

Full Galley: <https://doi.org/10.31327/jee.v6i2>

ONLINE ISSN: 2502-6909

PRINT ISSN: 2502-9207

Journal of **E**nglish **E**ducation

Volume 7, No. 1, Juni 2022



Published by USN Scientific Journal, Indonesia
<http://www.usnsj.com/>

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Southeast Sulawesi

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Website: www.usnsj.com

Email: info@usnsj.com

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The Journal of English Education (JEE) is indexed at some Indexing institutions.



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Descriptive and Thematic Analysis of Students' Perceptions of YouTube in Education

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ARTICLE INFO

e-ISSN: 2502-6909

p-ISSN: 2502-9207

Vol. 7, No. 1, June 2022

URL: <http://dx.doi.org/10.31327/jee.v7i1.1728>

Abstract

The integration of YouTube in education has made learning innovative in the 21st century. A present study using descriptive and thematic analysis is conducted to analyze students' perceptions about the usage of YouTube for learning, their corresponding usage patterns, and associated factors motivating them to use YouTube. An online google survey is disseminated to undergraduate and master degree students and out of 80 students in total, 76 responded. Unavailability of desktop and laptop computers caused a major decline in the use of YouTube in education. Most students used YouTube for various academic activities except for video sharing. Most students found YouTube a beneficial source for improving educational activities. The findings in the last four questions confirmed that most of the students will integrate YouTube in their future learning activities. The findings can contribute in improving the use of YouTube to benefit from other online video source platforms.

Keywords: academic performance; perceptions about youtube; virtual platform, youtube.

A. Introduction

This study aimed at understanding the use and integration of YouTube in University Education in Pakistan. The study tried to understand the concepts of the higher education learners about the advantages in the use of YouTube and the related problems.

Higher education in most of the Pakistani institutions is still traditional where passive lecture at the forefront is used as a model. On the contrary, almost all higher education institutions have an array of technological tools and high-speed internet connections. Artificial intelligence, virtual reality, YouTube, computer-assisted learning, and user-generated content are some of the accessible innovations that can be used to motivate and engage the students (McConville and Lane, 2006; Kelly et al., 2009; Baxter et al., 2009; Gerdprasert et al., 2010).

YouTube has become a very common learning tool (channel) for teaching and learning. It is now the most popular free video-sharing source for user-created content (UCC) or user-generated content (UGC) (Ryu, Kim, & Lee, 2009; Shifman, 2011). Research-based studies have been conducted around the globe to understand the impact of procedural instructions through YouTube on learning, transfer, and performance within cognitive processing (Palmiter & Elkerton, 1993; Van Hooijdonk & Krahmer, 2008; Zacks & Tversky, 2003).

At the most practical level, however, both teachers and students usually desist from using procedural instruction in application to real work settings (Eiriksdottir and Catrambone, 2011). This may be because they encounter problems in understanding procedural materials designed in complicated layouts or presented in technical terms.

The use of YouTube in 21st-century learning is becoming increasingly popular among higher education learners. Most of the researchers as well as educationists are giving special attention to the use of social media such as YouTube (Avci & Askar, 2012; Ng'ambi & Lombe, 2012; Trentin, 2009). Educating nurses has been revolutionized through the inclusion of YouTube websites. The use of YouTube videos especially in nursing courses has led to an increase in engaging students, developing their critical understanding, and enhancing deep learning. Another attribute of YouTube is the ease of access and availability. (Clifton & Mann, 2010).

Almobarraz (2018) investigated the use of YouTube as a source of information in Saudi Arabia. Szeto and Cheng (2014) explored the use of ICT tools and YouTube in teaching and learning in Hong Kong. Albahlal (2019) established that YouTube could successfully improve secondary school students' speaking skills in Riyadh. June, Yaacob and Kheng (2014) proved the use of YouTube in stimulating critical thinking of the students in Malaysia. Olasina (2017) investigated the impact of YouTube videos on students' writing skills in Scottsville, Province of KwaZulu-Natal, South Africa. The current study is likely to improve the use of YouTube in the Pakistani Higher Education circle.

B. Literature Review

1. *Students' use of latest technological tools.*

Clifton & Man (2010) found out that the students these days are more familiar with online tools and the latest technological devices. Students' attention in learning decreases mainly due to the non-availability of various online tools and activities. Students can post their User Generated Content (UGC) for those learners who prefer online texts a valuable learning resource (Chintalapati & Daruri, 2016). Most of the students in the Faculty of Business and Accountancy, University of Malaya use YouTube for entertainment, seeking information, and academic learning (Moghavvemi, Sulaiman, Jaafar & Kasem, 2017).

2. *Online educational and learning resources.*

The vast availability of online educational and learning resources has accelerated innovative methods of learning. YouTube is a platform that provides learners with extensive and varied teaching content to cater their needs. Technological advances and innovations prepare individuals to develop content to meet different learning outcomes. The easily accessible online contents provide learners an opportunity to communicate their voice at the global level (Thorne, 2010). Social media like YouTube help institutions approach new generations of the students (Karvounidis, Chimos, Bersimis, & Douligeris, 2014).

3. *Online Video Material.*

YouTube is the largest online video material repository with more than one billion users (Camm, Russell, Xu & Rajappan 2018). Students prefer the use of YouTube in learning if they find it useful. This usefulness promotes continuity in the use of YouTube. Students' attitudes towards the use of YouTube impact their behaviour (Maziriri, Gapa, & Chuchu, 2020). Mullen & Wedwick (2008) argued that YouTube video sharing has the potential to enhance classroom lessons.

4. *Online video repository.*

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5. *Youtube helps improve learning skills.*

Moghavvemi, Sulaiman, Jaafar & Kasem, (2017) found that YouTube is an effective tool to improve the learning, but the contents of the videos should be relevant to the subject at hand. They recommended that instructors should use and integrate YouTube into teaching as it is likely to bring about inherent advantages.

YouTube videos can improve learners' speaking skills, and engage them more and more (Buzzetto-More, 2015; Greenberg & Zanetis, 2012; Revoir, 2012). Balcikanli, C. (2009) found that YouTube could improve learners' language, independence, and cultural skills. Chintalapati & Daruri, (2016) concluded that variables like User Attitude, Perceived Usefulness, Perceived Ease of Use and Behavioral Intention could help learners adopt YouTube as a Learning Resource.

6. *Youtube and personal channel(s)*

Balbay & Kilis (2017) found that the students benefited to a large extent from the videos on the playlists of a specifically designed YouTube channel and where they could easily find relevant study material.

YouTube videos help learners in different ways at students' own pace (Duffy, 2008). YouTube can help enhance learning and teaching; though it sometimes might take a lot of time to integrate course-related material (Rudenkin and Grushevskaya, 2019).

C. Methodology

1. *Research Design*

The theoretical underpinning for the research is grounded in descriptive as well as thematic analysis. It examines the participants' experiences and opinions about the use of YouTube in learning

2. *Participants/Respondents/Population and Sample*

This study is administered to Undergraduate and Graduate students in the Department of Humanities and Social Sciences at the University of Gujrat, Pakistan.

3. *Technique of Data Collection*

Google survey form is used to collect data. The researchers have collected the data by communicating the form to 80 students in undergraduate and graduate courses and out of 80, 72 participants have shared their experiences.

4. *Instruments*

The study aims to describe trends, determine individual opinions, and provide useful information to evaluate the use of YouTube in learning (Creswell, 2012; Fraenkel, Wallen, & Hyun, 2012). The data is collected at one point in time that is during the Spring 2019-20 semester. Research data form consists of various sections; i) demographic details of the participants ii) participants and Information technology iii) YouTube in Education

5. *Technique of Data Analysis*

The data collected has been analyzed using descriptive and thematic analysis. In Descriptive Statistics, a researcher describes, presents, summarizes, and organizes data (population), either through numerical calculations or graphs or tables. It is used to describe the basic features of the data in a study. Together with simple graphics analysis, they form the basis of virtually every quantitative analysis of data.

The descriptive analysis presents quantitative descriptions in a manageable form. In a research study, there are lots of measures or many people on any measure. Descriptive statistics help the researcher to simplify large amounts of data sensibly. Each descriptive statistic reduces lots of data into a simpler summary.

D. Findings and Discussion

1. *Findings*

Table 1 represents demographic information of the respondents. There are 76 respondents in total: 49 females and 27 males. The highest number of respondents represent 19-20 years age group. 43 out of 49 female students and 18 out of 27 male students represent Social Sciences study group. Among females, the lowest number of respondents are enrolled in Arts and Management & Administrative Sciences whereas, in the male group, the lowest number of respondents are enrolled in Arts and Engineering & Technology. The graphical presentation supports the description in table 1.

Table 2 shows two variables: Gender and Information and Communication Technology training. The table shows a 100% success of observation showing feedback from all the respondents. The table describes data in three various frequencies: i) frequency per category, ii) relevant frequency per category, and iii) proportion per category.

Among 7 categories of ICT training, self-training from class-fellows, self-training from class-fellows online and training from non-specific regulated programmes shows the least numbers. The greatest sources of ICT training are self-training, training through specified regulated programmes and online respectively whereas ICT training from class fellows shows a percentage less than 10%. The least source of ICT training is self- training from class fellows whereas the highest source is self-training. This trend can boost peer ICT training if teachers encourage social interaction among the learners.

2. *Discussion*

1. *What are the most common uses of YouTube in academic learning?*

The students were asked to give their feedback on the use of YouTube and eight variables were used to analyze the results. Five variables analyze students' feedback about the use of YouTube in academic performance improvement, communication skills enhancement, in using academic documentaries, for writing prompt and in enhancing listening skills whereas three variables assessed students' feedback about the use of YouTube for entertainment, video-sharing and personal interest & discussions. The personal use of YouTube is less than the use of YouTube for academic performance.

Most of the students agree that YouTube is just a source of entertainment. The least number of respondents share videos. Overall analysis suggests the more the students use YouTube, the better their academic performance is likely to be.

2. What factors motivate learners to use YouTube in learning?

The motivational impact of YouTube even in education for learning is no exception. This study focuses on this theme, and it was found that this impact of YouTube is too great for words. To analyze students' feedback about the motivational impact of YouTube, four variables were used. Most of the students agreed that YouTube improved their presentation skills as well as advance study practice. YouTube is mostly believed as a good motivational source for writing the students' assignments and research papers. More than 80% of the students have found YouTube a great motivational factor in enhancing their general knowledge.

3. What are learners' perceptions about using YouTube in learning?

Since the focus of the study is to explore the students' perceptions about the inclusion and use of YouTube into education for various purposes and mainly for enhancing the learning outcomes, therefore, the researchers have used eight variables to analyze students' perceptions about the use of YouTube in education. YouTube meets the students' academic needs and improves the learning environment. Most of the students found YouTube very interesting and aligns their learning needs. Students showed a high level of confidence that YouTube videos help them in seeking help from the relevant supplementary course material. Students mostly agreed that video demonstration of various topics is more useful than PowerPoint slides.

The study finds that YouTube is a great factor to increase students' attendance. Video contents from YouTube help students learn better and this leads to a great motivation for learning, the study found. The study analyzed that most of the students reside their belief on YouTube as a great factor in enhancing their listening skills and abilities. They believe that these videos could be a great source to polish their accents and pronunciation abilities.

4. How far the personal channels of teachers and learners can enhance learning through YouTube?

There is a great concern about teachers' contribution towards students' motivation for using YouTube for learning. Most of the students were happy with the encouragement of their teachers for integrating YouTube into academic lessons but still a major percentage that is almost 31.57% of students did not get any inspiration from teachers. The research found that both students and teachers had no interest in making their channels as well as class channels. Almost 30% of the students have never tried YouTube videos to enhance their professional skills through TED talks. If the teachers and students promoted the class channel and include professional video links to this, they could use YouTube for better output.

4.1 Description of available ICT Tools.

The results describe students' ownership and use of ICT tools. Mobile (n = 62, 81.57%) and laptop (n = 47, 61.84%) show the highest frequency whereas tablet (n = 16, 21.05%) shows the least value of use and ownership. Chromebook (n = 28, 36.84%), any other item (n = 30, 39.47%) and desktop (n = 32, 42.10%) are owned in the ascending frequency.

The use and ownership of the data is reflected here in the given graph. Overall, mobile phone ownership and use shows the highest number that is 62 out of 76 respondents use it for browsing Youtube whereas tablet showing 16 out 76 is the least owned and used ICT tool with the learners. The 2nd major owned and used ICT tool is laptop showing a value of 47 out 76 ownerships.

4.2 Description of internet connection availability:

The data analysis reveals that that the largest number of internet access facility is internet at residence as a student where the number of male students is 25 (93%) out of 27 and of female students, it is 47 (96%) out of 49 students. The number of personal mobile data plan users off-campus are 20 (74%) out of 27 male students and 44 (90%) out of 49 female students.

The least number and %age of internet users are at university where 18 (67%) male students and 40 (82%) female students use university's wi-fi. The number of students who use mobile data plan on-campus and not university's wi-fi is 9 for each category of male (33%) as well as female (18%) students

4.3 Description of ICT Tools for learning.

Analysis shows frequencies and percentages split by gender for laptop, mobile, tablet, desktop and chrome-book used for learning, both on-campus and off-campus.

The number and % age of students' use of various ICT tools for learning shows a remarkable variation. Among the five ICT tools, mobile and laptop reflect the major use among the students. Mobile is the most used item with a frequency of 26 (96%) out of 27 among male students and 46 (94%) out of 49 among female students. Laptop with a number 19 (70%) among male students and with some 37 (76%) among female students is the second most used ICT tool. The use of tablet, desktop and chrome-book are the least used ICT tools. Among male students, their frequency is 2 (7%), 5 (19%) and 8 (30%) and among female students, it is 10 (20%), 14 (29%) and 29 (59%) respectively. The details give a clear indication that the access to ICT tools determines the use of technology.

4.4 Frequency Description of the use of YouTube.

The data analysis reveals the frequency description of the use of YouTube before in any course and outside the studies. 21 (78%) of male students and 34 (69%) of female students have used YouTube earlier in various study courses. Most of the female students use YouTube every day as well as at weekends whereas 23 (46%) of the females either rarely use YouTube or never and only 7 (14%) of female students use YouTube every day.

