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Editorial for MAJESTY Vol. 2 No. 2, 2020



Pengantar

Tujuh artikel yang diterbitkan dalam edisi ini mencerminkan penelitian tentang tren terkini dalam pembelajaran bahasa Inggris, yaitu Elsa speak application, penggunaan blended learning, Strategy of Directed Reading Thinking Activity (DRTA), overcoming the shock of foreign cultures, the Impact of English Movies, Distance Learning, serta masalah self-confidence dalam berbicara bahasa Inggris.

Ita Sarmita Samad dan rekannya Ismail menyelidiki kelayakan ELSA Speak Application di Universitas Muhammadiyah Enrekang dalam rangka meningkatkan keterampilan pronunciation mahasiswa. Dalam studi awal, mahasiswa Universitas Muhammadiyah Enrekang mengalami masalah dalam pengucapan bahasa Inggris. Hal ini disebabkan karena faktor dialek, infrastuktur dan budaya ditemukan sebagai tingkat sedang dan rendah. Sementara hambatan faktor pedagogis dan faktor pendukung juga ditemukan dengan tingkat rendah. Ismail menyarankan strategi yang berlaku secara umum seperti Extensive English Course, memantau pengajaran di lingkungan universitas dengan baik dan mengalokasikan anggaran yang sesuai. Ita Sarmita Samad juga menemukan bahwa ELSA Speak Application dapat meningkatkan keterampilan pengucapan mahasiswa. ELSA Speak telah diimplementasikan sebagai kehadiran non-fisik sehingga dapat digunakan dan dipraktekkan untuk melatih kemampuan berbahasa Inggris kapan dan dimana saja. ELSA Speak didukung oleh teknologi 'speech recognition' dan Artificial Intelligence, ELSA adalah aplikasi pengucapan Artificial Intelligence. Berlatih bersama ELSA secara rutin dapat membantu meningkatkan kemampuan bicara bahasa Inggris Anda. Oleh karena itu, Ita Sarmita Samad menyarankan penggunaan ELSA Speak secara bertahap dalam pembelajaran pronunciation untuk menginspirasi mahasiswa menuju pembelajaran mandiri. Hasil penelitian menunjukkan bahwa t-test 6,28 lebih tinggi dari t-tabel 1,699. Ini menunjukkan bahwa penggunaan aplikasi ELSA Speak efektif dalam meningkatkan keterampilan pengucapan siswa semester pertama Universitas Muhammadiyah Enrekang.

Makalah oleh **Musdalifah** yang mengeksplorasi *Blended learning Model untuk Pembelajaran Extensive dan Intensive Reading* didasarkan pada pengalaman bahwa keterampilan membaca merupakan keterampilan yang mendapatkan prioritas di Program Studi Pendidikan Bahasa Inggris. Penulis membahas bagaimana penerapan blended learning dalam kursus membaca ekstensif dan intensif yang mendalam dan bermakna. Hasil evaluasi menunjukkan bahwa optimalisasi blended Learning dalam pembelajaran extensive dan intensive reading mencapai kepuasan mahasiswa yang lebih baik.

Umiyati Jabri dan Nurmi Nadhira melaporkan potensi Directed Reading Thinking Activity (DRTA) sebagai strategi pembelajaran Reading. Studi ini dilakukan di sekolah dasar dengan berfokus pada hasil dan proses belajar siswa dengan model penelitian tindakan kelas. Temuan menunjukkan bahwa representasi DRTA pada siklus pertama berada pada kategori kurang (K), dan setelah tindakan siklus kedua dilakukan, terjadi

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peningkatan nilai siswa dan telah mencapai nilai yang ditentukan indikator. Kesimpulan tersebut mengungkapkan potensi DRTA dalam pembelajaran membaca dapat diaplikasikan untuk mendukung guru sebagai desainer dan memiliki nilai baik bagi para peneliti yang terlibat dalam pengembangan DRTA, maupun bagi para praktisi yang tertarik dalam menerapkan dan mempromosikan praktik-praktik DRTA.

Mustakim dan Umiyati Jabri dalam makalah mereka "Overcoming the Shock of Foreign Cultures through Cross-Cultural Understanding" membahas tentang masalah pemahaman lintas budaya di Universitas Muhammadiyah Enrekang. Para penulis mengungkapkan bahwa belajar di luar negeri sangat penting untuk "menafsirkan" perilaku, sikap, dan gaya komunikasi orang-orang dari berbagai budaya. Kadang-kadang menghambat seseorang untuk dapat menyelesaikan studi di luar negeri bukan karena kecerdasan yang terbatas tetapi karena kemampuan yang terbatas untuk memahami dan menerima budaya baru yang terkandung di negara tujuan untuk belajar. Penulis berharap makalah ini dapat memberikan sedikit inspirasi bagi calon penerima beasiswa asing untuk mempersiapkan diri sebaik mungkin termasuk faktor non-akademik.

Sam Hermansyah & Hasan menjembatani penggunaan English Movies terhadap generasi baru yang serius belajar bahasa Inggris khususnya meningkatkan kemampuan mendengarkan. English movies dirancang dan diimplementasikan untuk pembelajaran listening comprehension yang ditargetkan siswa dapat memiliki pengalaman belajar yang menarik dan semakin meningkatkan imersifitas siswa dalam proses pembelajaran. Dengan membangun kerangka teoritis untuk desain pendidikan, penulis meninjau pendekatan yang ada dan berpendapat bahwa English Movies menunjukkan kemampuan siswa untuk mendengarkan sangat meningkat setelah terapi. Dari skor mereka, dapat dilihat bahwa itu berubah dengan baik. Temuan yang dievaluasi dengan uji-t menunjukkan bahwa nilai uji-t lebih tinggi dari t-tabel ($7,98 > 2,093$). Film versi bahasa Inggris dapat disimpulkan untuk mengembangkan keterampilan mendengarkan siswa.

Musdalifah Ifah Rahman mempresentasikan studi tentang "Management of English Language Learning Process for Children and Adolescent through Distance Learning Program at Homeschooling". Dalam makalah ini Distance learning sebagai program pembelajaran yang dapat diaplikasikan pada homeschooling. Distance learning memiliki aspek psikologis social yang berkontribusi pada kemauan siswa untuk terlibat dalam berinteraksi dengan yang lain dengan konten online. Lembaga kursus dapat menentukan strategis yang terkoordinasi dan mengukur keterlibatan dan hasil pembelajaran siswa melalui distance learning. Hasil akhir dari penelitian ini menunjukkan bahwa siswa merencanakan kelas online, sumber belajar, teknologi informasi, dan mengembangkan kurikulum. Temuan studi terbaru menunjukkan bahwa persiapan online dikembangkan, sumber dipelajari, teknologi informasi dan desain kurikulum dikembangkan; siswa dapat memahami program online dan buku-buku lain melalui TI mereka; kerangka pembelajaran jarak jauh diperkenalkan oleh surat kabar dan kontrol orang tua sehari-hari; program dievaluasi.

Hasan, Muhammad Hanafi, Andi Sadapotto dari Universitas Muhammadiyah Sidenreng Rappang membahas tentang '*Correlation between EFL Learners Self-Confidence and Speaking Skill*'. Artikel ini menggambarkan partisipasi siswa dan self-confidence siswa dengan kemampuan berbicara siswa. Mereka mengumpulkan refleksi siswa tentang partisipasi mereka dalam studi mereka melalui kegiatan berbicara siswa sendiri selama satu semester. Statistik lengkap yang menyebabkan para penulis mengkonfirmasi bahwa ada hubungan yang signifikan antara kepercayaan diri siswa dan kemampuan berbicara siswa SMPN 9 Pinrang.

Secara kolektif makalah dalam edisi ini memberikan gambaran penelitian dalam domain yang luas dan tersebar luas dari pembelajaran bahasa Inggris. E-learning membuktikan dapat memberikan metode yang efektif untuk belajar di berbagai bidang konten yang berbeda. Makalah lainnya juga menunjukkan bahwa masih banyak masalah dalam pembelajaran bahasa Inggris, terutama berkenaan dengan bagaimana media pembelajaran diimplementasikan, didukung dan dirancang; dan bagaimana hasil pembelajaran dapat didukung oleh kesadaran akan dimensi pedagogis, daripada fokus tunggal pada teknologi. Editor memuji keragaman strategi penelitian, metode dan teknik dan keragaman perspektif para pemangku kepentingan dan berharap Anda menikmati membaca makalah ini.

Ismail

Editor

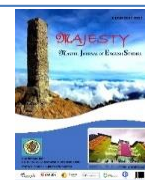
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ELSA Speak Application as a Supporting Media in Enhancing Students' Pronunciation Skill

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ABSTRACT

This research aimed at verifying the effectiveness of using ELSA Speak Application in enhancing students' pronunciation skills. It applied a quantitative method. It used a pre-experimental research design, in particular. The population was STKIP Muhammadiyah Enrekang's English study programme. The sample was the first semester students in the academic year 2018/ 2019. It was chosen through purposive sampling technique by considering that the sample took the pronunciation course at that time. The data were collected using the recording by pre-test and post-test. The results were statistically analysed. The result shows that the pre-test results display a value of 1.96, while the mean after test is 5.79 with a significance level of 0.05 at 29 degrees (29), the t-test 6.28 was higher than the t-table of 1.699. It indicated that the use of ELSA Speak application is effective in enhancing the pronunciation skill of the first semester students of STKIP Muhammadiyah Enrekang.

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Introduction

It comes as no surprise that the globalization process has given a big influence in many sectors of life. There is no doubt that it engenders cultural, political, economic, scientific, educational, technological, and information exchange (Mustakim, M., & Lateh, N., 2020). In the same time, the needs of translators or interpreters as a

mediator are also raised. Therefore, to avoid misunderstanding, the interpreter must have good pronunciation skills that can lead to the success of communication.

Unfortunately, pronunciation skill is still one of the major issues among foreign language learners (Fraser, H., 2006). Even, those who are studying in university still face difficulties. It is not a surprise as they will be influenced by

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their native language. For instance, Indonesia has many different dialects or accents based on their region. Then, most of the Indonesian students' pronunciation will be affected by their dialect and thus their foreign language will be sounded unnaturally.

Indeed, the students of STKIP Muhammadiyah Enrekang encounter the problem above as well. They generally come from Enrekang Regency and have various dialects. Therefore, most of them will be affected by their dialect when they are pronouncing words or sentences. Consequently, there must be an effective solution to solve this matter.

Regarding the world has been entering the industrial revolution 4.0 then the teaching media used in teaching and learning process should refer to 9 trends of 4.0 kinds of learning (Degest, 2019). One of them is that the teaching media is mostly digital-based and can be taken anywhere and anyplace. The process of learning must not only be taken in the class yet the students can access it outside via online educational application (Ismail, I., Elihami, E., & Mustakim, M., 2019). Thus, they can keep in touch with the learning process easily through the media wherever they are. It can be safely assumed that the students will enjoy that kind of learning since almost all of them are active internet users.

To sum up, the era 4.0 education should support the students to learn independently. The learning is shaped to student-centered. It allows the students to learn by their selves utilizing various sources of media. The teachers' role is as a facilitator to guide the students in their learning (Purnama, Y., et al. 2020). The process of teaching

and learning focuses instead on the teacher or the instructor.

ELSA Speak application is one of the media that can support era 4.0 education. ELSA stands for English Language Speech Assistant. It is an application for android that can be freely downloaded from *AppStore* or *Google play*. It is designed with various features to improve the learners' pronunciation with the American accent by exercising them with various practices to pronounce a word/ phrase/ sentence correctly. It is completed with a microphone icon that the learner can use it directly to practice to speak like the audio has been listened.

A previous related study examined the perception of students in their pronunciation class of the ELSA Speak application (Samad & Aminullah, 2018). The study concluded that the students feel that the software is appropriate for teaching and learning. This app also features 7 Best English Pronouncement Apps (2019), which help students talk English clearly, smoothly and confidently.

