment using Moodle as a learning management system (LMS), students' positive attitudes grew in tandem with their increasing recognition of the Moodle application and their ability to self-manage their learning. It has also been noticed that their positive attitudes toward learning have an effect on gradually improving learning achievements.

During this pandemic period, EFL undergraduate students can practice and develop self-regulation skills in order to become independent learners through online learning. According to Yot-Domínguez & Marcelo (2017), independent students tend to choose and be responsible for their own desires without being pressured by others. These students take responsibility for determining which activities are beneficial to their academic achievement and selecting appropriate learning strategies. They also organize and direct themselves to achieve satisfactory learning outcomes.

The ability to self-regulate learning is also known as self-regulation learning (SRL). Zheng et al. (2016) argued that by implementing independent learning, self-regulation plays an important role in increasing learning effectiveness. One of the goals for students trying to develop independent learning abilities for academic success is to develop self-regulation (Yot-Domnguez & Marcelo, 2017). Students will learn how to manage time, such as when, where, and how they learn online, and they

will know their level of understanding of learning material and what to do to achieve optimal learning outcomes (Barnard et al, 2009).

LITERATURE REVIEW

Self-Regulated Learning (SRL)

Self-regulated learning is the action or initiative of students to control themselves by setting independent learning goals that engage students in metacognition, time management, motivation, and behavior control (Zimmerman, 2015). Students choose an independent learning method to apply their self-regulation skills, such as measuring their abilities, evaluating themselves, setting learning goals, finding sources of information that support learning, and controlling thoughts, behavior, and others in themselves to achieve success in the learning process (Kirmizi, 2014). Self-regulation is critical for improving student learning outcomes both online and in person Barnard et al. (2009). Another opinion from Cho et al. (2017) defines that self-regulated learning (SRL) is a process where students manage their learning systems to motivate and as a reflection of students achieving their learning goals. Thus, students need to improve their skills in metacognition, time management, and effort.

Some studies have shown that self-regulated learning can have a positive impact on student learning. Shih et al. (2019) stated that online learning allows students to be actively involved by self-regulating and motivating themselves to have a willingness to achieve learning goals and get satisfying learning outcomes. Broadbent and Poon (2015) examined the effect of self-regulated learning (SRL) on academic achievement in higher education students. This study found that self-regulated concepts in the form of metacognition, time management, effort, and thoughts had a positive impact on improving students' learning outcomes. Not only that, Barnard et al. (2009) argued that self-regulation has a positive impact on students to practice their abilities and independence such as how to manage time such as when, where, and how students learn online. The self-regulated work system is a system description of how students manage their learning during online learning by being responsible and disciplined learners. In this study, the measurement of SRL in online and mixed learning environments is conceptually and operationally divided into several indicators by Barnard et al. (2009). These indicators include goal setting, environment structuring, task strategies, time management, help-seeking, and self-evaluation.

Goal Setting

Goal setting or goal orientation refers to a set goal to take steps to achieve the desired results. Goal setting concerns the extent to which students are involved and participate in preparing for their activities such as doing assignments, studying, or other activities based on their desire to achieve their learning goals (Pintrich et al., 1991). Goals serve as criteria for individuals to judge how they are doing in a situation of achievement and help them decide whether they should continue to regulate their activity as they are or make changes(Wigfield et al., 2015)

Environment Structuring

Environment structuring refers to setting the environment or an ideal place for learning in a calm condition and free from things that interfere with learning concentration (Pintrich et al., 1991). Environmental structuring is students' initiative to choose or find a place to learn and use media that support instruction such as computers or laptops and other tools that support learning. During the pandemic, students study online and blended learning in schools. With these conditions, students spend a lot of time studying at home, however, most of the students are still uncomfortable and lack concentration when studying because of many disturbances such as crowds, noise, or poor signal constraints. To overcome these problems, it is important to apply environmental structuring of self-regulation so that students manage their learning environment, either at home or in other comfortable places and make them focus on learning and support their learning activities Lynch et al (2004).

Task Strategies and Time Management

Independent learners not only set the place or learning environment but also set the task strategy and learning time. The process of task strategy in self-regulation is to analyze and choose the right method or strategy for successful learning (Zimmerman, 2011). Time management is an action or process that involves planning and scheduling time to carry out an activity that develops effectiveness, efficiency, and productivity (Zimmerman, 2011). Not only setting a schedule for studying, but also managing the amount of time needed during studying or completing tasks, including things that are important for fluency and success in learning. Students who use their time efficiently in studying allow them to superior and achieve better than students who cannot manage their study time (Lynch et al., 2004) Independent learners who have time management skills know how to manage time and are aware of the deadlines needed to do or complete each activity because they are aware of the needs of the time they spend (Zimmerman, 2015).

Help-seeking

Another component of self-regulation is help-seeking which is the ability to seek academic help or support from others for academic success (Lynch et al., 2004) Zimmerman (2011) argues that help-seeking in the self-regulation process is the process of choosing instructors, teachers, or people who have high knowledge, even choosing books for reference and helping them in learning. Several studies show that help-seeking facilitates the learning process so that it runs well. Lynch et al (2004) investigated help-seeking in the self-regulation process in online learning. Students in online learning can still ask for help from friends or teachers via WhatsApp, email, or other media if they encounter difficulties or have questions. Even if they do not meet face-to-face, interaction can be done remotely using today's sophisticated technology, so there is no need to be concerned if there are obstacles to learning, and this also trains students' self-regulation skills. Meanwhile, Gonida et al. (2019) found that when experiencing difficulties in learning, students who perform self-regulated learning strategies know how to look for someone who will help them in overcoming problems such as help from friends, teachers, or instructors. Students with high performance goals were more likely to perceive help-seeking costs, whereas students with low goal orientations were less likely to perceive help-seeking benefits and seek instrumental assistance. Won et al (2021)) also found that students with high performance goals were more likely to perceive

help-seeking costs, whereas students with low goal orientations were less likely to perceive help-seeking benefits and seek instrumental assistance.

Self-evaluation

Self-evaluation is assessing or evaluating oneself on the effectiveness of an activity related to learning activities (Kirmizi, 2014). Self-evaluation relates to measuring their performance on the quality of the activities they have done (Zimmerman, 2011). Students who evaluate the results of their work are referred to as independent learners because after carrying out an activity such as completing an assignment, they will re-check errors and things that must be corrected. Getting used to doing so can improve self-regulation skills because they independently identify and evaluate their mistakes and try to correct them (Kitsantas et al., 2004) Giving students the opportunity to see the results of their performance and evaluation has a positive impact on students, encouraging them to be even more active in improving and improving their performance (Horner & Shwery, 2002).

Relevant Studies

Several researchers have conducted research related to online self-regulated learning by using the Online Self-regulated Learning Questionnaire (OSLQ) developed by (Barnard et al., 2009). Barnard-Brak et al. (2010) examined the relationship between self-regulated, researchers investigated the self-regulation skills of students in online learning during the first semester. This study aims to determine the development of students' online self-regulated skills and whether there are changes from time to time during online learning. There were 209 public university students in the southwestern United States and 101 students completed the pre-survey. This study uses a quantitative method using the Online Self-regulated Learning Questionnaire (OSLQ) (Barnard et al., 2009) questionnaire used to measure self-regulated online learning which consists of 24 items with a five-point Likert type response format. The findings showed that students' self-regulated online skills did not change significantly in online learning over time. Researchers conclude that online learning needs to look at ways to develop self-regulated skills because these skills do not automatically coexist with students' online learning experiences.

Shih et al. (2019) studied the relationship between students' online self-regulated learning (SRL) and students' perceptions of Flipped classrooms (FC). There were 576 undergraduates or graduates from 32 northern to southern Taiwan universities. This study used two questionnaires, the Online Self-regulated Learning Questionnaire (OSLQ) developed by Barnard et al. (2009) and the Reverse Perception Questionnaire (PFCQ), adapted by Shih et al. (2019). The findings show that students who can self-regulate in their learning will .\assume that many benefits can be taken from online learning activities and they tend to have experience and get good results in online learning.

Schwam et al (2021) conducted quantitative research to identify students' readiness and self-regulation toward online learning. There were 477 respondents from state universities in the southeastern United States in this study. After analyzing the Online Self-regulated Learning Questionnaire results, developed by Barnard et al (2009), the results revealed that self-regulated learning strategies support student learning. However, many students are still uncomfortable with

online learning platforms that hinder the learning process and are less prepared to face online learning due to a lack of ability to design self-regulated learning.

Although several studies have been conducted on online self-regulated learning (Barnard-Brak et al (2010); Zheng et al (2016); Shih et al (2019); Schwam et al (2021)), to the best of the authors' knowledge when the study was conducted, there was no study which describes students' self-regulated learning strategies in online learning in Indonesia context at the time of COVID-19 pandemic. To fill the gap, this research was intended to identify EFL undergraduate students' online self-regulated learning strategies during the COVID-19 pandemic. Conceptually, this study intends to add new insights and knowledge for readers regarding online self-regulated learning strategies for EFL undergraduate students during the COVID-19 pandemic. In practice, this research intends to raise EFL undergraduate students' awareness of online self-regulated learning strategies so that they can help themselves to optimize their learning to be better and more successful during the COVID-19 pandemic.

METHOD

This survey was conducted at one of Yogyakarta's private universities with the goal of identifying participants' online self-regulated English learning strategies during the COVID-19 pandemic. Participants enrolled in online learning design for communication skills in English courseworks from September 2020 to March 2022 as part of the university's fully online learning policy. Google Classroom, Zoom, WhatsApp groups were the course delivery format online learning service for this institution. Google and Zoom were purchased by institutions of higher education for the purpose of blended learning and online learning, either synchronous or asynchronous learning mode. The participants were first year students who enrolled at the university at the time when the university set online learning as the online learning mode due to COVID-19 pandemic.

According to Creswell (2014) , the aim of a survey study is to generalize from a sample about the population's attitudes, behavior, and characteristics and draw inferences of the population. The population consists of 101 English Language Education undergraduate students registered in class of 2020 in the Department of English Language Education. In terms of sample size, the researchers decided to use the Slovin formula as the primary reference in calculating the sample size, and 81 students who were willing to participate in this study and completed the survey were obtained. The Slovin formula was used by the researchers because the researchers needed a minimum number of samples to allow for the possibility of making an error with a margin of error of 0.05. All participants were freshmen, with 27 males and 54 females taking English skills courses.

In this study, the researchers used the Online Self-regulated English Learning (OSEL) questionnaire developed by Zheng et al (2016). OSEL consists of 21 items with a 5-point Likert-type scale, ranging from 1 (do not agree at all) to 5 (strongly agree). Each of these items refers to the domain of online self-regulated learning in online learning: Goal setting (5 items), Environment structuring (4 items), Task strategies and time management (5 items), Help seeking (3 items), and Self-evaluation (4 items). The OSEL questionnaire by Zheng et al (2016) was tested valid in a previous study and has an alpha coefficient of around 0.76-0.86 for each factor

(overall alpha = 0.91), so it is classified as a consistent reliability instrument. However, the first author also retested the questionnaire adapted through SPSS V.23 to find out the consistency of the instrument from this study. The results show that this instrument has a Cronbachs Alpha of 0.90. In this study, the OSEL questionnaire from Zheng et al. (2016) was translated into Indonesian and content validity was discussed with the supervisor (second author) to make it easier for participants to understand the contents of each questionnaire item.

To facilitate distribution of the questionnaire, it was created using a Google form. Because the conditions did not allow for the distribution of questionnaires directly to participants and online learning was still being implemented, the questionnaires were distributed in the form of a link to participants via WhatsApp groups and personal chat participants. The use of an Internet survey and its administration online has been discussed in the literature Sue & Ritter (2012). If there are multiple answers, the collected data is transferred to a Google spreadsheet for selection. Data proceeded with Google Spreadsheets and SPSS. The mean and standard deviation of the variables are determined using descriptive statistics. The results are then displayed in graphs and tables.
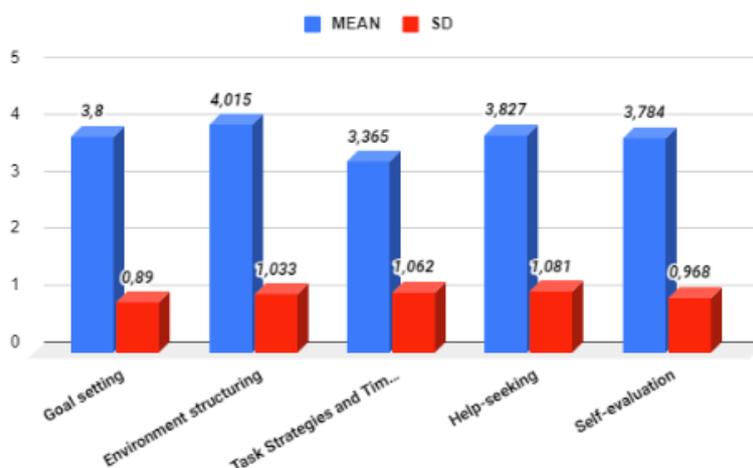
FINDINGS

Figure1. The Overall Survey Result

According to the findings, the majority of participants choose environment structuring as a strategy to support online English learning *(M= 4.015, SD= 1.033).* Meanwhile, students in online English learning used the fewest strategies in the domain of task strategies and time management *(M= 3.365, SD= 1.062).*

Table 1. The Overall Survey Result

Domains of self-regulation	N	Minimum	Maximum	Mean	SD
Goal setting	81	1,60	5,00	3,800	0,890
Environment structuring	81	1,00	5,00	4,015	1,033
Task strategies and time management	81	1,00	5,00	3,365	1,062
Help-seeking	81	1,33	5,00	3,827	1,081
Self-evaluation	81	1,75	5,00	3,784	0,968

Goal setting

Table 2. Result of goal-setting domain

Item Number	Statement	N	Mean	SD
2	I set standards for my assignments when learning English online.	81	4.111	0.790
3	I keep a high standard for my learning in my online English course.	81	3.963	0.797
4	I set goals to help me manage study time for my online English learning.	81	3.95	0.864
1	I set short-term (daily or weekly) goals as well as long-term (monthly or for the semester) goals when learning the English course online.	81	3.753	0.859
5	I don't compromise the quality of my work in the English	81	3.222	1.14

There are 5 items regarding the domain goal setting in items 1 to 5. Based on the table above, the most widely used strategy by students was found in item Q2 *(M= 4.111, SD= 0.79)* with the statement *"I set standards for my assignments when learning English online".* Then the least strategy used by students was found in item Q5 *(M= 3.222, SD= 1.14)* with the statement *"I don't compromise the quality of my work in the English".* The mean score for items in the goal setting domain *(M= 3.800, SD= 0.890).*

Environment structuring

Table 3. Result of environment structuring domain

Item Number	Statement	N	Mean	SD
6	I choose a good location for learning English online to avoid too much distraction.	81	4.308	0.903
7	I find a comfortable place for learning English online.	81	4.012	1.078
9	I choose a time with few distractions when studying English online.	81	4.00	0.948
8	I know where I can learn English online most efficiently.	81	3.74	1.201

Item 6 to 9 is domain environment structuring. Item Q6 is the most widely applied strategy by students in learning English online *(M= 4.308, SD= 0.903)* with the statement *"I choose a good location for learning English online to avoid too much distraction".* Then the strategy that is least used by students in this domain is found in item Q8 *(M= 3.74, SD= 1.201)* with the statement *"I know where I can learn English online most efficiently".* The mean score for items in the environment structuring domain *(M= 4.015, SD= 1.033).*

Task Strategies and Time Management

Table 4. Result of task strategies and time management domain

Item Number	Statement	N	Mean	SD

13	I allocate extra study time to learning English online because I know it is time-consuming.	81	3.518	0.95
14	I try to schedule the same time every day or every week to learn English online, and I observe the schedule.	81	3.506	1.001
12	I do extra online exercises in addition to the assigned ones to master the course content.	81	3.444	1.095
10	I read aloud the English instructional materials posted online to fight against distractions.	81	3.185	1.184
11	I prepare my questions before learning instructional materials online.	81	3.172	1.081

Students chose Q13 in the domain of task strategy and time management as the strategy most used by students in learning English online *(M= 3.518, SD= 0.950)* with the statement *"I allocate extra study time for learning English online because I know it is time-consuming".* Then the students slightly chose a strategy on the Q11 item *(M= 3.172, SD= 1.081)* with the statement *"I prepare my questions before learning instructional materials online".* The mean score for items in the task strategies and time management domain *(M= 3.365, SD= 1.062).*

Help-seeking

Table 5. Result of help-seeking domain

Item Number	Statement	N	Mean	SD
16	I share my problems with my classmates online so we know what we are struggling with and how to solve our problems.	81	4.061	0.991
15	I find someone who is knowledgeable in online English language learning so that I can consult with him or her when I need help.	81	3.728	1.084
17	If needed, I try to meet my classmates face-to-face and discuss problems when learning English online.	81	3.691	1.168

The help-seeking domain above shows that many students choose Q16 as a strategy that can help them in learning English online *(M= 4.061, SD= 0.991)* with the statement *"I share my problems with my classmates online so we know what we are struggling with and how to solve our problems".* Then the students slightly chose a strategy on item Q17 *(M= 3.691, SD= 1.168)* with the statement *"If needed, I try to meet my classmates face-to-face and discuss problems when learning English online".* The mean score for items in the help-seeking domain is: *(M= 3.827, SD= 1.081)*

Self-evaluation

Table 6. Result of self-evaluation domain

Item Number	Statement	N	Mean	SD
21	I communicate with my classmates to find out what I am learning that is different from what they are learning.	81	3.987	0.955
20	I communicate with my classmates to find out how I am doing with my online English learning.	81	3.74	1.104
19	I ask myself a lot of questions about the course material when studying for an online course.	81	3.716	0.925
18	I summarize my online English learning to examine my understanding of what I have learned.	81	3.691	0.889

In the self-evaluation domain, students chose Q21 as the most widely applied strategy in online English learning *(M = 3.987, SD = 0.955)* with the statement *"I communicate with my classmates to find out what I am learning that is different from what they are learning"*. Then the students chose a little strategy on the Q18 item *(M= 3.691, SD= 0.889)* with the statement *" I summarize my online English learning to examine my understanding of what I have learned"*. The mean score for items in the self-evaluation domain *(M= 3.784, SD= 0.968).*

DISCUSSION

The current study attempted to identify EFL undergraduate students' online self-regulated learning strategies, especially freshmen who are taking courses that focus on English skills during the COVID-19 pandemic. The identified English online self-regulation includes 5 domains that have the same domain structure as revealed by previous research (e.g., Barnard et al. (2009); Zheng et al. (2016); Kirmizi (2014)) namely goal setting, environment structuring, task strategy, time management, help seeking, and self-evaluation. Then this study has a satisfactory or consistent Cronbach's alpha reliability value and has the same tested valid instruments as previous studies.

