MAJESTY

Maspul Journal of English Studies

Puncak Latimojong

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MAJESTY: MASPUL JOURNAL OF ENGLISH STUDIES

ISSN 2657-0157 (online)

Majesty: Maspul Journal of English Studies is a peer-reviewed scientific journal published by Universitas Muhammadiyah Enrekang, Indonesia. **Majesty: Maspul Journal of English Studies i**s first published in February 2019 and covers many researches in all level of education (Language Education).

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MAJESTY: MASPUL JOURNAL OF ENGLISH STUDIES

ISSN 2567-0157 *(online)*

Majesty: Maspul Journal of English Studies becomes a CrossRef Member since the year 2019. This journal has been covered by these following membership and indexing services:

Membership:

Majesty Journal Indexed by:

Majesty: Maspul Journal of English Studies, 2019 (https://ummaspul.e-journal.id/majesty)

Published by Universitas Muhammadiyah Enrekang (https://ummaspul.e-journal.id/majesty)

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Editorial for MAJESTY Vol. 3 No. 1, 2021

Pengantar

Sebanyak lima artikel yang diterbitkan dalam edisi ini mencerminkan penelitian tentang tren terkini dalam pembelajaran bahasa Inggris, yaitu The Implementation of Communicative Language Teaching, Penggunaan blended learning, The Improving Speaking Skills through Active Learning Strategy, Integrating Google Classroom in Teaching, dan Enhancement Students Pronunciation Ability through Phonetic Symbols.

Umiyati Jabri dan rekannya Ita Sarmita Samad menyelidiki tentang implementasi Communicative Language Teaching (CLT) dalam pengajaran bahasa Inggris. Studi ini bertujuan untuk mengetahui cara guru dalam melaksanakan pengajaran bahasa komunikatif (CLT) dalam mengajar Bahasa Inggris di kelas SMPN 1 Enrekang. Penelitin ini juga bertujuan untuk mengeksplorasi media, masalah, dan jenis kegiatan CLT yang disukai siswa. Dalam penelitian ini, data diperoleh melalui tiga jenis instrumen yaitu, daftar periksa observasi, wawancara, dan kuesioner. Hasil penelitian menunjukkan cara guru dalam pelaksanaan CLT adalah guru yang menggunakan prinsip-prinsip metodologi CLT seperti yang dinyatakan oleh Richards (2006: 13). Peneliti menemukan dua cara yaitu Pertama, guru selalu berusaha menggunakan kegiatan kreatif dalam menerapkan prinsip-prinsip metodologi CLT Richards agar tidak hanya memotivasi dan minat tetapi juga untuk mengurangi kebosanan siswa dalam belajar bahasa Inggris. Kedua, guru menunjukkan simpati, sensitivitas, dan pemahamannya dengan kebutuhan dan masalah siswa mereka. Umumnya masalah yang dihadapi oleh para guru adalah siswa jarang berkomunikasi dengan orang lain menggunakan bahasa Inggris dalam kehidupan sehari-hari sehingga mereka keterampilan berbahasa Inggris masih kurang. Media yang digunakan oleh guru adalah bahan otentik, bahan non-otentik, latihan mendengarkan, Internet, dan program berbasis komputer. Hasil perhitungan kuesioner adalah sekitar 49,71. Hasil ini termasuk dalam kategori tingkat sedang seperti yang dinyatakan dalam skala liker. Berdasarkan data, peringkat teratas kegiatan CLT yang disukai siswa adalah kegiatan penyelesaian tugas (100% siswa).

Artikel kedua dalam edisi ini adalah makalah yang dipersembahkan oleh **Musdalifah dan Ismaya** yang mengeksplorasi *Blended learning Model untuk* untuk mengoptimalkan pembelajaran bahasa Inggris. Penelitian ini didasarkan pada penggunaan waktu terbatas untuk belajar langsung di kelas terutama terutama untuk kelas dengan berbagai tingkat kemahiran bahasa Inggris. Dalam iklim pendidikan tinggi yang menuntut pembelajaran aktif, guru bahasa Inggris sering merasa sulit untuk membantu mahasiswa yang kompetensi bahasa Inggris berada di bawah rata-rata untuk menyusul dengan rekan-rekan mereka yang memiliki kompetensi yang baik. Secara umum, matakuliah wajib ini hanya diadakan selama satu semester. Bahkan, target belajar bahasa Inggris di kampus umumnya cukup tinggi, yaitu membuat mahasiswa memiliki kecakapan bahasa Inggris yang memadai

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sehingga mereka dapat menulis makalah akademik dalam bahasa Inggris sebagai bahasa internasional. Untuk membantu mengatasi hambatan-hambatan ini, penelitian ini menawarkan penggunaan metode pembelajaran blended learning, yang merupakan metode pembelajaran yang melengkapi pembelajaran langsung dengan pembelajaran menggunakan Internet. Penelitian ini merupakan hasil dari pengalaman penulis dalam menerapkan metode ini untuk satu tahun akademik bersama dengan hasil yang diperoleh dari penerapan metode pembelajaran bahasa campuran dalam proses pengajaran. Dengan penerapan metode pembelajaran bahasa campuran, penulis menemukan bahwa pembelajaran bahasa di tingkat perguruan tinggi bisa lebih efektif, efisien, dan lebih berpusat pada siswa meskipun penulis masih menghadapi beberapa kendala dalam penerapannya.

Hasan dkk dalam artikel dengan judul The Improving Speaking Skills through Active Learning Strategy yang bertujuan untuk membuktikan bahwa strategi pembelajaran aktif dapat meningkatkan keterampilan berbicara pada siswa SMP Negeri 1 Sidrap. Peneliti menggunakan desain pra-eksperimental. Populasi penelitian ini adalah siswa kelas delapan dan sampel kelas B yang terdiri dari 26 siswa. Data dikumpulkan melalui tes oral. Pre-test dan post-test digunakan untuk mengukur peningkatan keterampilan berbicara siswa sebelum dan sesudah perawatan. Berdasarkan hasil pre-test dan post-test, diperoleh bahwa nilai T-Counted adalah 6.920. Dengan menerapkan tingkat signifikansi 0,05 dan 25 (26-1) tingkat kebebasan, ditemukan bahwa nilai T-Table adalah 2,060. Ini menunjukkan bahwa nilai t-hitung lebih besar dari nilai T-Table. Ini berarti bahwa penggunaan strategi pembelajaran aktif dapat meningkatkan keterampilan berbicara tahun delapan siswa SMP Negeri 1 Sidrap.

Ismail; Mustakim; Ita Sarmita Samad dalam penelitiannya mengungkapkan bahwa Integrasi teknologi merupakan manfaat bagi mahasiwa untuk belajar secara berbeda dalam rangka mencapai tujuan dan menciptakan bagian terpenting dari kehidupan mahasiswa saat ini. Tujuan dari studi eksplorasi ini adalah untuk menyelidiki apakah aplikasi ini dapat atau tidak mendukung pembelajaran dalam program pendidikan bahasa Inggris Universitas Muhammadiyah Enrekang untuk memfasilitasi keterampilan mahasiswa. Hasilnya mengungkapkan bahwa mahasiswa yang berpartisipasi dalam menjawab pertanyaan pada pretest menemukan bahwa tidak ada perbedaan yang signifikan antara kelompok kontrol dan juga kelompok eksperimen. Dalam hasil posttest, kedua kelompok memperoleh peningkatan dalam nilai pemeriksaan akhir, namun kontribusi mahasiswa semester lima dengan pemanfaatan kelas Google Classroom secara khusus menguntungkan mereka dengan nilai lebih tinggi dibandingkan dengan siswa semester ketiga. Lebih lanjut, hasil survei persepsi siswa selama penelitian ini menunjukkan penggunaan ruang kelas Google diamati secara positif sebagai teknologi yang akan memodernisasi pembelajaran dan keterlibatan dinamis, merangsang pemikiran kritis dan partisipasi mereka jika digunakan untuk fungsi pembelajaran.

Dalam artikel yang berjudul "Enhancement Students Pronunciation Ability through Phonetic Symbols at the Second Semester of English Department University of Muhammadiyah Sidenreng Rappang" yang ditulis oleh **Hasan, dkk.** mengungkapkan pentingnya simbol fonetik untuk meningkatkan kemampuan pengucapan di mahasiswa Universitas Muhammadiyah Sidenreng Rappang. Para penulis berkesimpulan bahwa siswa

memiliki minat tinggi pada penerapan materi simbol fonetik dalam pengucapan bahasa Inggris. Hal ini dibuktikan dengan skor rata-rata kuesioner adalah 85,91 yang diklasifikasikan ke dalam kategori yang sangat tertarik.

Secara keseluruhan artikel dalam edisi ini memberikan gambaran penelitian dalam domain yang luas dan tersebar luas dari pembelajaran bahasa Inggris. Blended learning, google classroom 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

Cite as: Ismail. I., (2020). Editorial. *Majesty: Maspul Journal of English Studies,* 3 (1); iv-vi

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The Implementation of Communicative Language Teaching (CLT) in Teaching English

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ARTICLE INFO

ABSTRACT

This research was aimed at finding out the way of the teacher in implementing of Communicative Language Teaching (CLT) in teaching English at class of SMPN 1 Enrekang, exploring the media, problems, and types of CLT activities that students prefer. The population of this research was the teachers and the students of SMPN 1 Enrekang. The sample was three teachers and two classes. In this research, the data were obtained through three kinds of instruments namely, observation checklist, interview, and questionnaire. The result showed the ways of teacher in implementing of CLT were the teachers used principles of CLT methodology stated by Richards (2006:13). Moreover, the researcher found two other ways. Firstly, the teacher always tried to use creative ways/activities in applying Richards's principles of CLT methodology in order not only to motivate and interest but also to decrease the boredom of students in learning English. Secondly, the teacher showed her sympathy, sensitivity, and understanding to their students' needs and problems. Generally the problems encountered by the teachers were the students rarely communicated with others using English in daily life so they are lack of English proficiency. The media used by teacher were authentic materials, non-authentic material, listening exercises, internet, and computer based program. The result of questionnaire calculation is about 49.71. This result is in *like* categories as stated in Liker scale*.* Based on the data, the top rank of CLT activities that students prefer was task completion activities (100% of students).