The researcher aims to investigate the use of ELSA Speak in improving student pronunciation skills based on its context. It aims at answering the research question which investigates whether or not the ELSA Speak app can improve the students' pronunciation skills.

This research is expected to have theoretical and practical significances. Theoretically, it gives valuable input for the teacher related to media used in the teaching and learning process. Besides, it is expected that the result of this research can support the 4.0 educational system. Practically, it is hoped that the students can enjoy learning through the ELSA Speak

application and thus it can improve their pronunciation skills. Besides, it is expected that students can learn independently. For the researcher, it is expected that this research can be a good way to enhance her professionalism in teaching as a lecturer.

Method

This research applied experimental research design. Specifically, it used pre-experimental design since the total class of the students who takes the pronunciation course is only one class and thus it was not possible to apply the quasi-experimental design. The

population is the English Education students of STKIP Muhammadiyah Enrekang in the academic year 2018/2019 and the sample is the first semester students of the program.

In this study, the instruments used were pre-test and post-test. It consisted of 35 items which 30 items of it is to test the students' word pronunciation. Meanwhile, the rest 5 items were used to test the students' sentence pronunciation. In terms of the word pronunciation test, the score given for each item was 1 and for the sentence pronunciation test, the score given for each item was 2. The table 1 illustrated the scoring system clearly.

Table 1. The Scoring System of the Test

No	Name of Test	Number of Tested Items	Score per Item	Maximum Score
1	Pronunciation test of words	/dʒ/=5	1	5
		/ʒ/=5	1	5
		/tʃ/=5	1	5
		/θ/=5	1	5
		/ʃ/=5	1	5
		/ð/=5	1	5
2	Pronunciation test of sentences	5	2	10
Total		35		40

Treatment was conducted after the pre-test. The students learned how to pronounce the six consonant sounds correct by using the ELSA Speak application. They had been asked to download this app through *AppStore* or play store on their own smartphone or gadget. The treatment was given for 8 meetings. Afterward, the post-test was given. Principally, it was no different from the pre-test previously in terms of its forms, items, difficulties, and scoring

system. Besides, the researchers utilized a video recorder during the test to facilitate them in analyzing the students' pronunciation.

The data collected was analyzed through some steps. The first, the researcher measured the students' individual scores by applying the formula suggested by Sutomo (1985:23) as follows:

$$\text{Individual Score} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 10$$

The second is the researcher calculated the mean score by applying the formula stated by Arikunto (2006:189) as follows:

$$M = \frac{\sum x}{N}$$

Where: M = Mean Score

$\sum x$ = The number of score

N = Number of students

The third is the researcher calculated the students' mean deviation by applying the following formula which is stated by Arikunto (2002:276).

$$Md = \frac{\sum d}{N}$$

Where: Md = Medium score between pre-test and post-test

$\sum d$ = Score deviation between pre-test and post-test

N = Number of students

The fourth is the researcher determined the sum of deviation

Table 2. The Students' Pre-Test Score

No.	Initial Names	Types of Test		Total Score	
		Words Pronunciation	Sentences Pronunciation	Raw Scores	Individual Scores
1	AFS	11	3	14	3.5
2	EMI	7	3	10	2.5
3	MY	1	0	1	0.25
4	MHD	6	5	11	2.75
5	MMF	11	5	16	4
6	NAT	3	2	5	1.25
7	NMJ	5	2	7	1.75
8	NHK	2	2	4	1
9	PRT	6	3	9	2.25
10	RHD	6	5	11	2.75
11	RTA	3	1	4	1
12	RSI	2	0	2	0.5
Total Score		63	31	94	23.5

squared based on the formula of Arikunto (2006: 308)

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

Where: $\sum x^2 d$ = The sum of deviation squared in each subject

$\sum d^2$ = Sum of squared deviation

N = Number of students

Finally, the researcher computed the t-test score as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Where: t = Significant score

Md = Medium score between pre-test and post-test

$\sum x^2 d$ = The sum of deviation squared in each subject

N = Number of students

1 = Constant Number

RESULTS AND DISCUSSIONS

The result of the students' pre-test is shown through the following table.

The highest score for pre-test students was 4 while the lowest score was 0.25 in Table 2. The researcher has calculated the data on the basis of the previously explained formula to obtain the mean score of the pre-test and the result is 1.96. It shows that the pronunciation skills of the student are extremely poor.

Once the students had been treated, the researcher then tested the students for advances in the pronunciation skills of the students. Furthermore, it is a way to determine whether or not the pronunciation skills can be improved by means of an application for ELSA Speak. The result of the post-test can be seen in the following table.

Table 3. The Students' Post-Test Score

No.	Initial Names	Types of Test		Total Score	
		Words Pronunciation	Sentences Pronunciation	Raw Scores	Individual Scores
1	AFS	25	5	30	7.25
2	EMI	14	5	19	4.75
3	MY	17	5	22	5.5
4	MHD	11	2	13	3.25
5	MMF	27	6	33	8.25
6	NAT	21	5	26	6.5
7	NMJ	9	4	13	3.25
8	NHK	19	5	24	6
9	PRT	24	5	29	7.25
10	RHD	11	2	13	3.25
11	RTA	23	5	28	7
12	RSI	23	6	29	7.25
Total Score		224	55	279	69.5

The highest score in post-test students is 8.25 while the lowest score is 3.25. Table 3 reveals. The researcher then calculated the average post-test score using the previously mentioned formula. The average score is considered to be 5.79.

Based on the above results, it is known that the pre-test for the students is 1,96, and the post-test score for the students is 5,79. It means that the average score for the pre-test is less than the average score for the post-test students. In other words, after

diagnosis, the performance of the students is increased.

The average pre- and post-test deviation score is 3.83 and the total deviation is 49.92. They are as follows calculated.

$$\begin{aligned}
 Md &= \frac{\sum d}{N} \\
 &= \frac{46}{12} \\
 &= 3.83
 \end{aligned}$$

$$\begin{aligned}
 \Sigma x^2d &= \Sigma d^2 - \frac{(\Sigma d)^2}{N} \\
 &= 226.25 - \frac{(46)^2}{12} \\
 &= 226.25 - \frac{2116}{12} \\
 &= 226.25 - 176.33 \\
 &= 49.92
 \end{aligned}$$

The calculation is continued to count on the t-test score. It aims at finding out whether the research hypothesis is accepted or rejected. The computation can be seen below.

$$\begin{aligned}
 t &= \frac{Md}{\sqrt{\frac{\Sigma x^2d}{N(N-1)}}} \\
 &= \frac{3.83}{\sqrt{\frac{49.92}{12(12-1)}}} \\
 &= \frac{3.83}{\sqrt{\frac{49.92}{12(11)}}} \\
 &= \frac{3.83}{\sqrt{\frac{49.92}{132}}} \\
 &= \frac{3.83}{\sqrt{0.38}} \\
 &= \frac{3.83}{0.61} \\
 &= 6.28
 \end{aligned}$$

The results show that t-counted is 6.28 with a value of 0.05 at 29 degrees of liberty (df), based on the analytics of the data. The t-count (6.28) indicates that the t-table was higher (1.699). Thus, it can be concluded that the research hypothesis was accepted. In other words, ELSA Speak Application is effective in enhancing the pronunciation skill of the first semester students of STKIP Muhammadiyah Enrekang.

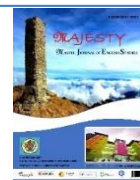
Conclusion

Finally, the researcher draws some conclusions which are based on the data analysis described previously. The first, ELSA Speak Application can enhance the students' pronunciation skills. It is proved by seeing the result of the post-test score (5.79) that is higher than the students' pre-test score (1.96). The second, ELSA Speak is an effective medium to be used in supporting the students in improving their pronunciation skills. Thus, this application is highly recommended for supporting the pronunciation class.

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The Optimization of Blended Learning in Extensive and Intensive Reading Course

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ABSTRACT

This study aimed to describe 1) the application of Blended Learning to extensive and intensive reading subjects, and 2) the student perception of the optimization of blended learning. The subject of this study was the students of the Department of English Education at the Muhammadiyah University of Enrekang. The data in this analysis were the behaviors of students and lecturers in the teaching and learning process and the students' understanding of the learning process in the classroom. The findings showed that (1) students and lecturers were regularly involved in live learning and online interaction, and (2) students had a good view of learning.

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Introduction

The development of information and communication technology has given influence in the world of education in Indonesia, especially in the learning process. One indication of this phenomenon is a shift in the learning process where interaction between educators and students is not only done through live relationships but also done

with communication media such as computers, the internet, and so on. The learning model that is increasingly prevalent today is blended learning, a learning model that incorporates live learning in the classroom with online learning.

Blended learning is a learning approach that incorporates the attributes of living learning and e-

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learning. In live learning, students can meet directly with educators (Ismail et al., 2020). Therefore, social interaction can still occur in the classroom where students do indeed need guidance in learning (Akkoyunlu and Soylu, 2019:45). Students can interact with educators and their friends so that students will directly get feedback from the learning outcomes. Meanwhile, online learning offers to learn all the time where learning can be accessed anytime and anywhere (Akkoyunlu and Soylu, 2020: 183). Hameed et al (2019: 3) also added that material in online learning can be accessed as often as possible if something is forgotten.

The implementation of the blended learning model in the learning process is therefore significant in terms of its benefits. The study of the implementation of blended learning performed by Rovai and Jordan (2019:9) proved to be effective in demonstrating that learning with blended learning creates a greater sense of togetherness than learning that uses only conventional models or only e-learning models. In addition, a study of the effects of learning using the blended learning model was also carried out by Sjukur (2020: 368). This research indicates that the introduction of blended learning improves the engagement and learning outcomes of the students.

Because of the effectiveness of learning using the blended learning model, the English Education Department at Muhammadiyah University of Enrekang try to implement this learning model during the COVID-19 pandemic. The lecturer of the English Education Department at Muhammadiyah University of Enrekang,

especially lecturers who teach extensive and intensive reading courses must use this blended learning model to deliver lectures by combining face-à-face and online methods with the hope that professional teachers will produce English.

This is the role of lecturers to provide effective and efficient learning to render qualified teachers for students in the Department of English Education at the Muhammadiyah Enrekang University. This is not merely for students to pass examinations or for study purposes, because they are prospective teachers whose one of their future assignments that is to make their students competent in four English language skills. Therefore, four language skills should be used in the learning process using the blended learning model: listening, speaking, reading and writing. Among four English language skills, reading skill gets more attention for English Education Department in Muhammadiyah University of Enrekang because reading skill in English education department is the most difficult skills to learn (Cabrerera & Bazo, 2019: 38-56).

Based on this phenomenon, an extensive, intensive lecture in order to enhance reading knowledge is added to the English Department of Muhammadiyah University Enrekang. Students receive several additional credits for extensive and intensive reading courses. By using the blended learning model, they must actively explore material that is transferred electronically by lecturers or through the internet or software applications. Nevertheless, no empirical research has been given to illustrate how mixed learning can be applied in learning and

how students interpret the application of Mixed Learning in comprehensive and intense lecture courses. This research aims, therefore, to explain (1) the application of blended learning in extensive and intensive reading courses; (2) the student's perceptions of how this learning model is to be applied.

Review of Related Literature

Blended Learning

As language educators, we must always use variations in teaching to enrich the learning environment for students. Blended learning as a model for learning which combines learning and e-learning from face to face, is one of the learning models that can facilitate the delivery of subject matter from educators to their students.

Brew (2019: 98) claims blended learning is an online and face-to-face learning method for a more effective learning experience. Through blended learning, teachers may use online learning tools to help their students become more involved and effective learners in face-to-face learning. Badawi, Brew (2018: 15) defines blended learning, in line with as a "flexible" approach that combines face-to-face learning and online study to share feedback and responses together, as well as individuals in four specific fields, namely learner feedback, learning strategies and alternate evaluation, both directly and indirectly (Ismail & Tini 2020). In other words, blended learning is a method that incorporates online self-study and face to face learning through the use of media and technology to make students more enjoyable and successful.