Based on the results of descriptive statistics, the majority of students chose the environmental structuring domain *(M= 4.015, SD= 1.033)* as the most widely used strategy by students in online English learning. The findings of this study revealed that the environmental structuring domain, particularly the determination of the right place and away from distractions *(M= 4.308, SD= 0.903)* in item 6, is a strategy that is commonly used by EFL students when learning English online with concentration and without distractions *(M= 4.308, SD= 0.903).* This demonstrates that freshmen have strong self-regulation abilities in organizing and determining the best location for English language learning, ensuring that it runs smoothly.The findings in this study revealed that the environmental structuring domain, especially regarding the determination of the right place and away from distractions *(M= 4.308, SD= 0.903)* in item 6 is a strategy that is mostly used by EFL students when learning English online with concentration without any distractions. This shows that freshmen have high self-regulation abilities in organizing and determining the right place that supports English language learning thus that it runs well. Similar to previous research,Zheng et al. (2016) revealed that the environmental structuring domain is the most widely applied strategy, respondents can determine and choose the right place to avoid disturbing things when learning English online. With the development of the times, the results of this research will be different from previous research and there will be developments and changes from previous research. (Kirmizi, 2014) had different findings, the researcher found that self-regulation in the goal-setting domain was relatively higher. Therefore, it can be said that students' self-regulation ability in Kirmizi (2014) research on goal setting is an important strategy for them to achieve satisfactory learning outcomes when learning online.

Furthermore, this study's findings are consistent with previous studies (e.g., Zheng et al. (2016); Kirmizi (2014) that the task strategies and time management domain in self-regulation is the least used strategy by students learning English online *(M= 3.365, SD= 1.062).* When learning English online, students can still

manage their time well, try to make schedules, practice spelling questions, and reread materials independently, according to the findings. However, many students still do not prepare questions for online learning *(M= 3.172, SD= 1.081)* in item 11. This demonstrates that students' self-regulation ability in preparing for learning is still lacking, as most students do not study the material prior to class. As a result, students rarely prepare questions or even don't want to ask when there is still material that is unclear and they appear to understand the material presented by the teacher. This makes the class passive, and many students do not understand the material, which is detrimental to the next learning process. According to previous research by Kirmizi (2014), students' self-regulation abilities in time management were quite good because students could divide their time with other activities so that it did not interfere with learning time. However, students' ability to self-regulate in task strategies has yet to be demonstrated; most students stated that they did not think about the course or class content prior to the learning activity, so most students did not prepare questions. Students must first know something, specifically by studying the material prior to class, in order to know what they do not know and prepare questions to ask in class. However, as shown in the data, there are still many students who are unconcerned about this.

CONCLUSION

The purpose of this study was to identify EFL undergraduate students' online self-regulated learning strategies during the COVID-19 pandemic. 81 EFL undergraduate students batch 2020 from the Department of English Education have filled out and completed the questionnaire. The findings of this study reveal that EFL undergraduate students have a high ability to self-regulated learning strategies in the domain environment structuring. However, EFL undergraduate students have low ability for self-regulated learning strategies in the task strategies and time management domain. Therefore, applying self-regulation provides a very important contribution to the teaching and learning process. Students become more independent by changing their learning patterns and making learning strategies to achieve the planned learning objectives and support learning success. For pedagogical implications, a workshop on task strategies and time management may help freshmen to have better online self-regulated English learning strategies. For further research, the researcher recommends other researchers investigate the relationship between the length of time undergraduate students learn English and their self-regulated learning strategies. This study also still has limitations in terms of the target population which only covers freshmen from one major in a private university. Future research may involve larger numbers of participants from all the departments in the faculty for more insight into online self-regulated English learning strategies.

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APPENDIX

Online self-regulated English Learning (OSEL) by Zheng (2016)

Item	Statement	Domains
1	I set short-term (daily or weekly) goals as well as long-term (monthly or for the semester) goals when learning the English course online.	Goal setting
2	I set standards for my assignments when learning English online.	
3	I keep a high standard for my learning in my online English course.	
4	I set goals to help me manage study time for my online English learning.	
5	I don't compromise the quality of my work in the English	
6	I choose a good location for learning English online to avoid too much distraction.	Environment structuring
7	I find a comfortable place for learning English online.	
8	I know where I can learn English online most efficiently.	
9	I choose a time with few distractions when studying English online.	
10	I read aloud the English instructional materials posted online to fight against distractions.	Task strategies and time management
11	I prepare my questions before learning instructional materials online.	
12	I do extra online exercises in addition to the assigned ones to master the course content.	
13	I allocate extra study time to learning English online because I know it is time-consuming.	
14	I try to schedule the same time every day or every week to learn English online, and I observe the schedule.	
15	I find someone who is knowledgeable in online English language learning so that I can consult with him or her when I need help.	Help-seeking
16	I share my problems with my classmates online so we know what we are struggling with and how to solve our problems.	
17	If needed, I try to meet my classmates face-to-face and discuss problems when learning English online.	

18	I summarize my online English learning to examine my understanding of what I have learned.	Self-evaluation
19	I ask myself a lot of questions about the course material when studying for an online course.	
20	I communicate with my classmates to find out how I am doing with my online English learning.	
21	I communicate with my classmates to find out what I am learning that is different from what they are learning.	
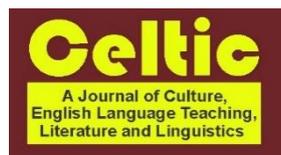
ENGLISH FOR ACADEMIC PURPOSES LEARNERS' NEEDS ANALYSIS: LANGUAGE DIFFICULTIES ENCOUNTERED BY UNIVERSITY STUDENTS IN ETHIOPIA

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ABSTRACT

The study sought to uncover the English language barriers that tertiary students faced while studying their academic courses in Ethiopia. The survey involved 421 participants (72 in the pilot research and 349 in the main research). To collect the relevant data, the researchers used a mixed-method technique. The study used probabilistic and purposive sampling techniques to choose samples from the target populations. The findings indicated that students had difficulties (e.g., in academic reading, writing, listening, and speaking) in studying their academic courses in English. The participants also indicated that current English language courses failed to encourage first-year students to improve their academic language competency to continue their studies. This happened due to a lack of thorough examination of learners' needs before creating any language curriculum. As a result, needs analysis should be viewed as the first phase to examine learners' academic language difficulties and design EAP syllabus that caters academic language requirements of the students both in the target and learning situations.

Keywords: *Academic Language Skills; Difficulties; EAP; Higher Education; Needs Analysis*

ABSTRAK

Studi ini bertujuan untuk menganalisis hambatan bahasa Inggris yang dihadapi oleh mahasiswa saat belajar program akademik mereka di Ethiopia. Survei ini melibatkan 421 peserta (72 dalam penelitian percontohan dan 349 dalam penelitian utama). Untuk mengumpulkan data yang relevan, peneliti menggunakan teknik metode campuran. Penelitian ini menggunakan teknik probabilistik dan *purposive sampling* untuk memilih sampel dari populasi sasaran. Temuan menunjukkan bahwa siswa mengalami kesulitan (misalnya, dalam membaca akademik, menulis, mendengarkan, dan berbicara) dalam mempelajari kursus akademik mereka dalam bahasa Inggris. Para peserta juga menunjukkan bahwa kursus bahasa Inggris saat ini belum berhasil mendorong siswa tahun pertama untuk meningkatkan kompetensi bahasa akademik mereka untuk melanjutkan studi mereka. Hal ini terjadi karena kurangnya pemeriksaan menyeluruh terhadap kebutuhan peserta didik sebelum membuat kurikulum bahasa apa pun. Akibatnya, Analisis Kebutuhan harus dilihat sebagai fase pertama untuk memeriksa kesulitan bahasa akademik pelajar dan merancang silabus EAP yang memenuhi persyaratan bahasa akademik siswa baik dalam target dan situasi belajar.

Kata Kunci: *Analisis Kebutuhan; EAP; Keterampilan Bahasa Akademik; Kesulitan; Pendidikan Tinggi*

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INTRODUCTION

English for Academic Purposes (EAP) is introduced because many EFL/ESL students in higher learning institutions need to develop their English academic proficiency. Without mastery of academic language skills, students face difficulties while studying their disciplinary fields (Kustati et al., 2020). Wubalem (2013), for example, argued that mastering academic language skills is one of the most reliable approaches to achieving academic success and job advancement in the globalized world. Therefore, the focus of the University English language is based on developing the academic proficiency of learners for the fulfilment of study objectives.

In addition, English prepares the students for scientific communication, international exchanges, education, and independent work with English-language resources (Wubalem, 2013). Therefore, English is seen as an asset both for the learners and the teachers that should be mastered for education purposes (Suprayogi & Pranoto, 2020). This can be achieved by setting EAPs as a central element of the university English Language Teaching (ELT) curriculum through learners' needs analysis. However, according to Masyhud (2018), there are various issues with teaching and studying ESP/EAP since most learners believe that learning English has little to do with their academic subject of study.

Needs analysis (NA) plays a significant part in language education planning before anything else (Benesch, 2001; Berman & Cheng, 2001). English for Academic Purposes, therefore, follow NA procedures to design and tailor appropriate materials and approaches for EAP learners (Zand-Moghadam et al., 2018). As a result, ESP/EAP professionals determine what their students are likely to demand to listen, speak, read, and write. Furthermore, several researchers and authors have stressed the vital role of NA in syllabus design, particularly in EAP (Albassri, 2016; Chatsungnoen, 2015; Ji, 2021; Kustati et al., 2020). Consequently, needs analysts should frequently use a "present-to-target-situation" needs analysis to develop a clear picture of a specific group of learners (Gholaminejad, 2020).

According to Gholaminejad (2020), needs analysts should include issues of potential academic language skills and sub-skills that learners require while conducting a survey of needs analysis. This means that needs analysis investigation includes determining "what learners already know"(Dudley-Evans & St John., 1998, p. 124), "what tasks and activities learners are or will be using English for" (Dudley-Evans & St John, p. 125), and "what the learner needs to know to function effectively in the target situation" (Dudley-Evans & St John, p. 126). NA is an essential component of ESP/EAP because it allows practitioners and curriculum designers to evaluate the needs of students in a specific academic setting.

English is the medium of teaching in Ethiopia, from high school to colleges and universities. As a result, mastering the English language in such a context is critical for learners studying their disciplinary subjects via English textbooks and lectures (Biniam et al., 2015; Hyland, 2006). Under the harmonized curriculum, Ethiopian universities currently teach Communicative English Skills I & II to all freshmen before they enrolled in disciplinary courses. The Communicative English skills (I & II) course books, as prescribed by the course designers (professionals from various universities), emphasize that students enrolled in the Freshmen English (Communicative skills I & II) program must listen to lectures, read books,

take notes, speak (communicate in various situations), and write exams, projects, or assignments in English.

Numerous authors, particularly in EAP, have emphasized the importance of NA because it is frequently dealing with unique needs that must be identified precisely (e.g., Freddi, 2015; Thompson & Diani, 2015). It considers the unique contexts and academic cultures of various subject areas. A Needs Analysis focuses on the language and skills that must be taught. Additionally, it attempts to capture the target needs of students, what they need to be able to perform as a result of the course, their challenges (Target Situation Analysis) and deficiencies, their existing proficiencies (Present Situation Analysis) and aspirations, and what learners wish to learn (cf. Flowerdew and Peacock 2001; Hyland 2006; Flowerdew 2013, Freddi, 2015).

A small number of research on the academic language needs of undergraduate students have been conducted in the local context (e. g., Aklilu, 2015; T. Biniam, 2013; T. G. Biniam et al., 2015; Jha, 2013; Medihanit, 2010; Yenus, 2017). However, studies on TSA and PSAhave not provided enough information about undergraduate students' needs, wants, lacks, and views about their language challenges and future academic language needs. In particular, in Ethiopian higher education, the difficulties that students have in learning English are frequently overlooked or inadequately investigated based on learners' needs analysis. The researchers could further claim that the English courses appear to be offered solely to fulfil course requirements rather than to assist students in improving their English skills while studying discipline-specific subjects and performing scientific research.

Therefore, the current study examines potential areas of academic language skills difficulties that students encounter over their academic careers. The study, in particular, intends to address the following research question: "What academic language difficulties do first-year Ethiopian university students face while learning their academic courses in English?"

The study aims to address academic language skills that undergraduate students need by identifying their potential difficulties. Even though it is recommended that involving learners in NA process plays a key role (Hyland, 2006; Long, 2005), it is not easy to get comprehensive NA study of Ethiopian university students, particularly regarding learners' language difficulties. Therefore, the current study attempts to inform the importance of students' voices while designing EAP materials through exploring learners' academic language difficulties. More importantly, the primary aim of this research is twofold: first, to identify the major academic language skills perceived as problematic; second, to examine the sub-skills or language aspects that obstruct students' academic success in the university.

EAP Needs Analysis and Academic Language Skills

Ji (2021) asserts that conducting a needs analysis is critical for developing foreign language education policies. Language curricula that are designed using a needs analysis approach can effectively meet students' needs and desires while also facilitating the teaching and learning process. Thus, this section discusses the EAP needs analysis regarding the academic language skills (speaking, listening, reading, writing) and components (vocabulary and structure).

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Academic Listening Skills

The importance of academic listening comprehension has been highlighted in second (L2) or foreign language (FL) acquisition literature (Supeno, 2018). Thus, the primary goal of academic listening instruction at the university is to help students develop skills such as note-taking, lecture comprehension, listening to informational instructions, listening to presentations, and participating in and succeeding in academic or academic-related discourse (Goh, 2013). So, EAP students are required to have excellent note-taking and listening comprehension skills to grasp lectures and communicate with others in the university (Ibid).

Needs analysis studies on academic listening have been conducted in a variety of contexts, including Iran (Rahimirad & Moini, 2015; Zohoorian, 2015), and the United States (Zohoorian, 2015; Quintus et al., 2012). For instance, Rahimirad and Moini (2015) examined difficulty of listening to lectures in an EAP class with a group of Iranian learners. They discovered that EAP students encountered significant challenges to grasp lectures delivered in English. The findings also suggested the necessity of language teachers to devote sufficient attention to the strategic use of listening tasks in EAP classrooms to enable their students to extract content information from input.