4.5 Frequency Description of the purposes of using YouTube.

The research collects respondents' feedback about the eight reasons for the use of YouTube. The data analysis describes students' uses of YouTube for various academic and personal purposes. 21 (78%) male and 42 (86%) female students use YouTube for entertainment whereas 7 (26%) male and 11 (22%) female students use YouTube for video sharing purposes. 17 (63%) female students and 27 (55%) male students use YouTube for personal interest and discussion.

21 (78%) male and 44 (90%) female students believe that the use of YouTube can improve their academic performance. When it comes to communication skills, 19 (70%) male and 38 (78%) female students agree that YouTube helps them improve these skills. 17 (63%) male and 31 (63%) female students use YouTube documentaries to enrich their learning process. Fewer among male (13 out of 27) and more (33 out of 49) female students have benefited from YouTube for honing their listening skills. Very surprisingly, only 11 (41%) out of 27 male and 19 (39%) out of 49 female students have used YouTube while working on writing assignments.

4.6 Description of benefits/advantages of YouTube for academic purposes.

Likert Scale with a 5-point response has been used to ask participants either they agree or disagree (or approve/disapprove) to multiple statements about the benefits/advantages of YouTube in education.

The responses reveal very interesting feedback. It reveals the students' level of satisfaction with YouTube. 14 (52%) out of 27 male students show strong belief whereas the other 13 (48%) show a moderate level of satisfaction that YouTube videos meet their academic needs. The responses from female students about the relevance of YouTube for academic needs are a bit different. 4 (8%) students never find YouTube videos relevant to their academic needs and 23 (47%) strongly agree while 22 (45%) moderately agree that YouTube videos meet their academic needs. 23 (85%) of male students agree, 2 (7%) disagree and another 2 (7%) neither

agree nor disagree that they find YouTube videos more effective than PPT slides. The responses from the female side are quite different.

40 (82%) students show their consent, 3 (6%) disagree and 6 (12%) reserve their opinion to the effectiveness of YouTube over slides. 22 (82%) out of 27 male students believe that YouTube videos are relevant to their course content whereas 5 (18%) have no opinion about this. 40 (81.63%) out of 49 the female students find YouTube videos relevant to their course content; 7 (14.28%) have no say about this while 2 (4.08%) of the female students don't find YouTube videos relevant to course content. 23 (85%) male students agree, 3 (11%) have no idea about this and 1 (4%) disagree that YouTube helps them in better understanding of the lessons.

38 (77.55%) of female students find YouTube useful in their lesson comprehension while 9 (18%) have no idea about this and 2 (4%) don't agree to this concept. 22 (81%) male students and 38 (78%) female students find YouTube a good source for listening practice. 3 (11%) male and 10 (20%) female students have no idea about the impact of YouTube on listening practice while 2 (8%) male and 1 (2%) female students don't find YouTube a good source for listening practice

4.7 Description of the impact of YouTube on academic performance.

Likert Scale with a 4-point response has been used to ask participants either they agree or disagree (or approve/disapprove) to multiple statements about the motivational impact of YouTube. Four variables have been used to understand students' ideas about the impact of YouTube on their academic performance. 21 (77%) out of 27 male students and 43 (87%) out of 49 female students agree that YouTube enhances their interest in the class. 5 male and 6 female students have no say about it while 1 male student does not find any interest factor in YouTube videos during class.

Concerning students' opinions about the impact of YouTube in practising presentation, 22 (81%) male students and 37 (76%) female students find the sources highly motivating. 5 (19%) male and 8 (16%) female students reserve their opinion about this impact of YouTube whereas 4 (8%) female students do not find YouTube helpful while practising presentation. 23 (86%) male and 40 (82%) female students find YouTube a great source for increasing their class participation.

3 (11%) male and 8 (16%) female students have no opinion about the impact of YouTube on increasing class participation while 1 student from each gender group does not find YouTube as a motivational factor for increasing their class participation. 25 (93%) male and 39 (80%) female students agree that YouTube helps them in improving their pronunciation and intonation abilities. 1 (4%) male and 9 (18%) female students have never experienced YouTube for this purpose whereas the same number of male and female that 1 student from each group do not agree that YouTube has a positive impact on increasing pronunciation and intonation abilities.

4.8 Description of auxiliary use of YouTube for learning.

Frequency Scale with a 5-point response has been used to ask participants how often they make use of YouTube for various academic purposes. The table above describes students' opinions about the auxiliary use of YouTube for various academic tasks. Among male students, 9 (33%) students sometimes find YouTube helpful, 6 (22%) often find it helpful, 7 (26%) always find it useful, 3 (11%) occasionally and 2 (7%) never find it helpful for preparing their lessons in advance.

Among female students, 14 (29%) students sometimes find YouTube helpful, 15 (31%) often find it helpful and the same number always find it useful and 5 (10%) never find it helpful for preparing their lessons in advance. When students are asked to give their opinion about the usefulness of YouTube to do assignment paper, 8 (30%) male and 22 (45%) female students comment always 7(26%) male and 14 (29%) female students comment often, 10

(37%) male and 8 (16%) female students comment sometimes and 1 (4%) male and 5 (10%) female students never find YouTube helpful for their assignment papers and only 1 (4%) male student comments occasionally about this use of YouTube.

10 (37%) male and 21 (43%) female students comment always, 6 (22%) male and 13 (27%) female students comment often, 9 in each category comments sometimes, 2 (7%) male and 3 (6%) female students comment occasionally, and 3 (6%) female students comment never about the use of YouTube for enhancing their general knowledge.

4.9 Description of general concepts about YouTube.

The table 5 as well as graph 4 reveal the description of YouTube channels-personal and of class-, teachers' encouragement to use YouTube and YouTube as a source to watch TED talks for professional skills development of the learners. 18 (67%) male and 34 (69%) female students agree that teachers motivate them to make the maximum use of YouTube.

When it comes to using YouTube for watching Ted Talks, only 2 (7%) male and 2 (4%) female students always watch Ted Talks through YouTube whereas 18 (67%) male and 31 (63%) students sometimes and 7(26%) male and 16 (33%) female students never have this approach to YouTube. Only 5 (19%) male and 7 (14%) female students have accessed a class channel while only 7 (26%) male and 8(16%) have created a personal channel on YouTube.

Thematic analysis:

Thematic analysis, a very flexible and popular method of qualitative data analysis, has been used in this study to support descriptive analysis and to explain the data collected from a different perspective. This method of analysis requires the researcher to identify and organize data into meanings/themes which results in making sense of shared experiences. The study conducted has analyzed themes across demographic variables to answer the research questions. The thematic analysis in this study found the commonalities among various themes. The researchers had established four questions as the themes of their study. The data collected was analyzed setting the variables with themes.

Research implications and limitations:

Many researchers (Martin, 2016; McGowan, Hanna, & Anderson, 2016; Ou, Goel, Joyner, & Haynes, 2016; Vieira, Lopes, & Soares, 2014) have studied to establish that YouTube videos have a great impact in learning. This is the reason that Jung & Lee (2015) and Lee & Lehto (2013) agreed that YouTube is an educational technology that is acceptable. Many similar videos about the same topic (Rodrigues, Benevenuto, Almeida, Almeida, & Gonçalves, 2010; Benevenuto et al., 2010) pose serious challenges to the educators to choose the most appropriate ones and it also sometimes becomes more time-consuming. Though YouTube web-developers are updating plenty of filters and suggestions regularly yet the learners find it a great risk to their time management and course content.

This research has certain limitations. The study didn't focus any specific type of educational videos, the length of the videos and the inclusion of more subjects especially the natural sciences. The behaviour of the students from varying faculties is likely to produce more varying and concrete results but the researchers haven't surveyed any students from natural sciences as it was likely to produce better comparative analysis. The researcher could not ask the students about their intentions to include YouTube videos in their future studies.

Table 1.
Description of Demographic Information.

Gender & Subjects	17-18 years	19-20 years	21-25 years	Grand Total
Female	5	32	12	49
Arts		1		1
Computing & Information Technology	1	1		2
Management & Administrative Sciences		1		1
Sciences		2		2
Social Sciences	4	27	12	43
Male	5	16	6	27
Arts		1		1
Computing & Information Technology	2	4	1	7
Engineering & Technology		1		1
Social Sciences	3	10	5	18
Grand Total	10	48	18	76

Table 2:
Description of ICT Training

Variable	Observations	No. of Categories	Categories	Frequency per category	Rel. frequency per category (%)	Proportion per category
Gender	76.000	2.000	Female	49.000	64.474	0.645
			Male	27.000	35.526	0.355
ICT Training	76.000	7.000	From class fellows	7.000	9.211	0.092
			Non-specific regulated programmes	3.000	3.947	0.039
			Online	14.000	18.421	0.184
			Self-training	34.000	44.737	0.447
			Self-training, From class fellows	1.000	1.316	0.013
			Self-training, From class fellows, Online	2.000	2.632	0.026
			Specific regulated programmes	15.000	19.737	0.197

Table 3:
Description of the impact of YouTube on academic performance.

Variable	Male	Female
Make the class more interesting		
Disagree	1 (4%)	0 (0%)
Neither Agree nor Disagree	5 (19%)	6 (12%)
Strongly Agree	9 (33%)	12 (24%)
Agree	12 (44%)	31 (63%)
Motivate to practise presenting		
Disagree	0 (0%)	4 (8%)
Neither Agree nor Disagree	5 (19%)	8 (16%)
Strongly Agree	12 (44%)	17 (35%)
Agree	10 (37%)	20 (41%)
Increase class participation		
Disagree	1 (4%)	1 (2%)
Neither Agree nor Disagree	3 (11%)	8 (16%)
Strongly Agree	8 (30%)	15 (31%)
Agree	15 (56%)	25 (51%)
Improve pronunciation and intonation		
Disagree	1 (4%)	1 (2%)
Neither Agree nor Disagree	1 (4%)	9 (18%)
Strongly Agree	11 (41%)	19 (39%)
Agree	14 (52%)	20 (41%)

Table 4:
Description of auxiliary use of YouTube for learning.

To prepare for lesson in advance		
Never	2 (7%)	5 (10%)
Occasionally	3 (11%)	0 (0%)
Sometimes	9 (33%)	14 (29%)
Often	6 (22%)	15 (31%)
Always	7 (26%)	15 (31%)
To do my assignment paper		
Never	1 (4%)	5 (10%)
Occasionally	1 (4%)	0 (0%)
Sometimes	10 (37%)	8 (16%)
Often	7 (26%)	14 (29%)
Always	8 (30%)	22 (45%)
To enhance general knowledge		
Never	0 (0%)	3 (6%)
Occasionally	2 (7%)	3 (6%)
Sometimes	9 (33%)	9 (18%)
Often	6 (22%)	13 (27%)
Always	10 (37%)	21 (43%)

Table 5:
Description of general concepts about YouTubes.

Variable	Male	Female
Teachers encourage integration		
Yes	18 (67%)	34 (69%)
No	9 (33%)	15 (31%)
To watch TED talks		
Always	2 (7%)	2 (4%)
Sometimes	18 (67%)	31 (63%)
Never	7 (26%)	16 (33%)
Class channel		
Yes	5 (19%)	7 (14%)
No	22 (81%)	42 (86%)
Personal channel		
Yes	7 (26%)	8 (16%)
No	20 (74%)	41 (84%)

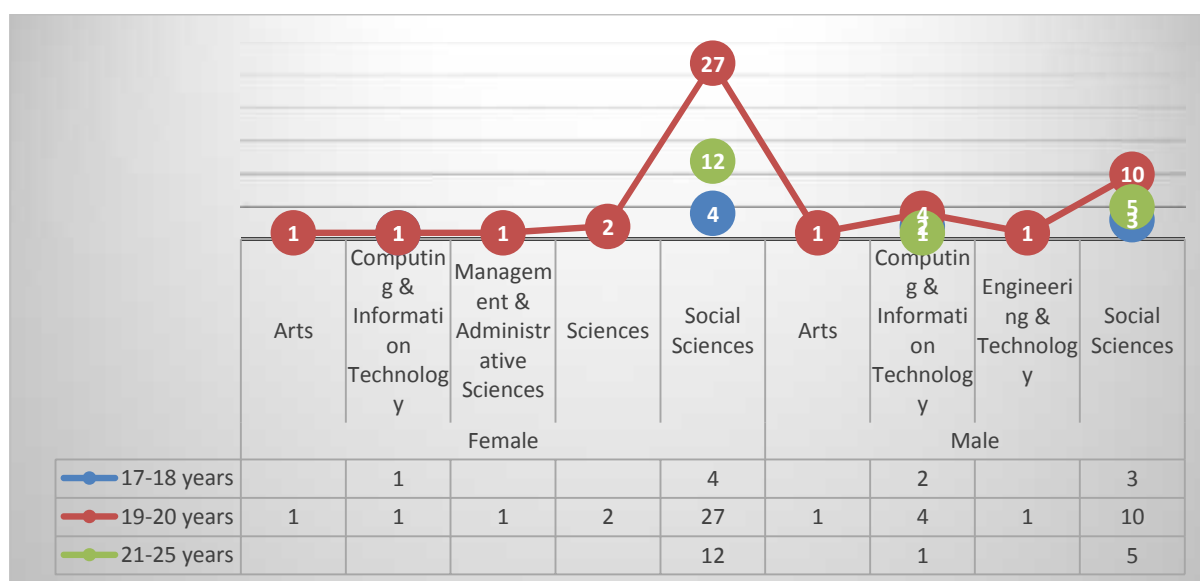


Figure 1: Description of demographic information.

As shown in graph 1, the highest value of female respondents is from 19-20 years age group, and they are 27 out of 49 representing Social Sciences subject. Among male respondents, the highest number of respondents is also the same age group and same subject. 21-25 years age group, both male and female, represent only one subject that is Social Sciences, and they show the 2nd highest respondents in the graph.