This learning model makes a positive contribution to learning if blended learning is well implemented. The saving of time is one of them. As McCarthy and Murphy (2018: 67) showed, students would be able to complete the learning activities in a short period by introducing a blended learning model. More thoroughly, Marsh (2019:4) describes multiple advantages of blended learning: to provide an individual learning experience, to provide improved guidance, to encourage and facilitate independent and collaborative learning, to increase the participation of students in learning, to adapt various types of learning, to provide a place for target language activities outside schools, and to minimize the number of learners. Owing to the benefits of blended learning, educators must use blended learning to increase the skills of students.

Extensive Reading

Extensive reading includes learners reading professional contexts and books, as well as developing general reading skills. A second-language approach to comprehension (Brenda, 2018: 79-100). If students read extensively, they read very simple, enjoyable, and fast reading books. This may also be said by the teachers, who read the vocabulary, the grammar and phrases instead of analyzing technical backgrounds and books (Beatrice, 2019: 37-45).

In other words, comprehensive reading involves learners reading long professional contexts or books and large volumes of texts intended to benefit from the general understanding (Elaine, 2018: 77-98). It means that students can choose their subject matter which they

feel they want to explore. In this case, students must also find sponsored articles on the subject, so that they can read more about the subject they have chosen.

Students are expected to have the ability to read the advanced form of finding the principal thought (Elihami & Ismail, 2017), location-specific information, the meaning of words or phrases in context, and to answer written questions in a variety of professional contexts types include. The program involved the kinds of professional contexts which can be illustrated the ability to read orally and in writing (Pejovic, 2019: 35-50).

An extensive reading course has four specific characteristics, and all of the characteristics of an extensive reading course namely: 1). The level of complexity of reading materials helps students to grasp what they are reading with little to no support, 2). Large volumes of read materials are read by readers, 3). Of what they read students always have a choice and 3). They may do activities after the students finish a book or other task, but these activities are intended to encourage learning and enjoyment and further reading. Careful steps are taken to avoid actions which could discourage readings (Mosbaic, 2018: 34-70).

There are some techniques to learn/study extensive reading activity which must be known and done by the students. Several strategies to prepare and practice thorough reading: preview, focus on the problems facing your principles and values, outline, summarize and assess an claim (Pejovic, 2019: 110-200). In other explanations, there are some roles of the teacher

which they can help to make success learning and teaching process for an extensive reading activity, and some roles of the teacher in extensive reading activity are presenting following: 1) 1) the student takes full responsibility for acquiring reading skills, 2) the student reads without using a dichotomous dictionary, and 3) the student usually choose his own content and works at his own pace.

Intensive Reading

Intensive reading is one of the skills that people need to learn in the English language. The author sends his idea via an author sign, and the reader then sees the idea from the printed pages (Hasan, H & Ismail, I.2020). Reading is a very complex learning and teacher operation, involving the eye and brain (Mickulecky, 2019: 1-20).

Reading text or part of reading content or document requires an intensive reading. Students must read a reading material or text for information or interpretation in this reading practice. This intensive reading practice is aimed at reading a short text. The search for specific information is an intensive reading activity. Essentially, for the sake of learning, the students read. The students must read a short text and then place the events chronologically or sequently during this intensive reading exercise (Pamela, 2018: 70-120).

Intensive readings can be carried out with a text skimming technique, which can be applied to exercise forms like True or False and summarizes holes for filling (Musdalifah, M., 2019). It is also possible to apply scanning technique by assembling random

paragraphs into sequences using the form of intensive Jumbled paragraphs to clarify the complexity of language structure and the growth of language awareness. This reading experience provides content for the development of greater skills in speaking and writing (Mossback, 2020: 34-67).

Intensive reading has some functions for students who study at university. All of the functions of intensive reading for students in the university such as 1) intensive reading can help the students to search simple information in the context, 2) intensive reading can help the students to find or identify, learn, and understand about the meaning of the words, sentences, and paragraph in the context. In another way, reading also can be used by students to identify the main ideas and supporting ideas of the context, 3) intensive reading can help the students to learn the content of the context, 4) intensive reading can help the students to integrate information of the context, and 5) intensive reading can be used by students to critique the content of the context (Peggy, 77-90).

Method

This research was a descriptive study using three instruments, namely observation and interview guidelines, and student perception questionnaire. The subjects in this study were comprehensive, intensive reading classes by lecturers, as well as by 26 English language learning students on the Enrekang South Sulawesi Muhammadiyah University campus, taking extensive and intensive reading courses. The data collected during this study were determined by the predetermined objects of research: (1) implementation of blended learning

through observation and interviews and (2) students' perceptions of learning through questionnaires. The data in this study that had been collected were then analyzed descriptively.

Results and Discussions

a. Application of Blended Learning

The implementation of blended learning in extensive and intensive reading courses was carried out beginning in the semester in the 2018/2019 academic year. The study load that must be taken by students in taking extensive reading courses was 3 SKS and intensive reading was 3 credits during the academic year. The convergence of traditional (facial) and online learning contributed to the introduction of blended learning in extensive and comprehensive lecture classes. The following details were provided for the implementation of Blended Learning in extensive listening courses:

1. Online Course

At this stage, the course activities conducted online. Students could attend online lectures by accessing reading material that came from applications based on Android or IOS, such as iBooks, and others. This material was adapted to the material to be studied in a face to face session. After reading material that came from applications based on Android and IOS, such as eBooks, etc. The lecturer asked students individually to make as detailed notes as possible about what they had read and the results were then discussed in groups.

In this online course, the lecturer also provided a discussion forum that involved the use of internet-based social

networking, specifically the WA Group. The WA group account, named 'PBI UM Enrekang', was used as a question and answer forum on these listening materials. Besides, this feature was also used to upload assignments given by lecturers online. However, when viewed on a Facebook account, the intensity of online discussions was still very low. This could be seen from a number of posts given by lecturers, only a few students responded to the post. This was caused by network connection limitations. In addition, the most basic obstacle is related to hardware ownership. There were still many students who did not have the hardware to support online discussions. They could only use the hardware when they were on a campus where 7 tablets were available for students to use. Although blended learning requires a variety of media, if facilities and resources are not funded, students may find it difficult to engage in online independent research.

2. Conventional (Face to face) Course

In this process, course activities were carried out in the English classroom and laboratory PBI UM-Enrekang. This lecture activity discussed the reading material they had read and learned at home. The lecturer started this course by throwing a few questions about the contents of the reading material and students giving feedback to each question. Then the lecturer presented the reading material again. After this process was complete, students discussed some important information that they found in the reading material. Furthermore, the lecture ends with students going to the front of the class to retell the reading material. In this activity, students look very enthusiastic about the learning

process. They were actively involved in class discussions.

b. Student Perceptions

Students responded positively to the implementation of blended learning. Recapitulation student responded to explore aspects that were presented in the table 1.

The table showed that students were able to accept the implementation of blended learning in extensive and extensive lecture courses. All students believed that the contact between students and between teachers and students improved through the integrated learning model. Students should not only discuss their computer equipment with one another in a classroom (Mega, I., 2020).

Table 1. Perceptions of Students on the Implementation of Blended Learning

NO	SEARCHED ASPECTS	CATEGORY
1	The intensity of interaction between students	Increase
2	The intensity of interaction between students and lecturers	Increase
3	The quality of interaction between students	Increase
4	The quality of interaction between students and lecturers	Increase
5	Student satisfaction towards learning	Satisfied
6	Workload	Is on or Moderate
7	Effectiveness, ease in understanding / achieving goals	Active

Thus, the learning process is not bound by place and time. In addition, increased interaction between students and lecturers occurs because lecturers not only interact with students in the classroom during learning, but students could also interact with lecturers through activities conducted by lecturers used digital devices, such as Skype, Facebook, and online lecture activities that other. This was in line with what was stated by Hameed et al (2019: 7-20). They revealed that the use of technology was very useful in supporting face-to-face learning activities where this allowed students to have more control over the time and place to interact with learning material. This feature of learning increased the intensity of interaction (Jabri, U., & Samad, I., 2019) in learning.

The increased contact between students and teachers followed by an improved level of interaction between students. By used the blended learning model, students discussed more the lecture material. Online activities were more used by students to talk about things related to lecture material. In addition, students could more easily access information from lecturers. Students could communicate directly with the lecturer if there were problems in learning through online tools. However, there were still students who reveal that the quality of interaction with lecturers decreased because they think teachers should describe the material they were learning fully in class.

Students also expressed pleasure in participating in learning with the blended learning model. They were confident in their understanding and satisfied with the learning that was

followed. Student satisfaction was generally expressed because this model makes it easy for students to understand the learning material. They are satisfied with the learning resources that could be accessed anytime and anywhere. They did not have to wait for the presence of teachers in the classroom to obtain learning material because they could interact with lecturers or students without being bound by time. In general, students are given a positive response to this learning model and expected that this learning model was also applied to other subjects. This was in line with the findings of Demirci (2019: 27) which revealed that blended learning in the form of online homework assignments received positive responses from students. Students stated that learning was effective in facilitating student learning and motivating students to learn.

Furthermore, in the extensive and intensive reading courses, students must be able to understand monologue writing discourse related to the function of English in daily life. Therefore, each student must actively read various written discourses of various goals and functions and read various types of English written discourses. In this case, students assumed the workload on this subject by using blended learning was moderate. Their opinions were determined by internet connection constraints. The workload would be light if an internet connection was available, and vice versa. In accordance with Syarif's description (2018: 238), the learning process will be more successful in a blended learning model as traditional learning is enabled by e-learning, which in this case lies within the IT infrastructure and can be carried

out anytime and anywhere. Thus, if learning using the Blended Learning model was not filled with supporting facilities, the implementation of this learning would not run smoothly.

Blended learning has also proved successful in learning, as a favorable environment has been developed based on the advantages of integrating face-to-face and online learning. The learning atmosphere in the classroom felt good for students. They were motivated to be able to understand the material they were learning online so they could take part in learning in the classroom with confidence. They could also interact intensively with each other discussing subject matter that they like online. This was in line with what was expressed by Vaughan (2019: 81) that if Blended Learning could be effectively implemented, the potential results that could be obtained was an educational climate that was conducive to active student learning. In other words, it could be concluded that the learning process used blended learning was successfully implemented well in the extensive and intensive reading courses at PBI UM-Enrekang, Enrekang Regency, South Sulawesi.

Conclusions

Intensive and intensive reading classes, blended learning is carried out in two ways, i.e. online lectures and face to face lectures. Students must access read material from Android or IOS related applications such as iBooks, etc. In online lectures. Instead students and lecturers teach in person by talking about reading materials that they saw, heard and read at home. Students view this learning pattern in a constructive way. The strength and quality of student

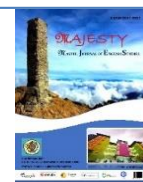
interaction, and of teacher interactions, are growing. Students are also able to know using this model. The workload that must be done by students is moderate. Therefore, the blended learning model is effectively applied to extensive and intensive reading courses.

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Enhancing Student Reading Skill through Strategy of Directed Reading Thinking Activity (DRTA)

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ABSTRACT

This research examines the effect of the DRTA strategy as an effort in enhancing the students' reading comprehension skills in class V SD 41 Enrekang. A research methodology is a quantitative method for classroom action research. This review focuses on student learning outcomes and processes. The study was conducted at Enrekang 41 Elementary School, Enrekang, with the subject of the fifth-grade students of Enrekang 41 Elementary School, Enrekang, consists of 21 students. The CAR is carried out in four stages: planning, implementing actions, observing, and reflecting. From the implementation obtained data collected by learning outcomes tests. Then the data is analyzed and processed quantitatively. The results of the study showed that Directed Reading Thinking Activity (DRTA) in the first cycle is in the less category (K), and after the second cycle action is carried out, there is an improvement in students' scores and has reached the specified indicators. From the result, the researcher concludes that the students' reading comprehension skills in Indonesian subjects in class V SD 41 Enrekang, Enrekang Regency has an improvement after applying of the strategy of Directed Reading Thinking Activity (DRTA).