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INTRODUCTION

Millions of people want to improve their command of English or to ensure that their children achieve a good command of English. "If English is not your mother tongue, you are strongly motivated to learn it, because you know, it will out you in touch with more people than any other language; but at the same time you know it will take a great deal of effort to master it, and you may begrudge that effort" (Crystal, 2003:3).

Because the importance of English, it becomes a major subject in Indonesia which means all students must learn English during the school time. Nowadays, many students learn English although they are more focused on the grammar or linguistic forms. They are lack of communicating when they are invited to communicate in English. They are maybe good at written but not at oral Ismail, I. (2019). Actually, they understand when people talk in English but they cannot speak in English. The goal of learning a language is to communicate with the language not only in form written but also orally Samad, I., & Ismail, I.

Problem above is an important task for the teacher to teach English where the students can talk in English not only focused on the linguistic forms. The teacher should encourage the students to speak in English in daily life.

In language teaching, there are some teaching strategies that are shown by the linguist in Rogers and Richard (1986: 14-142). They are The Oral Approach and The Situational Language Teaching, The Audio-lingual Method, Communicative Language Teaching, Total Physical Response, The Silent Way, Community Language Learning, The Natural Approach, and Suggestopedia.

In this research, the researcher focuses on CLT because she thought that this method can encourage the students to communicate with other in real situation using English, where teaching procedure are organized to help the students to communicate using the target language Ismail, I., & Tini, T. (2020). The students are taught to use the language in real situation rather than practicing the rules or studying how language works because the main aim of CLT is to help students achieve the communicative competence.

Based on the curriculum of a set of education, where the students are hoped to develop communication competency orally and written in order to increase national competency in global world (cited by Government of Makassar City in Curriculum of SMPN 1 Enrekang Academic Year of 2009/2010:19). Moreover, it is needed to identify the types of CLT activities that students prefer in order not only to achieve the goals but also to motivate and interest the students in learning English Hasan, H., & Ismail, I. (2020).

Based on the condition, the researchers fell excited to conduct a research entitle "The Implementation of Communicative Language Teaching in at SMPN 1 Enrekang". This school is expected to prepare the students to compete in globalization era. According to Bamgbose (2001:357) cited by Anwar (2009:409), English is recognized as the dominating language in the world as globalization comes to be universally accepted in political and academic discourse. The development of 'globalization' has been associated with the dominance of the English language (Bottery, 2000:6).

RESEARCH METHODOLOGY

The method of this research is descriptive qualitative method. It is aimed to describe a descriptive account of the implementation of CLT in teaching English at class of SMPN 1 Enrekang.

The procedure of collecting data in this research covers several steps. First, the researcher visited the school in where the teachers as the sample of this research. The second step, the researcher explained to schools officers about the purpose of the study and the procedures would be involved. The third step, the researcher met the English teachers to decide the time when the researcher observed the teaching and learning process and conduct the interview. The forth step, the researcher observed teaching and learning process in the classroom for four meeting for each teacher. The last step, the researcher interviewed the English teacher

Descriptive analysis is used in analyzing the data, in which the researcher analyzed the data collected through the instruments previously mention. Firstly, the researcher collected the data that was gained by observing the teaching and learning activity in the classroom and next interviewing the English teachers and also the students. Secondly, the researcher analyzed the data through data reduction in which the researcher summarized, chose the main things, and focused on the important points. After reducing the data, the next step was data display, in which the researcher analyzed and described the data quantitatively. The last step was conclusion (drawing/verifying) in which the researcher took the conclusion about the result of analyzing the data.

The instruments used in this research are direct observation, interview, and questionnaire. The procedure of collecting data are: 1). The researcher does the direct observation in the school/ classroom. 2) The researcher interviews the teachers to gather information about the way and the problem that teachers faced in implementing CLT. 3)The researcher distributes the questionnaire to the students to gather information about the activities of CLT preference. The point values might to respond to each statement.

FINDINGS AND DISCUSSION

This part discusses previously stated the result of the research based on the problem statement, those problem statements are: (1) The ways of the teacher in implementing the CLT, (2) The media used by the teachers in implementing CLT, (3) The problem encountered by the teachers in implementing CLT, (4) The types of CLT's activities students prefer.

1). The ways of the teacher implement the CLT

a. Characteristics of CLT. Based on the direct observation and interview the researcher found that the teachers applied all the characteristics above in implementing CLT. Based on the observation and interview, the researcher found that SMPN 1 Enrekang has program to their students called 'self-development'. The students are given a chance to develop their skills in English outside the school time. This program does in Saturday, so that students in this school will enter

their chosen program, they don't study in their classroom like usual. For example if they are interested in English, they can join in English club where they would be trained. They would be trained how to make a speech, how to pronounce it, etc.

b. Objectives of CLT. SMPN 1 Enrekang implemented the CLT to achieve those goals above. Moreover, based on the interview, the researcher found that the teachers add some objectives of implementation of CLT in this school. They are: developing communication competency orally and written in order to achieve functional literacy, having awareness of the essence and importance of English in order to increase national competency in global world, and developing students understanding about the relevance between language and culture.

c. The researcher found that to achieve the objectives, the teachers always try use English in the class to communicate with their students, if the students don't understand the teachers do not translating it into mother tongue but using the body language or figure or action. So that the students are accustomed to using English when they talk with the English teachers even in the outside the classroom or English lesson unconsciously.

d. SMPN 1 Enrekang provided extra time to the students to learn English (called "LES"). Once a week the students are taught English after school time (after 2 o'clock in the afternoon). LES usually is just given for third year students but in this school first and second year students are also given.

e. Types of CLT activities. The teachers used all the CLT's activities above. Based on the interview, the researcher found that the teacher use those activities related to the materials and students interest. They usually don't use same activities in the same class or grade because it depends on the students interest. The teachers will use activities that students in the class prefer because every class has different interest. For example, the teachers use song in class VII.1 and role play in class VII.3 in teaching same materials.

f. Learners' role in CLT. Learners do the role's above. Based on the observation and interview, the researcher found the teachers helped the learners how to do those roles, give them guidance to learn because they are still teenagers.

g. Teachers' role in CLT. The teachers did the roles above in implementing CLT. Moreover, based on the observation and interview, the researcher found that the teacher do other roles such as, prompter, participant, and creator. The teacher was very active in making good atmosphere in the class so that the students were more motivated to learn. For example, based on the class observation, the researcher found when teacher enter the classroom, she starts the materials with song so the students felt refresh before starting learning and are really motivated to learn.

The researcher found that the teacher was very creative in teaching.

They know their students well. They know what they students' interest. For example, based on the researcher observation in the classroom, students class VII.1 is quite interesting in song. The teacher created a song that related to the materials, the students learn with fun condition.

2). The media used by the teachers in implementing CLT

Table 1. The media used by the teachers in implementing CLT

No	Activity	Yes	No	Note

No			
1.	Non-authentic materials	√	
2.	Authentic materials	√	
3.	Listening exercises	√	
4.	Internet	√	
5.	Computer-based program	√	

(Christine Meyer)

Based on the table 1, it shows that the teachers used all the teaching media Moreover, based on the observation and interview, the researcher found that in choosing materials, the teachers would consider that whether the media could make their students enjoy or motivated in learning the materials.

3). The problems encountered by the teachers in implementing CLT

Table 2. *The problems encountered by the teachers in implementing CLT*

No	Kegiatan	Ya	Tidak	Ket
	Caused by teacher			
1.	Deficiency in spoken English		√	
2.	Deficiency in strategies and sociolinguistic competence;		√	
3.	Lack of training in CLT		√	
4.	Few opportunities for retraining in CLT;		√	
5.	Misconceptions about CLT		√	
6.	Little time for and expertise in material development		√	
	Caused by students			
1.	Low of English proficiency	√		
2.	Little motivation for communicative competence			
3.	Resistance to class participation			
	Caused by educational system			
1.	Large class		√	
2.	Grammar-based examination		√	
3.	Lack of support		√	
	Caused by CLT itself			
1.	CLT's inadequate account of EFL teaching		√	
2.	Lack of effective and efficient assessment instrument		√	

(Zekariya Ozsevik, 2010:50)

Based on the table 2, it indicates the teacher face problem caused by the students in implementing CLT. It is lack of English proficiency. Moreover, based on interview, the researcher found that every teacher has different problems in

implementing CLT. It can be seen as follow:

a. First teacher: the low of students' English proficiency.
b. Second teacher: the low of students' communication in daily life using English, the low of students' motivation in learning English, and the low of students' English proficiency.

4) *The types of CLT's activities students prefer*

The result of questionnaire calculation showed that the students' average is about 49.71. This result is in *like* categories as stated in Liker scale*.* It means that the students like CLT activities that teacher applied in teaching and learning English in the classroom.

CONCLUSION

Based on the result of research that has been explained in the previous chapter, the researcher concludes that: 1). The ways of teacher in the implementation CLT were (a) Make real communication that the focuses on language learning (b) Provide opportunities for learners to experiment and try out what they know (c) Be tolerant of learners' errors as they indicate that the learners is building up his or her communicative competence (d) Provide opportunities for learners to develop both accuracy and fluency (e) Link the different skills such as speaking, reading and listening together, since they usually occur together in the real world (f) Let students induce or discover grammar rules (g) the teacher always try to use creative ways/activities in order not only to motivate and interest but also to decrease the boredom of students in learning English (h) the teachers showed her sympathy, sensitive, and understanding of her students' needs and problems. 2) In general, the problems encountered by teacher in implementing CLT were caused by the students. They were low of students' English proficiency and lack of students' communication in daily life using English. 3) The media used by the teacher in implementing CLT were authentic text, non-authentic text, listening exercises, internet, and computer-based program. 4) The result of questionnaire calculation showed that the students' average is about 49.71. This result is in *like* categories as stated in Liker scale*.* It means that the students like CLT activities that teacher applied in teaching and learning English in the classroom. Based on the data, the top rank of CLT activities that students prefer was task completion activities (100% of students). 5) Type of CLT activities that students prefer was task completion activities.