Quintus et al. (2012) examined the 'Effect of the Cornell Note-Taking Method on Students' Performance in North Dakota State University'. They found that taking notes during listening is a challenging task but an essential skill during lectures in the college. Additionally, they noted that by teaching students a structured technique for taking notes, the problems associated with note-taking during lecture can be solved.

According to Ali (2011), among the main problems were difficulties in understanding and identifying the meaning of words while taking notes and listening to lectures; he also suggested the need to improve the quality of lecturing to enhance students' listening proficiency. Yurekli (2012) also conducted a study on 'Analysis of Curriculum Renewal in EAP context' in Turkey. She found listening incompetence due to vocabulary and accents has become the most weaknesses in linguistics and academic skills. Consequently, she suggested that attention should be given to help learners improve the basic comprehension problems they encounter in their studies. Therefore, it is more helpful to design an EAP curriculum based on students' academic language needs to attain their perceived and desired comprehension skills for their academic success (Goh, 2013).

Academic Speaking Skills

Academic speaking skills allow students to practice speaking tasks and activities in different situations while studying at the university. This means students should be engaged in these tasks and activities on both cognitive and affective level. However, many English learners struggle to express themselves orally; they frequently encounter difficulties when attempting to use a foreign language (English). Gan (2012) noted that one of the problems is shortage of terminology, which in many cases is the most significant obstacle to oral skills. For instance, learners may pause speaking when they are unable to discover the appropriate words and expressions. Additionally, students frequently have

communication difficulties while doing internships, apprenticeships, or actual career after graduation.

Research findings into academic speaking show that both learners and teachers face difficulties while dealing with oral communications. This is because speaking in academic and professional settings occurs both in formal and informal situations. Regarding to this, learners are expected to be confident and have knowledge of pertinent vocabulary and language functions to communicate in various situations.

Academic Reading Skills

According to Grabe (2009) and Syafi (2021), reading is the most critical skill required in intercultural settings, in academic learning, and in self-study circumstances. Similarly, academic reading skill is regarded as an essential skill for university students to acquire knowledge about their field of study in higher education. Widowati and Kurniasih (2018) state that through critical reading, the students can gather much information and evidence or data related to the topic given by the instructor.

Despite the fact that reading is generally seen as the easiest of the four language skills, research indicates that reading difficulties are indeed addressed in EAP/EFL situations (Chatsungnoen, 2015). According to the author, engineering students in Thailand have expressed difficulty comprehending their field related publications, office paperwork, project or lab reports, and manuals pertaining to engineering. Brooks (2015) further notes that the absence of a systematic examination of the nature of academic reading practices research is extremely problematic in higher education because knowing the source of students' reading difficulties is necessary for developing an appropriate instructional response.

Academic Writing Skills

Learners require academic writing skills to pursue a successful study career (Kao & Reynolds, 2017). According to Yelay (2017), the ability to write academic papers is commonly recognized as a hallmark of graduates from higher education; university students must be able to write clearly on academic and research-related issues. Student academic writing, according to Coffin et al. (2005), is at the heart of learning and instruction in higher education. Learners are evaluated mostly on the basis of their written work and must master both general academic standards and disciplinary writing requirements to thrive in higher education. Additionally, studies reveal that in EAP, considerable percentages of participants reported having writing needs for notes, essays, memos, e-mails, formal letters, and reporting and interpreting tables (e.g., Coffin et al., 2005; Yelay, 2017).

Furthermore, the areas in which participants felt a need for improvement were developing arguments, joining sentences and paragraphs, writing well-developed paragraphs, writing introductory and body paragraphs, and arranging ideas (Yelay, 2017). However, Yelay (2017) also stated that students studying English as a second (L2) or foreign language (FL) sometimes struggle to create academic papers of sufficient quality to satisfy university requirements. Academic language issues are not the only difficulties; students also lack familiarity with the

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academic writing conventions in English (Ibid). Moreover, reports on students' academic writing point out that the writing performance of adolescents is of great concern (e.g., Aisyah & Wicaksono, 2018) in higher education.

As a result, academic writing is perhaps the most problematic area in tertiary education. This is because writing activities range from writing short responses in examinations to producing essays, reports, dissertations, theses, and journal articles. Moreover, this area of EAP is especially significant for first-year students as they come from different backgrounds in many respects. As a result, academic writing is consistently regarded as the most challenging of the four academic language skills, as it requires complex mental processes such as analysis, synthesis, and evaluation. As a result, writing is frequently overlooked in favor of academic reading, speaking, and listening by both learners and EAP instructors, considering it as time-taking when writing and marking it (Kao & Reynolds, 2017).

Academic Vocabulary

Vocabulary is likely the most visible component of language item. In a variety of settings, shortage of word knowledge is considered as an impediment to student academic achievement (Nagy et al., 2012). For example, Alemu (1994) indicated that adequate vocabulary knowledge is indispensable to achieving communicative objectives in foreign language learning. Yopp et al. (2009) further confirmed that knowledge of vocabulary is a good indicator of academic achievement for several years. This may imply that vocabulary is a feature that demands further attention from course designers and curriculum architects, as it provides the foundation for all other skills. We consider both general academic terms (i.e., terminologies that are used across disciplines and that are more frequently used in academic language than in non-academic) and discipline-specific academic terms (e.g., terminologies that are typically unique to individual academic discipline).

However, academic vocabulary acquisition is frequently a considerable challenge for EFL learners in general, and university students in particular. Hyland (1997), Evans and Green (2007), and Ying Ho Ha and Hyland (2017) conducted extensive research and found that one of the most significant obstacles undergraduate learners in Hong Kong faced is the acquisition of professional vocabulary. Thus, academic vocabulary is crucial for EAP students since it enables them to develop subject competence. Nonetheless, EAP teachers typically face shortage of specialized knowledge essential to develop effective instructional materials for technical terminology and therefore feel uneasy in this area (Ying Ho Ha & Hyland, 2017)). On the other hand, comprehending technical vocabulary serves as a precursor to subject area of teaching and learning (Chung & Nation, 2004).

Academic Grammar

According to Chatsungnoen (2015) and Ouafa (2019), learners who do not learn grammar lessons appear to be incapable of expanding their language proficiency. Thus, grammatical knowledge is a fundamental aspect of English, particularly in universities where scientific communications prevail. Yurekli (2012) also underlined the inherent integration of Grammar and Academic Vocabulary into all skills. Notably, some grammar elements are commonly seen in scientific

discourses, and such rhetorical elements emerge on multiple levels in published papers (for example, in science or technology).

Haregewain (2008) examined the Impact of Communicative Grammar on Academic Writing Accuracy among Ethiopian students and found that students generated more efficient and correct writing when communicative grammar activities were used to improve writing skills. Similarly, Ouafa (2019) carried out a study on '*First Year Master Students of Computer Science Department in Algeria'*. He discovered that the in-house materials are likely to have a variety of structures with varying difficulty, as well as references to the past, present, or future tenses, and active and passive voices; he also concluded that to write effectively in academic settings, university students should be taught grammar structures such as present tense, past tense, and perfect tenses.

METHOD

The study employed a mixed-methods approach in order to elicit key insights and considerations on the difficulties learners encounter while studying at university or college. In addition, the researchers used a combination of quantitative and qualitative procedures. A mixed-method strategy is a design that integrates quantitative and qualitative approaches to extract comprehensive evidence and a thorough understanding of the research topics (Aisyah & Wicaksono, 2018; Creswell, 2003).

Participants and Sample Size

The study was carried out at Wachemo University, located in Southern Nations, Ethiopia, about 230 kms from the capital Addis Ababa. A total of 421 participants were involved in the research (72 samples participated in pilot study and 349 samples participated in main study). The subjects were first-year students in the College of Social Sciences and Humanities who studied Communicative English skills course during the first and second semesters of the academic year. The instructors were full-time EA teachers and major subject areas teachers from the same college in the university under study.

The sample size is critical for any inquiry in which the objective is to deduce information about the population from a sample. The sample size determination procedure is a method for determining the number of observations to include in the sample. Thus, in the current study, 324 student participants were systematically sampled from among 1106 of the total population. When this study was undertaken, the sample comprised nearly 30% of the student population enrolled in the academic year of 2021 in the Social Sciences and Humanities College. On the other hand, the study recruited a sample of forty-one teachers from same College (CSSH) using a complete enumeration technique. That means the teachers were included by the census technique, which allowed for the inclusion of all sample participants due to their small number for the questionnaire data.

Data Collection Instruments

Considering the complexity of needs assessment, Hutchinson and Waters (1987) suggest multidimensional techniques for Needs Analysis. Basturkmen (2010) and West (1994) also indicate that an essential step in NA is selecting an

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information-gathering instrument to determine the quality of the information to be gathered. Various investigators have also recommended some common techniques for Needs Analysis, although each technique has pros and cons. From the comparison of those techniques, it is indicated that questionnaires, interviews, and observations are the three most common ones. However, Astika (2015) emphasized the importance of questionnaires and interviews as two frequently used techniques for needs assessments. Therefore, structured questionnaires and semi-structured interviews were used to collect data from student and teacher samples.

Questionnaire

Questionnaires are commonly used in needs analysis. Questionnaires can be used with large numbers of study participants to obtain information that is easy to organize and analyze (Cohen et al., 2000 & 2007). The questionnaires had the items on academic English language skills and sub-skills difficulties that students encounter in their course in the university. Two types of questionnaires (i.e., one for freshman students and one for EAP and core course instructors) were prepared and used as data gathering instruments. The questionnaire had a similar format and purpose. The purpose of the questionnaire was to collect data on the learners' learning and target needs for EAP. The questionnaire were prepared based on previous empirical studies (Alfehaid, 2011; Alkutbi, 2018; Chatsungnoen, 2015; Jordan, 1998; Qotbah, 1990; Richards, 2001). The questionnaire had also been pilot-tested.

In this study, the questionnaire served as the primary data gathering technique for getting information. The information from the survey questionnaire would help the researchers determine students' language needs and the difficulties they face when learning academic English language skills, in particular, situation (e.g., learning situation). The questionnaire was divided into language skills and components to examine the students' academic language difficulties when studying their major courses.

Interview

Interview allows for optional follow-up questions that may vary from participant to participant. According to Grinnell and Unrau (2005), interview has the advantage of getting data in a natural setting to increase adaptability and enhance the ability to regulate the setting in which the interview takes place. When combined with the questionnaire, the interview provides a compelling argument for their utilization as contrasted to the survey questionnaire. Interview also increases potentials to explore and obtain additional information from the participants, which is beneficial.

Thus, in conjunction with the questionnaire, semi-structured interviews were used in this research to elicit additional data to complement the questionnaire. The researchers conducted semi-structured interviews to better understand the problematic areas of academic English language skills in the EAP program. Therefore, semi-structured interview questions were developed and provided to both student and teacher participants during the research process. Finally, the data from the interviews were qualitatively analyzed based on Miles et al. (2014) by using the representative quotes in the results and discussion section. Due to the

multilingual background of the student participants, English was used during the interview process.

Reliability Test

According to Dörnyei (2007), data collection tools should score not less than 0.60 to be considered reliable. Table 1 shows the instruments for the reliability test.

Table 1. Reliability Test

Instrument	Cronbach's alpha	Number of items reliability
Students' questionnaire	0.87	92
Instructors' questionnaire	0.83	92

Source: Survey data (2021)

As indicated in Table 1, the analysis revealed that the two instruments were reliable or internally consistent to measure the underlying construct.

Data Collection Procedures

There were 20 sections consisting of between 54 and 58 students in each section. The number of samples systematically selected in each section was between 18 and 19 students. The surveys were then distributed to the student participants, who were responsible for filling in the information. As far as data collection procedures of teacher respondents are concerned, informal and formal discussions were made during February 2021 academic year with department heads and instructors at their respective offices. The researchers negotiated with the sample teachers to participate in the research. In general, the respondents expressed their interest to participate in the study. The questionnaires were then distributed to all teachers, as census sampling had been used in the process. However, only 41 of the respondents completed the surveys and returned them to the researchers, either in person or through their department heads (a response rate of 64 %). And, the remaining 23 respondents did not return the survey questionnaire, which yielded a non-response rate of 36%. In general, from 421 total samples, 72 (53 freshman students and 19 instructors) participated in pilot study, whereas 349 samples (i.e., 308 freshman students and 41 EAP and subject/course instructors) took part in the main study.

Regarding the interview data, the questions were designed in conjunction with the questionnaire data (L. Richards, 2009) to ensure reliability and validity. Accordingly, before the interview, the researchers made talks with the study participants. Consequently, the interviewees agreed on the consent about their voices to be captured using a phone recorder device. The interview protocols were extensively discussed with the participants. For example, Flexi-schedules were implemented to leave space for the interview participants to talk freely on the phone, as there was no eye contact or gestures to give indications. Finally, the communications were held smoothly and carefully with the individuals.

Data Analysis Techniques

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Because the initial data processing stage comprises converting subjective data to numerical values via 'coding techniques,' data from the questionnaire were coded into SPSS 20.0 (Dornyei, 2007). As a consequence, statistical techniques such as percentages, mean, standard deviation, and sample size (n) were used to quantify academic English challenges faced by the EFL learners.

Concerning the spacing between the five points of the Likert scale, Nyutu et al. (2021) reveal that the five positions may or may not have an equal interval. Thus, while the space between "not difficult at all/not problematic at all" and "slightly difficult/somewhat problematic" is equal, the interval between "difficult/problematic" and "neutral/no idea" is not equal (*see Table 2*)

Table 2. Qualitative Interpretation of 5-Point Likert Scale Measurements

Scale	Likert-Scale Description	Likert scale interval
1	Not difficult at all/not problematic	1.00-1.80
2	Slightly difficult /somewhat problematic	1.81-2.60
3	Difficult/problematic	2.61- 3.40
4	Very difficult/very problematic	3.41- 4.20
5	Extremely difficult/extremely problematic	4.21-5.00

Source: Nyutu et al. (2021)

Descriptive statistics were calculated for the aggregate data for the primary analysis (frequencies, percentage, means, and standard deviation). Therefore, the aggregate mean values were interpreted as follows: the mean values of 3.41 and above show as 'for' (i.e., agree with the items), and the mean values below 2.61, show 'against' (i.e., disagree with the items). Finally, 2.61- 3.40 shows no idea or is labelled as neutral.

The coded data were interpreted by employing descriptive statistics to verify and summarize the individual responses to each questionnaire item. However, only measures of central tendency were employed in the results and discussions section. According to Dornyei (2007), the most consistently reported basic statistics are the mean (M), the standard deviation (St. D), and the sample size (n). The mean values represent information about the participants' scores. The standard deviation (St. D.) is an index of the average disparity among the scores to indicate the average distance of the scores from the mean. Furthermore, the participants' numbers (n) represent the total sample of the respondents who participate in the study.

Next, qualitative analysis was used to examine the interview data. To do this, the interview data were analyzed in three stages: preparation, analysis, and summary (Alfehaid, 2011). Then, the audio-recorded interviews were verbatim transcribed and transformed into shapes for ease of navigation. Unfinished sentences, phrases, expressions, and pauses were transcribed during the transcribing process. Following that, the interview data were evaluated to examine students' EAP needs and difficulties they encountered to corroborate the questionnaire results. Finally, representative quotes for the findings and discussion sections were chosen.

FINDINGS

This subsection summarizes the findings and discussions that were conducted to address the research topic: "What academic language skills and sub-skills difficulties do university students face while learning their academic courses?" The following section indicates the students' academic English language difficulties as rated by the respondents. Thus, the respondents were asked to rate the items from the extremely problematic (4) to not problematic (1) areas on a five-point Likert scale, and it is presented in Table 3.

Table 3. Academic language skills and components perceived as problematic areas

Items	Instructors			Students		
	Mean	SD	N	Mean	SD	N
Academic Listening skills	3.32	1.31	41	2.84	1.39	308
Academic Speaking skills	3.68	1.33	41	3.07	1.33	308
Academic Reading skills	2.85	1.40	41	2.64	1.42	308
Academic Writing skills	3.29	1.49	41	2.70	1.38	308
Academic Grammar	3.61	1.41	41	3.08	1.27	308
Academic Vocabulary	3.51	1.21	41	3.08	1.23	308
Pronunciation	3.71	1.31	41	3.12	1.27	308
Overall mean	3.42	1.35	41	2.93	1.33	308

Source: Survey data (2021)

In this study, to obtain data on how difficult the major academic English skills were, the respondents were given lists of EAP components to rank order from 'extremely problematic' (5) to 'not problematic' (1). As can be noticed from Table 4.1, the instructor and student respondents rated all of the items (academic language skills) as 'problematic'. However, the degree of difficulty varies from skill to skill. For instance, the respondents rated pronunciation as the most problematic area, with an overall mean score of (n= 41, M= 3.71 and n= 308, M= 3.12).