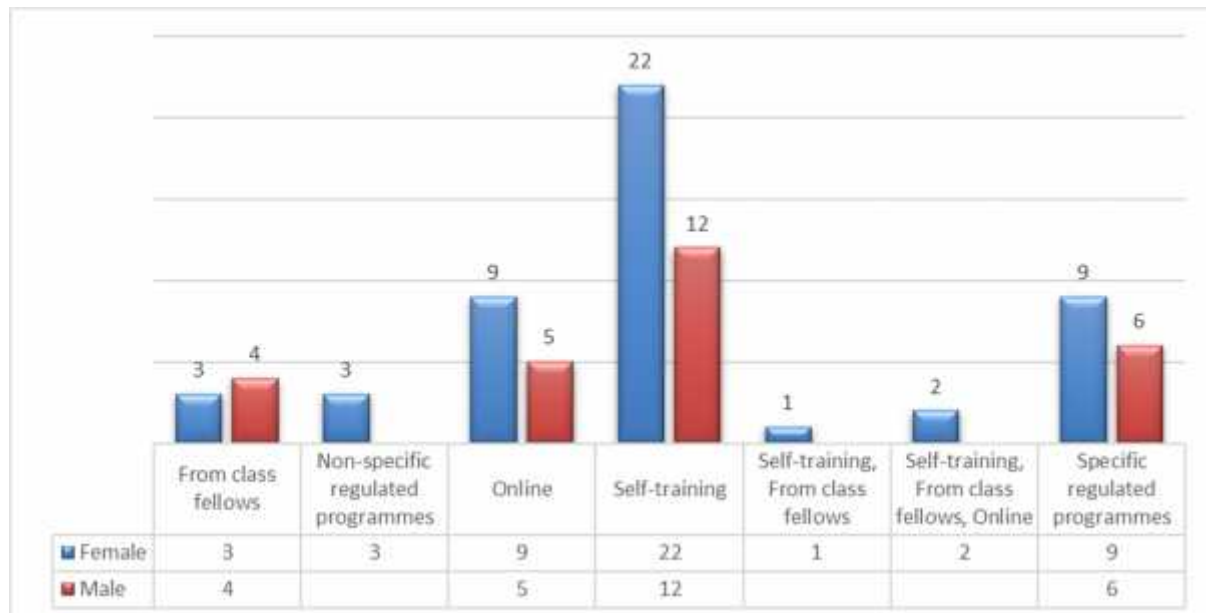
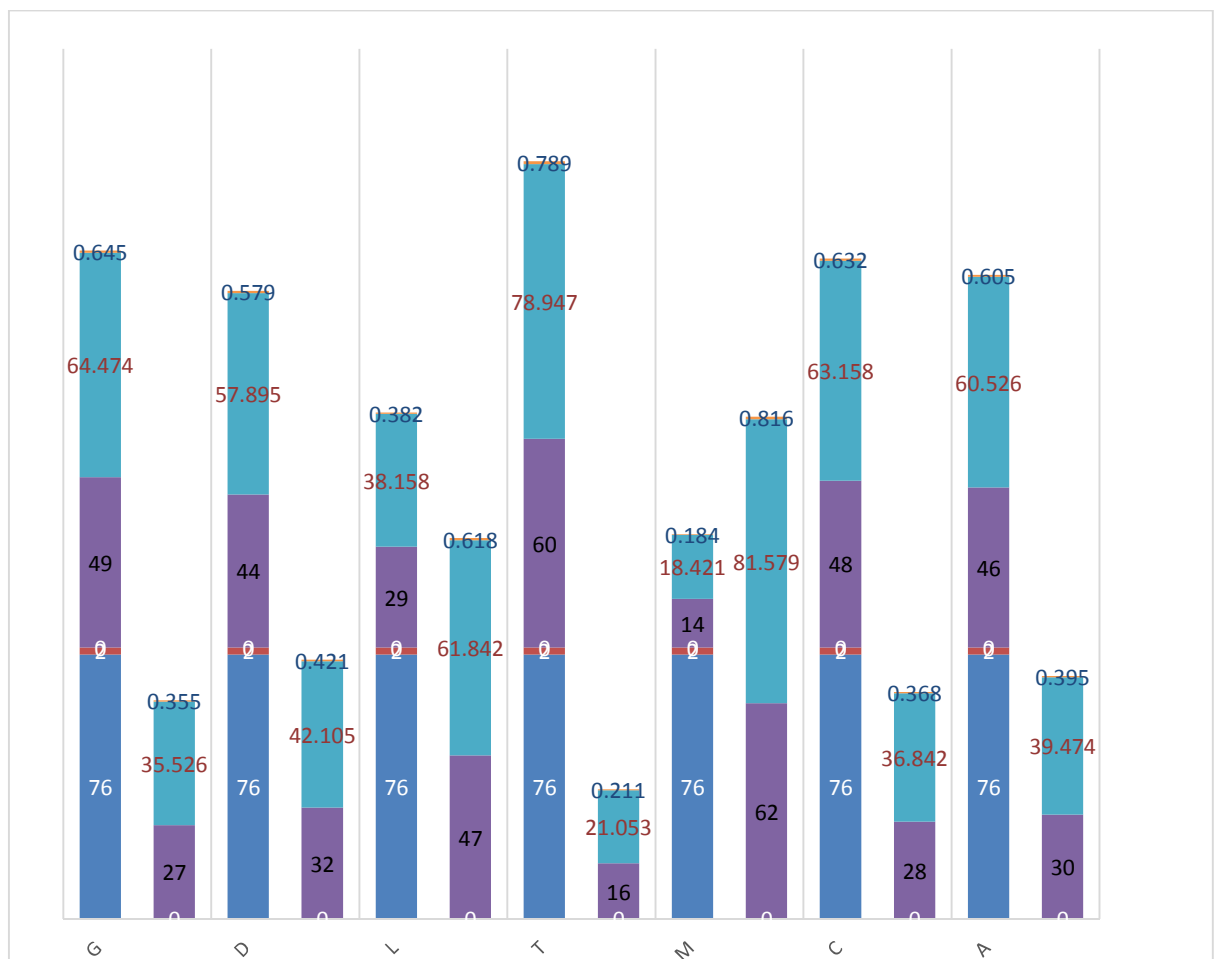


Figure 2: Description of ICT Training

The graph 2 reveals the trends for ICT training prevalent among the learners. 22 females out of 49 and 12 males out of 27 rely on self-training to learn the use and employability of YouTube in education. Very few numbers, that is 1 and only female out of 76 recourses to the class fellows for ICT training. Learning for specific regulated programmes and online use of YouTube show same value that is 9 each. Surprisingly, no male learner among 76 is using ICT for learning non-specific regulated programmes, self-training, and self-training from class fellows or online



Graph 3: representing ICT Ownership.

The use and ownership of the data is reflected here in the given graph. Overall, mobile phone ownership and use shows the highest number that is 62 out of 76 respondents use it for

browsing Youtube whereas tablet showing 16 out 76 is the least owned and used ICT tool with the learners. The 2nd major owned and sued ICT toll is laptop showing a value of 47 out 76 ownerships.



Graph 4:
Description of general concepts about YouTubes.

E. Conclusion

Online video sources have become inevitable for learning and teaching. Continued research is being conducted to analyze as well as to measure the impact of online videos. Video integrated learning and teaching processes can improve and polish the academic skills of both learners and teachers. Students at the university level are very much confident that YouTube can enhance their listening, writing, speaking and presentation skills.

YouTube videos are becoming very popular among learners. Most of the higher education institutions in Pakistan are developing curriculum which incorporates online sources and especially video sources. Free access to technology tools as well as the internet both at home and institution can improve technology-integrated teaching and learning. Teachers are a pivotal factor in improving students' motivation and interest.

Online sources motivate students for more class participation and have successfully increased class attendance. Students enjoy the concept of learning on their own-the the successful concept of the flipped classroom. Institutions should devise policies to create online platforms for every class as well as every subject especially at the higher education level.

Acknowledgement

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors. The researchers are grateful to the management of the Gujrat University for granting consent to conduct research at the university.

Ethics

This study complies with the university policy on Human Ethical Practice in Research. No data related to the students' names and personal information is collected/used, while the data

is aggregated for the analyses. Students are informed of the details of the study in advance, and participation is voluntary.

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Students' Learning Autonomy Readiness in Grade 9 of English Subject in Indonesia

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ARTICLE INFO

e-ISSN: 2502-6909

p-ISSN: 2502-9207

Vol. 7, No. 1, June 2022

URL: <http://dx.doi.org/10.31327/jee.v7i1.1641>

Abstract

Education now requires students to be more active in the classroom because they are the center of learning. However, what often happens is that students show less initiative in learning. Therefore, it is essential to find out first how ready our students are in learning autonomously. The objective of this research is to measure the learning autonomy readiness of grade 9 students in English lessons. This is considered necessary since the grade 9 students in Indonesia will advance to the high school level (SMA) where the demand for autonomous learning is even higher. The data were collected through the Learner Autonomy Readiness questionnaire which was adapted from Chan et.al. (2002) on a scale of 1-5, to measure students' perceptions of responsibility, decision-making ability, motivation, and English learning activities, with a reliability level of 0.895 based on the Cronbach alpha coefficient. Data analysis was conducted using descriptive statistics and it was found that respondents tended to be less prepared (2,963 on a scale of 1-5) for autonomous learning in English lessons, especially in terms of their perception of their own responsibility in learning and independent learning activities in the classroom. This finding means that students need to have more opportunities to exercise their own learning responsibilities in their regular classroom activities.

Keywords: Learning Autonomy Readiness, Autonomous Learning, Learner Autonomy Readiness Questionnaire, Grade 9 students, English lessons

A. Introduction

The 21st century educational paradigm is heading towards learner-centered. This is partly due to the need to support 21st century skills which focus on 3 major skills: learning and innovation skills, digital literacy skills, and life and work skills (Fadel & Trilling, 2010). With the development of technology, many people put more emphasis on digital literacy skills, but forget that these abilities can be supported by the right learning and innovation skills. That is why the ability to learn independently is also needed to direct students towards learning that is more focused on the student's own learning goals.

In Indonesia, the implementation of 21st century skills has been made into a guide for the high school level (Kemdikbud, 2017). It is stated that the first pillar that needs to be built is *learning to know* which is related to ways of gaining knowledge. 21st century skills direct students to find out from various available sources, either through listening or reading books, people, or from technology such as the Internet and mass media. Language lessons, especially English as an international language, are important because in these lessons students are trained to develop their listening and reading abilities -- receptive skills that enable them to understand information -- as well as writing and speaking to communicate information that has been processed in their understanding.

Seeing the development of the current trend and the nature of language learning, students should realize the importance of independent study in developing language skills. However, it is often encountered in classrooms that students only wait for the teacher to provide materials in class while they just sit and absorb the information delivered. Therefore, this study seeks to measure the learning autonomy readiness of grade 9 students, who will advance to high school level, in a private school in Indonesia.

This study aims to find out how to measure the level of readiness of grade 9 students to study autonomously in their high school later. It is hoped that the results of this study can be beneficial for teachers who will teach these students in high school in the future so that they can prepare learning approaches that are in accordance with the students' readiness and encourage learner autonomy. In addition to high school teachers, the results of this study are also useful for teachers who are currently teaching as feedback and evaluation of the ongoing learning activities.

For students themselves, this study aims at giving prompts that will make them more reflective and aware of their learning attitudes or activities that can prepare or carry out to develop autonomous learning skills. This research can be the first step in initiating other research that can explore learner autonomy to greater extent.

B. Literature Review

The term learning autonomy has become an important aspect in language learning since it was popularized by Holec (1981, in Kartal & Balçıkanlı, 2019) because of its close relationship with student-centered learning. He considers learning autonomy as a result of learning and is also a supporter of the language learning process. At the end of the decade of the 20th century, Baume (1994, in Kartal & Balçıkanlı, 2019) considered that this learning autonomy was indispensable, especially in higher education, but with the rapid development of the era, learning autonomy was considered to be a crucial component that determines the success of students' learning progress in language (Ertürk, 2016).

The definition of learning autonomy in general can be interpreted as a person's ability to take over his own learning (Holec, 1981, in Kartal & Balçıkanlı, 2019). This can be interpreted broadly, so to understand correctly, some experts try to narrow the meaning.

Holec (1981, in Chan et. al., 2002) defines 'taking charge of one's own learning' into abilities and responsibilities in 5 areas: (1) setting learning goals; (2) defining the content and progress of learning; (3) choosing learning methods and strategies; (4) observing the process of capturing information; and (5) evaluate what happened.

Furthermore, Littlewood (1999, in Cirocki, 2019) divides the concept of learning autonomy into two levels: *proactive autonomy* and *reactive autonomy*. Proactive autonomy encourages students to be able to determine their learning objectives, methods, and strategies and evaluate the learning process. Proactive autonomy determines the responsibility and ability of students to make decisions. Reactive autonomy helps students organize their available resources (such

as time, textbooks, and the Internet) to achieve the learning goals they want to achieve. In this reactive autonomy, students do not make their own learning goals but when these goals are introduced, students can organize themselves independently to achieve these goals.

This willingness to be able to self-regulate is based on motivation and self-confidence to take responsibility for their choices. Deci & Ryan (1985, in Chan et al., 2002) also stated that one of the factors that indicate the existence of intrinsic motivation in students is learning autonomy. Learning autonomy does not mean that students teach themselves without help from teachers or others (Little, 1991, in Chambers & Davies, 2001). The teacher still has a role in providing the foundation for thinking, but the direction of developing ideas is determined by the students independently.

In a study in Kampung Inggris Kebumen, it was found that non-formal education also has an important role to support the development of students' English skills (Rahayu, 2020). This is due to the relaxed learning atmosphere outside the classroom which allows students to be more confident to try and participate actively in their learning.

This does not mean that autonomous learning only occurs outside the classroom, but it can also occur in the classroom (Dam, 1995; Benson, 2001, in Kartal & Balçıklanlı, 2019). Students can still think autonomously and give their opinions in class so as to create active involvement in learning activities in class. Therefore, all learning activities that are decided to be carried out by students both inside and outside the classroom become one of the factors that support their learning autonomy.

Cirocki (2016) summarizes the characteristics of independent learners into 11 points, namely:

1. Having intrinsic motivation in learning language as a communication tool.
2. Making logical decisions and taking responsibility for their own learning.
3. Setting realistic personal targets and regulating their own behavior with the aim of achieving these targets.
4. Negotiating the syllabus, making decisions regarding lesson content, materials and assessments.
5. Measuring your own strengths and weaknesses and choosing learning tasks that are in accordance with the learning objectives.
6. Identifying what is discussed in class and knowing when, how and why they learn new information and what learning resources are available for foreign language learning.
7. Being able and willing to adapt to new learning contexts.
8. Selecting and implementing appropriate strategies in order to maximize the learning environment by discussing one's own desires and the learning needs of others.
9. Organizing their own foreign language learning experience, systematically observing their learning progress and critically evaluating learning outcomes.
10. Engaging fully in collaborative practice, seeking help from classmates and teachers when needed.
11. Reflecting on their learning experience in order to determine the next step.