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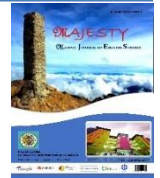
Blended Learning Method to Optimize English Language Learning in Non-English Language Education Departments at Muhammadiyah University of Enrekang

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ARTICLE INFO

ABSTRACT

Limited time to direct learning in class often made learning English less effective, especially for classes with various levels of English proficiency. In a higher education climate that demands active learning, English teachers often find it difficult to help students whose English competency was below average to catch up with their peers who had good competence. In general, this compulsory course was only held for one semester. In fact, the target of learning English on campus was generally quite high, namely to make students had sufficient English proficiency so that they could write academic papers in English as an international language. To help overcome these obstacles, this study offers the use of the blended language learning method, which was a learning method that complements direct learning with distant learning using the internet. Blended language learning was able to complement the lack of direct time in class with distance learning using internet media. This research was the result of writer's experience in applying this method for one academic year along with the results obtained from the application of the blended language learning method in the teaching process. With the application of the blended language learning method, the writer found that language learning at the college level could be more effective, efficient, and more student-centered even though the author still faces some obstacles in its application.

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INTRODUCTION

For the undergraduate level at Muhammdiyah Enrekang, English is a compulsory university course given for one semester which is named University Courses (MKU) English as a series of compulsory courses. The main focus of this course is academic English. In accordance with their needs so that students are able to use English actively for their academic needs, the main focus of this course is to help students develop their study skills according to their academic needs, in contrast to the focus of General English which is indeed to improve English language skills (Caterall & Ireland, 2019: 45-78). With such a focus, the lecture materials used are lecture materials that suit their academic needs such as academic readings, essay writing, discussion skills in a formal setting, and listening to general lectures in English. This is of course in line with the aim of developing study skills, however, these materials require a fairly high level of English proficiency Ismail, I., & Tini, T. (2020). What is very unfortunate is that there are many students whose English language skills are not good enough to attend this course. Writer chosen one method to lose this problem and the method was using blended learning method.

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 (Musdalifah, 2020: 3). In the context of higher education, the concept of blended learning is an educational method that provides a sizable portion of online learning, while physically direct reduced class (Vaughan, 2020: 100-190).

However, the blended learning that the writer adopts for the English MKU does not reduce the direct process portion in the class because this subject is a compulsory university subject which is conducted in parallel (William, 2019: 23-28).

The benefits of this blended learning method included: This method helps students carried out deeper learning and discussions outside direct time in class using the internet. Thus, they get a larger portion of learning to explore structure, listening, and reading. In addition, this method also helps students improve skills in active learning, which is the direction of education used at the Muhammadiyah Enrekang University, especially in the General Course (MKU) package (Musdalifah, 2020: 4-6).

Blended learning is ideally done to bridge the deficiencies that exist in conventional learning systems and online distant learning. Examples of limitations in a conventional direct learning system, an educator is only able to provide feedback on what students are doing is limited in class time only. In fact, from the time of submitting assignments by students to the time of returning the assignments after being given feedback, it can be several days from direct step to another. Direct process at this MKU is 2 x 150 minutes a week which is carried out for approximately 15 weeks. Online activities carried out by students include group discussions, reviewing videos and reading material related to discussion material which is then direct discussed, and making group papers and presentations that would be presented in class for material structure (Staker & Horn, 2018: 23-87). Changes made direct syllabus include, among others,

discussions related to structure materials carried out outside direct sessions and at grouped students shared the results of their discussions in class with other groups. Then in the listening material, the writer did not change the syllabus at all, it was just that the writer added a trigger for the speaking process in class by providing videos that could be watched and reviewed per group to be applied in speaking activities in class, either in the form of discussion or debate. All of that was added with independent exercises and quizzes conducted online using the Learning Management System (LMS) (Vaughan, 2018: 45-90).

Indeed, at the tertiary level, students should already have the ability to speak English at least at the intermediate level considering this ability has been prepared in advance through the English subjects they take for nine to twelve years of study at the primary and secondary education levels. However, the reality is that many students who speak English are not yet capable. This can be seen from the TOEFL scores tested at the beginning of lectures for students. From the results of the TOEFL test, the writer then formulates that the general problems faced in the teaching and learning process of this course as followed: (1) The condition of students' English proficiency varies with the majority having insufficient ability to take EAP classes; (2) Lack of learning portion, especially for structure and listening.

RESEARCH METHODS

This research was a descriptive study using three instruments, namely observation (TOEFL result), interview guidelines, and student perception questionnaire. The subjects in this study were comprehensive, non-English language departments that were BK combined with Library and science technology departments, as well as by 69 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 (TOEFL result) and interviews and (2) students' perceptions of learning through questionnaires. The data in this study that had been collected were then analyzed descriptively. In other explanations, to support the lecture process with blended learning method, writer used several applications available on the internet and other supporting applications. The online learning applications that the author used were as followed:

a. LMS Ummaspul

LMS (Learning Management System) Ummaspul was an application provided by Muhammadiyah University of Enrekang to support online learning process. LMS Ummaspul which was based on the open source Moodle system was quite comprehensive in supporting the learning process. Writer used this LMS Ummaspul as the main platform for online learning process. LMS Ummaspul also became way for writer provided instructions that would automatically appear per week, shared some basic reference material that could be accessed by students, provided quizzes and self-assessments whose scores could automatically appeared after finish

working. LMS Ummaspul is also used as a means of group discussion for students.

b. YouTube

The author used videos on YouTube as a trigger for discussion and also as the main material for online lectures. The extensive and up-to-date you tube video database provided flexibility for students to share reference sources related to materials provided.

c. Line

The author used Line as a means of communication and discussion conducted online. In Line, the author created groups based on focus groups and groups for class discussion. In connection with the limitations of the LMS for discussion, among others, was related to chat plugins that did not use real-time Web 2.0, which caused delays in discussions. In addition, students prefer to use Line because they could have more mobile discussions used their mobile devices.

d. Twitter

Twitter is also used as a tool for assessment as well as for bulletin boards for students. With the previously agreed hashtag, the writer given a trivia quiz related to the structure every week.

e. Dropbox

Dropbox authors used for the collection of assignments. Although LMS Ummaspul provided a place to collect assignments, the author found obstacles, included the limited size of the files that could be uploaded by students and there was not facility to download the assignments collected by students at once so the author must download one by one. After switching to using Dropbox, the task gathering process had become smoother.

RESULTS AND DISCUSSIONS

1. The Impact on Students' Scores

At the end of the odd semester, the writer given a post-test to classes that followed blended learning and classes with conventional methods. The post-test given was the TOEFL question for the basic structure section which was given as a pretest. As a result, the class that took part in blended learning experienced increase in value was greater than the class traditional. Meanwhile, there was no post-test for listening because the writer did not have an instrument for listening test. The increase in this value could be seen in the following table:

Table 1. The Average Value of Pre-Test

Learning Methods	N	Mean	Standard Deviation	Min	Max
Direct Learning	34	35.471	7.826	20	56
Blended Learning	35	39.371	13.350	6	66

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Total	69	37.421	11.153	6	66

Table 2. The Average Value of Post-Test

Learning Methods	N	Mean	Standard Deviation	Min	Max
Direct Learning	34	44.603	5.870	33	60
Blended Learning	35	62.147	12.460	31	87
Total	69	53.357	13.140	31	87

Data in these tables explained that mean of the Blended Learning class had a greater increase (22.775 points) compared to direct class (9.132 points). Thus, it could be said that the application of blended learning was quite effective although of course a more comprehensive research was needed to be able to see its effectiveness in a more real way.

2. *Perceived Benefits Students*

In addition to visible benefits of increasing scores on the post-test, writer also conducted a brief evaluation with students in the form of class discussions at the last meeting related to learning using blended learning. From the results of the discussion, the participants felt an increase in their grammar understanding and listening through online discussion. In addition, they felt that the atmosphere of discussions carried out online was more conducive than discussions in class. This was mainly because students felt they could more expressed their opinions and could discuss and look for discussion support materials on the internet simultaneously

as well. Another reason was that students felt more like being watched by the teacher when discussed because the teacher could see the discussion process in real time. Another benefit stated by students was that they felt that the lecture materials were more varied and up to date. Also, they felt that there was a correlation between online and direct learning so that they could more easily immerse themselves in class discussions, especially in speaking sessions. In addition, students argued that with this online class, learning as a whole became more effective. The first reason was that they could be more prepared direct because through LMS Ummaspul, they could see the lesson plans every week. In addition, online learning materials that correlated with the next meeting in class also made students able to discuss more effectively in class.

3. *Obstacles Encountered*

Although students felt the benefits of combining distance learning with direct learning, it did not mean that there were no obstacles and shortcomings that were felt by students. The most prominent

thing related to obstacles was the problem of time. Students argued that regardless of benefits they felt, they felt burdened by the obligation to discuss and carried out online activities. This obstacle was mainly because they were not used to learning with student-centered methods. In fact, there were still students who think that the teacher should provide a description of the materials they must learn as teachers in schools. In fact, before the active lecture period, these students had passed the Student Orientation period in which they learned the Learning Skills they had need to take courses actively.

The next obstacle was technical barriers such as their still slow internet connection which often hinders them from doing online activities. The next obstacle experienced by students was the technical problem of using LMS Ummaspul. The students felt it took a while to get used to the existing system in LMS Ummaspul. In addition, LMS Ummaspul also did not provide real-time discussion facilities so the discussion process was very hampered. However, this problem was resolved after using LINE for discussion.

CONCLUSIONS

This research was presented to share the writer's experience regarding the blended language learning process that writer applied in teaching MKU English. From a brief description of what writer was doing, there was an implication that blended language learning was quite effective in helping students, especially those whose language skills were inadequate, to be better involved in English MKU. However, the problem of slow internet connection and the lack of knowledge of

students in the technical used of applications used for online learning could hinder this process even though they felt the benefits of learning with the blended learning method.