On the other hand, the findings revealed that both groups of respondents perceived speaking skills (n= 41, M= 3.68 and n= 308, M= 3.07) as a problematic area. Additionally, students' lack of confidence to speak English, their limited English background, and insufficient time allocation to speaking skills in class were identified as problems in the open-ended questions; getting little or no opportunity to communicate in English in real-life contexts and the inappropriateness of textbooks (modules) to students' speaking needs are also the most common problems.

Grammar and vocabulary were rated the third most difficult language aspects next to pronunciation and speaking skills. Poor listening comprehension and poor writing skills were also considered as problematic areas for learners' academic studies. The open-ended questions result also showed that listening is problematic for the learners because of their inability to concentrate on the central idea of the lecture, their unfamiliarity with listening skills in lower grades, and lack of vocabulary and pronunciation problems. In addition, the unconducive environment for teaching listening skills was also indicated as problematic.

In general, instructors' opinions of learners' English learning difficulties surpassed students' perceptions with overall means score of (n= 41, M= 3.42, and n= 398, M= 2.93) respectively. The stronger the mean score for 'pronunciation' (M=3.42) rated by the teachers, the weaker the mean score for 'reading skill' (M= 2.64) ranked by the student respondents. In addition, respondents were required to

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indicate their perceptions about each language's sub-skill difficulty levels. As a result, descriptive statistics on participant responses from both groups (instructors and students) are provided in the tables below to illustrate the problematic areas of each sub-skill. The findings are presented as mean values to illustrate the students' academic English language proficiency. The difficulty levels were 'extremely difficult' (4.20-5.00),'very difficult' (3.41-4.20), 'difficult' (2.61-3.40),'slightly difficult' (1.81-2.60), and 'not difficult at all (1.00 -1.80).

Table 4. Perceptions about the difficulty level of academic listening and speaking sub-components

	Instructors			Students		
Items	*Mean*	*SD*	*N*	*Mean*	*SD*	*N*
Listening to instructions	2.90	1.34	41	2.57	1.38	308
Listening to presentation during lectures	3.32	1.37	41	2.67	1.38	308
Listening to youtube and other English media	3.15	1.37	41	2.83	1.30	308
Overall average	**3.12**	**1.36**	**41**	**2.69**	**1.36**	**308**
Talking to audiences	3.37	1.45	41	2.88	1.23	308
Asking and answering questions during discussion	3.10	1.43	41	2.61	1.27	308
Introducing oneself and others in a variety of contexts	3.15	1.49	41	2.56	1.32	308
Giving presentations	3.49	1.43	41	2.73	1.31	308
Stating opinions or ideas during discussions	3.37	1.41	41	2.77	1.29	308
Speaking to foreigners	3.73	1.38	41	3.09	1.29	308
Pronunciation	3.71	1.52	41	2.88	1.32	308
Overall average	**3.42**	**1.44**	**41**	**2.79**	**1.29**	**308**

Source: Survey data (2021)

As revealed in Table 4, the participants expressed their perceptions of the sub-components difficulties students face when studying their courses. Even though the respondents have shown different estimates for the statements in each sub-skill/component, both respondents perceived that these sub-components are difficult areas for the student's learning. It means that student participants rated the sub-skills as 'difficult' with an overall mean score (M= 2.69 for listening sub-skills and M= 2.79 for speaking sub-skills), while the instructor respondents rated the sub-skills as 'difficult' (M= 3.12 for listening sub-skills and 'very difficult' (M= 3.42) for speaking sub-skills. The instructors' responses had a higher overall mean value than the students' responses to indicate the difficulty level of the sub-skills components. None of the respondents rated the sub-skills as 'not difficult at all,' except for a few respondents who rated the sub-skills as 'slightly difficult'.

According to the authors, the listening problem may refer to the difficulty of understanding the spoken language, and the language problems may imply difficulties of vocabulary, grammar, pronunciation, etc. Therefore, data obtained from both groups of respondents in the present research imply that the sub-skills/components are difficult for students' academic study and require further improvement.

In general, higher mean value (n= 41, M= 3.12 & n=308, M= 2.69 for academic listening and n=41, M= 3.42 & n=308, M= 2.79 for academic speaking sub-

skills/components) means the respondents reported that learners face challenges in learning their academic courses due to inadequate academic language capability. These academic language sub-skills/components (Table 4) were identified as problematic by both groups of participants.

Table 5. Perceptions about the difficulty level of academic reading and writing sub-skills/components

Items	Instructors			Students		
	Mean	*SD*	*N*	*Mean*	*SD*	*N*
Reading laboratory reports	3.17	1.43	41	2.68	1.37	308
Reading exercise/test questions	2.63	1.36	41	2.50	1.47	308
Reading textbooks	2.49	1.36	41	2.36	1.52	308
Reading academic journal articles/papers	3.07	1.46	41	2.44	1.40	308
Reading manuals and instructions	2.76	1.22	41	2.41	1.38	308
Searching the Internet English resources	2.46	1.14	41	2.40	1.38	308
Reading handouts	2.51	1.17	41	2.33	1.36	308
Reading signs, rules, and notices in a laboratory	2.80	1.35	41	2.52	1.36	308
Overall mean average	**2.74**	**1.31**	**41**	**2.46**	**1.41**	**308**
Writing research papers or articles	3.15	1.37	41	2.69	1.32	308
Writing research papers or articles	3.17	1.32	41	2.81	1.35	308
Writing examination answers	3.07	1.39	41	2.53	1.41	308
Writing notes from spoken or reading sources	2.95	1.45	41	2.65	1.36	308
Describing diagrams, tables and graphs through writing	3.27	1.34	41	2.65	1.25	308
Writing summary	3.20	1.47	41	2.80	1.30	308
Overall mean average	**3.24**	**41**	**41**	**2.69**	**1.38**	**308**

Source: Survey data (2021)

In Table 5, the data are presented in relation to the perceptions of participants about a variety of academic reading and writing sub-skills. A scale ranging from 5 ('very difficult') to 1 ('not difficult at all') was used to assess the level of difficulty that the participants perceived with various portions of academic reading. Despite the fact that mean values are distributed across a very limited range, it is clear that respondents consider the information processing at the micro/sub level to be comparably challenging as the information processing at the macro/major skills level. As a result, the participants' responses to these skills/components are summarized in Table 5 in the form of mean values (in descending order difficulty level).

Consequently, according to the mean values as regards to instructor respondents, 'Reading laboratory reports' (M= 3.17), 'Reading academic journal articles/ papers' (M= 3.07), 'Reading signs, rules, and notices in a lab.' (M= 2.80), 'Reading manuals and instructions' (M= 2.76) and 'Reading exercise/test questions' (M= 2.63) were ranked as 'difficult' tasks. On the other hand, 'Reading textbooks (M= 2.49), 'Reading handouts' (M= 2.51) and 'Searching internet English resources' (M=

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2.46) were ranked 'slightly difficult' tasks. Hence, as demonstrated in the Table 4.2, the mean values showed the instructor respondents perceived that most (five out of eight) of the items were considered 'difficult' skills for students' academic study.

Regarding the student responses, the areas that the respondents perceived 'slightly difficult' were 'Reading signs, rules, and notices in a laboratory' (M= 2.52), 'Reading exam/test questions' (M= 2.50), 'Reading academic journal articles/papers' (M= 2.44), 'Reading manuals and instructions' (M= 2.41), 'Searching internet for English resources' (M= 2.40), 'Reading textbooks' (M= 2.36), and 'Reading handouts' (M= 2.33). The only item rated as 'difficult' was 'Reading laboratory reports,' which received (M= 2.68) mean score. It might be because the respondents thought that reading skills might be easy to acquire when compared with other academic language skills. There is also a consensus among the items that were indicated approximately still close to overall mean scores between (M= 2.74 and M= 2.6) for instructors and students, respectively.

The mean values presented in Table 5 showed participants' agreement on students' difficulties concerning the academic writing sub-skills. The overall mean scores for the academic writing components were M= 3.24 & M= 2.69 for instructors and student respondents, respectively. In connection with specific writing components, 'describing diagrams, tables and graphs through writing' had 3.27, 'writing summary had 3.20, writing research papers or articles' had 3.17, 'writing laboratory reports or assignments' had 3.15, 'writing exam answers' had 3.0 7, 'writing notes from spoken or reading sources' had 2.95 mean value as rated by the instructors while the mean values of, 'writing research papers or articles', 'writing summary', 'laboratory reports or assignments', 'writing notes from spoken or reading sources', 'describing diagrams, tables and graphs through writing', and 'writing exam answers', were rated 2.81, 2.80, 2.69, 2.65, 2.65, and 2.53 respectively by the student respondents.

If we understand a mean of 2.60 or greater denotes a certain level of difficulty, participants generally agreed that students face major difficulties in academic writing sub-skills—with the exception of a sub-skill- writing exam answers (i.e., 2.53 mean value), where the mean value is less than 2.60 (i.e., Slightly difficult).

In Table 6, the findings show that both groups of sample respondents indicated that the three vocabulary items as 'difficult,' with an overall mean score of (M= 3.26 for instructors & M= 2.93 for students). In particular, 'vocabulary meaning guessing or contextual clues' had (n= 41, M= 3.29), 'the ways of learning new vocabularies' had (n= 41, M= 3.22), and 'technical terms/ teaching disciplinary/specific vocabulary' had (n= 41, M= 3.29), exhibiting higher mean scores than student responses. The instructors perceived the items as 'difficult' for students' academic study; thus, these aspects of vocabulary may require due attention in needs analysis situations. However, the student respondents rated the items: 'the ways of learning new vocabularies' had a mean score of (n= 308, M= 2.95), 'vocabulary meaning guessing or contextual clues' had a mean score of (n= 308, M= 2.93), followed by 'technical terms/ teaching disciplinary/specific vocabulary' which had a mean score of (n= 308, M= 2.92).

Table 6. Perceptions about the difficulty level of academic vocabulary and Grammar aspects

Items	Instructors			Students		
	Mean	*SD*	*N*	*Mean*	*SD*	*N*
Vocabulary meaning guessing or contextual clues	3.29	1.29	41	2.93	1.30	308
Ways of learning new vocabularies (e.g., collocations)	3.22	1.28	41	2.95	1.23	308
Technical terms or teaching disciplinary or specific vocabulary	3.29	1.37	41	2.92	1.25	308
Overall average	**3.26**	**1.31**	**41**	**2.93**	**1.26**	**308**
Using grammar in the context or situation	3.41	1.29	41	3.01	1.28	308
Grammatical structure for general communications e.g., tenses, aspects modality, etc.	3.29	1.29	41	2.92	1.34	308
Grammar structures common in scientific discourse include present participles, passives, and conditionals	3.32	1.39	41	3.08	1.37	308
Overall average	**3.34**	**1.32**	**41**	**3.00**	**1.29**	**308**

Source: Survey data (2021)

In the second section (Table 6), the selected grammar items were given to assess respondents' perceptions of these items. According to the table, both teacher and student respondents rated those grammar issues as 'difficult' for academic study, with mean scores of M= 3.34 and M= 3.00, respectively, indicating high mean scores. Moreover, 'Grammar structures frequently used in scientific discourse, such as present participles, actives, passives, and conditionals' (3.01), 'Grammar structures for communications, e.g., tenses, aspects modality' (3.29), and 'Grammar structures frequently used in scientific texts, e.g., present participles, actives, passives, and conditionals' (3.41), accounted for higher mean scores from the sample instructors.

On the other hand, the students rated the items as 'difficult' tasks, with smaller mean values than the sample instructors. For example, 'Grammar structures frequently used in scientific discourse, e.g., present participles, passives, conditionals' had a mean score of 3.08 and 'Using grammar in context' had a mean score of 3.01, followed by 'Grammar structures frequently used in scientific texts, e.g., present participles, passives, conditionals' had a mean score of 2.92. The difference between teachers' and students' views of the statements may occur due to their awareness of the difficulty levels of grammar teaching and learning. The teachers believe that the difficulties encountered due to grammar items negatively affect the learners' communication competence.

Student participants in this study also explained the difficulties they face in the university due to academic language skills. Participants stated that students encountered difficulties such as difficulty comprehending the lesson, an inability to communicate in English, and a restricted vocabulary. Additionally, participants agreed that a lack of proper practice impeded students' ability to improve their language skills. Difficulties related to motivation, lack of active participation, shortage of time to practice the language/skill, and the way exams are prepared among the challenges stated. Finally, the other participant also remarked

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on his inadequate grammar, vocabulary, and pronunciation of academic language skills. He stated that

> *...there are many problems. When I joined university... from high school...I faced difficulty to explain things..., here in the university also I faced difficulties when I learned communicative English such as vocabulary, grammar...pronunciation. Most of the listening and reading topics are not interesting and challenging for students to understand; the method of explaining and clarifying the lessons is not...*

The participant said that he had difficulties in different academic language skills and components when studying his courses. Only three hours a week are allocated to the communicative classes regarding the class time. It leaves little time for students to practice; so, they cannot get enough English input.

The current study establishes a link between students reported academic English language challenges and their academic achievement. As a result, it would appear that their EAP instruction should put an emphasis on oral abilities such as asking and responding questions, participating in debates, and delivering presentations. Academic writing skills need to include essay tests, assignments, field or project reports, and other forms of formal academic writing, all of which are acknowledged to be difficult by many of them. Grammar, vocabulary, and pronunciation are also critical components of academic studies at the university level.

DISCUSSION

In this section, the researchers elaborated the results to answer the research question. The findings, therefore, answered the research questions of the study. It includes the findings of Table 3 through Table 6.

First and foremost, Table 3 shows both groups of respondents thought that academic writing is a difficult activity due to learners' lack of grammatical standards and adequate vocabulary for academic writing. This is consistent with Al-Ta'ani (2018), who discovered that writing is the most difficult skill for EFL learners to master due to considerable vocabulary limitations. Similarly, Lumbangaol and Mazali (2020) also stated that someone who is unable to communicate orally would have difficulty to express their thoughts to others. Furthermore, Fatimah (2019), who conducted a qualitative study on students' research writing challenges, revealed that ESL/EFL students obviously require assistance from their instructors in completing research writing assignments; they need clear and explicit instructions on tasks to complete; and that individual guidance is crucial in lecture communication across the learning process.

Moreover, the data obtained from both groups of respondents confirmed that academic reading is one of the problematic areas for students learning, although it contained moderate mean scores compared with the other academic skills. The mean score of this was nearly average mean (i.e., n= 41, M= 2.85 & n=308, M= 2.64). This could indicate that respondents were enthusiastic about academic reading since reading is frequently seen as the least difficult of all the language skills (Chatsungnoen, 2015). For example, from the local point of view, Paulos's (2015) study indicated that a fourth of students looked at reading skills as important to some extent, but they gave less attention to it as they did not use what they knew

already before and after reading in the English classroom. His study also confirmed that very few students face difficulties using the reading task to develop their reading skills easily. On the other hand, a large number of university teachers are concerned with the question of why students are unable to read English texts relevant to their field of study.

On the other hand, the results indicated in Table 4 showed that academic listening sub-skills are less concerned for the participants than academic speaking sub-skills. When comparing academic listening sub-skills to academic speaking sub-skills, participants reported a certain level of comfort with the academic listening sub-skills assessed. In line with the findings of Evans and Green (2007), who discovered that Hong Kong students perceived themselves as relatively proficient in their capacity to understand lectures presented in English rather than in their ability to communicate in English.

The findings also revealed that academic reading sub-skills are among the challenging tasks in learners' course of study. However, the student respondents rated as 'slightly difficult' sub-skills. This finding accords with Sharndama et al.'s (2014) opinion. They noted that listening skill difficulty in EAP is a combination of listening and language problems. In the contrary, since instructors think that academic reading abilities are the most significant in the EAP class, most of them ranked the academic reading sub-skills/components as challenging for students to learn, which is in harmony with Chatsungnoen (2015) and Solikhah (2015) findings. The findings also lend support to the findings reported by Eroğlu (2005). According to the findings, most students have difficulty reading English texts for academic purposes, and they want to improve their comprehension and writing skills through EAP classes.

Likewise, the findings of Table 5 describe the respondents' perceptions of or experiences with Academic Writing sub-skills. Thus, academic writing is the most likely crucial language skill at higher education since grades are mainly decided by students' performance on written works, tests, and examinations (Elsaid Mohammed & Nur, 2018). Furthermore, a recent study revealed writing is the primary cause of difficulties for Hong Kong undergraduates (Bhatia, 2002; Mohammed & Nur, 2018). Consequently, the current research emphasizes the importance of academic writing skills and the difficulties learners' face with it in the university.