A more detailed description of Cirocki (2016) above can be classified into 4 major categories, namely regarding: (1) student responsibilities in learning; (2) students' ability to make decisions; (3) students' motivation in learning, especially their intrinsic motivation; and (4) activities or actions that students take inside and outside the classroom on an initiative without direct orders or instructions from the teacher. This classification is also the basis for making research instruments in this paper.

C. Methodology

1. Research Design

This research used the descriptive quantitative method to measure the learner autonomy readiness of grade 9 students in a private school in West Jakarta. Therefore, this research needs statistical data to analyze.

The research wanted to find out the level of readiness these students have when it comes to learning English autonomously. The findings are hoped to help the teacher design lessons which are more accommodating for students to develop their learning autonomy in English.

2. *Participants/Respondents/Population and Sample*

This research was conducted on 137 students from 4 classes of grade 9 at an Indonesian private school in an English lesson under the supervision of the teacher. This purposive sample is selected because it is consisted of individuals with the same characteristics who are especially familiar or knowledgeable in a phenomenon of interest (Cresswell & Plano, 2011). This means the population being researched are from the same school, at the same grade level, and around the same age. They also experience the same lesson with the same English teacher.

3. *Technique of Data Collection*

This research was collected during an English lesson under the supervision of the teacher. Instructions were given before the students (respondents) filled out the questionnaire in order to provide an overview of the contents of each section in the questionnaire. Respondents then filled out a questionnaire through Google Forms to ensure honest answers without coercion or pressure in self-reflection and evaluation through the questionnaire given. It takes about 15-20 minutes to fill out the questionnaire in each class.

4. *Instruments*

The researcher used the questionnaire of Learner Autonomy Readiness created by Chan et.al. (2002) in this study. In Chan's study, the research subjects were students in Hong Kong. There are 4 parts that become indicators in this questionnaire, namely (1) students' perceptions of the responsibility of the English teacher and themselves; (2) students' perceptions of their decision-making abilities; (3) students' perceptions of level of their motivation own; and (4) activities student learning inside and outside the classroom.

This questionnaire was chosen because the context is quite easy for 9th graders to understand with language skills around B1+ CEFR level. Several adjustments were made to the items in the questionnaire to better fit the current research context. The reason for replacing or removing items in the original questionnaire was because they were not in accordance with the learning context of grade 9 students, for example item 29 in the original questionnaire which read 'written English letters to pen pals' was discarded because it was previously known that none of the students had pen pals and item 35 in the questionnaire. The original which read 'listen to English radio' was changed to 'listen to English podcasts' to better suit the context of the current trend.

The adapted version of this questionnaire has 13 items that measure students' perceptions of teacher and student responsibilities in learning activities and 10 items regarding decision-making abilities. These two sections are based on Holec's 5 areas of responsibility (1981, in Chan et. al., 2002). In the indicator "responsibility", respondents were asked to choose from a Likert scale of 1 which means 'completely teachers' (teacher takes full responsibility) to 5 'completely mine' (completely the responsibility of students). Meanwhile, in the indicator of 'decision-making skills' (the ability to make decisions), respondents were asked to choose from a Likert scale of 1 which means 'very poor' to 5 which means 'very good'.

There is only one question regarding students' perceptions of their own motivations because what is needed is only students' perceptions of their intrinsic motivation in general in this lesson, not in specific learning activities, such as reading English books. In this indicator, respondents are asked to choose from a Likert scale of 1 which means 'not at all motivated' to 5 which means 'highly-motivated'.

The last category consists of 18 items consisting of 15 questions about activities outside the classroom and 3 questions in the classroom. This is because the variety of autonomous activities that students can do outside the classroom is more than what can be done in the classroom. In this indicator, respondents are asked to choose from a Likert scale of 1 which means 'never' to 5 which means 'always'.

Table 1 contains an overview of the indicators and items in the questionnaire for Learner Autonomy Readiness used in this study.

Table 1 Indicators and sub-indicators in the instrument

Indicator	Sub-indicators	Number of items
Responsibilities	Learning objectives	6, 7
	Content and learning progress	1, 2, 10
	Methods and strategies	5, 8, 13
	Information capture process	3, 9
	Evaluation	4, 11, 12
Decision making skills	make of learning, content and learning progress	16, 17, 23
	Methods and learning strategies	14, 15, 18, 19
	The evaluation process	20, 21, 22
Motivation	Intrinsic	24
Activities	In the class	25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
	Outside class	40, 41, 42

The results of this study were categorized into four stages of readiness seen from the average results of the entire mean (M) of the four indicators. tested. The result categories can be seen in Table 2 below.

Table 2 Research Results of Student Learning Autonomy Readiness

Average of all mean (M)	Information
1 – 1.99	Very unprepared
2 – 2.99	Not ready
3 – 3.99	Ready
4 – 5	Very ready

5. Technique of Data Analysis

For reliability testing, the alpha coefficient to find the internal consistency of the research instrument with the following formula (Cronbach, 1951, in Juliandi, 2008):

$$\alpha = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

α = alpha coefficient

k = number of questionnaire items

$\sum \sigma_b^2$ = total variance of questionnaire items

σ_t^2 = total variance

The data collected were then processed using Google Spreadsheet to obtain a reliability score of 0.895 which means there is a high internal consistency in the research instrument used.

D. Findings and Discussion

The following are the results of the analysis of the data obtained in this study and the explanations will be presented per instrument indicator.

Table 3 Students' perceptions of the responsibilities of teachers and students

No.	In English lessons, whose responsibility should it be to	Completely the teacher's		Mostly the teacher's, partly mine		Half mine, half the teacher's		Mostly mine, partly the teacher's		Completely mine		M	SD
		f	%	f	%	f	%	f	%	f	%		

1.	make sure you make progress during lessons?	3	2.2	10	7.3	59	43.1	49	35.8	16	11.7	3.47	0.875
2.	make sure you make progress outside class?	1	0.7	2	1.5	16	11.7	35	25.5	83	60.6	4.44	0.812
3.	stimulate your interest in learning English?	12	8.8	34	24.8	36	26.3	28	20.4	27	19.7	3.18	1,254
4.	identify your weaknesses in English?	4	2.9	16	11.7	56	40.9	36	26.3	25	18.2	3.45	1.014
5.	make you work harder?	4	2.9	17	12.4	31	22.6	45	32.8	40	29.2	3.73	1.101
6.	decide the objectives of the English course?	28	20.4	25	18.2	33	24.1	28	20.4	23	16.8	2.95	1.374
7.	decide what you should learn next?	60	43.8	35	25.5	21	15.3	13	9.5	8	5.8	2.08	1,225
8.	choose what activities to use in your English lessons?	65	47.4	36	26.3	29	21.2	2	1.5	5	3.6	1.88	1,032
9.	decide how long to spend on each activity?	47	34.3	44	32.1	25	18.2	5	3.6	16	11.7	2.26	1.291
10.	choose what materials to use in your English lessons?	84	61.3	32	23.4	15	10.9	2	1.5	4	2.9	1.61	0.949
11.	evaluate your learning?	24	17.5	34	24.8	46	33.6	24	17.5	9	6.6	2.71	1,145
12.	evaluate your course?	25	18.2	31	22.6	35	25.5	24	17.5	22	16.1	2.91	1.333
13.	decide what you learn outside the class?	9	6.6	6	4.4	14	10.2	32	23.4	76	55.5	4.17	1.186

Based on the data in table 3, in the responsibility indicators, it is found that points 7 (*decide what you should learn next*), 8 (*choose what activities to use in your English lessons*), and 10 (*choose what materials to use in your English lessons*) is the responsibility of the teacher. Activities that are considered a shared responsibility between teachers and students include points 1 (*make sure you make progress during lessons*), 4 (*identify your weaknesses in English*), and 11 (*evaluate your learning*). Meanwhile, students consider their responsibility to be greatest in item 2 (*make sure you make progress outside class*), 5 (*make you work harder*), and 13 (*decide what you learn outside the class*).

The average mean (M) of all items in this indicator is 2.99, which shows the tendency of respondents to answer a scale of 3 (*half mine, half the teacher's*) and slightly towards the teacher's responsibility.

Table 4 Students' perceptions of their ability to make decisions

No.	If you have the opportunity, how good do you think you would be at:	Very poor		Poor		OK		Good		Very good		M	SD
		f	%	f	%	f	%	f	%	f	%		
14.	choosing learning activities in class?	9	6.6	18	13.1	86	62.8	23	16.8	1	0.7	2.92	0.768
15.	choosing learning activities outside class?	9	6.6	20	14.6	59	43.1	48	35.0	1	0.7	3.09	0.887

16.	choosing learning objectives in class?	6	4.4	18	13.1	87	63.5	26	19.0	0	0.0	2.97	0.706
17.	choosing learning objectives outside class?	6	4.4	21	15.3	61	44.5	46	33.6	3	2.2	3.14	0.859
18.	choosing learning materials in class?	12	8.8	35	25.5	59	43.1	26	19.0	5	3.6	2.83	0.959
19.	choosing learning materials outside the class?	8	5.8	33	24.1	56	40.9	37	27.0	3	2.2	2.96	0.914
20.	evaluating your learning?	5	3.6	20	14.6	68	49.6	38	27.7	6	4.4	3.15	0.854
21.	evaluating your course?	5	3.6	24	17.5	58	42.3	46	33.6	4	2.9	3.15	0.871
22.	identifying your weaknesses in learning English?	5	3.6	11	8.0	37	27.0	63	46.0	21	15.3	3.61	0.964
23.	deciding what you should learn next in your English lessons?	8	5.8	29	21.2	70	51.1	25	18.2	5	3.6	2.93	0.880

Table 4 shows students' perceptions of their own ability to make decisions related to their learning in English lessons. Broadly speaking, more respondents chose a scale of 3 (OK), but many of the respondents found it difficult to make decisions in points 18 (*choosing learning materials in class*), 19 (*choosing learning materials outside the class*), and 23 (*deciding what you should learn next in your English lessons*). The activities that are considered neutral by respondents are items 14 (*choosing learning activities in class*), 16 (*choosing learning objectives in class*), and 23 (*deciding what you should learn next in your English lessons*). Respondents considered the activities that could be carried out well were items 15 (*choosing learning activities outside class*), 17 (*choosing learning objectives outside class*), 21 (*evaluating your course*), and 22 (*identifying your weaknesses in learning English*).

The average mean (M) of all items in this indicator is 3.07, which shows that on average the respondents chose a scale of 3 (OK) in measuring their decision-making ability and slightly tended to consider themselves quite good at making decisions.

Table 5 Students' perceptions of their own level of motivation

No.		Not at all motivated		Slightly motivated		Motivated		motivated		Well-Highly-motivated		M	SD
		f	%	f	%	f	%	f	%	f	%		
24.	How would you define your level of motivation to learn English?	0	0.0	25	18.2	47	34.3	56	40.9	9	6.6	3.36	0.855

In table 5, we can see students' motivation levels from their own perspective. In general, 47.5% of students feel they have above average motivation in learning English. Some even felt very motivated (6.6%) and none felt no motivation at all.

Table 6 Student learning activities outside class

No.	In grade 9, outside of class, without having been assigned to do so, how often did you...	Never		Rarely		Sometimes		Often		Always		M	SD
		f	%	f	%	f	%	f	%	f	%		
25.	read grammar books on your own?	30	21.9	40	29.2	41	29.9	23	16.8	3	2.2	2.48	1.079
26.	note down new English words and their meanings?	19	13.9	42	30.7	36	26.3	27	19.7	13	9.5	2.80	1.187

27.	send letters/e-mails in English?	16	11.7	36	26.3	46	33.6	28	20.4	11	8.0	2.87	1.117
28.	read articles in English?	53	38.7	32	23.4	30	21.9	18	13.1	4	2.9	2.18	1.171
29.	read books or magazines in English?	13	9.5	14	10.2	39	28.5	47	34.3	24	17.5	3.40	1.172
30.	watch English TV programs?	3	2.2	7	5.1	24	17.5	60	43.8	43	31.4	3.97	0.947
31.	listen to English podcasts?	0	0.0	4	2.9	8	5.8	61	44.5	64	46.7	4.35	0.723
32.	listen to English songs?	26	19.0	27	19.7	23	16.8	29	21.2	32	23.4	3.10	1.452
33.	speak English with native speakers?	0	0.0	1	0.7	8	5.8	47	34.3	81	59.1	4.52	0.643
34.	practice using English with friends?	29	21.2	42	30.7	40	29.2	22	16.1	4	2.9	2.49	1.085
35.	watch English movies?	15	10.9	46	33.6	40	29.2	24	17.5	12	8.8	2.80	1.125
36.	write a diary in English?	81	59.1	18	13.1	19	13.9	10	7.3	9	6.6	1.89	1.270
37.	use the Internet in English?	2	1.5	6	4.4	24	17.5	44	32.1	61	44.5	4.14	0.956
38.	review your written work on your own?	18	13.1	36	26.3	37	27.0	23	16.8	23	16.8	2.98	1.280
39.	talk to your teacher about your work?	30	21.9	60	43.8	36	26.3	11	8.0	0	0.0	2.20	0.876

Table 6 presents data on the frequency of students doing English learning activities outside the classroom. It was found that students rarely or never did the activities in items 25 (*read grammar books on your own*), 28 (*read articles in English*), 36 (*write a diary in English*), and 39 (*talk to your teacher about your work*). They often even do the activities in points 31 (*listen to English podcasts*), 33 (*speak English with native speakers*), and 37 (*use the Internet in English*).

The average mean (M) of all items in this indicator is 3.08, which shows that the average respondent chooses a scale of 3 (*Sometimes*) in view of the frequency with which autonomous learning activities are carried out outside the classroom with a slight tendency to a more frequent frequency.

Table 7 Student learning activities in class

No.	In grade 9, in the class, how often did you...	Never		Rarely		Sometimes		Often		Always		M	SD
		f	%	f	%	f	%	f	%	f	%		
40.	ask the teacher questions when you do not understand?	20	14.6	53	38.7	42	30.7	18	13.1	4	2.9	2.51	0.993
41.	make suggestions to the teacher?	61	44.5	58	42.3	16	11.7	2	1.5	0	0.0	1.70	0.731
42.	take opportunities to speak English?	14	10.2	41	29.9	56	40.9	19	13.9	7	5.1	2.74	0.995

Table 7 shows the frequency of autonomous learning activities carried out by students in the classroom. Most of the respondents stated that they rarely or never did item 41 (*make suggestions to the teacher*), while the autonomous learning activities that were more often or even always carried out in English classes were item 42 (*take opportunities to speak English*).