Regarding the limitations of this research, which was still an initial description of the application of the blended language learning method, writer had several recommendations related to blended language learning: 1. There was a need for more comprehensive formal research with more reliable data to see the effectiveness of using blended language learning in ESL learning. 2. Further and in-depth research was still needed to see the benefits of blended language learning in classes consisting of students with different levels of understanding of English, especially to help students with less language skills to be able to keep up with their classmates who had good language skills

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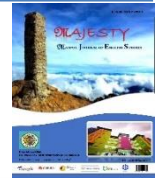
Improving Speaking Skills through Active Learning Strategy

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ARTICLE INFO

ABSTRACT

This research aimed at proving that active learning strategy can improve the speaking skill ofthe year eight students of SMP Negeri 1 Sidrap. The researcher used pre-experimental design. The population of this research was the eighth grade students and the sample was class B consisting of 26 students. The sample was chosen by purposive sampling technique. The data were collected through oral test. The pre-test and the post-test were used to measure the improvement of the students" speaking skill before and after the treatment. Based on the result of the pre-test and the post-test, it is obtained that the t-counted valueis 6.920. By applying 0.05 level of significance and the 25 (26-1) degree of freedom, it was found that t-table value is 2.060. It shows that the t-counted value is greater than the t-table value. It means that the use of active learning strategy can improve speaking skill of the year eight students of SMP Negeri 1 Sidrap.

INTRODUCTION

Language, the expression of human communication through knowledge, belief andbehavior, can be experienced, explained, and shared. This sharing is based on systematic, conventionally used signs, sounds, gestures, or marks that convey understood meanings within a group or community. English is one of the languages that is very important to learn. In Indonesia English is taught as foreign language from senior high school to higher education. In Indonesia, the students study about four skills in English. They are reading, writing, speaking and listening. In this case, the researcher would like to improve the students speaking skill. It

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was caused most of the students still have poor in their speaking skill. Speaking skill its self is productive skill in the oral mode. It is more complicated than the other skills. In this skill, the students did not only pronounce the words but they had to interact with the others well. Communication through speaking is commonly performed in face to face interaction. It occurs as part of verbal exchanges. In speaking, the use of body language is great help for the listeners to understand the intended message. Therefore, the non-linguistic features are very helpful to smooth the flow of the interaction between the speaker and the listener. Laratu (2004:6) states, Speaking consists of knowledge and skill. Knowledge is what we know about something. It needs to be used in action in order to understand it. Skill is an ability to perform the knowledge. Both knowledge and skill can be understood and memorized. However, only skillcan be imitated and practiced.

From the statement above the researcher considers that in mastering speaking, the learners have to know the basic knowledge before using it and not only knowledge but also skill. It makes the speaking more effectively to convey what the speaker means. Moreover, without knowledge and skill, the teaching learning speaking will not be effective.

In accordance with the 2013 curriculum, English speaking cannot be neglected in the learning process because English holds an important role. English is needed for global communication. Therefore, 2013 curriculum states that English is one of the languages to relate Indonesia with other countries. That is why, the awareness in using English must be

grown up to the learners for preparing human sources that can communicate by using English as the international language.

In this research, the researcher found some problems in learning English at SMP Negeri 1 Sidrap at Sidrap Regency. The first one is that the school does not have enough facilities for the teaching learning process. Those facilities are the media of learning process such as the internet, in focus, dictionary, etc. These media are needed in the teaching learning process in this 21st century, particularly the implementation of 2013 curriculum. The second one is that the teacher does not have sufficient strategies to teach the students. The last one is that the students lack vocabulary. It made the students difficult to speak English. That is why they were weak in speaking skill especially in fluency and comprehensibility. She limited the scope in improving the students" speaking skill of the year eighth of SMP Negeri 1 Sidrap in term of fluency and comprehensibility.

Teaching is a process of transferring knowledge from someone to another person. The teachers have to master the materials that they want to teach. Learning English is not easy for the students of SMP Negeri 1 Sidrap. It is because that new thing is for learners. In teaching speaking, the teachers have to know about the roles in speaking such us how to produce a good pronunciation of the English words, good grammar or structure, and fluently. Harmer (2007:58) states, Education should speak to the whole person, in the other words, not just to a small language-learning facility in a humanist classroom, students are emotionally involved in the learning, they are encouraged to reflect on how learning

happens and their creativity is fostered.

Based on the opinion above, the researcher concluded that in learning process, the students do not only get the knowledge from the teacher but also they should be more active than teacher in the classroom. The problem that commonly faced by teacher in speaking class is very complicated such as the students who are mostly afraid to speak up. Therefore, it also has to be supported by the teacher who is able to create or establish situation to make interesting environment to promote their communication.

In this research, the researcher used active learning strategy to improve students' speaking skill. Active learning stimulates the students to be accustomed to use English expression at their speaking in appropriate context. According to Silberman (2005), "Active learning is when the students take a participating method through discussion, presentation, simulation or practice. Active learning promotes problem solving, critical thinking analysis, and synthases the information". This opinion means that to make the students to be more active, the teacher also makes the students to speak with their partner in a small group or the entire class in the learning process. Everything that the students do in the classroom in this strategy do not only merely passive listening to the teacher but also they have more practice their materials especially in real life situation or new problem by developing their skills in practice their materials. Therefore, it can make the students to understand about what they were learning about.

In most of the time, based on the researcher's experience of typical classroom setting, the students tend to be passive in learning such as listening to the teacher, looking at the occasional overhead or slide, and reading (when required) the text book. Upon on those instructions, the students can practice their speaking skill directly while teaching and learning process happens. Silberman (2005) modifies and expands the wisdom of Confucius into active learning Credo:

1) What I hear, I forget
2) What I see, I remember a little
3) What I hear, see, and ask questions about or discuss with someone else, I begin to understand
4) What I hear, discuss, and do, I acquire knowledge and skill What I teach to another, I master.

From the statement, we assume that learning will be more meaningful when students get involve actively, they will retain more course content for a longer time, and are able to apply that material in a broader range of context. Furthermore, to improve speaking skill, we need much students" talking, asking, doing discussion, and practising about some English dialogues because in speaking English the students have to practice their tongue as often as they can.

In relating to the explanation above, the researcher formulated the research problem: Can the implementation of active learning strategy improve the speaking skill of the year eight students of SMP Negeri 1 Sidrap? The objective of this research was to prove whether or not the implementation of active learning strategy can improve the speaking skill of the year eighth students of SMP Negeri 1 Sidrap.

METHODS

This research focused on improving the students" speaking skills through activelearning strategy. By considering the purpose of the research and the nature of the problems, it is quantitative research. The researcher used pre-experimental design. In conducting this research, the researcher used one-group pre-test post-test design. The pre- test was given before treatment, while the post-test was given after the treatment.

Population is the entire date which becomes the concern in a research. According to Creswell (2005:145), "Population is a group of individuals who have the same characteristic". In this research, the population was the year eight students of SMP Negeri 1 Sidrap, Sidrap Regency-Central Sulawesi. There were two classes in this grade and the number of the students was 53. Sample is an item or a subject selected from the population to observe and analyze. According to Creswell (2005:146), "A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population." From that statement, the researcher selected a sample from the population. The sample was taken by using purposive sampling. The researcher used class VIII B class that consisted of 26 students.

In this research, the researcher used two variables. They were dependent and independent variables. The dependent variable is the ability of the eighth grade students of SMP Negeri 1 Sidrap in speaking while the independent one is the use of active learning strategy. In collecting the data, the researcher used an oral test as the instrument in her research, given as a pre-test and post-test.

RESULTS AND DISCUSSION

In collecting the data, the researcher administered the test to the students before and after the treatment. The pre-test was given before the treatment and the post-test was used to measure the improvement after the treatment. The post-test was administered to find out the improvement of students" speaking skill through active learning. From the calculation above, the researcher found that the significant difference between the result of the pre-test and the post-test of the students is 6.920.

This research was conducted to improve speaking skills of the year eight students of SMPNegeri 1 Sidrap through active learning strategy. It focused on fluency and comprehensibility. She used oral test as the instrument of data collection. The first is that the researcher gave pre- test to find out the students" prior knowledge. In giving the pre-test, she used some questions related to the expressions of speaking. When the researcher asked about it, most students did not understand. They could not respond the questions. In other words, they had problem in fluency and comprehensibility. It was supported by the result of the pre-test showing that the students" speaking skill was low. The result might be described by using the percentage of the students" score. Most of the students had low in their comprehensibility. They were about 58%. Moreover, the students who could not speak English fluently were 42%.

After knowing the result of the pre-test, the researcher conducted the treatment to improve the students" speaking skill through active learning strategy of the year eight students of SMP Negeri 1 Sidrap. In doing the

treatment, she focused on the students" fluency and comprehensibility. Relating to the students" result in their pre-test, most of them were still less comprehensibility than fluency. It occurred because they rarely practiced their speaking English in learning process. It can be known when the researcher gave the treatment to the students and she asked orally some questions to them, they did not know how to answer those questions correctly. Some of them only could answer the researcher's questions by using the words "yes" and "no". Moreover, lack of vocabulary also was the problem faced by them. Most of the students found difficulty to understand the meaning of the words. Therefore, they could be more passive in their speaking English in the classroom. To solve the students" problems, the researcher conducted her treatment by using active learning strategy to improve their speaking specially in fluency and comprehensibility. The aim of this strategy was to make the students to be more active in their learning process. In this strategy, the researcher applied some suitable techniques based on the teaching material in speaking skill to make the students did not get bored in their learning process. There were small group discussion, game, and drama technique. One of the examples of the teaching technique in active learning strategy used by the researcher was small group discussion. She firstly explained the material and gave some of the examples relating to the topic. Then, she instructed them to make small group discussion or pair. Next, the teacher asked the students to practice and play their conversation in the classroom. Finally, the teacher evaluated the performance together with the students.

After giving the treatment, the researcher gave post-test to find out whether the technique was effective or not. The researcher gave the same test as in the pre-test. In the post-test the students" fluency and comprehensibility have increased. The number of the students who could not comprehend in their speaking decreased from 58% to 19%. Meanwhile, the students who made mistake in their fluency also have decreased from 42% to 15%. Additionally, in the post-test they could express their ideas related to the topic. Besides, they could pronounce the words, and they can understand what the researcher asked. On the other hand, the students also enjoyed and were interested in their learning process to improve their speaking skill. By using the interesting strategy, she could make the students have good participation and be active during the treatment. Regarding to the many benefits of giving active learning strategy to the students, the researcher might assume that the application of active learning strategy could improve the speaking skill of the students.