According to Table 6, the findings of data obtained from both groups of participants implied that students had difficulties in vocabulary, especially in learning the meanings and collocations. The instructors also confirmed that these difficulties could affect students' performance, particularly in their specific disciplines. According to Evans and Green (2007), vocabulary is not the only language resource that perceive problematic; grammatical resources are also deemed insufficient to meet the demands imposed on students when completing academic assignments at the university.

Also as reported by respondents, EFL learners face difficulty with grammar, and these difficulties are also evident in many EAP classes. For instance, Chatsungnoen (2015) discovered that Thai university students struggled with grammar, specifically relative clauses. Evans and Green (2007) also explored the linguistic difficulties of Cantonese-speaking students at a university in Hong Kong,

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China, that is predominantly English-medium. The results indicated a sizable proportion of students struggled to study their courses in English; this was mostly due to insufficient receptive and productive abilities, as well as a lack of vocabulary knowledge (Ibid). Additionally, this study corroborates Atai and Shoja (2011) who discovered that both EAP teachers and Iranian undergraduate students indicated learners' difficulties with reading comprehension, general vocabulary, technical terms, and grammar. As the findings indicated, even though most Ethiopian students have been learning English for about 12 or so years, academic language skills remain big challenges for them to meet their academic requirements (Anh, 2019).

CONCLUSION

The data suggest that many students would benefit from English for Academic Purposes (EAP) teaching following their admission to their studies program. Language difficulties can have particularly detrimental effect on learners' confidence, which in turn affects their attitudes and academic success. On the other hand, literature has also suggested that academic English proficiency requires learners to rely on different opportunities, understandings, and individual value judgments.

Thus, in the context of language learning, learners' needs can be studied from two distinct perspectives: target and learning needs. The learning needs is linked with learners' difficulties. For instance, one study asserts that present or learning needs are derived from affective and cognitive factors such as personal confidence and attitudes, expectations, and learning strategies. On the other hand, literature suggests that all accurate information about the learners, such as language difficulties, language proficiency, and use of language in real life situation, is used to collect data about target/objective needs. In contrast, all cognitive information about the learner, such as expectations, confidence, and attitude, are used to collect data on present/learning needs of the learners.

Accordingly, the findings suggest that the Social Sciences and Humanities students face much more academic language difficulties in their academic studies. As revealed in the discussion section, the participants generally perceived that it is difficult for students to communicate their ideas properly, precisely, and smoothly either through written or spoken language. In addition, data from the questionnaire survey and interview revealed academic grammar, vocabulary, and pronunciation are the main concern for students' academic study in university. The finding was in line with a previous research study which indicated that most ESL/EFL learners experienced significant difficulties in their university education due to academic language limitations.

The findings also indicate that students' problems with academic reading registered comparatively low mean. Furthermore, the participants' perceptions on vocabulary, grammar, and academic writing difficulties are consistent with the perceptions of tertiary students and teachers in previous studies.

Moreover, the current Communicative English course syllabus in Ethiopia partially achieves the goals and objectives set forth in the course description. Hence, a thorough needs analysis study should be carried out to improve EAP quality in ELT programs in Ethiopian higher education institutions. Finally, the way university

students try to overcome language difficulties is beyond the focus of this study but should be an area of further investigation.

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ENGLISH STUDY CLUB: HOW STUDENTS' MENTAL ATTRIBUTES REFLECT THEIR MOTIVATION

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ABSTRACT

This study focuses on investigating the main motivation of students in the English club and testing the level of motivation based on the aspects of learning motivation that have been developed by Worell and Stilwell. This study aims to reveal the difference in motivation between on-campus clubs and English clubs using quantitative descriptive methods on the subjects of students in the second semester to the final semester of the English Department. The data was collected through a questionnaire and analyzed using a non-parametric test, Mann-Whitney. This study indicates no significant difference between student learning motivation on campus and the English Club from the average of six aspects of learning motivation. However, the English club was superior in terms of feedback and goals as the primary motivation for students. From these results, it is known that the English club contributes well to the mental attributes of students in practicing English proficiency.

Keywords: *English as a Foreign Language; English Study Club; Learning Motivation*

ABSTRAK

Penelitian ini difokuskan pada investigasi motivasi utama mahasiswa pada klub Bahasa Inggris dan menguji level motivasinya berdasarkan aspek motivasi belajar yang telah dikembangkan oleh Worell and Stilwell. Penelitian ini bertujuan untuk melihat perbedaan motivasi antara klub di kampus dan klub Bahasa Inggris dengan menggunakan metode deskriptif kuantitatif pada subyek mahasiswa semester dua sampai semester akhir Jurusan Bahasa Inggris. Data penelitian ini dikumpulkan melalui angket yang dianalisis menggunakan uji non parametrik yaitu Mann-Whitney. Hasil penelitian menunjukkan bahwa tidak terdapat perbedaan yang signifikan antara motivasi belajar mahasiswa di kampus dan Klub Bahasa Inggris dari rerata enam aspek motivasi belajar. Namun, kelompok klub Bahasa Inggris ternyata lebih unggul pada aspek umpan balik dan tujuan daripada kelompok kampus. Kedua aspek inipun menjadi motivasi utama mahasiswa dalam belajar bahasa Inggris di Klub Bahasa Inggris. Dari hasil ini, diketahui bahwa klub bahasa inggris memberikan kontribusi yang baik pada atribut mental mahasiswa dalam melatih kecakapan bahasa Inggris.

Kata Kunci: *Bahasa Inggris sebagai Bahasa Asing; Klub Bahasa Inggris; Motivasi Belajar*

INTRODUCTION

In 2020, Education First (EF) released the results of an English learning index survey from 100 countries in the world. Unfortunately, the survey results show that Indonesia is ranked 74th out of 100 countries or is in a low category (EPI, 2020). It is undoubtedly a significant homework in the world of national education. It is undeniable that this condition is inseparable from the motivation to learn English in human resources in Indonesia.

Motivation is a tendency that mentally encourages someone to do something to achieve something (Legault, 2016). The factors behind the motivation itself support this. No wonder motivation can bring success to individuals or groups in various fields, such as economics, business, sports, and education. Several Educational studies have claimed that in the learning process, awareness of the value of motivation is vital for students to encourage the achievement of learning targets (Turabik & Baskan, 2015).

Motivation and learning are two things that influence each other (Uno, 2014). Learning is a state of behavior change that is relatively permanent and can occur due to strengthening exercises based on achieving specific goals called motivation. Learning motivation also refers to a value and desire to learn (Wlodkowski & Jaynes, 2004). Another opinion concludes that learning motivation is the overall driving force in students that creates, ensures continuity, and gives direction to learning activities to achieve the expected goals. Therefore, it can be concluded that learning motivation is a desire that motivates individuals to direct individual behavior towards learning activities so that learning objectives can be achieved. (Sudirman, 2011)

Learning motivation is generally divided into motivation from within or intrinsic motivation and extrinsic motivation (Turabik & Baskan, 2015). In the case of students or college students, intrinsic motivation is the motivation formed from a person's self-awareness that makes them feel interested and happy to learn; for example, a child learns English without any external coercion. At the same time, extrinsic motivation is the motivation that grows within a person because he wants to meet external factors such as parents, peers, and the environment (Legault, 2016). Another opinion suggests that learning motivation arises because of internal factors, namely the desire and desire to succeed and the encouragement of learning needs, hopes, and ideals. In addition, learning motivation comes from external sources, namely awards, a conducive learning environment, and exciting learning activities (Uno, 2014).

There are six aspects of learning motivation that have been developed by Worell and Stilwell, including responsibility, diligence, effort, feedback, time, and goals (Amanillah & Rosiana, 2017). The aspect of responsibility is the student's intuition to do the task without ignoring or leaving it; students who have low motivation will tend to be indifferent to their assignment; this also impacts the second aspect, namely being diligent. Diligent is when students can learn gradually and continuously for a reasonably long time, do not give up quickly, and have a very high concentration level. Then the effort aspect refers to the student's initiative to complete the tasks that have been given, study hard, and use the time for extra learning activities such as visiting the library (Amanillah & Rosiana, 2017).

In addition to the above aspects, there is also a feedback aspect: students are happy with constructive inputs in praise, suggestions, and criticism. Students who get feedback will feel that what they have done feels more meaningful and not in vain (Namaziandost et al., 2019). On the other hand, there is also the time aspect, where students will use the time to study and complete assignments as much as possible. The last aspect is goals, referring to the primary reasons why students want to master the lesson and what they want to achieve after learning the material, such as wanting to pass a test, be praised by parents, gain new knowledge or develop their existing potential (Galishnikova, 2014).

With the motivational aspects above, learners make efforts to achieve their target in learning English. In the last five years, many studies have revealed the positive impact of motivation on students' English skills in various contexts, such as informal education from elementary school to university level. Motivation positively impacts students' English performance at the elementary school level (Sumanti & Muljani, 2021). Even students majoring in English want to learn it because it is influenced by intrinsic and extrinsic factors (Nuraeni & Aisyah, 2020).

By joining an English club, the desire to learn English can be accommodated through informal education. An English club is a group created by several people who share the same interest and need for the English language. An English club focuses on practicing spoken language skills such as speaking and listening (Malu & Smedley, 2016). They also say that clubs like English clubs are gatherings of individuals who hold voluntary meetings on an informal and regular basis (Afia, 2006). In addition, the club is a less formal group experience that emphasizes exposure to English without a strict set of English skills rules.

English Club is essential as a place for extra learning. College students only have a few hours per week, which is enough to memorize vocabulary, grammar, and writing, but they have little time to practice speaking. Community-based English clubs are one way to close the gap (Malu & Smedley, 2016). The English club provides students with an English language environment for teachers and students to maintain their English language skills. They cover topics related to standards issues so that they can relate their previous knowledge to English. In addition, the explanation of the problem can also enrich the experience of members more broadly.

It is important to know that the English club has essential elements, namely the activity leader, members, and meeting place (Malu & Smedley, 2016). According to Malu and Smedley (2016), a leader is essential to creating a thriving English community. This individual does not necessarily have a good knowledge of English. The essentials for a leader are qualified leadership, collaboration, and strong interpersonal and organizational skills. The role of the leader is to recruit and invite as many members as possible to join and encourage them to do the same; establish membership, community rules, plan, organization, and lead activities. Next up are members. The criteria for becoming a club member are not very specific. They may be a student, student, lecturer, worker, housewife, or parent. The point is they must come regularly and consistently to meetings. The existence of members is vital to support the activities organized by the leader. Members should be open and friendly to everyone, respect and encourage each other. The last one is the place of

practicing. An English club needs space to hold meetings. Leaders or members can attend activities by utilizing public places such as parks, schools, and mosque grounds. In some cases, a member's house may be an option. In essence, this place can be accessed by all types of transportation so that the presence of members will be maximized.

English club is one of the determinants of student motivation (Alizadeh, 2016). English Club is a forum that facilitates students to build and increase motivation in practicing their English (Bage et al., 2021). Students from SMPN 1 Makale also feel that the English club activities help them build confidence through collaboration and communication in practicing their English (Rachel et al., 2020). In addition, the English club contributes to improving students' English skills (Elnadeef & Abdala, 2019).

However, this does not rule out the possibility of demotivation in learning. Low learning motivation is a condition where students do more work outside their learning activities or, in other words, avoid academic activities. Students with common learning motivation will quickly give up if given a challenge in doing assignments and immediately feel satisfied with their learning activities (Kenneth, 2016). Low learning motivation will impact the individual's learning process (Wright, 2012). For example, working on an individual task will be challenging to complete, even if avoiding working on and completing the assigned task. In addition to impacting the learning process, the low motivation of individuals also affects individual learning outcomes. The learning outcomes obtained with motivation are not optimal even though the individual can achieve maximum learning outcomes. It is also supported by research conducted by Reiss (2009) that low learning motivation will make individuals not driven to achieve the best results so that the learning outcomes will be lower (Reiss, 2009). Students who have low academic performance can be caused by a low level of motivation as well. Ironically again, this case happened to students who graduated from English education. The study results also show that this condition is due to external factors such as family and teachers (Mauliya et al., 2020).

The facts above still leave a big question mark regarding students' primary motivation in learning languages at the English club compared to on-campus and how the level of motivation is from the aspect of learning motivation. Related research is urgently needed to contribute to the development of psycholinguistic education. Psycholinguistic theories have helped a lot in the language learning process (Purba, 2018). It has become a reference in determining learning strategies and improving the quality of English that are much more effective and keep up with the times.

To respond to the problem above, the researcher will research the mental attributes of students studying in English clubs. Researchers will measure students' level of motivation on campus and in English clubs using the Likert scale as the most basic psychometric tool in social science research and education (Joshi, Kale, Chandel, & Pal, 2015). This study aims to investigate the primary motivation of students in English clubs and examine the level of motivation based on the aspects of learning motivation that have been developed by Worell and Stilwell so that this study can also see the difference in reason between motivation on campus and the English Club. Therefore, this study comes with the formulation

of the problem: "What is the main motivation for students to study at the English Club, and how high is the level of motivation compared to students on campus based on the aspect of learning motivation?".

For this research to make a new contribution to psycholinguistics, the study draws several considerations different from previous research. A similar study was conducted by Bage, Aderlaepe, and Agustina (2021), namely the similarity in comparative subjects, namely students who joined English learning clubs and those who did not. In addition, the data analysis method that researchers will use is also the same. That is using SPSS in the form of a Sample T-Test formula. On the other hand, the difference lies in the collection of data and the focus of the discussion. The above study collected data through oral tests to investigate students' speaking skills. At the same time, this research used a questionnaire to reveal student motivation that affects students' English performance.

Other related research was conducted by Ulfa and Bania (2019). The similarities are in the use of questionnaires to test student learning motivation. However, the difference lies in the objectives, questionnaire references, and research subjects. This study aims to determine students' motivation in a regular classroom setting. In this study, the researchers examined students who were and studied in English study clubs. Previous research also used a questionnaire based on intrinsic and extrinsic motivation, while this research was based on aspects of learning motivation. In addition, the subjects of the previous study were junior high school students, while this study was university students.

The research that is quite mainstream in education is appointed by Elnadeef and Abdala (2019) and Melviza et al. (2017). These studies have something in common in discussing how English language clubs strongly encourage students' motivation to practice their English (Speaking) or reveal the contribution of English study clubs to students' English practice. However, the difference lies in the research method, questionnaire development, and objectives. Previous studies used a qualitative descriptive method, while this study used a quantitative descriptive method. Furthermore, the study applied ten items adapted from Kasmalinda. Instead, the researcher designed 30 question items based on Worell and Stilwell's six aspects of learning motivation. In addition, these studies investigate motivation by analyzing students' perceptions, while this study uses a questionnaire to analyze students' motivation levels.

The final consideration is in Al Munawwarah's research (2018) on student learning motivation in learning English as a Foreign Language. The study explored the types of students' EFL learning motivation and identified the factors that motivate them in the learning process. This research is a descriptive study using a quantitative and qualitative design involving a class in one of the Vocational High Schools. Through closed questionnaires, open questionnaires, and interviews, data were collected, and data were drawn about the instrumental factors that play a significant role in the learning motivation of EFL students. It is in line with this research which analyzes the high motivation of students in the context of the English Studies club or the British community. The difference between the two is the purpose of using the instrument. This study aims to reveal the types and factors of

EFL learning motivation, while this study uses aspects of learning motivation to determine the level of student learning motivation.

METHOD

This study uses a quantitative descriptive method to investigate student learning motivation in English learning clubs and uncover the main aspects of their learning motivation. In addition, this method is used to test specific theories by examining the relationship between the variables to be measured. Generally, testing is done using instruments to obtain research data numbers and analyzed based on statistical procedures (Creswell, 2010).

Participant

In this study, the researcher determined participants through a non-probability sampling technique, quota sampling, where not all populations can be selected as samples (Basri, 2007). This study attracted 35 respondents who met the research qualifications, namely students actively studying on campus and participating in English language clubs off-campus from semesters 2 to 8. As a comparison, the researchers also attracted 35 students with the same qualifications but did not participate in club activities. English. Thus, this study's total participants or respondents were 70 active students from the English Department of Education, University of Muhammadiyah Makassar.