The average mean (M) of all items in this indicator is 2.32, which means that the average respondent chooses a scale of 2 (*Rarely*) in seeing the frequency with which autonomous learning activities are carried out in the classroom with a slight tendency to a more frequent frequency.

The average mean (M) of all indicators is 2,963, which shows a slight tendency to choose a lower score for autonomous learning readiness.

The following section will provide further explanation of the results of the data analysis that have been presented based on the category of indicators. The discussion will focus on the items on the lowest and highest scales. Neutral questions will be used as additional data to support conclusions if needed.

In the indicator **of responsibility**, the majority of students perceive that the topics, materials, and activities they must study next in English lessons are the responsibility of the teacher to decide entirely. This means that they feel that these three things are not something that students need to prepare and they just have to wait or accept the results of the teacher's processing of the topic, material, and how it is delivered in class. Instead, what they perceive as the student's sole responsibility is about learning progress outside the classroom, what they have to learn outside the classroom, and how hard they try when learning English. From this, we can see that students see their learning responsibilities are diminished when they are in the classroom. Outside the classroom is the territory of the student's responsibility to learn autonomously, but if they are in the classroom, that responsibility will then shift to the teacher to determine the learning objectives, content of materials, and learning methods that need to be applied in the classroom.

This becomes an interesting discovery because it shows the existence of learning autonomy in the form of responsibility for learning and progress in students, but this autonomy drive is defeated when they are in class, possibly due to the existence of authority figures who are considered to be dominant or reduce their autonomy. There is also a possibility that students do not understand that there is a responsibility they need to take as autonomous learners. Further research is needed to explore the reasons for students' perceptions of this responsibility.

Responsibility is closely related to the **ability to make decisions**, therefore, the sub-indicators in the responsibility category are also in the decision-making ability indicator. What is compelling from the results of data analysis in this indicator is that students find it difficult to decide on learning materials, both inside and outside the classroom. Students are also less able to decide what to study next. This shows that, in general, students do not know exactly what should be studied in English. They feel confident enough to be able to determine their own English learning goals and activities outside the classroom, but still find it difficult to determine learning materials outside the classroom. In autonomous learning, for example, this means that students know that their learning goal is to improve their speaking skills and the activity that needs to be done is conversing with native speakers, but they cannot determine the topics to be discussed. This may be due to a lack of students' understanding of existing English lesson material or their exposure to the topics of learning English. More in-depth information about this can be conducted through an interview or open questionnaire on sample respondents.

The most riveting finding is that students are certain that they can identify their weaknesses in English. They also feel quite confident in assessing English lessons. This is a unique feature of this data because students show confidence in their ability to determine whether a subject, be it themselves or the lesson, is good or bad. It can be seen that there are no problems in making decisions for the respondents, as long as they know closely the subject being assessed. Motivation in learning may also affect the results of the data of the second indicator. If students do not have an interest in learning English, they may find it difficult to decide which materials or what to study next.

However, this possibility is not confirmed by the results of students' perceptions of the level of their own learning motivation. The third indicator shows the tendency of students to answer that they have relatively high **motivation** in learning English in this class. There is no student who considers themselves as 'not motivated at all'. This means that students have a good basic foundation to be able to learn autonomously.

The fourth indicator consists of two parts: activities outside the classroom and activities in the classroom. The three autonomous learning **activities** that many students do **outside the classroom** to improve their English skills are listening to English podcasts, speaking in English with native speakers, and using the Internet in English. This shows students' exposure to English in their daily lives. It should also be noted that the tendency of their exposure to English is oral. The use of the Internet in English shows a written element, but with a limited number of words. Judging from these activities outside the classroom, it can be concluded that students tend to be more ready to learn autonomously informally through social relationships and keep up with the current trend.

The data shows a lack of student involvement in written English activities. The majority of students (72.2%) admitted that they rarely or never wrote diaries in English. More than half of the respondents admitted that they rarely or never read grammar books or articles in English outside of class. 65.7% of respondents also admitted that they rarely or never talk about their assignments with their teachers outside of class. The latter may be related to other factors outside of autonomous learning readiness, such as school culture or students' learning culture.

For **activities in the classroom**, respondents also showed their ignorance about how to give input and suggestions to the teacher in class, but tended to be enthusiastic in taking the opportunity to speak in class. As mentioned in the responsibility indicator, students tend to think that learning activities in the classroom are the responsibility of the teacher, thus forgetting their own responsibility in developing English language skills. Further research is needed to explore what are the inhibiting factors for students in autonomous learning in the classroom. Learning traditions in Indonesia, school culture formalities, and student learning culture itself may be some of the factors that affect students' readiness for autonomous learning in the classroom.

E. Conclusion

This study found that in general, grade 9 students of this school tended to be less prepared to learn autonomously ($M = 2,963$). As described in the discussion, respondents showed a tendency to be passive in learning activities in the classroom and a slight tendency to still consider teachers to be more responsible than students in learning, especially in the classroom. Students tend to believe that they are capable of making decisions related to learning English and are active in autonomous learning of English outside the classroom. Students also feel they have a relatively high motivation in learning.

To encourage students to improve their readiness in autonomous learning at the next level (senior high), teachers need to familiarize students with activities that provide space for giving opinions, being actively involved in preparing learning materials, using their good judgmental skills to be a strength in choosing the most effective activities for in and out of the classroom to develop their English language skills.

Kartal & Balçıklanlı (2019) and Karabıyık (2008) found in their research that it is related to the learning culture formed in Turkey. This learning culture is also related to the culture of Asian students who tend to be passive in the classroom because they are not used to being asked to express their suggestions or opinions (Chan et al., 2002). Research based on the three previous studies is still very limited because it has not explored the factors that might affect students' readiness for autonomous learning and how teachers can help students overcome these difficulties.

Further research in the form of qualitative can be carried out to explore these possibilities and solutions to improve students' autonomous learning abilities, not only in English lessons but also in other subjects.

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The Relationship between Anxiety and Self-Confidence in English Language Learning

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ARTICLE INFO

e-ISSN: 2502-6909

p-ISSN: 2502-9207

Vol. 7, No. 1, June 2022

URL:

<http://dx.doi.org/10.31327/jee.v7i1.1642>

Abstract

Anxiety is a condition or disorder in which the sufferer experiences excessive anxiety, which manifests as a racing heart, cold sweats, trembling, and shortness of breath. Students experience a great deal of anxiety while learning English, frequently misinterpreted as lacking self-confidence. According to some studies, a person's anxiety level affects their level of self-confidence. This study attempts to find the relationship between anxiety, and student self-confidence identifies the types of anxiety students experience and finds appropriate solutions to most students' experiences. The researchers used quantitative methods. The researchers collected the data from college students related to anxiety and their self-confidence in learning English through Google form. There are several steps taken by researchers in processing the data, (1) Processing the data using SPSS; (2) Identifying students' anxiety in learning a language; (3) Concluding the analysis; and (4) Developing the solution. This study reveals that the relationship between anxiety and self-confidence was relatively weak, and anxiety does not always affect a person's level of self-confidence. Therefore, it can be concluded that each individual has a certain level and response to reduce anxiety in themselves.

Keywords: anxiety, English learning, relation, self-confidence

A. Introduction

English is an international language used and has become the second language worldwide. That is why it has become the lingua franca. In communication terms, people use English to communicate with others from different regions, and in Indonesia, we learn about English as a foreign language (EFL). The students often feel anxious and insecure about their abilities during the learning process.

The American Psychological Association accredits anxiety like nervousness, worried thoughts, and physiological problems such as high blood pressure. Recurring intrusive thoughts or worries distinguish anxiety disorders. Because they are concerned, they may avoid certain situations. Sweating, trembling, dizziness, or a rapid heartbeat are possible physical symptoms (Association, 2021). However, it was not always bad. Sometimes, anxiety could make us more productive and achieve something quickly, which is quite helpful. In psychology, there are many types of anxiety. In their book, *Treating and Preventing Adolescent Mental Health Disorders: What We Know and What We Don't Know* (2 ed.), Edna B. Foa et al. divide anxiety into several categories, such as Panic Disorder, Social Anxiety Disorder, Separation Anxiety Disorder (SAD), Obsessive-Compulsive Disorder (OCD), Posttraumatic Stress Disorder (PTSD), Generalised Anxiety Disorder (GAD), and specific Phobia (Foa et al., 2017).

Then, how about self-confidence? Rosenberg (1965), a pioneer in this field, defined self-esteem as a people's overall positive evaluation of themselves. He went on to say that having high self-esteem entails respecting and believing in oneself. Similarly, Sedikides and Gress (2003) defined self-esteem as an individual's subjective interpretation of one's self-worth, feelings of self-respect and self-confidence, and the extent to which the individual holds positive or negative views about oneself. According to Psychology Dictionary Online, Self-confidence is a perception of one's etencies, capabilities, and perceptions, or the belief that one can successfully face day-to-day demands and challenges (Psychology Dictionary Online). One's sense of self-worth is a collection of thoughts about one's abilities and talents. As a result, confident students succeed tremendously in their academic endeavours because they have faith in their capabilities. The researchers studied this topic to determine how differences in one characteristic or variable relate to other parts or variables. After taking the speaking test distributed by the researcher, 28 students participated. It was necessary to administer two questionnaires: a speaking anxiety questionnaire with 17 items and a self-confidence questionnaire.

Nevertheless, is there any relation between anxiety and self-confidence in educational fields? Since many references discuss language anxiety, foreign language anxiety, speaking anxiety, et cetera. However, no one discussed anxiety and self-confidence in broadly learning English.

Language anxiety, according to Horwitz et al. (1986), is "a distinct complex of self-perceptions, beliefs, feelings, and behaviours associated with classroom language learning resulting from the uniqueness of the language learning process" (p. 128). Identically, MacIntyre (1999) defines language anxiety as a state of stress, nervousness, emotional reaction, and worry related to acquiring a second/foreign language. Meanwhile, in learning English as a second language, many students experience speaking anxiety. A lack of motivation and poor performance are the causes of this situation. Speaking in a foreign language is more stressful for English students because they lack the necessary skills and have had little practice. Kayaoğlu, M. N., & Sağlamel, H. (2013) identified several reasons for language anxiety.

The article investigates the relationship between anxiety and student self-confidence, identifies the types of anxiety students experience, and finds appropriate solutions to most students' experiences. The reason is that Many people still misperception the notion of anxiety and a sense of lack of self-confidence. This type of anxiety is common among students studying English, and how anxiety can affect a student's confidence in learning English.

B. Literature Review

1. Anxiety

Anxiety is one type of mental disorder in which the sufferer experiences excessive anxiety and often causes many problems, but this is common in everyone regardless of status or age.

With physical and psychological symptoms, anxiety disorders are pervasive. Although this population is more susceptible to undesirable consequences, it is also at greater risk of experiencing them. Anxiety, sometimes known as fear or worry, affects more than 30 million people in the United States. Among mental disorders, an anxiety-related disease with medically unexplained symptoms is the most frequently diagnosed in the United States. Elevated anxiety levels can trigger fear responses such as the fight-or-flight response. People in these emotional states can engage in defensive behaviours such as freezing, combating, being on high alert, avoiding situations, and risk assessment.

Most days in the prior six months must have been characterised by future-oriented or anticipatory anxiety and worry about being diagnosed with a generalised anxiety disorder (GAD). SAD patients show no signs of fear or anxiety when placed in settings that necessitate social contact, observation, or performance in front of other people. Symptoms of restlessness, a hyperactive or tense state of mind, and quick fatigued are all connected. With broad signs, anxiety disorder is diagnosed. Medical conditions like anxiety disorders can sometimes be treated with the same medications. Response in terms of behaviour Mindfulness-based and acceptance-based psychotherapies aim to alleviate symptoms by aiding clients in establishing a nonjudgmental awareness of diverse internal states (thoughts, emotions, and bodily sensations) based on acceptance rather than resistance to those feelings. Serotonin, noradrenaline, dopamine, glutamate, cholecystokinin, opioid receptors, and the hypothalamic-pituitary-adrenal axis are all known to be involved in anxiety disorders, as is the Gaba receptor.

QTc prolongation is connected with a greater risk of death when taking TCAs than SSRIs. However, benzodiazepines, the most commonly given anti-anxiety medications, have considerable short- and long-term adverse effects. Anxiety can manifest itself in several ways. First and second-generation antipsychotics may be beneficial in treating anxiety. Still, they may necessitate the consultation with, monitoring by, or referral to a mental health professional to be used effectively.

2. Self Confidence

When individuals have self-confidence, they believe in their abilities and skills and deal well with various situations. For example, a survey of outpatient psychotherapy clients discovered that the second most reported problem was "loss of self-confidence." The objective was to develop a scale that examined this facet of an individual's personality. Because most experimental self-evaluation studies appear to be primarily concerned with perceived competence or capability, this study is primarily concerned with self-confidence. Individuals who are secure in their social qualities, for example, may have grave misgivings about their intellectual abilities and vice versa.

Additionally, general and specific confidence may have different behavioural implications. Many people feel that the importance of a particular aspect of self-evaluation dictates how much it affects one's overall self-esteem. This, however, has not been established. However, to what extent should specific confidence measures be specific? We chose to separate multiple dimensions of confidence significant to individuals while being sufficiently distinct to be reasonably self-contained. Individuals have varying levels of genuine ability in any particular area of performance.

People's perceptions of their skills may be influenced by inadvertent systemic biases they are unaware of. It is conceivable for individuals to falsify their self-descriptions intentionally and consciously. How confident is a person? In this study, self-confidence was believed to have cognitive, affective, and behavioural components. As part of the mental component, evaluating one's performance regarding both absolute and social standards is vital.

Confidence was characterised by feelings of security and enthusiasm and a lack of fear or dread when presented with novel or difficult situations. The researchers developed an additive model of self-confidence, in which confidence is defined as the sum of an individual's confidence in each content domain plus confidence in other areas of relevance to that individual. The strength of association was determined for each individual based on the importance of the many determinants of confidence previously revealed to that person's sense of self.

The Mood Subscale was developed to assess and possibly correct daily mood fluctuations. One thousand four hundred seventy-eight students enrolled in an introductory psychology course were examined on 172 items. Each object has been scored on a scale of 1 to 4, with 4 representing strong agreement with articles expressing confidence and 1 indicating strong disagreement with those expressing doubt.