The researcher conducted the research based on the previous study. There are two previous researchers related to this research. The first one was from Hasanah (2007) with the title Teaching Speaking Skill Using Active Learning Method at the Seventh Year of SMP SMART Akselerasi Ekselensia Indonesia-Bogor. In her research she used descriptive quantitative research as the method of her research. She found there are some students who do not obtain yet the English lesson at all from the elementary school. Based on the result, she found that the majority of the students is classified to the category "very good" (55.56%). The second research was written by Fauziah (2012)

with the title The Effectiveness of Active Learning through "Who is the Class Strategy" for Teaching Speaking Descriptive Text at the Tenth Grade Students of MAN Nurul Huda Semarang in the Academic Year of 2012. This research was aimed to find out the effectiveness of the use of strategy in teaching speaking namely "Who is in Class Strategy". In her research, she found problem that the teacher often uses conventional teaching methods. The result of her research is effective. The students can be more active in the learning process of teaching speaking and they can produce words actively. Students can enjoy the learning process so they absorb the material easily.

CONCLUSION

After analyzing and discussing the data statistically and descriptively, the researcher concludes that the implementation of active learning strategy can improve the speaking skill of the year eight students of SMP Negeri 1 Sidrap. We can see the significant difference between the post-test and pre-test score. It is proved from the data analysis showing that t-counted value (6.920), is greater than the t-table value (2.060) by applying 0.05 level significance and (N-1) degree of freedom (df).

In this section, the researcher would like to give some suggestions. Teachers should create enjoyable, fun, and interesting way as a teaching strategy. The enjoyment ought to be foremost aim which hopefully will have good effects on the education because they learn what they care about and remember what they understand. In another word, the teachers should make learning enjoyable because students like playing games in their learning. They

can study hard when they enjoy the subject. The subject is interesting if the teacher uses suitable teaching strategy. The most important thing is the students understand about what they have learned if they do it by themselves. It means learning by doing. The students need to improve their speaking skill by talking much by using English, searching to resource information, reading English books, watching western movies, listening to western songs. Then, active learning strategy also is not only used for the teaching English but also it may be applied to teach any subject anywhere and anytime.

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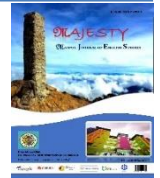
Integrating Google Classroom in Teaching: Changing the Learning Culture in Higher Education during a Pandemic

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ARTICLE INFO

ABSTRACT

Technology integration is a benefit for students to learn differently to achieve goals and create the most important part of student life today. Google Classroom is a trend of blended learning in higher education that changes the strategy of delivering learning and teaching. The aim of this exploratory study is to investigate whether or not this application can be covered to develop or support learning in a Bachelor level of English Language Education program to facilitate student achievement. The test design was used to analyze student performance and the survey of perceptions of the use of Google Classroom was evaluated statistically using a questionnaire. The results revealed that students who participated in answering questions at the pretest found that there was no significant difference between the control group (45%) and also the experimental group (45.45%). In the posttest results, the two groups obtained an increase within the value of the final examination, however the contribution of 5th-semester students with the utilization of Google Classroom specifically benefited those with higher grades (81.82%) compared to third-semester students (70%). Moreover, the results of the student perceptions survey during this study indicate the use of Google Classroom is observed positively as a technology which will modernize dynamic learning and engagement, stimulate critical thinking and their participation if used suitably for learning functions.

INTRODUCTION

Currently, students have fully grown up within the vast world of technology including the utilization of cellphones and the internet that may be found anywhere. Oblinger (2003) refers to,

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"Gen-X, Millennial, Net Generation in the Age of Revolution. They can absorb information quickly from various sources simultaneously (Duffy, 2008). They learn on what is delineated by (Prensky, 2003) that students are ready to communicate through instant electronic messaging friends and expect quick responses and feedback. Net Generation only needs to move the mouse on the board or just touch the computer screen to determine the cyber world while not having to leave the house (Gunawan & Sunarman, 2018).

John & Brown (2000) in his article "Growing up Digital": states how the Web functions as an ecology that describes the atmosphere for work, education, and also the way people learn. Brown further declared that technological advances require the complex and diverse interplay of new adaptations between one community and another akin to global life should be welcome by global thinking, the breadth of insight and knowledge or data, and mastery of technology to face the future and advances within the technical field incidentally it is growing fast.

Technology serves as an available tool for college students to explore their learning experiences and build bridges to connect their reading texts to real-world situations that are simulated and presented visually by computer programs. Technology will facilitate students who learn differently, achieve their goals and make a very important part of today's student life. Integrating technology into learning will encourage their learning to be motivated (Fredricks, Blumenfeld, & Paris, 2004).

Today's modernization of technology, particularly the development of information technology has modified the academic paradigm of the offline learning model to an online-based learning model. This requires educational institutions to innovate and perpetually build a breakthrough within the world of education. Generations of millennia in the industrial era 4.0 and university 5.0 are currently ready to perform the learning process anywhere (Oblinger, 2003) without having to direct meeting.

Direct learning has been happening since preschool to high school and even universities so far. The direct lecturing model is a part of learning wherever lecturers or academics perform routines similar to coming to class, introducing themselves, checking attendance, depositing learning plans and doing other alternatives activities. While, students do the same issue, attempt to come on time and follow the learning process (Iftakhar, 2016).

In the current pandemic era, providing sufficient time to carry out the learning process for students online is a tough struggle for the University of Muhammadiyah Enrekang. The pressure of the Tri Dharma Perguruan Tinggi which is the three demands of higher education in Indonesia, namely teaching, research and community service coupled with other supporting activities makes lecturers usually overwhelmed interacting with their students. As a result, hands-on teaching time is usually combined with previous meetings and spent through assignments or perhaps the lecturer only provides core modules for students to study. Learning outcomes using modules aim to organize students with the critical thinking and study skills required for their degrees and careers.

The use of modules in the learning process is a little thwarted by a variety of issues, as well as student feedback that is lacking and attendance as low as attendance of 30-45% for each meeting (Fredricks et al., 2004).The low transfer

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of knowledge by students from this learning model shows that students cannot achieve the desired learning outcomes (Jonas-dwyer & Pospisil, 2004). Students' experience of this learning methodology is basically passive and tiny absorption (Heaslip, Donovan, & Cullen, 2014; Mula & Kavanagh, 2009) is attributable to the pressure of scheduling courses and lecture halls. Similarly, even though results and absorption can be achieved in the classroom, students are unable to maintain information or transfer it to their own analysis (Numertayasa, 2018; Siau, Nah, Siau, Sheng, & Nah, 2006).

Academic reading and writing skills are the main subjects in the English Language Education Study Program at Universitas Muhammadiyah Enrekang, Indonesia. This course is extremely necessary for college students who have learning disabilities. Reading is considered the foremost vital skill and Writing rank second in the English language education curriculum. To Illustrate, students are usually given extra learning and assignments during this course, as a result of they need to meet learning outcomes during this main subject field. Similarly, this course will be a reference in writing scientific papers in the kind of thesis writing. As a consequence, several students do not seem to be able to complete their studies on time because they are unnatural by basic skills in writing (Ismail, 2017; Ismail, Jabri, Rahmat, & Musdalifah, 2016). The complexity and restricted learning time of this course create the background of weak information for students who have underdeveloped learning abilities in college.

Reading and understanding English text materials is a vital requirement to support other subjects, whereas most students lack these reading skills (Sarmita & Ismail, 2019). They usually spend most of their time encoding words, without understanding their reading (Therrien, 2004). Several found students intimate problem in reading comprehension, especially in summarizing, seeking information, responding to questions and sorting (Elihami & Ismail, 2017). In lectures, they are usually asked to finish assignments based on the reading text. If they still have the basic reading ability, they will have problem in learning the reading content quickly.

Salman Khan (2012) in his book "The One World Schoolhouse" revealed that "Education does not occur in a certain area between the teacher's mouth and student's ears. Education occurs in the space within each brain". This indicates that science is built by students through the learning process, not transferred from teacher to student or from lecturer to the student (Light & Polin, 2010). Similarly, teacher-centered learning is no longer appropriate for this generation, consequently it has an amendment to an additional student-centered approach, especially for college students involved in a variety of skills (Viridi, Halid, Kristianti, & Setiawan, 2017). Thus, there is no reason to be skeptical, avoid and reject the online learning model, study in the future; lectures need not be done in certain areas for information transfer.

The online learning system is a learning process organized through a web network whose development must contemplate the applicable regulations by prioritizing learning principles that must be encountered. The learning principles include learning outcomes that cover aspects of knowledge, skills, and attitudes; assessment strategy; and progressive learning activities and tasks so that students can set targets for

knowledge, skills, and attitudes built in the learning process; Ensuring a balance between the presence of lecturers giving material, social interactions, challenges or cognitive burdens (Alkaff, Qomarudin, Alkaff, & Bilfaqih, 2018). Likewise, the most essential aspect of online learning is security and learning management systems. In terms of security, students are more comfortable and expressing their ideas with their lecturers without fear regarding being bullied with other participants (Holley & Steiner, 2005). Additionally, online learning extends the learning community between one student and another student in having better access to communication than face-to-face discussions that are restricted by space and time.

The online learning system allows every subject provide substantial material in the kind of video recordings, slideshows and weekly assignments that have become predetermined deadlines and various scoring systems (Alkaff et al., 2018). Through learning online, it is hoped that students will develop their abilities in an exceedingly better direction; one in every of the abilities that are expected to develop is the ability to put in writing and skim priority.

Technology is a vital component of the education system, nonetheless integrating technology into the curriculum and learning process is still often separate. However, most education specialists agree that the globe of education should be integrated with technology, not as a separate subject or simply as an associate occasional project, nevertheless as a tool to expand student learning on associate current basis (Linda Starr, 2016). The encounter, of course, is a way to notice methods to use technology, facilitate students practice it, and which does not take time from core courses. However, for many lecturers,

presenting technology in the learning process is an additional challenge and needs private expertise. To integrate technology-based learning into the curriculum or syllabus, lecturers are required to find free space and time to learn to apply and understand the terminology required. Thus, technology can be useful as a good tool for lecturers and students in the learning process.