Introduction

Reading skill is highly important for everyone especially for students. That is because almost all daily activities always involve the reading skill, starting from reading traffic signs to reading books and newspapers for daily use. Because of the importance of reading skills in daily life, therefore it is very important to prepare students from an early age with reading skills because reading is the main asset in the learning process. According to Cunha (2006). The most important time in which parents engage in cognitive skills (reading skills) is early in the lives of their children (Ismail, I., Elihami, E., & Mustakim, M., 2019).

Through reading learning, students are expected to provide appropriate responses to information that has been read (Musdalifah, 2020). In addition, reading can also be the key to gain knowledge (Ismail, 2019). And with these keys students will be able to explore various sciences and take benefits of what they have read to optimize the learning goals. Moreover, reading will inspire them to read their own books and improve their cognitive know-how (Canoy et al., 2006).

Reading comprehension is one of the subjects that must be mastered in Indonesian subjects from grade IV to grade VI Elementary School. For this reason, this research was chosen as an effort to enhance the students' low reading comprehension ability in grade V elementary school, and also as a reference for educators, especially teachers to adjust the reading material given to students.

The low student learning outcomes are caused by two factors namely, teacher factors and student factors. From the teacher factor that is, learning is still carried out in a conventional way where students are given reading assignments at school or home. The task was to answer questions about the contents of the reading (Hasan, H., & Ismail, I., 2020). The process of students reading is not the main goal (Elihami, E., & Ismail, I., 2017). The goal is students work on assignments and exercises according to the teacher's wishes.

The results of pra-observations at the school can be concluded S follow (1) learning to read using less innovative strategies; (2) students' reading activities are limited to assignments and exercises; (3) the lack of interest in reading students makes low levels of student understanding of the content of the reading only if students are allowed to reopen the reading; (4) the low capability of the students in using their own language (Ismail, 2019) to understand and convey the content of the reading material that they have read (5) the lack of functioning of the school library as a means of reading for students; (6) there is no literacy program at the school.

Because this condition of Enrekang 41 Public Elementary Schools needs to be immediately improved. One of the solutions to face this problem is an alternative reading learning application with different models, techniques, approaches, and strategies. Furthermore, the alternative applications that are chosen should cover the overall level of student understanding, both in the

understanding and conveying the content of the reading material in orally and writing.

In order to decrease the negative effect on students' inability to understand and communicate the material content, we need a solution directed towards the phase of understanding. The Direct Reading Think Activity (DRTA) strategy is an alternative solution to the problem used to improve comprehension reading skills. For this reason, the researchers want to implement the DRTA strategy, in order to improve the students' poor learning skills.

Stauffer describes in Mehdi the DRTA as follows: "Stauffer in 1969 created the Guided Reading Learning Practice (DRTA). The DRTA is a strategy that leads students to question a predicted text and to read it to confirm or refute its predictions. Indeed, DRTA allows teachers to guide students through anticipation, projection, and subsequent confirmation and modification of their ideas by thinking as good readers do in history. DRTA is primarily used for fiction, but for nonfiction it can be used effectively as well.

The key point of the Direct Reading Thinking Activity (DRTA) strategy is the existence of an active process, the occurrence of problem-solving activities, and the reader uses prior knowledge to understand the reading. This strategy focuses on students' involvement with the text because students predict and prove it when reading. Initially, students are invited to make predictions about what is in the text through pictorial media

that can encourage children to think about the message in the text. Then in making predictions, students use their initial knowledge about the topic and knowledge about the arrangement of the text. Each child's prediction will be different because students think according to the students' own mindset, and the teacher must accept all predictions put forward by students. Furthermore, after predicting the picture before the students are given reading material. This explanation is central to this DRTA Technique, which will promote students' comprehension of the quality of reading through their use in learning.

The teacher introduces reading, by conveying some of the readings material, according to Abidin (2012) in the DRTD strategy as follows. (2) The students anticipate reading and read it. If students are not yet able to make predictions, the teacher will ask students. Efforts have been made to make a lot of predictions so that there will be groups that agree and groups that disagree. 3) Students read a speech in silence to check the predictions they made. At this point, teachers must consider the meaning of reading, be able to concentrate on student reading actions and make it difficult for students, by presenting word examples, to understand the meaning of words, without specifically referencing the meaning of the word. 4) Test predictions, students at this stage, are required to check the predictions that have been made. When students' forecasts are false, students must show where the discrepancy is and be able to give a new photograph of the actual speech content. 5) Training of basic skills. The students complete this stage

to develop their thought skills. Some of the activities students perform are to re-test the past, retell the plot, sketches, schemes or read concept cartes and create a traveling map of a character (a trip that displays a character 's presence at a variety of events).

Directed Reading Thinking Activity (DRTA) has numerous reasons which give many advantages in learning to read and teach. The key benefits of this DRTA will help create essential reading skills and strategies that enable students to become successful readers. The researchers thought that it was appropriate to conduct classroom action research entitled "Implementing the Strategy of Directed Thinking Activities (DRTA) for improving student reading ability in Class V in Class 41 Enrekang Regency" based on these descriptions.

Methodology

This work will follow the main research project of the four-stage Classroom Action Research (CAR), which involves the planning, execution, evaluation and reflection of action. According to Sagor, it is mainly because it helps "the actor" to enhance and/or refine his actions "(Sagor, 2000). This work will take place roughly two years. They are the first and second cycles, and each cycle has a close relationship to a series of activities. Where second cycle implementation was continued and the first cycle was repaired.

Data collection techniques used in this study is using the test. Researchers used to test techniques to measure students' reading skills. According to Kusumah and Dwitagamaa (2010: 78-79), a test is a set of stimuli given to

someone with the intention to obtain answers as a determination of score scores. Tests are carried out to determine student learning outcomes. Learning outcomes intended cognitive learning outcomes in the form of numbers. Tests in this study in the form of short answer questions about reading comprehension and description questions in summarizing the contents of the reading. Data collected in the form of learning outcomes using minimal completeness criteria (KKM) of Indonesian subjects. In this study, the test technique is used to measure improvement in reading skills as student learning outcomes through the Directed Reading Thinking Activity (DRTA) strategy. This test is implemented in the learning cycle I and cycle II.

Result

a. Cycle I

In the first-cycle learning process, which took place on Wednesday, 20 March 2019, researchers and the fifth-grade teacher were the observers. first Researchers and observers (Class V Teacher) plan and prepare the things that are necessary for the implementation of the action properly. In the implementation of these actions, the teacher has tried to implement the strategic steps of the Directed Reading Thinking Activity (DRTA) that have been planned. In this cycle I the result of the students' score only 42.85%. It means the score is still not achieved the minimum standard score.

b. Cycle II

In the learning process in the second cycle which was carried out on

Monday, April 1, 2019, the acting act was the researcher and the teacher acted as the observer. In the implementation of this action, researchers try to make improvements so that the deficiencies in the first cycle can be overcome in the second cycle. The implementation of the second cycle is still implemented by implementing the Directed Reading Thinking Activity (DRTA) strategy.

Based on the test results, an optimum performance of the action cycle II is shown. It can be seen from the observations of researchers and students and student learning outcomes are increasing. The percentage of classical completeness obtained was 90.47%. The data is under the expected success indicators. It can be concluded that the Strategy of Directed Reading Thinking Activity (DRTA) could strengthen the reading capacity of students in class V of SD Negeri 41 Enrekang based on the results from research and data analyses.

Discussion

In cycle 1 The percentage of Students' scores is 42.85%. This happens because there are still some deficiencies found in the implementation. The deficiencies found in the activities of the researcher and students carried out in the first cycle are: (1) researcher does not ask inducement questions to arouse student predictions, so it does not arouse student curiosity. (2) Researchers do not guide students to check the truth of their predictions and adjust their predictions, so students are confused about whether the predictions are correct or not. (3) the researcher did not direct the students to pay attention

to the title and image again before making a prediction when repeating the procedure 1 to 4 steps of the Directed Reading Thinking Activity (DRTA) in the next continued text. While the weaknesses of the student factors are, 1) some students do not adjust their predictions, students do not judge the accuracy of their predictions, students cannot show the part of the text that supports their predictions and when repeating the steps Directed Reading Thinking Activity (DRTA) some students no longer predict the next section of text that has been divided.

In Cycle 2 As there are some differences that the researcher applies the strategy Directed Reading Thinking Activity (DRTA) based on deficiencies that occurred in cycle I. They are the researcher has written the title, the researcher has given an inducement question, the researcher has shared the reading text to all students, the researcher has guided all students to check the truth of their predictions, researchers have guided all students whose predictions are almost or not quite right to adjust them to the text, the researcher has repeated the procedure 1 to 4 steps Directed Reading Thinking Activity (DRTA) sequentially until all learning process has been covered, the researcher has instructed students to read silently.

While from the aspect of students, students have enthusiastically followed the learning by paying close attention to the titles displayed by researchers, students have responded to the questions of researchers and made predictions based on titles, all students have been disciplined in reading silently, students have dared to read

their predictions, students have repeated steps 1 to 4 in the next text well.

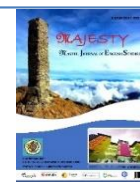
Conclusion

The research results and the data analysis show the potential of the Strategy of Directed Reading Thinking Activity of students in class V of SD Negeri 41 Enrekang to improve their reading ability. The data showed when applying the Directed Reading Thinking Activity (DRTA) strategy in Indonesian subjects has significantly increased. students who completed as many as 8 people (38.9%) and those who did not complete as many as 13 people (61.90%) in cycle I, then in the second cycle a significant increase occurred in students as evidenced by learning outcomes using Directed Reading Thinking Activity (DRTA) students who completed as many as 19 (97.90%) and as many as 2 (2.10%) students did not complete.

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Overcoming the Shock of Foreign Cultures through Cross-Cultural Understanding

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ABSTRACT

This paper seeks to slightly explore the issue of cross-cultural understanding that might be beneficial for lecturers of the Muhammadiyah University of Enrekang who have won further study scholarships abroad as well as lecturers who are planning to continue their studies abroad. Understanding different cultures are extremely fundamental as a result of the absence of information culture assumes a job in the utilization of improper correspondence language. Elements of contrasts in an individual's way of life can likewise make individuals look prejudiced toward individuals with various societies. As a lecturer who will be assigned to study abroad, it is very important to "interpret" the behavior, attitudes, and communication styles of people from various cultures. Sometimes hinder a person to be able to complete studies abroad is not because of limited intelligence but because of limited ability to understand and accept the new culture contained in the destination country to learn. We hope that this paper can provide a little inspiration for prospective scholarship recipients of foreign scholarships to prepare themselves as well as possible including non-academic factors.

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Introduction

Besides having a very important role in the development of the nation through the creation and the development of science and technology, universities

have obligations to provide competently and characterized human resources. Therefore, Higher education must always strive to develop and progress. The main focus of the progress of a tertiary institution lies in the availability

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of qualified lecturers because the quality of lecturers will largely determine the quality of the tertiary institution.

We can see the central role of lecturers in improving the quality of education various legal and regulatory products in Indonesia, including Law Number 20 2003 concerning the National Education System, Law Number 14 of 2005 concerning Teachers and Lecturers, Government Regulation Number 37 of 2009 concerning Lecturers, and Minister of National Education Regulation Number 42 the Year 2007 regarding Lecturer Certification. One of the important things that can be drawn from the legislation is qualifications and lecturer competencies that are strictly regulated. For example, in legislation, it is expressly stated that lecturers must have academic education strata at least one level higher than the educational strata they teach.