Respondents with a high confidence level predicted more favourable outcomes for themselves than subjects with a low level of confidence. These findings contrast with those observed in the case of depression, where depressed persons express a more negative view of the future of others. Self-assessments may increase the accuracy of people's predictions regarding future actions compared to forecasts made only based on recent conduct. Our findings indicate that individuals' confidence differs significantly across various domains of functioning. The absence of a connection between high self-confidence and social desirability casts doubts on the assumption that these individuals only strive to project a pleasant self-image to others.

However, a previous report shows that using the Mood scale to account for individuals' self-reports did not improve the PEI's stability. This was despite its high internal consistency and relationships with other mood-related measures. Without regard for social desirability demands or mood, it is acceptable to argue that objective capabilities are the fundamental determinants of confidence assessments. Examining the relationship between confidence and addressing challenging situations can better understand how self-confidence is maintained. There should be noticeable distinctions between confidence and self-esteem measures, especially domain-specific confidence measures.

C. Methodology

This article uses a quantitative method. For this research, researchers would observe the data relating to the topic, then collect the data of college students related to anxiety and their self-confidence in learning English through google form, and process the data obtained using SPSS. Then, the researcher will then identify students' anxiety in learning a language, conclude the analysis, and develop a solution from the data collected. The population of this research is the students in Tidar University, Consisting of the Force 2019-2021. The population of this research is used as the research sample. The data is collected from the 40 students who must complete the questionnaire. This data is needed to measure the scale of anxiety and self-confidence in students and measure the correlation among them.

The researcher used a non-experimental quantitative method in this study. There is no further action towards the subject of the study. Furthermore, the research design uses correlation bivariate, with spearman methods.

$$r_{xy} = \frac{n \sum_{i=1}^n x_i y_i - \sum_{i=1}^n x_i \sum_{i=1}^n y_i}{\sqrt{n \sum_{i=1}^n x_i^2 - \left(\sum_{i=1}^n x_i \right)^2} \sqrt{n \sum_{i=1}^n y_i^2 - \left(\sum_{i=1}^n y_i \right)^2}}$$

Where r_{xy} is the correlation coefficient. The correlation coefficient (r_{xy}) can be positive (+) or negative (-) and is in the range of -1 to 1. If the r_{xy} approaches -1 or 1, the relationship between the two variables is stronger. If the value is close to 0.0, the relationship between the two variables gets weaker.

To collect the data, the researcher asked some questions as the instruments. The questions presented on the questionnaire include:

1. Based on the statement above, what scale do you think is appropriate to measure your anxiety level (1: extremely low, 2: low, 3: moderate, 4: high, 5: extremely high)

2. Based on the statement above, which scale do you believe is appropriate for measuring the level of impact of your anxiety and learning process? (1: extremely low, 2: low, 3: moderate, 4: high, 5: extremely high)
3. In your opinion, what is the scale of your self-confidence? (1: extremely low, 2: low, 3: moderate, 4: high, 5: extremely high)

D. Discussion

The study focused on the relationship between anxiety and students' confidence levels. In the following data, researchers have summarised the results of answers from respondents:

Table 1. Correlation table

Correlations				
		What scale do you think is appropriate to measure your anxiety level (1: extremely low, 2: low, 3: moderate, 4: high, 5: extremely high)	Which scale do you believe is appropriate for measuring the level of impact of your anxiety and learning process? (1: extremely low, 2: low, 3: moderate, 4: high, 5: extremely high)	In your opinion, what is the scale of your self-confidence? (1: extremely low, 2: low, 3: moderate, 4: high, 5: extremely high)
What scale do you think is appropriate to measure your anxiety level (1: extremely low, 2: low, 3: moderate, 4: high, 5: extremely high)	Pearson Correlation	1	.232	.171
	Sig. (2-tailed)		.149	.292
	N	40	40	40
Which scale do you believe is appropriate for measuring the level of impact of your anxiety and learning process? (1: extremely low, 2: low, 3: moderate, 4: high, 5: extremely high)	Pearson Correlation	.232	1	-.052
	Sig. (2-tailed)	.149		.750
	N	40	40	40
In your opinion, what is the scale of your self-confidence? (1: extremely low, 2: low, 3: moderate, 4: high, 5: extremely high)	Pearson Correlation	.171	-.052	1
	Sig. (2-tailed)	.292	.750	
	N	40	40	40

According to the data above, we can conclude a correlation between variables, but the correlation is relatively weak. This indicates that anxiety does not always affect a person's self-confidence. Although high levels of anxiety can affect a person's activities, it does not always happen; there are times when this anxiety encourages someone to do a job quickly and more than usual. There are also times when this anxiety interferes with all activities and daily life.

The symptoms of anxiety experienced by respondents varied, such as goosebumps, cold sweat, racing heart, dizziness, feeling like throwing up, wanting to pass out, and trembling; some of them were also blushing, cold hands, stomach ache, blank minds, and nervous. Based on the symptoms that have been mentioned, it can be deduced that some of the most common types of anxiety that students own are GAD (General Anxiety Disorder) and panic disorder (which indicates the individuals have ordinary panic attacks without a specific trigger), and social anxiety disorder. They can occur unexpectedly and are extraordinarily intense and frightening; it is possible to dissociate during panic attacks (feeling detached from the body). People may also fear panic attacks in the future, or some may have a social phobia that causes them to feel anxious in public or in a crowd. When speaking in public or presenting in front of a group, people who experience social phobias may feel nervous or panicked.

Among the many things that can be done to alleviate anxiety are the following: practising mindfulness, exercising, journaling, regulating breathing, or listening to ambient music/sounds to calm yourself down. Of course, if the symptoms and effects of anxiety worsen, you need professional help, such as a psychiatrist or psychologist. It should be underlined that not all suggestions above can eliminate anxiety. The tips above are used only to reduce anxiety levels, and not necessarily the above method can affect the sufferer because each individual has a certain level and response to reduce anxiety.

E. Conclusion

Students need confidence in learning English as a foreign language, so they dare to try new things and practice more. In line with this study, anxiety is one of the aspects that can affect students' self-confidence. Meanwhile, students with high stress tend to have less confidence during the learning process, affecting their study processes, but their correlation is pretty weak. The symptoms of anxiety experienced by respondents varied, such as goosebumps, cold sweat, trembling, racing heart, dizziness, feeling like throwing up, and wanting to pass out; some of them were also blushing, cold hands, stomach ache, blank minds, and nervous. Based on the symptoms that have been mentioned, it can be deduced that some of the most common types of anxiety that students own are GAD (General Anxiety Disorder) and panic disorder (which indicates the individuals have ordinary panic attacks without a specific trigger), and social anxiety disorder. They can occur unexpectedly and are extraordinarily intense and frightening; it is possible to dissociate during panic attacks (feeling detached from the body). People may also fear panic attacks in the future, or some may have a social phobia that causes them to feel anxious in public or in a crowd. When speaking in public or presenting in front of a group of people, those with social phobias may feel nervous or panicky. Among the many things that can be done to alleviate anxiety are the following: practising mindfulness, exercising, journaling, regulating breathing, or listening to ambient music/sounds to calm yourself down. Of course, if the symptoms and effects of anxiety worsen, you need professional help, such as a psychiatrist or psychologist. It should be underlined that not all suggestions above can eliminate anxiety. The suggestions above are used only to reduce anxiety levels, and not necessarily the above method can affect the sufferer because each individual has a certain level and response to reduce anxiety.

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A Portrait of Teaching Writing in EFL Learners' Classroom

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ARTICLE INFO

E-ISSN: 2502-6909

P-ISSN: 2502-9207

Vol. 7, No. 1, June 2022

URL: <http://doi.org/10.31327/jee.v7i1.1753>

Abstract

This paper is designed to assist EFL teachers. It attempts to give insight and share ideas on how four methods of teaching can be implemented in EFL learners' classrooms, particularly in teaching writing. Audio-lingual, grammar translation, communicative language teaching, and a genre-based approach are among the methods used. Through this study, the teachers can hopefully use the combination of those methods to assist the students in learning writing skills. Audio-Lingual opens the class through drilling activities that are followed by the grammar translation activities. Afterwards, the class continued with the Communicative Language Teaching and the students were eventually assigned to produce a text in the final stage using the Genre Based Approach. To make it clearer, this paper also provides the steps for implementing the combination of the four methods. So, the EFL teachers are able to gain more explicit input.

Keywords: *audio-lingual, grammar translation, communicative language teaching, and genre based approach*

A. Introduction

This field research is conducted to figure out how to combine four methods of teaching to teach writing. Teaching English is not something that everybody who speaks English can do. It is a profession, which means it is a job in an area of education (Richards, 2015). The EFL teachers are required to have adequate knowledge of how to use the appropriate methods in the class. A disordered condition will occur in the class when methods are used without the professionalism of the teacher (Hadfield & Hadfield, 2011). The professionalism is demonstrated by continuous efforts to set standards for English language education and teachers (Richards, 2015). It means teachers need to keep studying in order to teach effectively. Moreover, teaching is not an easy job (Harmer, 2010). Every single lesson will be very difficult if the teachers cannot play the appropriate role in the class. It is because classrooms are complex contexts for learning (Wright, 2005). In many cases, the students surely have a great passion at the very beginning of the meeting. However, boredom appears and reduces their passion to learn. One factor is the quality of the teacher.

Indeed, students need a professional teacher who can manage the class well. Language teachers have a significant impact on the teaching and learning process, method selection, as well as study design (Maaliah et al, 2017). No wonder teachers need suitable methods, especially in teaching language (Triastuti, 2020). However, it does not mean the methods are used without guidance. In summary, the field of method of teaching to teach foreign language, especially writing skills, is rich to explore. No wonder, many researchers had conducted many research in this area. Some of them are the source of inspiration of this present study.

In "Comparing Face-to-Face and Computer-Mediated Collaboration when Teaching EFL Writing Skills", Jiang, et al (2021) found that face-to-face instruction was more effective at helping students develop their writing abilities than computer-mediated communication was. In "Triggering Preservice Teachers' Writing Skills through Genre-Based Instructional Model Viewed from Creativity", Haerazi, et al (2020) figured out that the GBI model was superior to the PBI model in terms of effectiveness. Their study implies that the level of students' creativity determines the impact of the instructional model and writing abilities. The results show that the instructional model being used and creativity in the instruction of writing skills interact significantly. Then, Aliyu (2020) conducted "Exploring the Nature of Undergraduates' Peer Collaboration in a PBL Writing Process". The results demonstrated that the participants assisted their peers in the PBL process in a variety of ways. Students' writing skills improved as a result of the peer support they received. The field of writing is also explored by Alwahoub, et al (2022) through "The Impact of Synchronous Collaborative Writing a Google Docs Collaborative Features on Enhancing Students' Individual Writing Performance". The findings of this study demonstrated the beneficial effects of synchronous collaborative writing using Google Docs on improving students' individual writing performance, especially on the three measurements of Content, Language use, and Organization, as significant variations were found in the three different writing tasks. Lastly, Graham, et al (2021) conducted "Teaching Writing in the Primary Grades in Norway: A National Survey" to reveal the effectiveness and preparation of 1049 Norwegian teachers teaching in grades 1-3.

Considering the richness of teaching writing research, this present study is conducted to enrich the knowledge in this area. This paper aims to reveal how to combine the Audio-Lingual Method, the Grammar Translation Method, the Communicative Language Teaching Approach, and the Genre-Based Approach for teaching language, particularly writing. The focus of this study has received less attention and therefore is able to fill the research gap. With this combination, this paper tends to make the students ready to be able to produce a text. So, the students can get the benefits from the various methods used by the teachers and produce a text at the end of the class.

According to Pattison (1995), college teachers are often amazed at the brilliance of some students and the shallowness of others. It is a sign that being a teacher is not easy. In addition, teachers are also responsible for making the class fair for all students. It is crucial because

students will generally respect teachers who show impartiality and who do their best to reach all the students in a group rather than just concentrating on the ones who "always put their hands up" (Harmer, 2010). The learning process will be more effective and conducive if the teacher can reach all students and does not focus only on some students. To teach a good lesson, teachers and students must work together in an atmosphere of mutual respect and trust, as well as a shared knowledge of suitable classroom behaviour. The class needs to build a sense of community, with everyone cooperating to achieve common objectives (Richards & Farrel, 2011). Hopefully, this paper can help teachers combine some methods to teach effectively, particularly writing.

Audio-Lingual Method

The audio lingual method is a method whose implementation is focused on the exercises, drills, and vocabulary necessary for the exercises, dialogs, and texts (Richards & Rodgers, 2016). The class practices the dialogue started by a large group until the smaller groups. The dialogue is learned by drilling on the structures that exist in the dialogue. It aims to strengthen habits by making the pattern automatic (Krashen, 2003). The students, no wonder, will utter and read word by word repeatedly. In the classroom with audio-lingual method, the instructions are given by the teacher. Therefore, the teacher is illustrated as an orchestra leader who directs and controls the language behaviour of the students. The teacher is also responsible to provide the students with a good model for imitation. Meanwhile, the students are imitators of the teacher's model. They follow the teacher's instructions and respond to them as accurately as possible (Larsen-Freeman & Anderson, 2011)

Grammar Translation Method

A grammar-translation method is one of the most successful ways for learning English by concentrating on reading and interpreting sentences that demonstrate grammatical rules (Aqel, 2013). This method is very classic. It has been used for many years in western European countries, especially around the 18th and 19th centuries (Kong, 2011). Teachers who use this method open the class by distributing the passages in the target language. Then, the students are assigned to translate the passage into their native language, and they must retell it in their own target language. Also, grammatical rules and vocabulary are learned through translating the passage into their native language. Indeed, the native language of the students plays a crucial role in this method, and the class uses it most of the time (Larsen-Freeman & Anderson, 2011). That is why the students are expected to be able to read literature written in the target language at the end of the class by using this method (Afiah, 2014).