This study is expected to contribute to the literature on various effective teaching methodologies, expressly to assist lecturers and students in gaining expertise victimization technology in the learning process. Google has offered simple ways to assist integrate technology into the learning class routines of Google Classroom (Iftakhar, 2016). Google classrooms are one type of application that is suitable to be implemented because it can be a structured classroom application in the learning methods that exist today. Google classrooms can be used as programs for lecturers to create digital classrooms for students to interact with lecturers and their peers (Phan, 2015). This application is free that integrates e-mail and documents to keep it stored. The lecturer will transfer files, videos, links, announcements, and assignments to be requested and seen by students. Document files can be edited and shared with students to learn collaborative skills (Dicicco, 2016). Once students complete a task, they can send it by posting it. This program could be mobile-based application which will be accessed using any device anywhere (Foti, Drive, & Ave, 2014), and convenient for lecturers and students. The Google platform allows students to chat and discuss topics learned in class, and lecturers can view student discussions, and post comments. Different tasks can be posted such as video segments,

PowerPoint presentations, and other documents. Students can visit the site https://classroom.google.com or can download the application via the Play Store on Android or through the app store in IOS with the Google Classroom keyword (Mastoni & Rahmawati, 2019). The use is free of charge so that utilization can be done as needed.

Based on the review of this research article, several studies have been found concerning technology-based teaching. This study attempts to investigate students' perceptions of effective interactive teaching using the Google Classroom application. This study emphasizes to lecturers that their teaching approach will have an effective influence on student learning and engagement.

This study explores the use of Google Classroom as a teaching and learning program. While the specific objectives include: 1) to evaluate the effectiveness of student learning outcomes in learning Reading courses through the integration of Google Classroom; 2) to evaluate student responses to Google Classroom integration into the learning process. This study gives students the opportunity to comment on their perceptions about using Google Classroom.

METHODOLOGY

1. Instructional Procedures

In considering the application of educational technology in the learning process, it is expected to reduce the gap in the information provided to students. At present, a lot of information is being conveyed to students in class but the information is not captured correctly. Formerly, students who do not attend the class cannot capture the additional information that has been delivered in the classroom through slides, chalkboards, and responses to questions raised by the lecturer. This sometimes frustrates and experiences an uncertainty about the content being taught. The learning process comes and passes without a trace in the minds of students.

The technology used in this study is Google Classroom. To operate, questions, links, PowerPoint, videos, documents, games, teaching materials, and quizzes are written to be seen visually and learned by the class. Students study and complete work through their computer or android anywhere, such as answering questions, PowerPoint, Google documents. In general, Google's classroom learning activities include: Introducing Google Classroom; introduce questions and how to respond; teaching vocabulary; analysis and activities for writing news or information; watch learning videos or news and browse with google doc; and take notes or summaries of the course. The concept is to encourage students to be more active without taking a lot of face-to-face time at classroom, to promote student involvement which can make classes more interesting (Cunningham, 2008), and to maximize interaction and introduce innovative pedagogy in learning (Mula & Kavanagh, 2009).

Determining student responses to the effectiveness of technology in the learning process, the fifth-semester students who take the Reading in Professional Context course are required to register with the Google Classroom application, whereas the third semester does not use Google Classroom to support in their learning process. During this study, a series of the identical questions were given to the two

semesters. However, for the third semester, lectures use traditional or face-to-face presentation approaches, such as slides (PowerPoint) by integrating the questions at each meeting. These questions are given regularly throughout the meetings; two-five questions are examined to be responded to verbally in order to provide feedback to students regarding their understanding. Evidently, student participation in responding to verbal questions is not optimal due to reasons for inequality between students, awkwardness in communication and limited face-to-face time in college.

Meanwhile, in the fifth semester of this study, Google Classroom was integrated into the teaching and learning setting. Lecturers create classes at the Google Classroom, and then invite students who are registered in the fifth semester through the e-mail address or class code from the Google Classroom that has been created. Generally, learning activities are often uploaded using various options (Nasir et al., 2019), such as create Announcement, Assignment, and Question (Appendix 1). Through the button on Google Classroom, student activities appear from reports provided in the Google Classroom class. If students have uploaded the results of their work or the results of a questionnaire found in the Google Classroom, then there is a Done report on the Google Classroom class page (Gunawan & Sunarman, 2018).

This application provided feedback to students on their understanding, however more importantly; tolerate lecturers to change presentations dynamically to reflect students' understanding or misunderstanding. When every question is displayed, students have a specified time to respond. After the deadline has passed as an indication of the end of the assignment collection, Google Classroom or Lecturer will not tolerate the delay. Complete this application, students are required to appreciate time more and lecturers will see how disciplined students are in presence lectures. During this semester, the reaction rate and response are much completely different (responding 100%), and therefore every student's response is captured because it allows feedback via post directly to this application discussion forum. Thus, when students experience difficulties in understanding the assignments given and want to learn other material or topics, they can discuss in the Google Classroom forum, therefore that communication can continue even if they do not meet each other. Thus, when students realize difficulties in finishing tasks and wish to discuss different topics more, they will discuss within the Google classroom forum. This technique keeps the communication going while they do not meet one another.

2. Measurement Procedures

This study analyzed student responses to the Reading in professional Context course using Google classroom. The subjects of this study were the fifth-semester students totaling twenty-two students and the third semester that amounted to twenty students as controls. To answer the research questions, data were collected through questionnaires and quizzes response using a Google form. The quiz is given when students participate in learning using the Google classroom on Fifth-semester students. While, in semester three (as a control), students respond verbally to quizzes and do not have the possibility to answer questions using technology. Whereas the student

response questionnaire was covering twelve questions was given to the fifth-semester students who had attended learning using Google classroom. Student questionnaire responses contain items that contain effects regarding student learning and the way to observe student progress, items related to motivation, involvement, and ability to give some thought to the questions asked. This questionnaire additionally contains negative responses such as' class dynamics not contributing to the utilization of Google classroom. Qualitative and quantitative methods are used to gather student opinions.

FINDING AND DISCUSSION

1. Student behavior in finding information

Obtaining information on relevant undergraduate level students to complete tasks such as research, articles require adequate reference resources. Online-based resources are easy, creative and user-friendly information access (Alberth, Mursalim, Siam, Suardika, & Ino, 2018; Foti et al., 2014; Light & Polin, 2010) and are also the choice of today's students. From a teaching perspective, the information indicates that online media has an influence that can be used as a source of learning (Light & Polin, 2010; Silva et al., 2014; Wijaya, 2016). The tendency of students to get the information needed from online media will be very useful as long as they understand the ways and capabilities to ensure the information obtained is the source of information that can be accounted for (Abdel Meguid & Collins, 2017; Stagg & Lane, 2010). Based on the results of the pre-class survey, most students (60%) in the control group and (68.18%) in the experimental group used the Google application as their first search engine, with only 15% in the group control and 9.09% in the group experimental uses Wikipedia and 10% in the control group and 13.64% in the experimental group students use Google Scholar (Table 1).

Table 1. When working on an assignment, I will start by searching via…

Searching via…	Percentage Responses	
	Semester 3 (control), N=20	Semester 5 (experimental), N=22
Google	60	68.18
Google Scholar	10	13.64
Wikipedia	15	9.09
Yahoo	10	4.55
A Library Catalogue	0	-
Journal database	0	4.55
Others (Ask, Bing)	5	-
	100	100

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Table 2 Show one statement that you most agree on based on the choice statement in table 1.

Statement	Percentage Responses	
	Semester 3 (control), N=20	Semester 5 (experimental), N=22
The data base was easy to navigate	40	54.55
The search was difficult to explore	5	4.55
Information obtained was useful	30	22.73
Search was as easy as Google	10	4.55
The information has quality results, ease of use and higher relevance than Google	10	13.64
I didn't get useful information	5	0
	100	100

The data in Table 2 shows that most students have used the database and obtained useful information, and only a small percentage of students have difficulty and have not taken full advantage of the functionality of this information resource.

Table 3 Students have used Domain Email via...

Domain Email	Percentage Responses	
	Semester 3 (control), N=20	Semester 5 (experimental), N=22
G-mail	70	72.73
Yahoo	20	22.73
Webmail (ac.id)	0	-
Others	0	-
Not using email	10	4.55
	100	100.00

Subsequent surveys to find out how many students use e-mail account in relation to the level of their information literacy and are used to focus in the classroom learning opportunities to align with the use of Google Classroom. Table 3 shows that the majority of the fifth-semester students (72.73%) admit that they use G- Mail account before taking the class, and as much as 22.73% using a Yahoo account and a part (4:55%) do not have email. This pre-survey information provides valuable hope regarding the utilization of Google Classroom in learning, particularly students in the 5th semester and lecturers in improving the standard of learning. From a teaching perspective, it is necessary to discover the behavior and competency of students in relation to the use of technology and approve that lectures are delivered appropriately. In a broader prospect, this information is useful for identifying behavioral trends

to design future learning models (Stagg & Lane, 2010).

2. Analysis of Student Examination Performance

A comparative analysis is carried out to ascertain whether the use of Google Classroom in the classroom learning process can improve student performance. The comparison could be comprehended from the test results for subjects Reading in Professional Context as revealed in Figure 1.
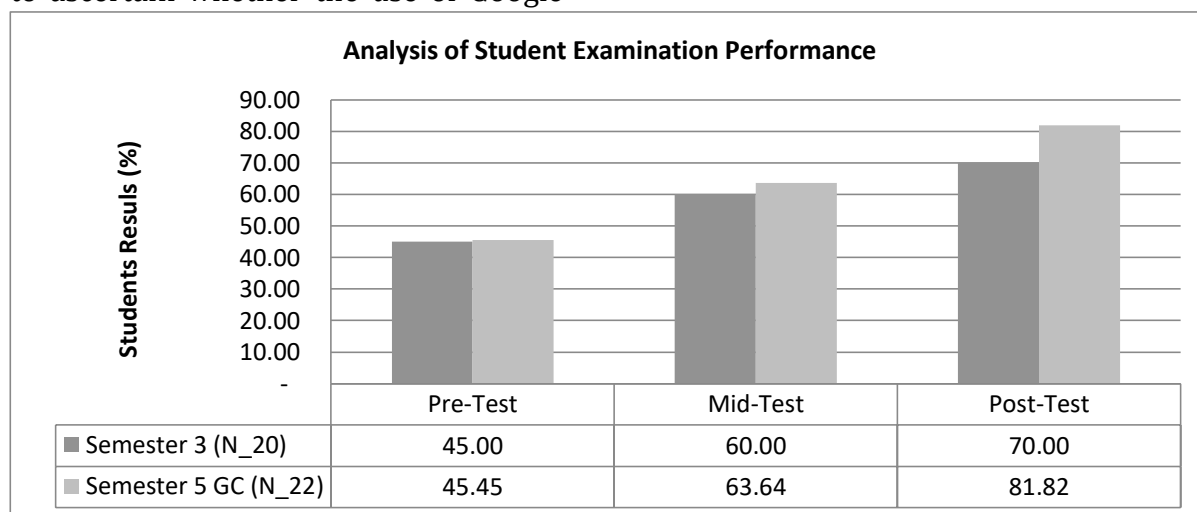

Analysis of Student Examination Performance

	Pre-Test	Mid-Test	Post-Test
■ Semester 3 (N_20)	45.00	60.00	70.00
■ Semester 5 GC (N_22)	45.45	63.64	81.82

Fig. 1. Comparison between Control Group (n_20) and Experimental Group with Google Classroom (n_22) test results for Reading courses in the English Language Education Study Program.