Efforts to improve the competence and quality of lecturers have been made by the government Indonesia through the Directorate General of Higher Education, Ministry of Education and Culture by providing scholarships for further study both domestically and abroad. In an effort to shortening the quality of higher education with other countries, the Directorate General of Higher Education has a program to send lecturers from Indonesian tertiary institutions to study continued abroad through various schemes. Some international aid agencies also provide opportunities for Indonesian lecturers to continue their education outside the country as the number of lecturers studying abroad each year is increasing.

Although the overseas scholarship program has been designed quite well, there are several aspects that must be

considered to support the success of a lecturer abroad. One of the aspects is quite important to be honed is the ability of lecturers who study abroad to understand the culture and habits of the country where the person studies. This is important because the understanding culture is very supportive and can even determine the success of the study.

Based on some of the things that have been stated above, this paper seeks to slightly explore the issue of cross-cultural understanding that might be beneficial for lecturers of the Muhammadiyah University of Enrekang who have won further study scholarships abroad as well as lecturers who are planning to continue their studies abroad.

Discussion

The Importance of Cross-Cultural Understanding

In this globalization era, the world seems to be "shrinking" so that our intensity to connect with foreign people and cultures will be higher. Moreover, when it is connected with our desire to realize a world-class university, our interactions with foreign people and cultures will become increasingly frequent both through academic collaboration, joint research and the most intense is when we carry out study assignments abroad. Therefore a wider capacity to understand cultural diversity is needed (Jabri, U., & Samad, I., 2019). Although it has been proven that all cultures and functions and are important for members of these cultures, sometimes when viewed in the eyes of other cultural members have different values. Despite the fact that they have various qualities compared to different

societies, every person and/or culture has the privilege to utilize its own qualities. In this manner, understanding different societies is extremely important due to the absence of information culture assumes a job in the utilization of wrong correspondence language. Elements of contrasts in an individual's way of life can likewise make individuals look bigoted of individuals with various societies. As a lecturer who will be assigned to study abroad, it is very important to "interpret" the behavior, attitudes, and communication styles of people from various cultures. We should likewise comprehend that singular contrasts are significant, yet there are principal social presumptions and examples that apply all around. However, before attempting to understand other people's cultures, understanding one's own cultural values is a prerequisite for identifying and understanding other cultural values. Cross-cultural and interpersonal understanding of others is an effort that requires courage as well as sensitivity. By overcoming cultural barriers we will gain understanding and appreciation for human needs, aspirations, feelings (Ismail, I., 2019) and problems.

Inter-Cultural Communication

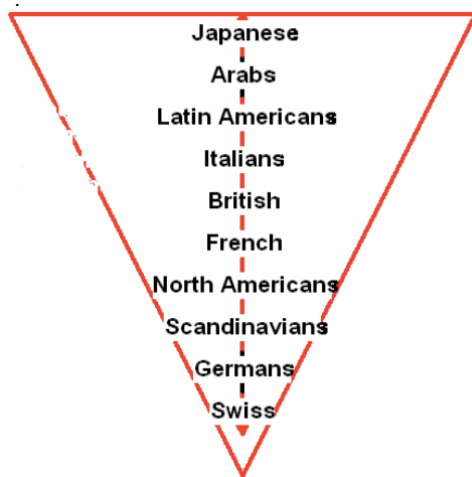
Intercultural communication is a process where people who have cultural differences can send and receive messages to interpret signals in different ways both verbally and nonverbally. The acquired communication skills will allow a person to be moved from a single-cultural perspective to more multicultural points of view, and will therefore likely help study abroad smoothly. There are several cultural communication contexts in this world.

We must know each type so that we can avoid conflict just because miss understanding the meaning of the communication from people who have different communication cultures.

There are two types of culture in communication, namely high culture context and low culture context. The following are the two forms of contact contexts: (a.) high context Culture: this culture is based primarily on non-verbal and subtle communicative points (Nishimura et al., 2009). What is conveyed is not always the revealed meaning. Those items are very much used in Javanese society. Face, body language, and others are transmitted. (b) Culture with low context: this culture relies heavily on words to communicate meaning. What is transmitted is the meaning of the word. Therefore, people with such a culture typically pay close attention to what the speaker is saying.

The figure 1 is a representation of the types of communication contexts from various countries. The more downward, the lower the context of communication. In the picture, it appears that countries in Asia (actually including Java, Malay, Thailand, etc.) have a high cultural context. Latinos, Spaniards, Italians occupy the center of the picture. They usually speak expressively and use hand or head movements or eye movements to express emotions. Germans or Swiss put more emphasis on verbal expressions that actually mean to express their intentions. Therefore we know these people as *zakelijk* or to-the-point people.

Figure 1: A typology of the nature of human communication based on country of origin



Variations in communication between cultures

In communicating, there are several things that we must pay attention to so that the true intentions of what we want to convey can be expressed properly. In addition to paying attention to verbal communication, we must also pay attention to our non-verbal communication. Several things to note are:

Verbal communication: In verbal communication, the choice of words used can affect whether or not our communication is good. Although in an area the words used are considered normal, it is conceivable that different words are considered rude, so there is a possibility that it will cause offense. Volume and tone of voice too influential on the success of our communication. A loud volume can indicate firmness, a weak means less firm. High pitch tone is generally considered to be angry and so forth.

Non-verbal: non-verbal communication is important as well. When we communicate with others we must pay attention: personal space (some cultures don't like it when talking too close, while others prefer it close together), touch (touch in some parts of

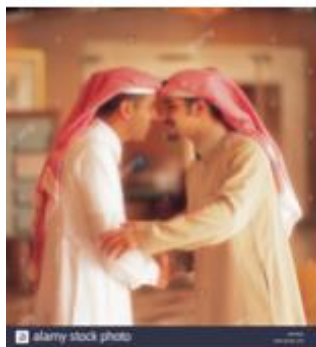
the body is an insult to some cultures, touch between men and women also must be considered), facial expressions (can show our emotions), eye contact (Western people want us to look them in the eye when talking because it shows our seriousness), posture (including how to sit, hand position when talking, etc.).



Figure 2.2: Confusion at the first meeting (Source: PhraseMix.com)



Figure 2.3: Various ways to give greetings (from various sources)



Culture Shock

Culture shock is one thing that also needs to be considered when someone, including lecturers, is going to study further abroad. Culture shock is often a stone stumbling to a lecturer when carrying out study assignments abroad. Culture shock is often considered a natural thing for most people, but it should not be underestimated because it can lead to acute depression for some people.

Culture shock is closely related to circumstances where there are excessive worry and confusion experienced by people who occupy new and unfamiliar territory. Usually, people who experience culture shock are those who are relatively unstable in adapting. Different environmental conditions that are usually found in the country, such as the home environment, different types of food, campus atmosphere, and lectures, associations with people who are not as expected are known to be one of the factors causing culture shock symptoms.

Usually, observers divide the four stages of the emergence of culture shock, namely:

1. The Honeymoon Phase

In this phase, people who are studying further abroad will usually feel happy upon arrival in a new country, especially a country that has never been visited before. Usually, everything that is new feels interesting and exciting.

2. The Crisis Phase

In this phase, the differences in a new country are starting to feel inappropriate or boring. Things that are not right this can be in the form of food (difficulty finding food that suits the tongue, difficulty finding halal food, etc.), difficult language understandable (especially in countries that do not speak English), association with new environments and new habits and begin to be lonely because of distant relatives. In this phase, collisions often occur as analogous to the two icebergs colliding.

3. The Adjustment Phase

This phase is very important because whether or not we succeed through a culture shock depends on our ability to make adjustments. In this phase, it is hoped that lecturers who are studying further have begun to be able to interact with the environment in the new country and find ways to make adjustments.

4. Bi-Cultural Phase

After successfully passing the previous phases, lecturers who study abroad will experience this phase. He can already feel comfortable living with two cultures at the same time (biased to adjust). Nevertheless, there must be a balance between understanding foreign culture without leaving our identity as Indonesian people.

Because this culture shock is a "non-technical" issue that can hamper the

success of a lecturer conducting further studies abroad, it is important to know some things that can be used as anticipation or minimize the impact of culture shock. From some experiences, there are several ways to overcome this culture shock:

1. Enlarge insight into the country of study destination. The best way is to read a guidebook about the destination country, ask people who have lived there, or browse information on the internet. Never imagine that life abroad as we see it in movies and on television. This is to avoid disappointment or misunderstanding because what we imagine does not correspond to reality.
2. Looking for information about culture, life habits, sports that are popular in the destination country to the topic of daily conversation and body language that is commonly used in the country.
3. Upon arrival in the destination country, immediately try to recognize local life and know important places such as post offices, food shops, doctors, and international student service offices. If something does not go according to plan, you have to be brave to ask questions about circumstances and customs in the new place. Getting used to reading local newspapers so we know the topic of conversation that latest and can be discussed. This can help speed up social adjustments to the new environment.

Conclusion

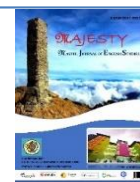
From many things that must be prepared before the departure of a

lecturer to study abroad, cultural understanding and preparation for facing cultural differences are considered very important. Sometimes hinder a person to be able to complete studies abroad is not because of limited intelligence but because of limited ability to understand and accept the new culture contained in the destination country to learn. We hope that this paper can provide a little inspiration for prospective scholarship recipients of foreign scholarships to prepare themselves as well as possible including non-academic factors.

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Exploring the Impact of English Movies to Improve the Students' Listening Comprehension

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ABSTRACT

The objective of this research was to improve the listening comprehension of the students of SMPN 1 Maiwa by using English Movies. The research aimed to see if English movies can improve the listening skills of students and to find out how students are using English Movies to increase their listening skills. The pre-experimental method was used. Students from SMPN 1 Maiwa in 2018/2019, which comprises 20 students, were part of the research. Ten first-class students and 10 second-class students. In taking the sample, the author used a random sample. The researcher used data collection methods and questionnaires. The researcher has distributed listening tests by pre-testing and post-testing and sent questionnaires to gather information on their attitudes towards using English movies. Work suggests that the listening abilities of the students were poor in the preliminary examination. Their ability to listen is considerably increased after therapy. From their score, it can be seen that changed well. The findings evaluated with the t-test suggest that the t-test value is higher than the t-table ($7.98 > 2.093$). English Movies can be concluded to develop the listening skills of students.

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Introduction

Listening is one of the keys to establishing effective communication. It has an important role in communication

because most of our time we spend listening activity. Gilbert (2002) stated that listening is the most critical communication skill. Students are in a listening situation 65% to 90% of the

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time. Moreover, Harmer (1983) stated that nearly 50% of typical students' time spent in listening, the higher the grade level, the more time usually spent in listening. Many college students spent nearly 50% of their time listening to lectures and discussions. Listening skill is really important in our life. In order to make the communication can go smoothly, we must understand the speaker's message Underwood (1989) & Fadli, M. Mangenre (2008) claimed listening is the practice to pay attention to what we hear and wish to make sense. Listening is not only an activity to hear the speaker's message but also to understand the meaning of the message conveyed (Deva, 2007).

Teachers have been trying many techniques to improve listening, from traditional to modern technology in teaching listening (Adnan, A. (2014). Using modern technology will be better than the traditional one (Ismail, I., Elihami, E., & Mustakim, M., 2019). One of the modern technologies that can be applied and give a big contribution to improving listening ability is using movies as a media of teaching (Wordnet, 2008). Macavity (2005) stated that watching films can help to take the language away from the artificial classroom norm because they see/hear the language in a more natural setting. Louw (2008) also said that films convey language so that it is always easy to understand and listen, and that students absolutely love it, as is fantastic visual meaning.