Communicative Language Teaching

According to Richards (2006), the most obvious characteristic of CLT is that almost everything that is done is done with a communicative intent. That is why this method surely uses the communicative approach. This means that this method will encourage students to use the language to communicate with one another. No wonder, the activities that use this method must be able to make the students use the target language. Those activities that are commonly used in this method are role play, interviews, information gaps, games, language exchanges, surveys, pair work, learning by teaching, and so on. The point is that the CLT approach is more student-centered than teacher-centered. In the classroom, the teacher's role is to facilitate student dialogue through an effective learning assignment (Dos Santos, 2020)

Genre-Based Approach

Genre refers to language used in a stylized communicative situation to represent a specific set of communicative goals of a disciplinary or social institution by speakers and writers (Nagao, 2019). No wonder, the most effective methodology for implementing a text-based syllabus is the genre approach (Basori, 2020). The learning process will surely deal with different kinds of text in this method. Then, at the end of the lesson, the students are assigned to produce the text, but before that, there are some steps that the student must do in the classroom with the teacher (Emilia & Hamied, 2015). First, the teachers will perform their roles to explain all about the text. It started from the kind of text, language features, social functions, and generic structure. After that, the students start to play their roles, and then the students begin to write the text, but they do this still under the guidance of the teachers. It means that

the students will produce the text together with the teacher. Finally, when the students are ready, they will be independent writers. They will produce the text independently.

B. Method

This present study employs qualitative methodology to research the participants of this study, namely the students of a private class at one of the English courses in Cirebon. Qualitative research tends to identify behaviors because it will investigate relationships, activities, situations, and materials (Ary et al, 2012). This study uses participant observation as the technique of data collection. In this type of observation, the researcher becomes much more involved in the lives of the people being observed (Dawson, 2007). The function of observation is to understand how people act or how things look (Fraenkel et al, 2012). The instruments and technique of data analysis are inspired and adapted from Larsen-Freeman & Anderson (2011). It is considered suitable for this present study as the researcher will directly teach the EFL learners.

C. Findings and Discussion

This method combination is formed by the Audio-Lingual Method, the Grammar Translation Method, the Communicative Language Teaching Approach, and the Genre-Based Approach. With this combination, the students are able to produce their own text at the end of the meeting. The class was opened by Audio-Lingual Method activities. The activity then continued into the Grammar Translation Method. The results of it were discussed more using Communicative Language Teaching Approach. Lastly, Genre-Based Approach was used to close the class. To understand more about how to combine these four methods, the activities where the teacher uses this combination are presented using the theory from Larsen-Freeman & Anderson (2011). The class is a private class at one of the English courses in Cirebon that consists of four senior high school students, and the schedule is held three hours a week on Saturday evening.

Findings

Experience

This meeting was quite similar to the previous ones. The students waited in the waiting room. They were not patient enough to hear the bell, which was a sign that their time for studying English had started. A few minutes later, the bell rang. The students walked to their class with their smiles on, and the teacher followed them in the back. Then, they sat in their chairs while the teacher put his bag on the table and stood in front of the class. The students were very noisy, and they slightly ignored the teacher. The teachers greeted them and asked them to be silent and pay attention to the teacher's statement. After the class was silent and the teacher was sure that the four students were ready to get the lesson, he asked one of the students in the corner of the class to lead the prayer time before the lesson. The lesson had started. The teacher shared one narrative text with the title "Prince Budu" to the students, but the text was not complete. There was one generic structure that was gone. The resolution of the narrative text was not written in the text.

Each student got the text, including the teacher. Then, the teacher read the text aloud with good pronunciation and intonation while the students listened carefully to his voice. When the teacher finished reading once, he read once more, but this time the students were assigned to repeat the sentence that the teacher read. Surely it must be with good intonation and pronunciation. After that, the teacher pointed to a student to read the first to second paragraph, the second student read the third to fourth paragraph, the third read the fifth to sixth paragraph, and the fourth student read the seventh to eighth paragraph. When the students read their paragraph, the teacher made some notes regarding the students' pronunciation and intonation. Some students made the wrong pronunciation of some words. When the teacher was confident that the students could read those words correctly, the reading activity was extended for another 15 minutes.

The teacher asked the students to sit in a circle. After that, the teacher assigned the next activity where students must translate the narrative text that has been shared into Bahasa Indonesia. This activity was conducted individually, even though they sat in the circle. While the students were very busy trying to find the meaning through the dictionary, the teacher stood up behind them, and he was always ready if the students had some questions.

This activity took a long time. It was 30 minutes. Finally, they can finish the task and immediately give the next task to the students. The students were assigned to tell the story through the narrative text that they translated by using their own English to the other students. The tallest student started to tell the story, and it continued with the other ones. Unfortunately, there were many grammatical mistakes when students read the text, but the mistakes were ignored because the purpose of this activity was to encourage students to speak the target language communicatively. As long as the meaning was delivered, the grammatical mistakes were fine. This activity was completed in 25 minutes.

The activity still went on. The time went very fast; they had spent 65 minutes getting in touch with the text that was shared. The teacher was very sure that the students knew what the text was about. So, the next activity was started. The teacher asked the students to have a little discussion in the group. The discussion was held using the English language, and the purpose of this activity was to decide the next story in the text because it did not have a resolution. It means they were assigned to write the resolution of the text through the discussion in the group. The activity was conducted leisurely. The laughter and smiles could be seen clearly on the faces of the students. The teacher did more than just sitting in his chair while this activity was conducted. He monitored and gave some advice to the students. Some students spoke in Bahasa Indonesia. Then, the teachers asked them to use English, but the students replied that they did not know the English of some expressions and words. So, the teacher explained them in English, but unfortunately, the students still did not understand. Finally, the teacher used Bahasa Indonesia. In 30 minutes, they completed the story.

The text was complete. Unfortunately, the students made some grammatical mistakes in their resolution. The biggest one is the tense that is used in the text. The activity, however, was not over because the teacher asked the students to choose one of them to read or present the resolution in front of the class, while the grammatical errors would be explained after the meeting. The tallest student was chosen to present the resolution. Then, she came forward and presented the resolution in five minutes.

The next activity came just after the teacher gave applause for every single smart student in this class. This time was the time for the teacher to play his role. He explained everything about the text. It started with an explanation of the kind of text, the generic structure, the social purpose, and the language features of the text. The text was narrative, so he talked a lot about it while the students listened and paid attention to his explanation. The explanation was conducted quickly in ten minutes because it was not the first time the students had learned narrative text.

For the next 30 minutes, the teacher played the role as the director of the activity. The students were assigned to make the same kind of text, but now they wrote the text under the guidance of the teacher. Both the teacher and the students made the text together. The teacher stated the Indonesian sentences and the students repeated them by translating them into English. The first time, they translated the sentences in the present tense. Then, the teacher explained for a while that narrative texts used the past tense. For the first ten minutes, they wrote the orientation of the text together. Then, the complications of the text were completed in the next ten minutes. The students looked very tired at that point, but the teacher calmed them down and continued the activity of writing the resolution of the text.

Time goes by very fast. The meeting was still on with 40 minutes left. When the teacher wanted to continue the activity, the students requested a rest for a while. Then, the teacher agreed because, at the same time, the sound of Adzan was heard. Therefore, the teacher decided to give ten minutes for rest and to pray for Ashar.

The time for the rest were over, and the students walked to the class while the teacher followed them in behind. This time the students came to the last activity of this meeting. They were assigned to write the text independently, without the guidance of the teacher. They only have 30 minutes to do this. The teacher said that 30 minutes was enough time to write the simple narrative text. Unfortunately, only one student can finish the text with the complete generic structure. The tallest student did it. Those who had not finished the text were required to bring it to the next meeting, along with an explanation of their narrative text. It means that the text will be discussed in the next meeting. The tenses, generic structure, and social function of the text will be explained next meeting.

Discussion

The goals of teachers who use this method combination

The teacher uses the genre-based approach as one of the methods in this combination. It is no surprise that the teacher's goal is to prepare students to master and produce the type of text. In addition, the teacher also uses the Audio-Lingual to improve the pronunciation and intonation of the students through the drills in the class, whether in reading or communicating. Therefore, through the Audio-Lingual Method, the teacher wants the students to be able to communicate effectively (Richards & Rodgers, 2016).

The Grammar Translation method is also used in this combination. The goal of it is that the teacher wants to enrich the vocabulary of the students and give the right sentence pattern to them. That is why Larsen-Freeman & Anderson (2011) say that the students can easily read literature written in the target language. She also states that by using this method, students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better (Larsen-Freeman & Anderson, 2011). Then, the teacher also wants to improve the presentation ability of the students by asking them to retell the text that they translated.

This combination also uses Communicative Language Learning. So, through this method, the teacher wants to enable students to communicate in the target language (Richards, 2006). Indeed, it is because, after the translating activity, the students will be assigned to discuss with their peers using English to continue the text. They will be encouraged to speak English. So, it can be concluded that these four methods support and complement one another to produce this method combination.

The Role of Teacher and Students

The roles of the teacher and students are changeable. It is because there are four methods that are combined in this combination. At the very beginning of the meeting, the class uses the Audio-Lingual. In this method, the teacher acts as an orchestra conductor, directing and controlling the students' language behavior (Larsen-Freeman & Anderson, 2011). So, the class is directed by the teacher, and the students will follow or do what the teacher asks or says in the drill or repetition. The students are imitators of the teacher's model in audio-lingual (Krashen, 2003).

The Grammar Translation Method will be used next. The roles of teacher and student are not really different. It is because, as stated by (Kong, 2011), the teacher is the authority in the classroom. Therefore, students will still follow the directions of the teacher.

In Communicative Language Teaching, the roles of the teacher and the students shift. The teacher shares the kind of text in the opening of the lesson. It is not only used for the drill or translation but also for the topic in Communicative Language Teaching. In communicative language teaching, the teacher facilitates communication in the classroom (Dos Santos, 2020). With this role, one of the teacher's major responsibilities is to establish situations likely to promote communication.

The teacher also plays the role as the adviser who is always ready to give some suggestions to the students, especially when they are discussing the next story from the text that was shared at the beginning of the lesson. The students will act as the main actors this time, because they will do the discussion with the group. The students are communicators because they are actively engaged in negotiating meaning with other members (Larsen-Freeman & Anderson, 2011). Then, the point can be made that the teacher's role will be very dominant in the beginning of the class because the class uses the Audio-Lingual and Grammar Translation Method, but in the middle of the class, the role of the students becomes dominant. It is also supported by (Richards, 2006) who points out that, in the Communicative Language Teaching method, the teacher's role is less dominant than in a teacher-centered method, and students are seen as more responsible managers of their own learning.

The genre-based approach is utilized as the last method in this combination. In this method, the role of the teacher will change from the previous role. He will be the director who manages the activities in the class. It is because he will explain everything about the text and lead the writing text activity together with the students (Nagao, 2019). The students themselves will act as the traditional role. They will follow what the teacher says and asks, but their role will change in the injury time of the lesson. They will act as independent writers (Emilia & Hamied, 2015). In this method combination, it can be concluded that the Audio-Lingual, Grammar Translation, and Genre-Based tend to be teacher-centered while CLT is more student-centered.

Characteristics of the teaching and learning process

The class starts when the teacher shares the text to the students. Then the audio-linguistic method is used. This time the students will deal with the drill or repetition activity. Larsen-Freeman & Anderson (2011) also say that the activities in Audio-Lingual deal with the dialogs, and the dialogs are learned through drills or repetition. The teacher reads the whole text well, and after that, he reads it once, but now he asks the students to repeat it. Then, he points to one student to read one paragraph that will be continued with the other students to read the next paragraph.

The Grammar Translation Method is used next when the teacher is sure that the students are ready to move on to the next activity. The teacher asks students to sit in the circle and translate the text into Bahasa Indonesia using the dictionary. After that, students are assigned to present or retell the text using their own English, one by one, to other students.

As stated in the previous explanation, the text that is shared is incomplete. It does not have the resolution. That is why the next activity will use Communicative Language Teaching. The students discuss in the group the appropriate resolution of the text by using English. This method will surely deal with the small group. It is because, as Larsen-Freeman & Anderson (2011) state, activities in CLT are often carried out by students in small groups. Then, after they finish and they are ready to present the resolution, they choose one of the members as the representative to read the complete text in front of the class.

The activity is continued with the genre-based approach as the finish line in this combination. Firstly, the teacher explains all about the text, such as the language features, social function, generic structure, and the kind of the text. When the students understand the text, the lesson goes to the next activity, namely, writing the text together. It means students try to write the text under the guidance of the teacher. The last activity will be conducted after that. The students are assigned to write the text independently. In sum, the Audio-Lingual and CLT in this combination deal with the speaking skill, while Grammar Translation and Genre-Based deal with the written skill.

Student-teacher interaction

This interaction occurs when the teacher shares the text with students and also when the teacher uses the Audio-Lingual through the drill or repetition at the beginning of the lesson. In addition, it also occurs when the teacher asks the students to translate the text into Bahasa Indonesia. Even when the class is in the discussion session, this interaction occurs, especially when students ask some questions and need some advice from the teacher. Then, this interaction occurs most in the last part of the lesson when the teacher explains all about the text and also when he guides the students to make a text.

Student-student interaction

This interaction occurs when the students present or retell the text to the other students when they finish translating the text. Even when they translate the text, possibly this interaction still occurs even though it is a personal task. It is because they sometimes probably ask to other students. In addition, this interaction occurs most during the discussion time when they discuss the next resolution of the text. As the conclusion, these four methods support and complement one another to produce this method combination because teacher-student interaction is dominant in Audio-Lingual, Grammar Translation, and Genre-Based, while student-student interaction is dominant in CLT.

The feelings of the students dealt with

The purpose of combining these four methods is to avoid the boredom of learning a language. Therefore, the students feel very comfortable in the class. They can laugh and smile easily in class. That is enough to prove that they enjoy the lesson. Furthermore, the students are also interested in learning language because the class does not only use the teacher-centered but also the student-centered. That is why the atmosphere in the class is good.

How the language and culture are viewed

The language is viewed through the presentation or retelling the text to other students. In addition, it is viewed by the discussion when they decide the resolution of the text, and the language is also viewed in the text. Then, the culture is viewed through the text. It means the

text contains the culture of the students' lives, such as helping each other, respecting each other, or even the legend of the students' city.

The areas of language emphasized and language skills emphasized

Through this combination, the teacher can emphasize all areas of English; speaking, listening, writing, and reading. It is because students are also assigned to present and retell the text and discuss it with their peers. That is what affects both speaking and listening in this combination. It must be stressed that there are two main areas that are emphasized; writing and reading. Larsen-Freeman & Anderson, (2011) say that this method was used for the purpose of helping students read and appreciate foreign language literature. That is why the Grammar Translation Method is used to make sure the students can understand the passages. Then, the reason why the genre-based approach is used is because it wants to prepare the students to be able to produce and write the text well.