Figure 1 shows a comparison of the average exam results for 3rd-semester students and 5th-semester students (with Google Classroom). Examination of the results on the Pre-Test showed no significant differences, at this stage, there was no difference in performance for the two tests between the control group and the experimental group (Mean Score: 45% versus 45.45%). Whereas the results of their course on examining in the Mid-Test in both groups, showing a comparison of test performance even though it did not differ significantly from the effect of a comparison of 60% on the control group and 63.64% on the experimental group (figure 1). When both of these groups (semester 3 and semester 5 with Google Classroom) on the results of the final exam scores increased, but the involvement of students with the use of Google Classroom was especially beneficial for them. Figure 1 shows that the Experiment group with the Google Classroom application achieved a higher overall test score (81.82%) compared to the third-semester students (70%).

These findings indicate that students feel the use of Google Classroom education technology significantly increases the understanding of the material presented in the classroom by looking at the results of the exam. However, students who do not use Google Classroom in the third semester are still able to contribute to responding to the exam through a direct presentation. This pedagogical approach remains beneficial for them, even though they are unable to answer all questions verbally (Mula & Kavanagh, 2009). This is also supported by the results of other studies (Draper & Brown, 2004).

Therefore, this allows students to have choices in learning to learn the

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appropriate material. Technology can help students, who learn differently, achieve their goals. This has convert an energetic part of the lives of students today, so integrating technology into learning will encourage their learning in a motivated way (Fredricks et al., 2004).

3. Student Evaluation Questionnaire

In the evaluation questionnaire, students are required to answer by choosing the answer option from "strongly agree" to "strongly disagree" on a five-point Liker scale. The questionnaire was given after the application of the Google Classroom to fifth-semester students to measure subjective opinions on 12 items of questions which included themes about stimulation, motivation, involvement in learning, participation, and use of applications (Table 4). The questionnaire contains positive and negative statements that are designed in such a way as to reflect the required domain. This survey is distributed to students posted via Google forms for easy analysis. This analysis is expected to help make recommendations for future changes in teaching methodology.

Table 4. Response rates for using Google Classroom in lectures

Questionnaire Statements	Total Responses (%)					
	5 (strongly agree)	4 (agree)	3 (neither agree nor disagree	2 (disagree)	1 (strongly disagree)	Average Rating
1. I am more interested in attending lectures where Google Classroom is integrated.	22.73	68.18	4.55	4.55	0	4.00
2. The use of Google Classroom in lectures can be intellectually stimulating	13.64	63.64	13.64	4.55	4.55	3.69
3. Google Classroom is easy to use	31.82	54.55	9.09	4.55	0	4.04
4. I feel more comfortable in interacting with my classmates and lecturers	9.09	77.27	4.55	4.55	4.55	3.73
5. Google Classroom in lectures increases my understanding of Reading in Professional Context courses.	13.64	63.64	9.09	9.09	4.55	3.64
6. Google Classrooms contribute effectively and encourage more active learning than usual.	18.18	63.64	13.64	4.55	0	3.87
7. Questions submitted using the Google Classroom must be carefully considered before being answered	13.64	72.73	4.55	4.55	4.55	3.78
8. Google Classroom can improve problem solving and critical thinking skills	18.18	54.55	18.18	9.09	0	3.73
9. Google Classroom does not provide an advantage in helping us develop prior knowledge	0	4.55	13.64	72.73	9.09	2.09

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10. The use of Google Classroom does not make an effective contribution in lectures and is only a waste of time, and it will be better if the time spent is used by lecturers to provide courses through direct face-to-face.	4.55	4.55	4.55	68.18	18.18	2.04
11. I prefer if participating in answering quiz questions can be judged based on questions regardless of whether my answer is right or wrong.	9.09	27.27	9.09	36.36	18.18	2.67
12. I want to see the use of Google Classrooms in more of my classes going forward.	13.64	72.73	4.55	4.55	4.55	3.78

From the analysis of Likert responses to questionnaire items, it was clear that students preferred Google Classroom interactive lectures. Table 4 indicated the details of the questions from the responses given in the questionnaire statement. Student questionnaire responses showed they felt "more interested" (90.91%) when Google Classroom was integrated with lectures, "intellectually aroused" (77.27%) in the learning process, "easy to apply" and "more comfortable interacting" (86.36%) in lectures through the use of Google Classroom. The majority (77.27%) of students were able to "improve understanding" in lectures especially in the Reading in Professional Context course and were able to "contribute effectively in learning" (81.82%) and encourage more active learning than before. In answering questions, students can "think carefully" (86.36%) in responding to the questions asked. This is in line with the findings that students are able to improve skills in "problem-solving and critical thinking" (72.73%).

This view is evidenced by the majority of students disagreeing (81.82%) assuming that Google Classroom integration in learning does not benefit the development of knowledge. As well as, the average student disagrees (86.36%) by assuming that "the use of Google Classroom is a waste of time." Most students (54.55%) want the answer to that question to be based on what it is, but 36.36% of students disagree if this assessment scheme is applied. Overall (86.36%) students recommended the integration of learning with Google Classrooms can be used more often in other classes or subjects.

Based on student responses, it was initiated that Google Classroom integration can make lectures more interactive (Heaslip et al., 2014; Penuel, Boscardin, Masyn, & Crawford, 2007; Stagg & Lane, 2010), student-centered and effective (Abdel Meguid & Collins, 2017; Penuel et al., 2007). This method makes students more involved in their own learning material. Using Google Classroom technology in lectures is an effective teaching method because positive feedback from students is very encouraging and considers it a valuable teaching methodology (Duffy, 2008). From the researchers' personal point of view, the relationship between students and lecturers has increased due to the

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Google Classroom strategy; this is evidenced by the student's response to the questionnaire and the results of the semester exam evaluation. Their engagement and attention in the learning process gradually increase as recorded in the Google Classroom storage file can be displayed on the screen. This method supported lecturers to assess the level of understanding of students, knowing the number of respondents who participated and identifying areas for further development.

This study illustrated that Google Classroom technology has the potential to enhance student learning experiences and to increase their engagement and enthusiasm. With a variety of cultures, learning approaches, and background knowledge (Dicicco, 2016), we need to ensure that future learning of students must be prepared for the intellectual challenges of varied and innovative lecture styles.

CONCLUSION

This study reports the results of some positive benefits that may be obtained through the use of Google Classroom technology in lectures. Supported the results of the analysis of student feedback, they view the use of Google Classroom Technology is a valuable experience in enhancing their understanding in the course. Through student responses, it absolutely was found that questions or assignments were strategically placed in every course to help students to be more attentive, discipline, more confident and more motivated to learn. The shortcomings and weaknesses faced by students allow lecturers to immediately see the results of feedback sent through the Google Classroom application and diagnose

these weaknesses and provide solutions instantly. This methodology provides a clear description of what they need to learn, what they can answer, and what they need to improve. This technology makes the class more flexible and very acceptable to students even though it requires a lot of preparation by the lecturer.

Technology provides ways to support education and provides opportunities for lecturers to be more artistic in developing classroom activities and student involvement. This study provides preliminary evidence for further research on using Google Classroom within the learning process and also the opportunity to expand sample size especially in groups of larger students and completely different disciplines.

Disclosure
The authors report no conflicts of interest in this work.

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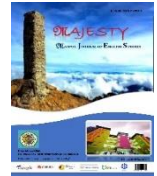
Enhancement Students Pronunciation Ability through Phonetic Symbols at the Second Semester of English Department University of Muhammadiyah Sidenreng Rappang

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ARTICLE INFO

ABSTRACT

The objectives of the article were to find out: (1) To find out whether or not phonetic symbols increase pronunciation ability at the second semester students of University of Muhammadiyah Sidenreng Rappang. (2) To find out whether or not the students interested in the use of phonetic symbols in learning pronunciation at the second semester students of University of Muhammadiy ah SidenrengRappang. The researcher applied quasi experimental method using two groups namely an experimental and a control group. Both of groups were given pretest and posttest. The article was conducted at English Department of University of Muhammadiyah Rappang academic year 2019/2020. The researcher applied cluster sampling technique and the second semester is taken as the sample of the research with total numbers 22 students. This article was divided the number of sampling into to group namely Group A and B, where the group A and B consisted 11 students. The students' result obtained and stated in the research, the researcher used t-test in inferential statistic through SPSS 21.0 program for Windows evaluation version to test the hypothesis. In pre-test, the researcher found that the t-test value was lower than the t-table (0.487 < 2.021). While in relation to the finding of post-test, the t-test value was higher than the t-table (3.948> 2.086). The result of the findings also showed that the students had high interest on the application of Phonetics Symbol materials in English pronunciation. It was proved by the mean score of the questionnaire was 85.91 which was classified into strongly interested category.

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INTRODUCTION

Pronunciation is the main feature of speaking skill which is the oral mean of communication and the first language skill to be developed, pronunciation has great influence in making speaking comprehensible and acceptable. On the other hand, mispronunciation errors may lead to significant misunderstanding. Harmer (2004) highlight the essence of pronunciation instruction as "pronunciation teaching not only makes students aware of different sounds and some features, but also can improve their speaking immeasurable." Pronunciation needs to be taught and deserves more attention in a language course because poor pronunciation distorts meaning and causes misunderstanding of messages.