In several literature studies related to listening shows the needs of the current students, especially students to improve listening comprehension. Gusrianti (1996) stated that teaching listening class by using native-speaker voice recorded materials is very helpful.

Malik (2001) also states that the third students' of MAN 1 Bulukumba have a favorable interest in learning listening comprehension by using songs in VCD. This finding is supported by the scores of pre-test and post-test. Sarkiah (2002) concluded that teaching listening comprehension by using VCD can improve the students' listening of the second-year student of LSTP Bulukumba. It was obviously seen that t-test was smaller than the t-value. While Nur Zam-Zam (2005) concludes that the Audio Lingual method is useful to help the students to improve their listening ability.

From the previous literature, the authors conclude that listening skills must be taught attractively to make students feel natural in learning them. However, from a variety of previous literature, researchers have not found learning to listen through English movies. In this study, researchers are interested in trying to use the English Movies technique to help students improve their listening and it is hoped that English Movie is one way to help students understand native speakers' speech. The main objectives of the research are: (1) Evaluate whether the use or not of English films will enhance listening skills for students. (2) explore the attitudes of the students towards enhancing their listening skills with English Movies. The research formulate the following research questions following the previous description: (1) to what extent can students increase their listening ability by using English movies? (2) to what degree is the attitude of students to English Movies application? The result of the research is expected to be useful information for English teacher about the usage of English Movie in teaching listening skill and is expected to

be worthwhile information for all students (readers) so that they can utilize as a media, not only as entertainment but also to increase their knowledge. It is hoped that it gives a meaningful contribution to the students to improve their listening ability.

Method

The study used a pre-experimental framework in this research. The researcher collected information first before deciding the sample. The students at the school never using media in listening activity, the researcher decided to use only one class namely experimental class. The design that used was the one-group pretest-posttest design.

Results

The pre-test and post-test data analysis showed improvement following the course of treatment. The pre-test results showed that the students had poor listening skills. In the pre-test, only one student (5%) had a very good mark from 20 students, 2 (8%, 33%) had a relatively good mark, 11 (5%) got a poor score and 6 (30%) got a very poor mark. None of them have an excellent, good, and fair score. The student score was significantly improved during the post-test. This is demonstrated by three (15%) students who have the excellent score, 3 (15%) students who have the very good score, 9 (45%) students who have the good score, 2 (10%) students who have the moderate score, 1 (5%) students who have the fair score, 2 (5%) students who have the poor score. None of them had a very poor score. This indicates that the post-test ratio is higher than that of previous tests. This means

that the listening capacity of the students has improved considerably.

The researcher found that they were substantially different based on a mean student score in the pre-test and post-testing. The average pre-test score for students has been 3.80 and 7.95. Then, the outcome of the T-test reveals that the 7.98 t-value is greater than the 2.093 t-table. This means that English films are an important teaching technique.

The average score of the students in the questionnaire, the researcher concluded that SMPN 1 Maiwa students have a positive attitude to the application of English movies. The consequence of the average score of 33.5 can be seen. This ensures that most students consent to the use of English movies.

Conclusion

Based on the results and the discussion, the researchers conclude that: (1) the listening abilities of students SMPN 1 Maiwa are rated as low before treatment, and then significantly improve their hearing ability after treatment. It can be seen from their after-test, that their ability to listen has developed into a successful classification; (2) the application of English films is an important tool that can be used for teaching listening skills. This is reflected in the results of the t-test and t-test values where the values of t-tests are above t-tests; (3) SMPN 1 Maiwa's students have a positive approach to the use of English Movies in their listening classes.

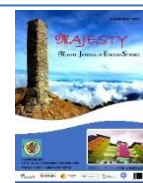
The researcher wishes to include some suggestions after this study: (1) English teacher should use a media that combined visual and auditory in

teaching listening skills, so the students are not bored and enjoy the class. It will be better to use multimedia in teaching it. One of the good ways is by using English movies in their learning; (2) The researcher also suggested for the next researcher who are interested in this subject (listening) to find out the other way that more interesting than English Movies to teach listening because it is the most difficult skill in English.

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Management of English Language Learning Process for Children and Adolescent through Distance Learning Program at Homeschooling

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ABSTRACT

The research aimed to illustrate how distance learning programs can be organized or administered at "Primagama Course Place" in Makassar. This study combined qualitative development with the design of the case study. For this study, the writer has used several measures to collect data: interviews, observations, and documents. With the credibility, transferability, reliability, and confirming ability the validity of the information was checked. The final results of the study indicated that the students were planning the online classes, learning sources, information technology, and developing the curriculum. The most recent study findings showed that online preparation was developed, sources were studied, information technology and curriculums design were developed; students were able to understand the online programs and other books through their IT; distance learning framework was introduced by the day-to-day newspaper and parent control; programs evaluated.

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Introduction

Entering the era of Information and Communication Technology (ICT) as currently, the pattern of education adopted in Indonesia begins to face some changes since the development of its. The need for ICTs in education is currently felt to be very significant and aims to improve anticipated standard of education. One of the main activities of the whole education process is

English language learning. The utilization of ICT, especially the internet as a medium of learning is an innovation in education at this time. Through ICT, we can increase the quality of learning, especially learning the English language, by opening up access to knowledge and information technology widely in the process of organizing quality and enjoyable English language learning. One of the English language learning programs that utilize the internet is the

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Distance Learning program. The innovation of this program also encourages educational institutions to provide educational services by utilizing the internet (Ismail, I., Elihami, E., & Mustakim, M., 2019) which is also supported by the ability of the people now who are starting to depend on ICT.

The implementation of the Distance Learning program is currently not only implemented in colleges and formal schools. Non-formal schools have also organized a home-school distance education program. Parents are increasing demand for homeschooling to provide their children with education (Ismail, I., Busa, Y., & Tini, T., 2018). Distance Learning programs are organizing one program and is widely known by the public is Homeschooling Kak Seto or commonly called HSKS. However, now homeschooling has developed in several areas in Indonesia. One of them is Homeschooling in South Sulawesi province, precisely in Makassar city. One of the homeschooling that is much in demand by many people in Makassar city and outside Makassar city is the homeschooling "Primagama Course Place".

English language learning assistance at "Primagama Course Place" is divided into three, namely Community Visit (visit to "Primagama Course Place"), Home Visit (mentoring at home), and Distance Learning (distance learning with an agreement on activities from school). All activities carried out at "Primagama Course Place" are the result of the agreement of parents to make individual student programs as partners of "Primagama Course Place". Likewise, with the form of English language learning assistance that was held "Primagama Course Place" namely Distance Learning program. "Primagama Course Place" as homeschooling not only provides direct English language learning assistance service directly but also provides English language learning services for students using indirect service. The success concept of this program is also supported by the process of managing or utilizing all educational resources. Therefore, one effort achieves quality English language learning, "Primagama

Course Place" must manage the Distance Learning program optimally. Therefore, the writer is interested in researching "Primagama Course Place" to find out how Distance Learning program management starts from planning until evaluation processes.

Method

The research employed a qualitative approach to investigate, understand and describe a research topic in terms and vocabulary in a concise manner (Moleong, 2019: 6-9). The type of this research used a case study that aims to review and describe the management of the Distance Learning program in "Primagama Course Place" homeschooling of Makassar City, South Sulawesi. The writer was a key instrument because the writer was the only data collector and played the role of an observer to know the conditions and get information directly at the "Primagama Course Place" Makassar City, South Sulawesi. The location of this research was the "Primagama Course Place" homeschooling located on Domba Street No.42, Maricaya, Makassar City, South Sulawesi, and postal code 90142.

The Sources of data in this research were the results of interviews, observations, and documentation. The object of the interview, observation, and documentation was the head of this homeschooling "Primagama Course Place", parents of students this homeschooling, children, and adolescents who are students of homeschooling, and teachers of this homeschooling. Data sources from this research were recorded through written noted or through audio recorders, while documents from this research could be in the form of photographs or official files. The writer conducted data analysis under what was stated by Miles (2018: 246), namely data reduction, data presentation, and concluding. Checking the validity of the data from this research was done through (1) data credibility by triangulation, member checking, increasing persistence, and adequacy of references; (2) transferability

was done by making a report on the results of research with a detailed, clear, and systematic description, (3) dependence was done by auditing the research process conducted by the researcher independently, and (4) conformability was done carry out research from the beginning until the end.

Results and Discussions

Results

The activities of the Distance Learning program began by providing learning resources for learning the English language, namely online learning programs (Zenius, ZOOM, and LMS), worksheets, and other textbooks provided by parents. "Primagama Course Place" works closely with Zenius to provide Standard English language learning materials under the curriculum set by the Government. Next was to provide various information and communication technology devices (online facilities such as ZOOM and LMS) which were vital needs of this Distance Learning program. The planning process before students (children and adolescents) decided on the Distance Learning program was carried out with the school choosing the curriculum to be adopted. Then the school together with parents rearranged the ideal curriculum to be applied for students (children and adolescents) while still referring to the curriculum set by the school following the curriculum of the education department. Then the school annually made academic programs and provided academic programs for parents as a benchmark in designed or arranged English language learning schedules. Learning schedules were made by parents and students (children and adolescents) then agreed with the school. In this planning activity, schools also pay attention to the commitment of parents before decided to join the "Primagama Course Place". The school entered into an agreement process in advance to find out how far the commitment and seriousness of parents to implement the Distance Learning program at 'Primagama Course Place. The

agreement process was carried out by schools by way of interviewed, discussed, or shared with parents about this Distance Learning program.

The Distance Learning Program was implemented independently by students (children and adolescents) or there were additional teachers in the English language learning process. The English language learning process was carried out according to a self-made learning schedule. The implementation phase of English language learning consisted of: accessed online programs from Zenius, studied the material contained in Zenius in the form of descriptive and video, worked on questions, and immediately had discussions, worked on worksheets from school, and done assignments, and took examinations scheduled for school. Some assignments must be reported and collected as a result of learning the English language in the form of a portfolio for one semester. Daily English language learning activities utilized the internet to access online programs that had been provided by schools. In the Distance Learning program, communication was established between students (children and adolescents), parents, and schools through several social networks. This was due to a large distance between students (children and adolescents) with schools that did not allow for face-to-face meetings every day. So far, the school had been maintaining communication with students (children and adolescents) as well as parents to support English language learning activities and provided some information from the school. This was done because through good communication between school and parents and students (children and adolescents), the school could know the development of student learning (children and adolescents) despite the distance.

Supervision of the Distance Learning program at "Primagama Course Place" was carried out to monitor and oversee the implementation of English language learning activities carried out by students (children and adolescents). This supervision was carried out by the parents themselves and

the school. Parental supervision was carried out daily by monitoring every student's English language learning activity (children and adolescents) at home. This was because parents were the ones in charge who must always supervise children's English language learning activities while at home. Whereas supervision by the school was carried out by giving daily journals. The daily journal must be filled out by students (children and adolescents) every day and signed by parents. After that, the journal must be reported to the school as proof that students (children and adolescents) really did carry out English learning activities. This Distance Learning program supervision activity "Primagama Course Place" focused more on the implementation of English language learning activities by students (children and adolescents) independently at home.

Evaluation of the Distance Learning program at "Primagama Course Place" included: program evaluation and evaluation of students' English language learning outcomes (children and adolescents). Program evaluation was carried out by a special team whose members each had the expertise or skills by the existing skills in learning the English language. In this Distance Learning program, there were team members who had expertise in the IT or information technology fields. Program evaluation conducted by "Primagama Course Place" was to follow the development of an online English language learning program

Discussions

Under the concept of the Distance Learning program in UU Number 20 of 2003 about the National Education System stated the Distance Learning program was an education where students (children and adolescents) were separated from the teacher and learning used various learning resources through communication technology, information, and other media. The school and parents of students (children and young people) must provide several

electronic devices, networks, and learning resources that were used to access English learning. Some needs that were prepared before implemented the Distance Learning program were learning resources, electronic devices, and network devices that support the Distance Learning program. Learning resources came from online learning programs from Zenius in which there were raw materials that had been prepared by Zenius by the established curriculum. Electronic equipment that must be owned by students and schools was a Personal Computer (PC) or laptop and wireless network in the form of Wifi or other internet data packages.