Instrument

The instrument in this study uses a questionnaire because of the large number of respondents. The scale used is the Likert scale. There are five options: "strongly agree" with a score of 4, "agree" with a score of 3, "neutral" with a score of 2, "disagree" with a score of 1, and "strongly disagree" with a score of 0. The Likert scale is a psychological measurement instrument used to reveal data about mental attributes. Disclosure is done by looking at the pros and cons, positive and negative attitudes, and agreeing and disagreeing with the attitude object (Azwar, 2007). The researcher developed thirty statement items on the learning motivation scale questionnaire covering six aspects of learning motivation with the details shown in Table 1.

Tabel 1. Blueprint instrument

No	Aspect	No. Item		Items Total
		Favorable	*unfavorable*	
1	Responsibility	1, 2, 3, 5	4	5
2	Diligence	6,7,8,9,24	25	6
3	Effort	10, 11, 12, 13, 14, 15,16		7
4	Feedback	17	18	2
5	Time	19, 20, 21, 22, 23		5
6	Aim	26, 27, 28, 29, 30		5
	Statements Total			30

Procedure

In the process of collecting and analyzing data, the researcher carried out several procedures: (1) The researcher validated the instrument to the expert and tested the validity and reliability test using SPSS, (2) The researcher gave a questionnaire on the learning motivation scale to respondent groups A and B, (3) The data analysis technique or statistical test used to test the research hypothesis is non-parametric statistical analysis. Due to the types of data in this study being two independent samples with insufficient normal data, the researchers used non-parametric Mann-Whitney analysis as an alternative comparative test (Wahana, 2011).

FINDINGS

From the results of the application of statistical tests in SPSS, it was found that the sample gave a normal contribution to Kolmogorov-Smirnov if the value of Sig. More than 0.05. The data for the campus group and the English club group were not normally distributed. In this study, comparative test researchers researched with non-parametric data analysis, namely Mann-Whitney U.

In the homogeneity test, the value of Sig. Based on the Mean for the learning motivation variable is 0.492. Because the Sig value is 0.492> 0.05, it is concluded that the variance of the learning motivation data for the campus group and the English club group is homogeneous or similar.

Refer to the findings of "descriptive statistics". There are 35 people or samples for each group. The average student motivation for the campus group is 90.57, while for the English club group, it is 91.17. Therefore, it can be concluded that there is a difference in the average learning motivation of students on campus and English clubs.

Based on the Mann-Whitney U test results, the U value is 575,500, and the W value is 1205,500. If the U and W values are converted to Z values, then the range is -.435. significant value or P-value is 0.664>0.05. H0 or hypothesis 0 will be accepted if the P-value is more than the critical limit of 0.05 or. Sig.> 0.05 and H1 will be accepted if the critical limit is below 0.05 or Sig. <0.05. Then the statistical results show that H0 is accepted and H1 is rejected. In conclusion, there is no significant difference between the motivation to study on campus and in the English club.

Campus Group

From all statements, students chose Strongly Agree (SA) 409 times or 38.95%, and students chose Strongly Disagree (SD) only 29 times or 2.76% as shown in Table 2.

Table 2. Results of motivation to study on campus

No	Aspect	Answer					Positive response
		SD	*D*	*N*	*A*	*SA*	
1	Responsibility	4.57 %	8 %	8 %	37.41%	41.71%	79.12%
2	Diligence	3.33%	10.95 %	12.85%	36.66%	36.19%	72.85%
3	Effort	1.22 %	9.38 %	8.97 %	46.12 %	34.28%	80.40%
4	Feedback	10 %	12.85 %	5.71	31.42	40 %	71.42%
5	Time	0.57 %	10.28 %	14.28 %	40.57 %	34.28 %	74.85%
6	Aim	2.28 %	6.85 %	12.57 %	28.57 %	49.71 %	78.28%

Responsibility

The table above shows students' learning motivation on campus based on the aspect of responsibility. Of the five statements, students chose strongly agree 73 times and agree 66 times, which means 79.42% of students' learning motivation rises from responsibility.

Diligence

The diligence aspect of students on campus shows good numbers. Of the six statements, students chose strongly agree 67 or 36.19% times and agree 77 or 36.66%. At the same time, 23 decided not to settle, and seven students tended to disagree, meaning that 72.85% of students' learning motivation rose from the diligent aspect.

Effort

Based on the business aspect, student learning motivation on campus has a reasonably high percentage. There are seven statements, and students chose strongly agree as much as 84 times or 34.28% and agree as much as 113 times or 46.12%. Twenty-two students' answers tended to be neutral, while 23 students chose to disagree and three strongly disagreed, which means that 88.57% of students' learning motivation comes from the business aspect.

Feedback

The feedback aspect contributes 62% to student learning motivation on campus. There are two statements, students chose strongly agree 28 times or 40% and agree 22 times or 31.42%. Four student answers are neutral, while nine students answered disagree, and seven voted strongly against the statements.

Time

Referring to the time aspect, student learning motivation on campus is 74.85%. Based on the five available statements, 60 students answered strongly agree, and 71 answered agree. Twenty-five answers are neutral, while 18 students' responses are disagreeing and one strongly disagreeing.

Aim

Table 2 above explains student learning motivation on campus based on objectives with five statements, students choose strongly agree 87 times or 49.71% and agree 50 times or 28.57%. Twenty-two students' answers were neutral, while 12 students answered they disagreed or 6.85% and 2.28% strongly opposed, which means 78.28% of students' learning motivation comes from goals.

English Club Group

After thirty-five students filled out the questionnaire, students chose Strongly Agree (SA) 449 times from all statements, or 42.76% answered the information positively. In contrast, they answered Strongly Disagree (SD) 46 times or 4.38%. Detailed findings are described in the following table.

Table 3. The results of the motivation to study at the English Club

No	Aspect	Answer					Positive response
		SD	D	N	A	SA	
1	Responsibility	8.57 %	6.28 %	6.28 %	30.85 %	48 %	78.85%
2	Diligence	5.71 %	7.61 %	15.71 %	30 %	40.95 %	70.95%
3	Effort	0.81 %	5.30 %	15.51 %	41.63 %	36.73 %	78.36%
4	Feedback	12.85 %	8.57 %	10 %	25.71 %	42.85 %	68.56%
5	Time	0.57 %	5.14 %	21.14 %	37.71 %	35. 42 %	73.13%
6	Aim	4 %	4 %	11.42 %	25.14 %	55.42 %	80.56%

Responsibility

The first point describes student learning motivation based on the aspect of responsibility. There are five statements; students strongly agree with 84 times or 48%, and 54 agree or 30.85%. A total of 11 votes stated neutral while 11 student answers said disagree or 6.28%, and 15 votes strongly disagree or 8.57%, which means 78.85% of student learning motivation comes from responsibility.

Diligence

The second point describes the students' learning motivation for diligently studying at the English learning club with six statements; students chose strongly agree 86 times or 40.95%, and 63 times to agree or 30%. A total of 33 votes stated neutral while 16 student answers disagreed or 7.61%, and 12 the majority strongly disagreed or 5.71%, which means 70.95% of student learning motivation arises from the diligent aspect.

Effort

Table 3 above describes students' learning motivation in the effort aspect of English learning clubs with seven statements; students chose strongly agree 90 times or 36.73% and 102 times agree or 41.63%. A total of 38 votes stated neutral while 13 students' answered to disagree and two votes strongly disagree or 0.81%, which means that the effort aspect affects 78.36% of students' learning motivation at the English club.

Feedback

Student learning motivation is based on the aspect of feedback. It consists of two statements. Students chose strongly agree 30 times or 42.85%, and 18 times agree or 25.71%. 10% of the total votes were neutral, while six students' answered to disagree, and nine voted strongly disagree, which means that the feedback aspect contributes to 68.54% of students' learning motivation in the English club.

Time

Of the five statements, the time aspect affects 73.14% of student learning motivation in the English club. Students chose strongly agree 62 times or 35.42%, and 66 times agree or 37.71%. 37 or 21.14% of the total

votes are neutral, while nine students answered disagree and one majority strongly disagree, which means that the time aspect affects 73.14% of students' learning motivation in English clubs.

Aim
The learning motivation of English club students in the aspect of objectives or aims consists of five statements. Students chose strongly agree 97 times or 55.14%, and 44 times agree or 25.14%. A total of 20 votes stated neutral, while 4% of student answers indicated that they disagreed and strongly disagreed or meant that the objective aspect affected 80.56% of students' learning motivation at the English club.

DISCUSSION
This discussion aims to review the findings in-depth to answer the previous problems.

Students on Campus VS English Club
Based on the findings, the researchers understand that the differences in student learning motivation in the campus environment and English clubs exist in all aspects. For the element of responsibility, the campus group is higher than the English club group by less than one percent (see Table 2). Furthermore, the diligence aspect shows that the campus group is almost two percent superior to the English club group. Then the time aspect also indicates that the English Club group is lower than the campus group even though the difference in numbers is not too significant or less than two percent. There are pretty surprising facts in the effort aspect, where the campus group got the highest score with a difference of around ten percent from the English club group. In short, the campus group appears to be superior in several aspects of learning motivation compared to the English club group.

However, the English Club group also has more contributions than the campus group. It is contained in two aspects, namely feedback and goals, where each element has an average difference of five percent. These two aspects indicate that students have a certain tendency towards English clubs.

Based on the results of the SPSS application, this research was carried out non-parametrically with the Mann-Whitney test. The results of this test showed that there was no significant difference between the two groups. So it can be said that both the campus and the English club have their respective roles in growing student motivation. Studying on campus certainly has its curriculum to support students' academic values, while the English club can be regarded as a forum for informal learning. Although its members do not get certificates that support educational administration, they can build relationships and language skills trained while studying. It is in line with the results of Efendi's research (2019), where the English club as an extra off-campus activity greatly enriches students' hard and soft skills (Efendi, 2019).

Student Learning Motivation on Campus
Based on the six aspects in Table 2, the researcher found that students were well-motivated on campus. The element of responsibility greatly influences

students' learning motivation. This influence is even more significant than the goal aspect.

The responsibility aspect refers to the attitudes of students in facing the challenges of learning on campus. The questionnaire results (see Table 2) show that almost all respondents admit that they always try to complete tasks independently. Meanwhile, they acknowledge that learning English on campus can increase their scientific insight in terms of goals.

From the results of descriptive statistics, the average student motivation on campus is relatively high. Therefore, students do not experience significant difficulties in motivation while studying English at university because the data shows that students are well motivated. This condition is quite reasonable, considering that the demands of students on campus have become an initial commitment before taking education. No wonder if meeting the target value becomes a big motivation in learning. Hi, this is the same as the results of previous studies that the biggest motivation of students in participating in learning on campus is to meet the passing grade (Anas & Aryani, 2014).

In addition to achieving the passing grade target, other external motivations that support the enthusiasm and quality of student learning are outside parties such as family, relatives, friends, and the environment. It is very much needed by today's students, who are classified as the millennial generation. It is in line with the results of related research that parental intervention in providing support to children can foster good learning motivation so that learning targets can be achieved optimally. The role of parents is often also called external motivational factors (Sumanti & Muljani, 2021). In addition, this millennial generation tends to make the family the center of consideration and decision-makers (Badan Pusat Statistik, 2018).

Main Aspects of Student Learning Motivation in the English Community

From the results of the data analysis of the six aspects of learning motivation in the English club above, the researcher concludes that the objective element gives the highest contribution to the student's motivation to learn in the English club. Then the second significant aspect is occupied by the effort aspect, which contributes quite well.

In terms of goals, students claim to study English at the English club to process international-based information and make it easier to operate up-to-date technology; those who train in English at the study club are also motivated to have the provisions for registering. Scholarships and study abroad. Apart from the in-depth statement above, most of them also admit that they are interested in English.

From the aspect of the effort itself, this is very integrated with the condition of the English club, where students feel happy to meet friends who are also learning English; while practicing, they do not feel awkward interacting with anyone using English. They also agree that they have used their free time to practice their English skills by interacting with anyone. The English club trains language skills and fosters tolerance, cooperation, and adaptability in new environments (Efendi, 2019).

Unfortunately, the feedback aspect is not prominent in the English club group even though the average is still above fifty percent (see Table 3). Almost half of the respondents objected and were annoyed if they had to be corrected when they made a mistake. This fact is quite surprising considering the aspects of effort and purpose

show that they are among those who are not afraid to make mistakes in learning. The researcher also assumes that the differences in student orientation in the English club are pretty varied. The English club is a non-formal education forum, so it is not surprising that the members prioritize fluency over language accuracy (accuracy). However, this does not rule out other reasons from students, so the researcher hopes that this point needs to be reviewed again in future research.

Apart from the inequality in the feedback aspect above, all aspects show that students' learning motivation in English clubs is relatively high with two dominant elements, namely goals and efforts. Furthermore, aspects of plans and actions contain instrumental statements, so these two factors include instrumental factors in motivation. The role of these two aspects is also in line with the results of previous research, which states that instrumental factors play a significant role in EFL students' learning motivation, which affects the high motivation of students in the English Study club or English community (Al-Munawwarah, 2018).

From the findings above, the researcher realizes that there are still limitations in generalizing the results of this study to similar cases. It is due to certain things in the implementation of this research. First, the subject of this research is still within the scope of English education students. Second, the participants' limitations in answering the questionnaire on aspects of learning motivation may not represent every respondent's condition. It is hoped that further research can take a much larger sample to produce more saturated data. And thirdly, this research was conducted in a brief period, namely three months, which could allow for an imbalance between students who have been joining the English study club for a long time and those who have just joined.

CONCLUSION

Based on the findings and discussion above, the researcher concludes from formulating the problem that there is no substantial difference between these two groups. Both groups gave an excellent contribution to motivation, although the difference was not significant. Of the six aspects of motivation, student effort in learning English on campus is higher than in the English club. However, students' primary motivation in the English club is goals and feedback. These two aspects make students in the English club superior to those on campus. It is essential to know that the English Club has its role in building the mental attributes of students in practicing their language skills.

In this research process, researchers have developed a student learning motivation questionnaire based on six aspects of learning motivation (responsibility, diligence, effort, feedback, time, and purpose). The development of this questionnaire has passed validation and reliability tests, so it is expected to contribute to other learning motivation studies in the future. The researcher also suggests that further research can investigate students' perceptions specifically about the role of English clubs in influencing their learning motivation and how these mental attributes impact students' language skills.

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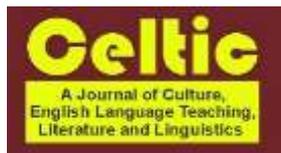
ASSERTIVE ILLOCUTIONARY ACTS ON INTERRUPTION BY JOE BIDEN IN THE 2020 FIRST PRESIDENTIAL DEBATE

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ABSTRACT

In a debate, interruption is a vital element because its utterance carries a distinct meaning. This study aims to demonstrate the presence of assertive illocutionary acts in Joe Biden's interruptions in the 2020 First Presidential Debate by identifying the type of interruption and assertive function contained within each interruption. This study utilizes the theory of assertive illocutionary acts by Searle and interruptions by Ferguson. The data were derived from Joe Biden's remarks in the 2020 First Presidential Debate. The results indicate that Joe Biden's interruption contains all functions of assertive illocutionary acts that aid in communicating the meaning of his utterances. The outcomes reveal that Joe Biden performed 21 interruptions, with the most parts being overlap interruptions (13 times), followed by simple interruptions (6 times), and the fewest being butting-in interruptions (2 times). In the interruption conducted by Joe Biden, assertive illocutionary speech acts were found with stating being the most dominant type (11 times), followed by claiming (5 times), complaining (2 times), reporting (1 time), explaining (1 time), and suggesting (1 time).

Keywords: *Assertive Illocutionary Acts; Interruption; Joe Biden; Pragmatics; Presidential Debate*

ABSTRAK

Dalam sebuah debat, interupsi merupakan elemen vital karena ucapannya membawa makna tersendiri. Penelitian ini bertujuan untuk menunjukkan adanya tindak ilokusi asertif dalam interupsi Joe Biden dalam Debat Presiden Pertama 2020 dengan mengidentifikasi jenis interupsi dan fungsi asertif yang terkandung dalam setiap interupsi. Penelitian ini menggunakan teori tindakan ilokusi asertif oleh Searle dan interupsi oleh Ferguson. Data tersebut didapat dari pernyataan Joe Biden dalam Debat Presiden Pertama 2020. Hasil penelitian menunjukkan bahwa interupsi Joe Biden mengandung semua fungsi tindak ilokusi asertif yang membantu dalam mengkomunikasikan makna ucapannya. Hasilnya menunjukkan bahwa Joe Biden melakukan 20 interupsi, dengan sebagian besar interupsi tumpang tindih (13 kali), diikuti oleh interupsi sederhana (6 kali), dan interupsi mengikut (2 kali). Pada interupsi yang dilakukan oleh Joe Biden, ditemukan tindak tutur ilokusi asertif dengan tipe dominan menyatakan (11 kali), mengklaim (5 kali), mengeluh (2 kali), melaporkan (1 kali), menjelaskan (1 kali), dan menyarankan (1 kali).