Anna Baker and Sharon Goldstein (1990) "The primary objectives of the most language learners are to understand & to be understood-to hear and speak the language clearly." So, pronunciation according to them is the knowledge of knowing the production of sounds which is vital in oral communication when the speakers mispronounce the words, it can lead the misunderstanding. To resolve it, the teacher has to equip the learner with English certain degree accuracy and fluency in understanding, responding and in expressing himself in the language in a speech in other the learners communicatively in using the language.

According to Lado (1972) states that oral skill as "the ability to be used in fundamentally normal communication, stress, intonation, grammatical structure and foreign language vocabulary at normal rate delivery for native language speaker." According to his statement, necessary English learners to have a good pronunciation to help them to be a good speaker. The English teacher teaches English as a foreign language should be sensitive in viewing and solving such problems above.

Realizing this problem, English learners have to pay attention to one of speaking feature. In this case, pronunciation is a phenomenon in all languages, especially in English. It refers to the how-to particular words are sounded or spoken. (Oxford Learner's Pocket Dictionary Fourth Edition, 2008) Pronunciation is definitely the greatest thing that people notice when they are speaking. Harmer (2001) stated native speakers notice to the people pronunciation first. To get involve in a communication, we can use simple words to say what we want to say. We do not have to use advanced English grammar because we can use simple grammar structures instead but there is no simple pronunciation.

The learners have to learn English pronunciation as much as possible in order to improve their pronunciation skill and make it acceptable. In doing this, they will need one strategy that can apply in English teaching. The teaching of pronunciation related to two knowladge namely recognition or understanding the flow of speech production and fluency in spoken language. These skills rely very little on the intellectual master of any production rules. Ultimately, it is only practiced in listening and speaking which guide the learner the skill he requires.

There are many methods we can use to improve or increasing ability in pronunciation. One of them is through phonetic symbols. Phonetic symbols have a basic rule: provide students with opportunities for practicing features of pronunciation. The purpose of this method is to provide consistent means of

representing speech sounds occur practically in all languages. The phonetic symbol is standard English pronunciation, and it would help and support the students to learn pronunciation independently.

Moreover, Brazil (1987) states that mastery phonetic symbols can provide confidence to pronounce independently as examplified phonetic keyword dictionary provides. These advantages above conform to (Mompean 2005) Provided that the values of phonetic symbols are known and that the foreign language learner can produce and discriminate the sounds symbols stand for, these advantages include, among other things, increased awareness of target language sound features, "visualization" of such intangible form as sounds, increased learner freedom when checking pronunciation in dictionaries, etc. Therefore, teaching Pronunciation through phonetic symbols is one of the interesting techniques to increase students' pronunciation.

Based on the statements above, it is seen there is one way needed to be found to solve the problem. One of the way is teaching using Phonetic Symbol. McMahon (2002) explains phonetic symbols represent how the sounds are actually said: a slight phonetic difference in a word does not necessarily create a difference in meaning. Aware of the complexity of spelling correspondence in English, some problem would arise when English Spelling system is used to represent the sound.

METHODS

In this article, the researcher applied quasi experimental method using two

groups namely an experimental and a control group. The experimental group received treatment by using phonetic symbol in teaching English Pronunciation, while the control group received conventional technique where the students were asked to pronounce some words and phrases based on the topic given by the teacher. Both of groups were given pretest and posttest. The pretest was given to find out the students' basic achievement in English Pronunciation and posttest was given to find out the effectiveness of phonetic symbol in developing students English pronunciation. In this research, the researcher will apply cluster sampling technique and the second semester is taken as the sample of the research with total numbers 22 students. The research was divided the number of sampling into to group namely Group A and B, where the group A consisted 11 students and the same number for group B. The instrument of this article is pronunciation test. It aims to find out the students' ability to pronounce English words in form list of vocabulary. The test consists of pre-test and post-test. The pre-test is intended to see the students' ability in learning pronunciation material before the treatment and post-test is intended to see the result of the treatment on students' pronunciation. After final test the researcher will give questionnaire to measure students' interest following the method. Data analyze in this research will be analyzed through SPSS 21.0 software. SPSS is used to analyze the results of the pretest-posttest control group analysis.

RESULT AND DISCUSSION

Table 4.1 The Classification of Students' Score for Experimental Group and Control Group on Pre-test

Classification	Score	Experimental Group		Control Group	
		F	%	F	%
Very Good	86-100	0	0	0	0
Good	71-85	1	9.09	1	9.09
Average	56-70	6	54.55	5	45.45
Poor	41-55	2	18.18	3	27.27
Very Poor	0-40	2	18.18	2	18.18
Total		**11**	**100**	**11**	**100**

Based on the table 4.1, it is known that the students' score in pre-test result of experimental group, most of them were in average category, 1 (9.09%) students were classified into good, 6 (54.55%) students were classified into average, 2 (18.18%) student was classified into poor, and 2 (18.18%) students were classified into very poor.

On the other side, most of students' pre-test score of control group were categorized in average classification too, 1 (9.09%) students were classified into good, 5 (45.45%) students were classified into average, 3 (27.27%) students were classified into poor and 2 (18.18%) students were classified into very poor.

Table 4.2 The Mean Score and Standard Deviation of pre-test for Experimental Group and Control Group

Class	Mean Score	Standard Deviation
Experimental Group	58.64	12.46814
Control Group	55.91	13.75103

Table 4.2 shows that the mean score of pre-test of experimental group and control group were categorized in average level. Therefore, the researcher concluded that the students' mean score of experimental group was relatively similar with the control group. It means that there was no significant difference between the students' English Pronunciation between experimental and control groups before treatment.

Table 4.3 The Classification of Students' Score for Experimental Group and Control Group on Post-test

Classification	Score	Experimental Group		Control Group	
		F	%	F	%

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Very Good	86-100	5	45.45	1	9.09
Good	71-85	5	45.45	2	18.18
Average	56-70	1	9.09	7	63.64
Poor	41-55	0	0	1	9.09
Very Poor	0-40	0	0	0	0
Total		11	100	11	100

From the table above, it can be seen that most of the students in experimental group were classified into good and very good category, 5 (45.45%) students were in very good and good classification, and 1 (9.09%) were in average classification. There were not any students in poor and very poor classification.

Meanwhile, in the control group, only 1 (9.09%) student was in very good classification, 2 (18.18%) students were in good classification, 7 (63.64%) students were in average classification, 1 (9.09%) students were in poor classification, and none of the students were in very poor classification.

Table 4.4 The Mean Score and Standard Deviation of Post-test for Experimental Group and Control Group

Class	Mean Score	Standard Deviation
Experimental Group	85.9091	8.31209
Control Group	66.3636	14.15820

The table above shows that the mean score of both groups are different after being given treatment. The mean score of experimental group in post-test was increased from 58.64 to 85.91. It means that the mean score was increased from average level to very good level.

On the other hand, in control group the mean score of post-test was increased from 55.91 to 66.36. Both of the mean scores were classified into average level. Even though it was increased, but the score was not significantly different. It proved that English Pronunciation of the students who used Phonetic Symbols method is better than did not use it.

The hypothesis stated earlier was tested by using inferential analysis. In this case, the researcher applied independent t-test analysis using SPSS 2.0 program for Windows evaluation version. The purpose is to know whether or not the difference between the result of students' mean score on experimental group and control group is statically significant at the level of significant α = 0.05 or non-independent sample, degree of freedom (N1 + N2 - 2) = 20. The result of calculation is shown as follow

Table 4.5 The T-test Value of The Students' English Pronunciation on Experimental Group and Control Group

Variables	T-test Value	T-test Table
Pre-test	0.487	2.086
Post-test	3.948	2.086

Based on the students' result obtained and stated in findings above, the researcher used t-test in inferential statistic through SPSS 21.0 program for Windows evaluation version to test the hypothesis. In pre-test, the researcher found that the t-test value was lower than the t-table (0.487< 2.021). It means that H_0 is accepted and H_1 is rejected. While in relation to the finding of post-test, the t-test value was higher than the t-table (3.948> 2.086). This means that H_0 is rejected and H_1 is accepted, on significant level of $\alpha = 0.05$. It means that the use of Phonetic Symbol improved students' English Pronunciation in the Second Semester of English Department of Universitas Muhammadiyah Sidenreng Rappang.

The main aim to distribute the questionnaire to the students in this research is to know about students' interest toward the use of Phonetics Symbol in English Pronunciation. The questionnaire was distributed to the students of Group A (experimental group) after given a post-test.

The questionnaire was answered individually based on the students' opinion after the treatment was conducted in applying listen-read-discuss strategy as pre-reading activity. The data was analyzed by using Liker Scale. The results show that the students were interested in the application of clustering technique in writing analytical exposition text. These results can be seen in the table below.

Table 4.6 The Rate Percentage of Students' Interest

Category	Interval Score	Frequency	Percentage
Strongly Interested	85 – 100	9	81.82
Interested	69 – 84	4	36.36
Moderate	52 – 68	0	0
Uninterested	36 – 51	0	0
Strongly Uninterested	20 – 35	0	0
Total		**11**	**100**

In relation to the percentage analysis of students' interest on the table 4.6 above, the analysis showed that there were no students who state negative statement to the application of listen-read-discuss strategy in reading comprehension, 9 students (58.3%) were strongly interested who got score in interval 85-100 and 4 students (41.6%) were interested in interval 69-84. The table above indicates the students were strongly interested in the application of listen-read-discuss

strategy in reading comprehension. This is supported by the following table.

Table 4.7 The Mean Score of Students' Interest

Total Respondent	Total of Students' Score	Mean Score
11	951	86.4545

The table 4.7 shows that the mean score of students' interest was 86.4545 which was categorized as strongly interested. Then, it can be concluded that the application of Phonetics Symbol in English Pronunciation is interesting.

CONCLUSION

The application of English Phonetics Symbol enhanced students' English Pronunciation in the Second semester students of English Department of Universitas Muhammadiyah Sidenreng Rappang. The achievement in English pronunciation of the students who applied Phonetics Symbol and those who did not apply Phonetics Symbol had significant difference. It was proved by the mean score in post-test of experimental group was higher than the mean score of control group (85.9091>66.3636) and the t-test value on post-test was higher than t-table (3.948> 2.086).

The application of Phonetics Symbol in English Pronunciation was interesting for the Second semester students of English Department of Universitas Muhammadiyah Sidenreng Rappang. It was supported by the mean score of students' answers in questionnaire (86.4545) which was classified as strongly interested category.

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