The next plan was to establish a curriculum. The curriculum at "Primagama Course Place" referred to the 2013 curriculum under the provisions of the Makassar City Education Office. But the implementation or application was not the same as other formal schools. "Primagama Course Place" applied an ideal curriculum tailored to the needs of students (children and adolescents), this was done because each child and adolescents had their characteristics and the learning needs of students (children and adolescents) with each other could not be compared. Asmanai (2019: 135-145) emphasized the curriculum in homeschooling children and adolescents who would be subject to curriculum so that in the end the curriculum would adjust to children and adolescents. This could be seen in making the schedule of teaching English learning materials independently by students, parents, and agreed with the school. "Primagama Course Place" did not use the same lesson plan for all students (children and adolescents) as implemented in formal schools. Every schedule of English learning material that was made must be by the academic program that had been designed by the school in one year. Thus, students (children and adolescents) still had to adjust the schedule of their learning material with the school's academic program to take part in the activities and examinations held by "Primagama Course Place".

The very important thing before running English learning in "Primagama Course Place" was the commitment of parents and students (children and adolescents). This commitment was needed to facilitate the learning process with the Distance Learning program because English language learning was done independently at home and parents had a very important role in supporting English learning of children and young people at home. This was supported by an explanation of homeschooling as informal education in UU Number 20 of 2003 concerning the National Education System "informal education activities carried out by families and the environment in the form of independent learning activities". In this case, to see how committed parents and students were before choosing the Distance Learning program at "Primagama Course Place", as a homeschooling school, the agreement process was done first. This agreement was carried out by the school in the form of interviews, discussions, and sharing with parents and students (children and adolescents) about the English learning program that students would take. "Primagama Course Place" would provide information in advance about the Distance Learning Program that was held so that parents and students (children and adolescents) got a picture of the learning to be carried out. If parents and students (children and adolescents) were determined to join the Distance Learning program at "Primagama Course Place" then they could register which could be done online or came directly to the school.

The implementation of the Distance Learning program at "Primagama Course Place" was carried out according to the schedule that had been made by students (children and adolescents) and independently in the homes of students (children and adolescents) respectively. English language learning activities carried out at home because "Primagama Course Place" was one of the types of homeschooling, according to the opinion of Adilistiono (2018: 34) that: "homeschooling

was a system of education or learning English which was held at home as an alternative school that places children and adolescents as subjects with an approach at home ". So, each Distance Learning program activity was carried out at the home of each student (children and adolescents) without having to come to a school like a conventional school.

Some of the advantages of the Distance Learning program revealed by Rusman (2018: 271) namely: (1) it allowed anyone anywhere and at any time to learn anything; (2) learners could learn English teaching materials according to their characteristics; (3) the ability to make links; (4) very potential as a source of learning; (5) could encourage learners to be more activated and independent; (6) provided additional English language learning resources; (7) provided search engines to find the information they need; and (8) the contents of English subject matter could be updated easily. This could be seen in the implementation of the Distance Learning program. Students (children and adolescents) could freely access the Zenius online English language learning program in which English learning material, video tutorials, questions, and discussion were included. Students learned through Zenius as they wish because there was not a time limit.

The implementation of other English learning was by doing worksheets and independent assignments from school. All students (children and adolescents) must collect all assignments in one semester as a result of portfolio learning. All English learning activities were carried out independently and flexibly by students (children and adolescents) by accessing online programs and learning English from other learning resources. In this case, the Distance Learning program which was one of the programs of the "Primagama Course Place" homeschooling was included in the category of Self-directed Learning, where students (children and adolescents) carried out English language learning independently by accessing a variety of English language

learning materials or materials that were had been provided. There was no instructor or a specific time for discussion among fellow students (children and adolescents) other. Each student (children and adolescents) undertook the process of learning English according to their needed (Widhiartha, 2019: 5).

The implementation of the Distance Learning program required good communication between students, parents, and schools due to the long distance and it was not possible between students (children and adolescents), parents, and the school can face to face continuously. Communication between students (children and adolescents) with the school was done virtually or cyberspace. The media used were several social media namely: Facebook, WhatsApp, and Skype. Whereas parents and schools mostly consulted, discussed, and shared about the development of English language learning of their children and adolescents during the Distance Learning program and the continuation of student education (children and adolescents) after graduation and also consulted with the school. Communication between parents and school was done via telephone, social media, and face to face. This communication must be established well between the school, parents, and students (children and adolescents) to align the desired between the school and students (children and adolescents) and parents as implementers so that educational goals could be achieved according to a plan that had been jointly designed. Through good communication between the three parties, namely: schools, students (children and adolescents), and parents, the development of students' English learning could be seen to know the extent of educational goals that had been achieved (Asmani, 2020: 161).

Supervision of the Distance Learning program at the "Primagama Course place" was conducted to monitor and oversee the implementation of English language learning activities carried out by students (children and adolescents). Supervision activities carried out by the school and parents of

students (children and adolescents) themselves because the English language learning process was done independently at home. Supervision from the school was through a daily journal that must be reported to the school. Students (children and adolescents) must write what they learned both through Zenius online programs, worksheets, and other English learning resources. To avoid dishonesty of every student (children and adolescents), in the daily journal that must be reported to the school must be accompanied by the signature of the student's parents (children and adolescents) as proof that they really carried out learning activities in English language learning. The role of parents in the Distance Learning program was very important because learning the English language was done alone at home, so parents also supported the process of learning the English language to remain conducive and achieved better English language learning outcomes. This was because parents were the ones in charge who must always supervise the learning activities of the English language of their children and their adolescents while at home. In accordance with the opinion of Mayasari (2018: 8): "homeschooling, in general, was an educational model in which families choose to take responsibility for their own children's education and adolescence by using the home as the basis of education". So, parents had a very important role to support and oversee the implementation of the Distance Learning program which was carried out independently by children and adolescents at home.

The evaluation carried out by "Primagama Course Place" on the Distance Learning program consisted of an evaluation of the online program and an evaluation of students' English learning outcomes. This was by the concept of evaluating the Distance Learning program according to Zhuang (2020: 31) as followed. Level 1, an evaluation that aims to measure student satisfaction in terms of interaction and appearance of the E-learning program. Level 2, was the process of measuring the results

of learning English, whether students could absorb the material well. Level 2 evaluations must focus on measuring the extent to which the learning objectives of English were achieved and carried out after the English language learning processed ends to see whether students' knowledge of English increased. A simple example of level 2 evaluation was an exam conducted by an educational institution. Level 3, was a process of measuring changes in behavior and knowledge of students. This evaluation was the most direct in measuring the effectiveness of learning the English language to increase the quality of English language learning of students. Level 4, was an evaluation that determined whether the E-learning program provided tangible results and was related to the goals of the organization or school. The results of this level 4 evaluation would be a contribution to the organization or school in achieving E-learning goals.

Furthermore, evaluations at levels 2 to 4 were conducted by the "Primagama course place" in the form of evaluations of student learning outcomes while participating in the Distance Learning program. The form of the evaluation carried out was through daily assignments, daily tests, midterm, final exam, practical work, and the National Examination. The assessment system was carried out by schools by way of recapitulated all the results of assignments, daily tests, practicum, midterm, and final exams. All grades of students' English learning outcomes (children and adolescents) were recapitulated in their entirety by using report cards. Report cards given to students (children and adolescents) consisted of insert report cards for UTS and semester reports for UAS. In seeing the extent of student learning outcomes (children and adolescents), "Primagama course place" provided KKM (Minimum completeness criteria). The KKM must be fulfilled by students (children and adolescents) in each grade of the assignments and examinations carried out. Conversely, if students (children and adolescents) did not meet the KKM, then the

school provides additional tasks to fulfill it. Evaluation of student learning outcomes (children and adolescents) through the Distance Learning program of the Primagama course place homeschooling in the final stage was through the National Examination. The National Examination in homeschooling was through the National Education Equivalency Examination (UNPK) Package A (SD), Package B (SMP), and Package C (SMA). One effort to achieve the legality of homeschooling graduates was to follow the UNPK as revealed by Asmani (2020: 92): "homeschooling activities needed to be reported to the local Education Office so that homeschooling participants get an official diploma from the government. For primary school diplomas were Package A, Package B Middle, and Package C. High school the examination system was through a national exam. "This means that if students (children and adolescents) wanted to get an official diploma from the government, they must follow the UNPK Package A, B, and C.

Based on the research findings, in the implementation of the Distance Learning program there were several problems, included: 1) power outages when accessing online English learning programs, 2) poor internet network, 3) parents and students (children and adolescents) uncertain commitment, 4) children and adolescents who were slow learning English, and 5) children and adolescents who were not consistent with their English language learning schedule. Some of these problems as expressed by Rusman (2020: 271), namely: "access to attend learning often occurs problems for learners." In this case, power outages and poor internet networks often occur because the Distance Learning program itself utilized electronic media, information technology, and communication. Thus, the school had anticipated this problem from the start by giving notice to students (children and adolescents) to immediately confirm it to school. Thus, the English learning schedule could be adjusted again. While bad networks were overcome by using internet packages that were indeed appropriate for the

conditions of the area or region of the student's residence (children and adolescents). Another problem was the commitment of parents and students (children and adolescents) themselves. Sometimes parents did not play an active role in guarding the learning of their children and adolescents while at home. While the Distance Learning program was carried out independently by students (children and adolescents) while at home and required responsibility and support from parents.

Efforts made by "Primagama Course Place" to overcome this problem were by continuing to coordinate between school and parents regarding agreements that had been made before, so parents and students (children and adolescents) must continue to learn according to agreements made so could continue the Distance Learning program. Besides, sometimes students (children and adolescents) were not in the mood and did not want to learn English according to the English language learning schedule they had made. This was overcome by the way the school and parents provided confirmation or consequences that must be done by students (children and adolescents) who did not want to be consistent. This effort aims to control learning activities so that they continued to run according to plans that had been made and still achieve the educational goals set by the school. Furthermore, the problem also faced by "Primagama Course Place" was with students (children and adolescents) who were slow in learning. Students (children and adolescents) had difficulty understanding learning materials independently, so schools must overcome this by providing teacher assistants to help students (children and adolescents) in their learning activities at home.

Conclusions

Planning for the Distance Learning program in "Primagama Course Place" consists of providing online English learning programs from Zenius, LKS, and other

English language learning resources provided by parents. Next is to provide electronic devices and networks in the form of PCs, laptops, Smartphones, Wifi, and other data packages. Then the determination of the curriculum by the Ministry of Education the school makes an academic program for one year as a benchmark in preparing English language learning schedules. English class schedules are made independently by students (children and adolescents) with parents and agreed with the school. In this planning activity, the school is very concerned about the commitment of parents before deciding to join the Distance Learning program. So that the school carries out the agreement process first employing discussion, consultation, and sharing programs with parents. After that, parents register online or come to school.

The Distance Learning program is carried out by students (children and adolescents) independently or there are additional teachers in English language subjects and according to a schedule that has been made. The implementation stage is by accessing Zenius, studying material and videos, working on questions, and immediately having a discussion. Doing worksheets, assignments, and examinations scheduled for school. Communication is established between students (children and adolescents), parents, and schools through several social media.

Monitoring of Distance Learning programs is carried out to monitor and oversee the implementation of English language learning activities. Supervision from the school through a daily journal that must be filled every day and reported. Whereas supervision by parents is carried out daily by monitoring every English language learning activity of children and adolescents because learning English is carried out independently by children and adolescents at their home.