Kata Kunci: *Debat Presiden; Ilokusi Asertif; Interupsi; Joe Biden; Pragmatik; Tindak Tutur*

INTRODUCTION

The United States of America (USA) exerts major influence throughout the world, not just in economic, military, and foreign policy matters. A presidential election is also a critical event that the entire world should follow, especially when leadership is the approach by which an individual influences others to accomplish goals collectively (Osnos, 2020;Merrita, 2021). A political campaign is critical in an election because it informs the public about the candidates' ideologies (Suwandi & Thoriqussuud, 2021). In addition to Merrita (2021), the attitude and value of nationalism is an important scourge for a country's leader. The presidential debate is one in a series of campaigns in which presidential candidates present their self-image and attempt to elicit sympathy from potential voters. The United States (US) has become the focus of global attention, including determining presidential candidates, because the political policies of the President of the United States significantly impact numerous countries, allies, and adversaries (Sartika, 2021).

Born in Scranton, Pennsylvania, on November 20th, 1942 with the name Joseph Robinette Biden Jr., Joe Biden is the current president who won his election over Donald Trump in 2020 and was elected in January 2021. He was confidently known as the fifth youngest senator in history when he was elected back in 1972 (Osnos, 2020). After decades of dedicating himself to the laws, he finally pursued the presidential chair in 1988 as he ran for the Democratic presidential nomination (Allen & Parnes, 2021). He was then elected as Barack Obama's vice-president in 2008, doing an astonishing job by playing an active role in the administration (Krames, 2022). After two terms of working with Obama as the vice-president, he stayed in the public's eyes as one of the front-runners in the Democratic party primaries. Nominated as the Democratic party presidential nominee, he won in the 2020 presidential election over the former-then president, Donald Trump. Biden had notably managed to maintain the government aid to low-income communities, being somewhat ambitious on several points, such as the climate change legislation, affordable child care, and the expansion of the federal health insurance plans (Krames, 2022). Each utterance made by Joe Biden in response to a question during the presidential debate had a contextual and situational significance. During the presidential debate, candidates create sentences with the intent of eliciting future action. A context must be viewed in terms of the general state of the public. Context and circumstance contribute to a clear understanding of the utterances (Husain et al., 2020).

There is a widespread belief that debate is fraught with interruptions and that participants frequently "talk over one another," failing to listen to what the other is saying (Sidnell, 2010). The failure to listen and understand what the other person is saying may be due to the fact that people communicate in diverse manners depending on their beliefs, ethnicity, and gestures, all of which influence their language use and comprehension (Hidayah, 2021). The majority of interruptions are accepted as part of social interaction's natural give-and-take (Crystal, 2020). Zimmerman and West (1975) asserted that interruption demonstrates strength and dominance. This was also conveyed by Zhang (2010) that men are more likely to deprive other individuals of the right to speak by employing specific male dominance strategies. Interruption is an encroachment, a

trampling on another's right to the floor, an attempt to exert dominance, and to signal the lack of interest or support or the current speaker (Tannen, 1990; Zhang, 2010). Additionally, Tannen stated that interruption violates someone's right to speak (1990). Equally, Zhao (2011) stated the majority of interruptions are viewed as competitive since the interrupters are proactive to stop the other's speech and seize the floor. In addition, Yule (1996) stated that actions carried out through utterances are commonly referred to as speech acts. Levinson added that utterances are not merely a carrier of meaning but also, in a literal sense, perform or carry out actions (Levinson, 2016). According to Searle (1969), speaking or using a language entail engaging in speech acts, which include making statements, giving commands, asking questions, and making promises. Pérez-Hernández (2021) stated that people can and frequently do attempt to influence the behavior of others primarily through the use of language and the action can be encouraged by their interests (by advising or warning them), our own interest (by commanding, demanding, or begging them), or mutual benefit (by suggesting a typical course of action). The theory of speech acts takes a holistic video of utterances, capturing the speaker's intentions, the utterance's meaning, the speaker's attitude, and the actions elicited by the utterances.

As reported by Austin (1975), Speech Acts are classified as locutionary, illocutionary, or perlocutionary. A locutionary act is one that involves the production of an utterance. Illocutionary acts are the primary focus of any theory of speech acts, and they are identified explicitly through performatives. Meanwhile, the perlocutionary act refers to the impact or influence that a speech act has on the listener's feelings, thoughts, or actions. Searle (2002) asserts that there are five fundamental primitive forms of an illocutionary act, namely assertive, directive, commissive, expressive, and declaration. Only the assertive type of illocutionary act will be used for analysis purposes in this study. The assertive illocutionary act tell people the truth about how things are (Searle, 1979). It suits this study because politicians are expected to be able to provide statements, explanations, and assurances that they will do everything conceivable to improve the situation. A study conducted by Khodijah (2020) reveals that presidential candidates frequently used facts in their assertions to demonstrate their assertiveness. The assertive point or purpose is to commit the speaker (in varying degrees) to something being true, to the expressed proposition's truth (Searle, 1979). As stated by Searle (1979), assertive acts commit the speaker to the expressed propositional truth. The use of assertive has a truth value that binds the speaker to the veracity of the conveyed propositions (Pérez-Hernández, 2021; Putra et al., 2019). Several verbs that can be used to create assertive acts, are claim, state, complain, suggest, explain, and report.

Several researchers have critically examined the studies on interruptions and assertive illocutionary acts. Rohmah and Suwandi (2021) analyzed the interruptions made by Donald Trump and Hillary Clinton, concluding that Trump engaged in all types of interruptions to a much greater degree than any other candidate. Tymbay (2021) examined interruptions as a reflection of the speaker's identity in the presidential debate in a related study. In addition, Atusaadah and Idris (2021) conducted a study to determine the most frequent illocutionary acts

in President Joe Biden's speech. Furthermore, Nguyen studied on the persuasive characteristics of Clinton and Trump's assertive speech acts (2022). Although previous researchers have extensively discussed interruptions and illocutionary acts, studies on the type of assertiveness on interruption during the presidential debate have not been explored in detail yet.

In this regard, this present study examined how Joe Biden's interruptions during the 2020 First Presidential Debate employed the assertive illocutionary act. With the exception of the four studies mentioned and their findings, there has been only few study that discusses the various forms of assertiveness in interruption during the presidential debate. As such, the objective of this study is to characterize the various forms of assertiveness in interruption that emerge during the presidential debate. Congruent with the explanation provided, this study makes a significant contribution to the field of linguistics by providing new information and knowledge about assertive illocutionary acts especially in interruptions during a presidential debate for future readers and researchers. This study formula aims to answer two research questions, specifically (1) What are the types of interruptions performed by Joe Biden during the 2020 First Presidential Debate?, (2) How is the assertive illocutionary act used in Joe Biden's interruption during the 2020 First Presidential Debate? Based on the formulation of two research questions, the title of this study is Assertive Illocutionary Acts on Interruption by Joe Biden in the 2020 First Presidential Debate.

METHOD

This study is a descriptive qualitative study to determine Joe Biden's assertive illocutionary act in interruptions during the 2020 First Presidential Debate by identifying the types of interruption and assertive functions contained within each interruption (Creswell & Creswell, 2018). The data of this study are the utterances in the forms of words, phrases, or sentences that are taken from a video titled "First Trump-Biden presidential debate moderated by Fox News' Chris Wallace | FULL" which was extracted from the Fox Business YouTube channel. The transcript is downloaded from an online website, speakwrite.com.

The data for this study were gathered through the use of qualitative audiovisual and digital materials. In accordance with Litosseti (2010), there are five techniques for gathering data those are observation, interview, questionnaire, test, and the last one is documentation. This present study used documentation in the form of audio as a data collection technique to collect the data. In terms of instruments, the checklist for applying the theory serves as the instrument for eliciting responses to the research questions. The researcher also used the data to explain, provide data, and interpret the intent and purpose of the data being managed. For the research technique used in this study, note-taking and observation techniques in recording things were chosen to process the data.

The data analysis technique for this qualitative research consisted of five steps (Creswell & Creswell, 2018, pp. 268–270). First, preparing the video used as the data. This step consisted of downloading the transcription of the presidential debate and organizing the data according to the information sources. Second, reading all of the data while watching the presidential debate video. Third,

classifying the data by taking notes, highlighting, and labeling each utterance with the types of interruption and their assertive function by using the types of interruptions theory by Ferguson (1975) and assertive illocutionary acts theory by Searle (1979). Fourth, processing the data by applying the theories that have been prepared. Fifth, representing the data in a descriptive narrative way. This step includes describing the types of interruption done by Joe Biden and the assertive illocutionary act contained in the interruption.

FINDINGS

This part of the study presents a detailed description of the data analysis. In this section, the two research questions pertinent to this study are answered. The first research question concerns Joe Biden's interruption types during the 2020 First Presidential Debate.

Types of Interruption

The first research question concerns the type of interruption. As classified by Ferguson (1975), there are four types of interruption particularly simple interruption, butting-in interruption, overlap interruption, and silent interruption. Among 20 interruptions that can be found from Joe Biden's utterances, overlap interruptions are the most frequent 13 times. Followed by simple interruption four times and butting-in interruption two times. Only the silent interruption was not found during the debate. Further explanations and examples are shown in the description below.

Overlap Interruption

The occurrence of exchange of turns indicates overlap interruptions. There is a simulated speech present from both parties, and the first speaker can complete his utterances (Beattie, 1982). Joe Biden made 13 overlap interruptions during his utterance in the 2020 First Presidential Debate. The overlapping interruptions by Joe Biden primarily extended for more than a clause (3 words or more). Nevertheless, the first speaker completed the utterance, resulting in a buildup of utterances that are classified as overlapping. The example overlap interruption below shows Joe Biden interrupting Donald Trump's response to Chris Wallace about homicides in America.

(01) *Donald Trump*	: *"... But if he ever got to run this country, and they ran it the way he would want to run it, we would have* ***[our suburbs would be]*** *gone. By the way, our suburbs would be gone."*
(02) *Joe Biden*	: *"****[We would run it the way]*** *..."*

Source: Biden & Trump (2020)

Overlap interruption by Joe Biden contains incomplete sentences as shown in data (02) in response to what Donald Trump said about homicides. The overlap interruption can be seen in how Joe Biden managed to give Donald Trump a six-word interruption, and the overlap interruption did not prevent Donald Trump from completing his utterance.

Simple Interruption

Simple interruptions are indicated by the exchange of turns, the presence of simultaneous speech, and the incomplete utterance of the first speaker's turn (Beattie, 1982). In the debate, Joe Biden made 6 simple interruptions. This simple interruption is easily identified by the utterance of the first speaker, which is syntactically, semantically, phonologically, and sometimes intonationally incomplete (Ferguson, 1975). The example below shows Joe Biden interrupting Donald Trump's answer regarding the issue of vaccines that will be distributed to the public.

(03) *Donald Trump*	: *"… We have our military that delivers soldiers, and they can do 200,000 a day. They're going to be delivering the **[vaccine]** …"*
(04) *Joe Biden*	: *"**[This is the same man]** who told you by Easter, this'd be gone away. By the warm weather, it'd be gone, miraculous, like a miracle."*

Source: Biden & Trump (2020)

Joe Biden made a simple interruption, indicated by the first speaker, Donald Trump, not finishing his utterance as shown in data (03). Joe Biden's simple interruption (04) demonstrated that there was a rebuttal or argument that casts doubt on Trump's response regarding the vaccine provided.

Butting-in Interruption

Butting-in interruption happens in simultaneous speech present in which there was no exchange of turn (Beattie, 1982). Joe Biden made 2 butting-in interruptions in his utterance during the 2020 First Presidential Debate. The butting-in interruption by Joe Biden were dominated by incomplete vocal sounds and short utterances such as but, no, it is not, not true, oh, and yes. The example below is a part of the butting-in interruption that Joe Biden made when Trump answered Chris Wallace's question regarding the free-market approach and his de-regulation.

(05) *Donald Trump*	: *"… Also, they took over something that was down here. All you had to do was turn on the lights, and you picked up a lot, but they **[had the]** slowest economic recovery since 1929. …"*
(06) *Joe Biden*	: *"**[but-]**"*

Source: Biden & Trump (2020)

Butting-in interruption is a form of response that Joe Biden wanted to make. In this case, the butting-in interruption is indicated by the absence of an exchange of turns, similar to what Joe Biden did when interrupting Trump. Donald Trump did not give Joe Biden the floor to continue his interruption and continued his simultaneous speech in response to a question from Chris Wallace.

Assertive Illocutionary Acts

The second research question of this study deals with the assertive illocutionary acts contained in the interruptions from by Joe Biden. Based on what Searle (1979) explained, there are six verbs that can be used to create assertive acts, for instance claim, state, complain, suggest, explain, and report. Of the 21 interruptions that can be found in the utterance data by Joe Biden, the assertive

function of stating is the most dominant, appearing 11 times. In this study, these six assertive functions will be explained along with examples in the data presented below.

Stating

Stating is a function to express information in a specific and formal form. Status can be known through the process of predicate accomplishment, achievement, and activity (Crystal, 2008, p. 451). There were 11 times stating as an assertive function in Joe Biden's interruption. In the example below, it is a part of Joe Biden's interruption which contains an assertive function stating that Joe Biden's response to Donald Trump's utterance.

(07) *Donald Trump*	: *"Joe, you've had 308,000 military people dying because you couldn't provide them proper healthcare in the military. So,* ***[don't tell me about this]****."*
(08) *Joe Biden*	:*"****[I'm happy to talk about this]****"*

Source: Biden & Trump (2020)

In the part of the example shown, data (08) shows Joe Biden performing an overlap interruption with the indication that the first speaker, Donald Trump, successfully finished his utterance even though Joe Biden interrupted at the midpoint. In the overlap interruption, there is a stating function which is specified by Joe Biden responding that he is happy to talk about proper healthcare in the military.

Claiming

Claims can also be referred to as argumentative that express a claim to the truth made by the speaker or hearer. The claim in an argument is a logical belief that will help or support the speaker's argument (Leech, 1983, p. 224). A total of 5 claims can be found in the interruptions made by Joe Biden. In the example shown, Joe Biden clearly claimed a number of deaths, which he did during Donald Trump's speech.

(09) *Donald Trump*	: *"Well, you didn't do very well on the swine flu. H1N1, you were a disaster. Your own* ***[chief of staff said you were a disaster. A very far less lethal disease, by the way]****."*
(10) *Joe Biden*	: *"****[14,000 … 14,000 people died, not 200,000. There was no economic recession]****."*

Source: Biden & Trump (2020)

The example section above shows Joe Biden doing overlapped interruptions to Donald Trump, indicated by the fact that although Joe Biden interrupted Trump, Trump still finished his utterance. As for the overlap interruption performed by Joe Biden, there is an assertive function in the form of a claim shown in data (10) by highlighting the numerical fatalities.

Complaining

Complaining is an assertive function that shows dissatisfaction or annoyance. In Joe Biden's utterance, there were no verbs that indicate annoyance. The existence of complaining as an assertive function can be seen in Joe Biden's

intonation when pronouncing the utterance. Two complaints were found as assertive functions in the interruptions made by Joe Biden. Below is an example that shows Joe Biden complaining about Donald Trump's remarks.

(11) *Donald Trump*	: *"Look what happened in Oakland. Look what happened in Baltimore. Look what happened ... Frankly, it was more violent than what I'm even seeing [now]."*
(12) *Joe Biden*	: *"[Oh my lord]."*
(13) *Donald Trump*	: *"But the reason [is the Democrats that run these cities, don't] want to talk, like you, about law and order."*
(14) *Joe Biden*	: *"[This is ridiculous. Absolutely ridiculous]."*

Source: Biden & Trump (2020)

The form of complaining expressed by Joe Biden is contained in the category of overlap interruptions to Donald Trump. This can be seen from how Donald Trump managed to finish his speech even though Joe Biden made a complaint. Regarding the complaining in his interrupt, data (12) and (14) show that Joe Biden is annoyed and feels that Donald Trump's answer is a silly thing.

Suggesting

Suggesting is one of the assertive functions which presents something to consider. The indications of the suggesting function in Joe Biden's utterance are the forms will you, should, and can you. A total of 1 suggestion was found in the interruptions made by Joe Biden.