Evaluation of the Distance Learning program consists of program evaluation and evaluation of English language learning outcomes. Evaluation of the Distance Learning program is carried out by a special

team in monitoring innovations from Zenius online English language learning programs and communication media. Evaluation of learning outcomes in the English language is done in the form of giving daily assignments, UH, UTS, UAS, and UNPK. The results of students' English language learning (children and adolescents) are recapitulated in the form of the values contained in the report card. Problems in the Distance Learning program consist of: (1) power outages, (2) bad internet network, (3) parents and students (children and adolescents) who are not committed, (4) children and young people are slow in learning English, and (5) children and adolescents are not consistent with their lesson schedules. Furthermore, the solution for problems carried out by the school include: (1) confirmation to school and can change the time of English language lessons, (2) changing the internet network by the region, (3) there is a teacher/tutor who helps students (children and adolescents) learn, (4) ongoing coordination with parents and students (children and adolescents), and (5) affirmation and consequences for students (children and adolescents).

Implication

Based on the conclusion, this research provides advice to several parties including: (1) Head of the Makassar City Education Office in South Sulawesi province, it is hoped that more collaboration with "Primagama Course Place" in developing Distance Learning programs, (2) Head of "Primagama Course Place" in order to always provide more innovative and varied English learning programs support students (children and adolescents) to study English language learning, (3) parents always monitor and support English language learning activities of their children and adolescents, (4) Head of Department and Lecturer of English education program at the University of Muhammadiyah Enrekang to provide more knowledge about the management of English language learning in formal, non-formal, and informal education both in

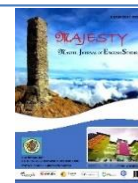
theory and practice, and (5) other writers so that it can be used as material ref new dimension and can continue this research by examining the development of the Distance Learning program "Primagama Course Place".

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Correlation between EFL Learners Self-Confidence and Speaking Skill

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ABSTRACT

This article aims to describe whether there is a relationship between students' self-confidence and students' speaking abilities. This study uses cluster sampling methods and oral tests. The population in this study were VII grade students of SMPN 9 Pinrang. The total population is 104 students. The sample used was class VIII.1 totaling 28 students. The method used in speech evaluation is an oral test. The results of research using Pearson Product Moment obtained r count value of 0.700 and with the product value of r products when products with N = 28 found 0.478 at 1% significance level and found 0.374 at a significant level of 5%. To find out the level of product moment correlation the coefficient of 0.61-0.80 = substantial. This can be seen in the results of the analysis, namely: $0.700 > 0.478$ (5%) and $0.700 > 0.374$ (1%) with db: 28. This means that H_0 is rejected and H_a is accepted. The conclusion of this research is that there is a significant relationship between students' self-confidence and the eight-year students' speaking ability in SMPN 9 Pinrang.



Introduction

Self-confidence brings influence on the students learning process. It has a close-related to the information of the students' motivation. There is a lot of aspects the encourage people to be successful in their learning such as attitude, motivation, diligence, and self-confidence in learning. Self-confidence is one aspect that can make people success it plays an important role, like the fact show many people failed in their business, in the country; high self-confidence can uplift people's willingness or strong desire to accomplish something. The success of the people may be greatly offended by their competence in communication. The students' in learning English particularly in speaking must have self-confidence.

Without self-confidence, the students' may not have the courage to speak to people. Basic on the researcher's experience when she was studying in junior high school up to the university level, most students' are reluctant to use English to communicate with another only few of them usually used it. Speaking is one of the ways of exchanging giving and students (giving and talking) information through oral communication on the world becomes more and more useful. Speaking to other people is an activity that can give someone a high degree of self-confidence. Many students are frightening to give a small talk in the classroom; Vasile (1992:7) added public speaking is a member of fear for students. Speaking does not only involve the knowledge of speaking but also psychological actor, in this case, self-

confidence without having self-confidence, the students will get many troubles to speak English in the classroom. In English learning especially English is a foreign language, students must need the self-confidence to achieve on the subject.

Vassile (1993) stated that among of the students has the same intellectual ability, those who have high self-confidence obtained higher achievement test score on basic skills, than those with less self-confidence. The writer has chosen SMPN 9 Pinrang students as her research objective for this research in particular, for eight years. SMPN 9 Pinrang students are supported and encouraged by the headmaster, the teacher, and all the parents of all students. The writer saw the enthusiast of the students learning English. The fact is when the headmaster of SMPN 9 Pinrang went to a free course for the students who have talent than a frame two classes that consist of 28 students. All the students in SMPN 9 Pinrang can be said to know basic English pattern because the students in the English classroom class follow in English exam if they want to enter in the class.

On the other hand, this research has the purpose to know that what the student's in the eighth year is worth to enter the class. The writer hopes with chosen SMPN 9 Pinrang as her research object the students have to encourage English to support from all of their teacher headmaster and their parents. It is that the students who have self-confidence can perform all learning activities better than those with low self-confidence. According to Cock in Madja (1997:2) more learners do better than

the other because they have better self-confidence in themselves if they do not practice well resulting in the title of learning of speaking. Calvin Coolidge in his philosophy stated that "Nothing in the world can take the place of persistence". Talent will not be anything in more common than the unsuccessful of talent. Genius is not the world is full of educated. Referring to the explanation and is aware of the fact, the writer is interested in conducting research, under the title "The correlation between self-confidence and speaking skill of students in eighth-degree students of SMPN 9 Pinrang."

Method

The method was a cluster sampling technique of this research was use description correlation at a method to find out the effect from students' self-confidence to students speaking skill at the eighth-grade students of SMPN 9 Pinrang. The questionnaire is clarified from the student's answer.

The writer used two types of variables in this research, namely independent and dependent variables. The Independent variable is the student's self-confidence and the dependent variable is the result in their speaking skill. Self-confidence is a feeling that something can make the students brave, and always want to try that something is interesting. Speaking skill is students want to speak to his or her friends without shy, and afraid to make a mistake if they speak. Variable of the self-confidence in speaking English with its indicators, fluency, vocabulary common, motivation, shame and shyness, fear, and anxiety. The

distribution of the self-confidence is a questionnaire. Variable of the student's English speaking skill with the indicator in fluency and accuracy and comprehension. The distribution of the student's English speaking skill in the oral test the population that the researcher finds out the eighth-grade students SMPN 9 Pinrang the 2019/2020 year, that consist of four class, where there are 25 and 28 students for each class with the population is 104 students, there are not many classes in the eight years and the writer choose classes as a sample that consist of VIII 28 students for each class, and the total number for the sample is 28 students.

The writer used the questionnaire to find out the data from the student's speaking skill and the teacher's opinion about the students self- confidence. In the questionnaire, the writer has given are questionnaire to the students, to find out the opinion. In suggestion there is any significant To find out the relationship of the students' confidence with their speaking skill, the authors retrieve data from speaking with The researcher gives the theme to the students. Which the theme of the oral test relates to economics, culture, sports, school, and country.

Result and Discussion

To know the students' self-confidence is the writer used mean score analysis to find out the score then the result was tabulated and classified into self-confidence classification. The mean score of student performance the measures of self-confidence are:

Table 1. The mean score of students' self-confidence (X)

Respondent	Score of item	Score of classification	Respondent	Score of item	Score of classification
1	7	3,5	11	7	3,5
2	6	3	12	8	4
3	9	4,5	13	9	4,5
4	6	3	14	8	4
5	7	3,5	15	7	3,5
6	7	3,5	16	6	3
7	8	4	17	6	3
8	7	3,5	18	7	3,5
9	9	4,5	19	7	3,5
14	8	4	20	7	3,5
21	8	4	25	7	3,5
22	6	3	26	8	4
23	7	3,5	27	6	3
24	7	3,2	28	7	3,5
Sum				200	$\Sigma 100$

Table 2. The score of rate percentage of self-confidence

Classification	Score	Frequency	Percentage
Substantial	3,1-4	18	64,28%
Moderate	2,1-3	7	25%
Low	1,1-2	-	-
Very low	0-1	-	-
—	Σ	28	100%

c. Mean score of self-confidence, the writer uses the formula as follow:

However, the result of the research showed that the means a score of the student's self-confidence is 3,57. Mean that the students self- confidence is

classified substantial because the result of classification from 3, 1-4 is substantial. To know the students speaking skill of the students at the VIII 1 SMPN 9 Pinrang is presented in the following mean score table, and the step such as:

Table 3. The means score of speaking skill (Y)

Respondent	Score of item	Score of classification	Respondent	Score of item	Score of classification
1	7	3,5	6	6	3
2	6	3	7	7	3,5
3	8	4	8	6	3
4	6	3	9	8	4
5	6	3	10	4	4
11	5	2,5	20	6	3
12	6	3	21	6	3
13	8	4	22	5	2,5
14	7	3,5	23	6	3
15	7	3,5	24	5	2,5
16	6	3	25	5	2,5
17	5	2,5	26	5	2,5
18	7	3,5	27	5	2,5
19	7	3,5	28	5	2,5
Sum			170		85

Table 4. The score of the rate percentage of students speaking skill

Classification	Score	Frequency	Percentage
High	4,1-5	-	-
Substantial	3,1-4	10	35,71%
Moderate	2,1-3	18	64,29%
Low	1,1-2	-	-
Very low	0-1	-	-
Σ		28	100%

The illustration of the table above shows that the mean score of the students' English speaking skill is 3,31, and based on the standard classification the mean score is classified "good" where 3,31 is in between 3,1-4 scores. So, it can be stated that the student's English speaking skill at the eight years of participation class at SMPN 9 Pinrang is "good" 'in speaking skill.

The formula of correlation degree finally to find out the correlation between the students' self-confidence and speaking skill of the students, the writer used person product-moment correlation and the step as follows:

Table 5. Work table Correlation Product Moment

Respondent	X	Y	X ²	Y ²	ΣXY
1	7	7	49	49	49
2	6	6	36	36	36
3	9	8	81	64	72
4	6	6	36	36	36
5	7	6	49	36	42
6	7	6	49	36	42
7	8	7	64	49	56
8	7	6	49	36	42
9	9	8	81	64	72
10	6	4	36	16	24
11	7	5	49	25	35
12	8	6	64	36	48
13	9	8	81	64	72
14	8	7	64	49	56
15	7	7	49	49	49
16	6	6	36	36	36
17	6	5	36	25	30
18	7	7	49	49	49
19	7	7	49	49	49
20	7	6	49	36	42
21	8	6	64	36	48
22	6	5	36	25	30
23	7	6	49	36	42
24	7	5	49	36	35
25	7	5	49	25	35
26	8	5	64	25	40
27	6	5	36	25	30
28	7	5	49	25	35
SUM	200	170	1450	1062	1232

Discussion

This discussion is to provide a specific discussion of the data analysis. It aims at describing the correlation between self-confidence and speaking skills of the students at the eighth-grade students of SMPN 9 Pinrang. Based on

the calculation of the result of the self-confidence and speaking skill, person product moment value is 0,700 and if it is consulted to the table of person product moment with N=28 it is found 0,478 in the level of significant 1% and it is found 0,374 in level significant 5%. This means that is the person product

moment value is the greater la product-moment table. And if it is consulted in the degree of correlation product-moment the coefficient $0.61-00,80 =$ substantial. The outcome of the calculation between the students' self-confidence and student s Speaking Skill has substantial correlation the calculation shows H_0 rejected and accepted, it means that there is a significant correlation between self Confidence and speaking skill of the students of eight grade of SMPN 9 Pinrang.

Conclusion

Based on the finding and the discussions in the previous chapter, the writer concludes that the students' self-confidence is substantial at SMPN 9 Pinrang as the means score of the student's is 3,57. The students speaking skill is good at SMPN 9 Pinrang as the means score of the student's is 3,31. There is a significant correlation between self-confidence and speaking skills of the students of the eight-year of SMPN 9 Pinrang, this means that without self-confidence the students will always afraid, shy to speak English another, this interference makes them speak fluency to another.

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