(15) *Donald Trump*	: *"Why wouldn't you answer that question? You want to put a lot of new [Supreme Court Justices]. Radical left."*
(16) *Joe Biden*	: *"[Will you shut up, man?]"*

Source: Biden & Trump (2020)

Joe Biden's utterance is in the form of overlap interruption which contains a suggesting function. Joe Biden in data (16) emphatically advised Donald Trump to stop answering and keep quiet. However, Donald Trump ignored Joe Biden's interruption and continued his utterance.

Reporting

Reporting has the meaning of reporting, informing, and notifying about a specific thing by a speaker. In the utterance spoken by Joe Biden, reporting indications can be found using the verbs inform, state, mention, and point out. There was one reporting function in the interruptions made by Joe Biden.

(17) *Donald Trump*	: *"Not [by much]."*
(18) *Joe Biden*	: *"[I beat him a whole hell of a lot]."*

Source: Biden & Trump (2020)

Reporting is one part of the assertive illocutionary act which shows the existence of information or things that have been done. In the data above, Joe Biden performeds a simple interruption which is marked by Donald Trump, who continues his answer after Joe Biden's interruption ends. A simple sentence in data (18) showing the reporting function in Joe Biden's interruption as part of notifying that Joe Biden had won against Bernie Sanders.

Explaining

One of the functions of assertive illocutionary acts found in Joe Biden's speech is explaining. Explaining is the act of expressing an idea, concern, or issue to the hearer in a more precise and comprehensive manner by describing or revealing pertinent facts and ideas.

(19) *Donald Trump*	: *"Socialized medicine …."*
(20) *Chris Wallace*	: *"**[Mr. President]** …."*
(21) *Joe Biden*	: *"**[Well, I tell]** you what. He is not for any help for people needing healthcare. **[Because –]**"*
(22) *Donald Trump*	: *"**[Who isn't? Bernie?]**"*
(23) *Joe Biden*	: *"Because he, in fact, already has cost 10 million people their healthcare that they had from their employers because of his recession, **[number one.]**"*
(24) *Donald Trump*	: *"**[Oh, oh, yeah. Yeah.]**"*
(25) *Joe Biden*	: *"Number two, there are 20 million people getting healthcare through Obamacare now that he wants to take it away. He won't ever look you in the eye and say that's what he wants to do, take it **[away.]**"*
(26) *Donald Trump*	: *"**[No]**, I want to give you better healthcare –"*

Source: Biden & Trump (2020)

In a presidential debate, telling information in detail as part of assertive functions is one of many crucial factors. This is due to the fact that explaining is the first step in illustrating to the public the extent to which a candidate can explain things, ranging from simple concepts to matters of general interest. In the data (21), (23), and (26), Joe Biden initially engaged in overlap interruptions in which he interrupted Chris Wallace when Wallace caught the attention of Donald Trump who is constantly talking. The context of Joe Biden's response was his belief that Donald Trump was not the right person to assist individuals in need of healthcare. Joe Biden provided two reasons why Donald Trump was not the right candidate during his interruption, first in (23) and the second in data (25).

DISCUSSION

This study answers two questions that have been explained in the findings section. Regarding the first research question concerning Joe Biden's interruptions during the 2020 First Presidential Debate, the findings firstly showed that Joe Biden performed three of the four types of interrupts proposed by Ferguson (1975). Overlap interruption is the most dominant type used by Joe Biden (13 times). The results of this analysis are different from the findings of Rohmah and Suwandi (2021). In the previous study, it was stated that the most common type of interruption was butting-in interruption. This difference in result was possibly due to the fact that people have different interruption styles as well as possible differences in understanding context. The same gender factor is another possibility that might lead to this difference, that men are more likely to interrupt women than they are to interrupt men (Miller & Sutherland, 2022). In accordance with Opina (2017), males utilize more interruption than females do, whereas the latter's utterances manifest verbal fillers, and the gender of the interlocutor indeed influences same-gender interaction. For instance, in data (21) to (26), Donald Trump and Joe Biden took turns uttering utterances that indicate the reluctance of

the interlocutor to take over their floor. In a case, when one speaker thinks that the information conveyed by another speaker is wrong or contradictory, then he will use an interruption by conveying an assertive that is considered correct. Apart from that, long pauses in the middle of a conversation often trigger interruptions, which allows someone to easily convey what they want to convey by repeating or changing previous information (Shalaby, 2006).

However, this study not only found the types of interruption but also the function of assertive illocutionary act. The results show that in the 21 interruptions made by Joe Biden, the assertive function that appeared the most is stating which is mostly in the form of imperative sentences. This is in line with an earlier study by Ashfira and Harjanto (2020) who also found that the assertive function was the most dominant in their study. In this study, for example data (04) and (08), stating becomes the most dominant function arises because it is used to express information in a specific and formal form. In proportion to Sofian (2021), the use of stating is to convey the messages of a political speech. This study proves that stating as an assertive illocutionary act is a function that works necessary to ensure the hearer could accept Joe Biden's interruption message. Data (04) displays Joe Biden's interruption related to Donald Trump, who said he would distribute vaccines to the public. Joe Biden's statement mentioned Donald Trump as the same person who said that COVID would be wiped out by Easter. Stating as an assertive function is an indicator that in his interrupting sentence, Joe Biden conveyed the message that Donald Trump was a liar.

Furthermore, the presence of an assertive illocutionary act on Joe Biden's interruption is part of how he expresses his ideas, information, opinions, and facts in his debate responses. Leech (1983) reveals that a claim is a verb with the proportion as belonging to or a claim that can support the speaker's position. In data (10), Joe Biden showed the existence of claiming function by stating the number of deaths. In which the proportion of these claims supported Joe Biden in presenting his argument. The form of a factual statement that mentions numerals is one form of t evidence in an argument that is acceptable to the hearer (Ericson et al., 2003, p. 24). The explanations made by Joe Biden as attached to the data (21), (23), and (25) are evidence that was conveyed his way of explaining information. In this case, the information related to the issue of Donald Trump being the wrong person to assist individuals in need of healthcare. The existence of evidence for the assertive function of explaining in Joe Biden's interruption is in line with what is stated by Atchison (2017, p. 83) that explaining can be crucial evidence for an intricate phenomenon that may have an impact in the future.

The outcomes of this study's data result are settled that Joe Biden interrupted as a component of his argument defense during the debate. While the interruption situation appeared only in glimpses during the entire debate, it has its own meaning within the realm of communicative interaction (Kyrychenko, 2017). In agreement with that, the function of assertive illocutionary acts aids the public in understanding what Joe Biden's interruption actually conveyed. The existence of an illocutionary act assertive function helps to classify the meaning of Joe Biden's interruption, which is able to support the hearer in addressing problems of understanding (Rahayu et al., 2018; Sacks et al., 1974).

CONCLUSION

This study examines Joe Biden's assertive illocutionary act on interruptions during the first presidential debate of 2020. It was discovered that Joe Biden uses three out of four types of interruptions, with overlap interruptions being the most common followed by simple interruptions, and butting-in interruptions being the least common. This fact demonstrates that Joe Biden has no qualms about using overlap interruptions to express what he believes to be true. Moreover, overlapping interruptions indicate that neither Joe Biden nor Donald Trump wishes to be interrupted while presenting their arguments. In Joe Biden's interruptions, all functions of the assertive illocutionary act were found. The distribution is in the form of stating, claiming, complaining, reporting, explaining, and suggesting. The findings and discussion show that Joe Biden was able to use the assertive function in his interruptions during the presidential debate. Joe Biden influenced potential voters by providing evidence and including his ideas and opinions in his argument. Assertive illocutionary act on interruption influenced people's decision to choose Joe Biden by showing his self-image during the presidential debate.

This study only focused on assertive illocutionary acts on interruptions done by Joe Biden in the 2020 First Presidential Debate. Therefore, in future studies should add other aspects of illocutionary acts in the presidential debate in order to know the significant function of each illocutionary act type in the presidential debate. It also suggested that Joe Biden's remarks and speeches should be discussed more using the assertive illocutionary act and interruption theory. Additionally, in future studies, the researcher could also add or combine different significant functions of each speech acts, including the locutionary acts and perlocutionary acts.

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SUBJECT INDEX

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When combined, Findings and Discussion sections should cover about 40-50% of the paper with balanced portion of both.

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The conclusion should be explained clearly. Suggestion placed after the conclusion contains recommendation based on the research done or inputs that can be used by potential beneficiaries or future research.

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Acknowledgment of supporting parties (i.e. sponsors), if any, should be written here. The acknowledgment must be written briefly and clearly, avoid hyperbole acknowledgment.

References

The main references are international journals and proceeding. All references should be to the most pertinent and up-to-date sources. The references mentioned should be the ones used in the paper. Citation and referencing must be written based on **APA style 7th Edition** which is organized by using referencing tools. CELTIC recommends using the latest version of Mendeley**(See Mendeley User Guidelines).**

III. Celtic Template

TITLE - CAMBRIA 14, BOLD, SPACING 1, NO MORE THAN 14 WORDS, ALL CAPITAL

Author 1 Full Name*, Author 2 Full Name
Author 1 affiliation (Department, Faculty), Country (Corresponding*)
Author 2 affiliation (Department, Faculty), Country (if different)
(*Contact Person: Preferably WhatsApp number; which will be deleted upon review process and publication*)

ABSTRACT

Abstract is approximately 100-200 words and written in single space. Make sure to include your research aims, methods, findings and implications of the study.

Keywords: *3—5 keywords; Cambria 10; italic; alphabetically arranged*

ABSTRAK

Provide a translation of abstract in Indonesian Language. (Overseas authors may opt to leave this blank and leave it to the journal manager)

Kata Kunci: *3—5 kata; cetak miring; disusun alfabetis*

INTRODUCTION

The manuscript should be between 5000 – 10.000 words, typed in MS Word .doc format, single-spaced, including references and appendices. Indent the first lines of all the paragraphs by 1 cm and do not leave a space between paragraphs. Use A4 paper, margins 3 cm, Cambria 12 font.

Present a comprehensive background of the study, followed by current and update literature review. ***Minimum 2 research papers from previous CELTIC journal publication must be cited either in this section or in Discussion Section.*** End this section by highlighting the **novelty of the study**, clearly stating the specific aims of the study, including the literature gap and the significance of the study.

METHOD
Subheading Level 1
   Subheading Level 2

   FINDINGS
   Subheading Level 1(Research Question #1)
   Subheading Level 2

   Subheading Level 1(Research Question #2)
   Subheading Level 2

Table 1. Table format

Table Head	Table Column Head		
	Table column subhead	*Subhead*	*Subhead*
copy	More table copy[a]		

[a.] Sample of a Table footnote. *(Table footnote)*
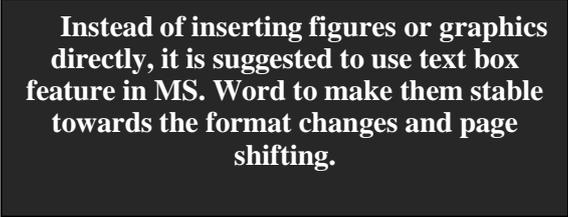
> **Instead of inserting figures or graphics directly, it is suggested to use text box feature in MS. Word to make them stable towards the format changes and page shifting.**

Figure 1. Example of image information

DISCUSSION
   Please refer to the Author Guideline in CELTIC website for the detail of the contents of each sections.

CONCLUSION
   This part provides the summary of results and discussion which refers to the research aims. Thus, the new principal ideas, which are essential part of the research findings, are developed.
   Conclusions should answer the objectives of the research. Tells how your work advances the field from the present state of knowledge. Without clear Conclusions, reviewers and readers will find it difficult to judge the work, and whether or not it merits publication in the journal. Do not repeat the Abstract, or just list experimental results. Provide a clear scientific justification for your work, and indicate possible applications and extensions. You should also suggest future experiments and/or point out those that are underway.
   The suggestions, which are arranged based on research discussed-findings, are also written in this part. These should be based on practical activities, new theoretical development, and/or advance research.

ACKNOWLEDGMENT

REFERENCES

Use APA Style 7th Edition for in-text citations (Author, year) and the reference list. If there are "direct quotes, then provide the page number" (Author, 2021, p. 24). If you are citing more than one reference, put them in alphabetical order (Alpha, 2020; Beta, 2021). **Secondary Citations are limited to two (2). Do not use footnotes. Every in-text citation must correspond to an entry in the reference list and vice-versa.** CELTIC strongly recommends using the latest version of **Mendeley** Referencing Manager. Minimum **30 references** are required with 80% taken from current (within 10 year) research papers (Journal), **and 50% from reliable research papers (e.g. Wos/Scopus indexed or Sinta 2 and above). Please also note to cite and quote relevant papers in the previous CELTIC publications available in the 'Archive' section of CELTIC Website** http://ejournal.umm.ac.id/index.php/celtic/index

REFERENCES (Examples)

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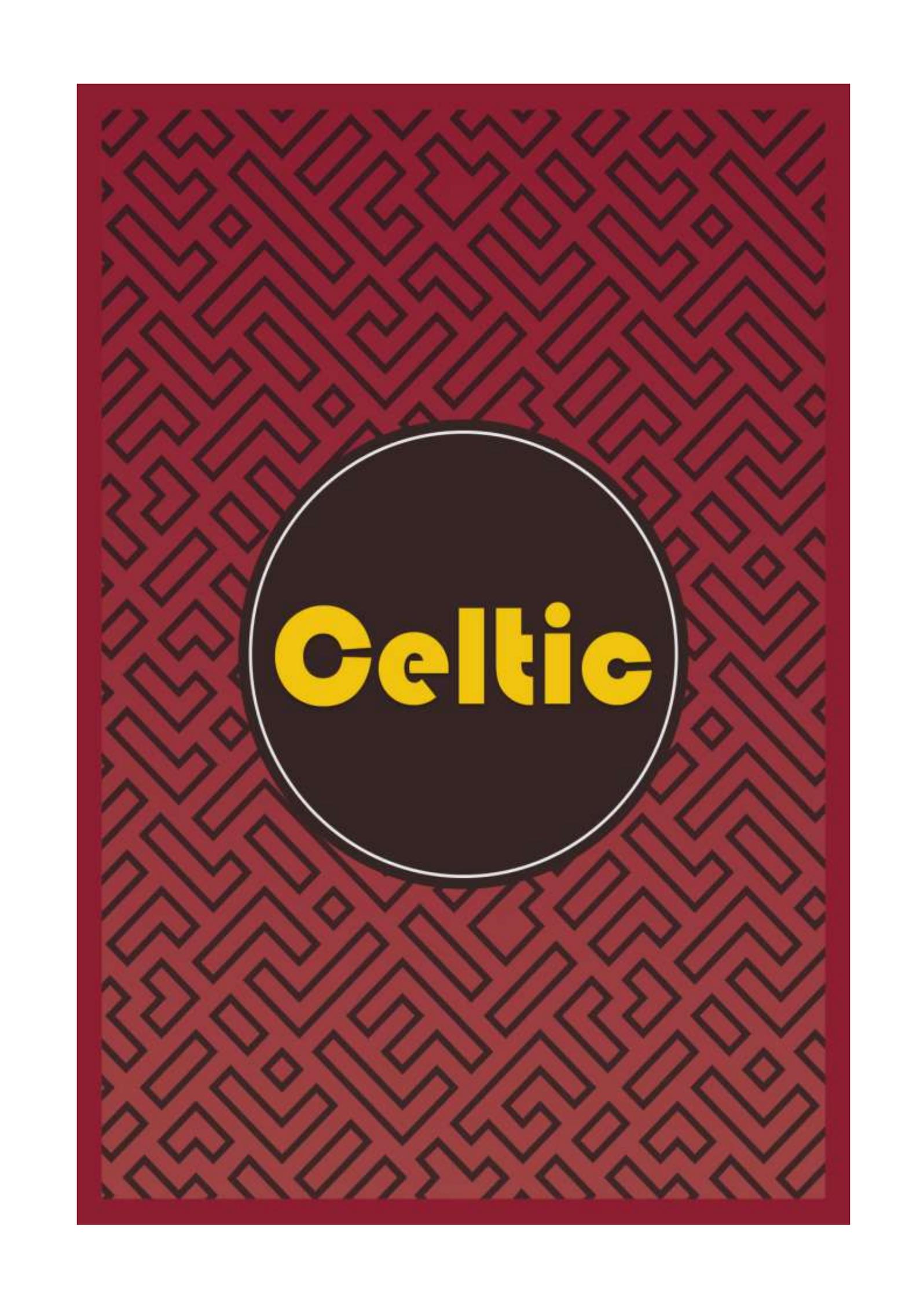
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APPENDIX

(If any)