Furthermore, there are other English skills that are touched by this combination. Pronunciation and intonation are learned through the drill. Then, the grammar ability and structure of sentences are learned through the translation activity. This combination of drill and translation can also help to improve vocabulary. In short, Audio-Lingual and CLT in this combination will emphasize the speaking and listening skills, while Grammar Translation and Genre-Based will surely engage with the writing and reading skills.

The role of the students' native language

The English language is prioritized in this combination. Unfortunately, sometimes students do not understand some expressions and they do not know some vocabularies. The first thing that the teacher should do is to explain everything in English, but when the students still do not get the point, the use of Bahasa Indonesia is allowed. The native language is not allowed in Audio-Lingual while in Grammar Translation it is absolutely allowed. In addition, both Genre-Based and CLT actually ban the use of the native language, though sometimes it is allowed. So, the point can be made that native language is allowed as the last step and solution.

How the evaluation is accomplished

The evaluation will be conducted at the next meeting after the students finish writing their complete text. The evaluation consists of the correctness of the grammar, sentence structure, social function, language features, generic structure, and so on. So, the evaluation can be conducted through a written or oral test. In this combination, Audio-Lingual, Grammar Translation, and Genre-Based will use the written test, while CLT will use the oral test to evaluate the learning process.

How the teacher respond to student errors

The response to the students' errors is given directly at the time when the students make the errors. For example, when they produce the wrong pronunciation or intonation, the response will be given directly through the drills or repetition. Then, when the students make the errors on the vocabulary, the teacher will explain in English regarding the vocabulary the students do not know, but if they still do not understand, the teacher will directly give the right ones. There are some errors that are a little bit ignored in this combination. When the students make some grammatical errors in retelling the text in the group and telling the next story from the text, those errors will be ignored. The most important thing is that the meanings are delivered well to the listeners.

D. Conclusion and Suggestion

Conclusion

Passive sentences in English will be a little more complicated than in Indonesian, which simply replaces the verb. Based on the analysis of the students' scores, it shows that the student's average is 49.71, the median is 46, and the range score is 20 up to 92. The students' difficulties are 1) difficulty in changing active into passive in active, negative, and interrogative forms related to each tenses formula. 2) difficulty in adjusting verbs according to the subject (both singular and plural). 3) difficulty in changing using auxiliary verbs. 4) difficulty in identifying subject and object in sentences. 5) difficulty in changing subject pronouns to object pronouns and vice versa. 6) difficulty in changing identifying passive sentences in multiple-

choice form and essay form. 7) difficulty in memorizing, using, and identifying Verb-3 both regular and irregular forms.

Suggestion

One of the grammar materials that is very difficult for students to understand is passive sentences. Students are taught passive sentences after they understand active sentences. All sentences can only be understood properly according to their forms related to time, when the actions contained in the sentence occur, which in English are called tenses. To explain passive sentences to students, the teacher must start with active sentences first. Sentences in English are affected by the tenses, while sentences in Indonesian do not recognize tenses

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Analysis of Students' Ability and Their Difficulties in Identifying Passive Voice

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ARTICLE INFO

E-ISSN: 2502-6909
P-ISSN: 2502-9207
Vol. 7, No. 1, June 2022
URL: <http://doi.org/10.31327/jee.v7i1.1748>

Abstract

This research investigates the students' ability in identifying passive voice and know their opinions about the passive voice. In this research, 51 students of the 2nd semester from various study programs in ITB AAS Indonesia are involved. The result analysis shows that the students' average is 49.71 of 100 points, the median is 46 of 100, and the students' range scores between the 20 (as lowest score) up to 92 (the highest score). The students' difficulties are including, 1) difficulty in changing active into passive in active, negative, and interrogative forms related to each tenses formula. 2) difficulty in adjusting verbs according to the subject (both singular and plural). 3) difficulty in changing using auxiliary verbs. 4) difficulty in identifying subject and object in sentences. 5) difficulty in changing subject pronouns to object pronouns and vice versa. 6) difficulty in changing identifying passive sentences in multiple-choice form and essay form. 7) difficulty in memorizing, using, and identifying Verb-3 both regular and irregular forms. Most students believe that active sentences are easier than passive sentences because passive sentences are related to mastery of grammar especially tenses. Passive sentences (passive voice) in English use the verb-3 (past participle) both the regular and irregular verb and the auxiliary verb will be used vary depending on the tenses. Students are taught passive sentences after they understand active sentences. All sentences can only be understood properly according to their forms related to time (tenses). To explain passive sentences to students, the teachers/lecturers must start with active sentences first. Sentences in English are affected by the tenses, while sentences in Indonesian do not recognize tenses.

Keywords: *grammar, passive form, passive voice, students' ability, writing*

Introduction

Teaching English cannot be separated from teaching grammar. Teaching English to students, in general, includes four language skills, namely listening, speaking, reading, and writing, and teaching grammar or grammar is not explicitly included in the curriculum for these four skills. Nevertheless, teaching grammar becomes a unity in teaching the four skills above (Suryani & Fitria, 2022). Therefore, it becomes a question for teachers whether it is still necessary to teach grammar in the aspect of teaching English (Fitria, 2021b). With the impression that teaching grammar is not interesting, both for students and teachers. Some teachers try various techniques in teaching grammar, but they still have difficulty giving understanding to students.

Studying tenses, and active and passive voice are the basic building blocks of learning the English language (Kaur, 2018). Active voice is when the subject of the phrase is doing the action of the verb. The active voice accentuates the actor. Active voice is the preferred voice because it is crisper, more concise, and more alive (Yelin & Samborn, 2009). Active sentences are sentences in which the subject acts. While the passive voice is a sentence whose subject suffers (subject to action) from what is stated in the predicate. Not all active sentences can be made passive. What can be changed into passive sentences are active sentences that have an object. Commands and exclamations cannot be used as passive. Often the active voice is more recommended to be used than the passive voice. It is caused because by mentioning the actor as the subject of the sentence, the meaning of the sentence will be clearer without leaving confusion to the reader and not forcing the reader to digest the meaning of the sentence more deeply (Fitria, 2021a).

Passive voice occurs when the subject of the sentence is being acted on. Although passive voice has its merits, it is often not as strong as active voice (Fitria, 2022). In the passive voice, the object of the active sentence becomes the subject of the passive sentence. Verbs in passive sentences in English always use to be with the past participle. (Mustika, 2017) states that in English, passive voice uses the formula "to be + V3 (Past participle)" which is based on the tenses used (time of occurrence). Passive sentences or passive voice are sentences where the subject gets treatment, action, or giving certain verbs in their activities or actions. In other words, the passive voice shows that the subject is the part that is the goal of an action that is being or has been done.

Research on students' ability to write, change or identify active sentences being passive has been done by many previous researchers. First, Aprilia (2011) states that the ability of students to recognize the passive voice in reading literature was categorized as poor to average (55.8). Low motivation, limited time, IQ, teachers' style, class situation, surroundings, family, and classmates were all factors that influenced students' ability. Second, Basri (2017) states that class XI MA DI Putra Nurul Hakim Kediri did not have a good ability in identifying passive voice. Their average score was (15.56). Students felt that all types of passive voices were difficult to identify. Third, Hoterson et al (2019) state that the ability of students to recognize the passive voice in the text was rated as good at level 65. (60-79). It can be proven that 12 of the 30 students who took the exam had a good level, 7 of the 30 students had a fair level, and 11 of the 30 students had a poor level. Fourth, Wahyuni (2019) students' ability to recognize the passive voice in The Jakarta Post News ranges from average to good (60-79), while their knowledge of passive voice is weak at about 33.72 % (0-49).

All previous research conducts about students' ability in identifying passive voice in reading texts also the reason for their difficulties with passive sentences. The main purpose of previous research is also to focus on the students' ability in identifying passive voice. Passive voice also is one of the materials taught in the English 2 course in ITB AAS Indonesia. When in junior or high school students are only taught the basics of active and passive sentences and formulas, while in college students will be accustomed to passive sentences in a broad sense. So, the researchers want to know the students' ability in passive voices. In this research, the researcher uses mid-test in the form of multiple-choice sections and essays to know their ability and opinions about the material of passive voice in tests. Therefore, the objective of this research is to know the students' ability in identifying passive voice and to know their opinions about the passive voice.

Literature Review

In passive voice, the subject of active voice is moved into the position of the object preceded by the preposition 'by' (optional), and the object in active voice is moved into the position of the subject (Joshi, 2014). The passive voice is usually used to emphasize something

done by the perpetrator or if the perpetrator is deemed unimportant. And when we want to find treatment sufferers expressed by the verb (Nugraha, 2013). In the passive sentence structure, the subject becomes the part that is subject to an action or activity. The subject in the passive sentence is not in the position of the actor, but the role of the actor is held by the object. The subject of a passive sentence receives the action rather than initiating it, the passive structure is preferred for expressing inactivity, helplessness, or victimization (Vitto, 2006).

According to Aditya (2022), the passive voice is less usual than the active voice. The active voice is the "normal" voice. In general, passive sentences in English seem more formal and elegant than active sentences, but have certain drawbacks, namely, they are less direct, so sometimes the writing we make does not have a big impact. Although the passive voice itself is rarely used in everyday conversation, studying the passive voice is also very useful because this sentence pattern is often used in scientific and academic writing. The essence of using the passive voice is to vary our style when writing. Besides making writing less boring, these variations can reflect a person's English ability.

Method

This research is descriptive qualitative research. According to Hesse-Biber (2016), Qualitative research is a research method that utilizes qualitative data and is described descriptively, but qualitative research incorporates qualitative data and is described descriptively. But, numbers and percentages can be utilized by a qualitative researcher as a technique to describe some of the significant qualitative themes obtained through collected data. So, this research shows the number and percentage of the data based on the Google Form responses.

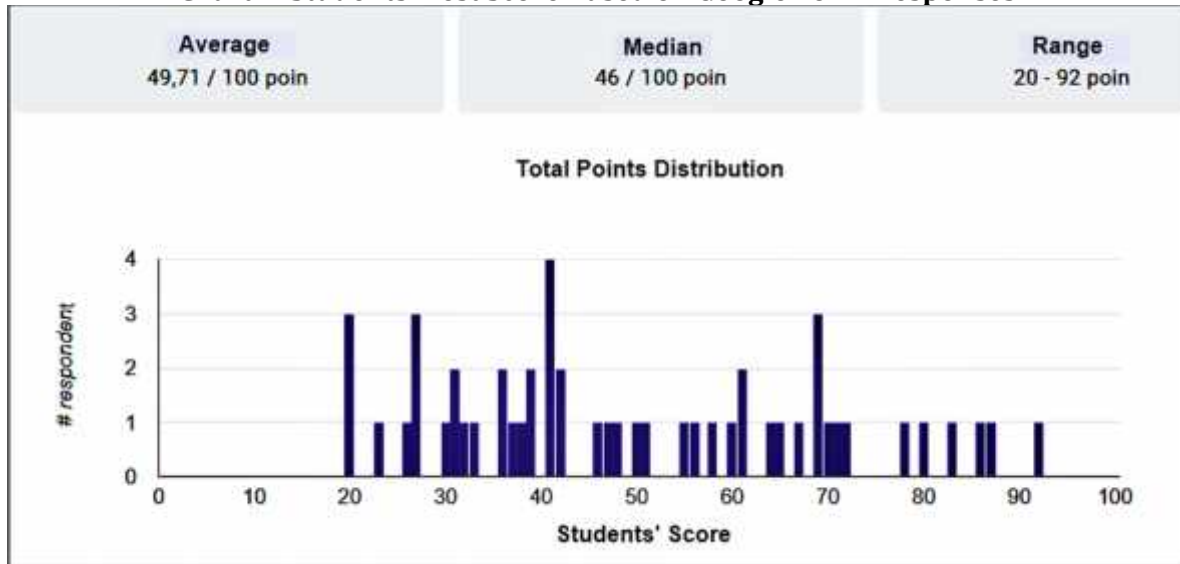
The collecting method uses a test (reading test) and a questionnaire. The test is a research data collection method that serves to measure a person's ability (Sohilait, 2020). Tohardi (2019) states that the test is by giving questions to the respondent or participant (treatment). The type of test is reading text by using a multiple-choice form. Besides tests, a questionnaire may be used to collect a broad variety of facts about an individual or an organization, as well as about their attitudes, ideas, and beliefs (Remenyi, 2012). The type of questionnaire uses closed-ended questions by clicking the possible answer related to their opinions or experience with passive voice. There are 51 students in the 2nd semester from various study programs in ITB AAS Indonesia involved. The researcher give them a test in the form of multiple-choice questions in Google Form which can be accessed on <https://forms.gle/qc3FnCJnczNgF55Z9>. There are 100 questions are must be answered by the students by clicking on the correct answer.

The analysis data uses three steps of qualitative analysis as proposed by Miles et al (2013; Miles & Huberman (1994), including data reduction, data display, and conclusion. In data reduction, the researcher summarizes and selects the main and important things to be used in the research. Furthermore, in displaying the data, the researcher describes the research results that were reduced previously in the form of graphs, tables, or images, and explained them in a description so that conclusions can be drawn.

Findings and Discussion

Findings

This research is to know the students' ability in identifying passive voice and to know their opinions about the passive voice. Below the result of the student's test score in the multiple-choice questions can be seen:

Chart 1. Students' Test Score Based on Google Form Responses

In this research, 51 students in the 2nd semester from various study programs in ITB AAS Indonesia are involved. The researcher gives them a test in the form of multiple-choice questions in Google Form. There are 100 questions are must be answered by the students by clicking on the correct answer. Based on the description, it shows that 3 students get 20 points (correct answer), 1 student get 23 points (correct answer), 1 student get 26 points (correct answer), 3 students get 27 points (correct answer), 1 student get 30 points (correct answer), 2 students get 31 points (correct answer), 1 student gets 32 points (correct answer), 1 student gets 33 points (correct answer), 2 students get 36 points (correct answer), 1 student gets 37 points (correct answer), 1 student gets 38 points (correct answer), 2 students get 39 points (correct answer), 4 students get 41 points (correct answer), 2 students get 42 points (correct answer), 1 student gets 46 points (correct answer), 1 student gets 47 points (correct answer), 1 student gets 48 points (correct answer), 1 student gets 50 points (correct answer), 1 student gets 51 points (correct answer), 1 student gets 55 points (correct answer), 1 student gets 56 points (correct answer), 1 student gets 58 points (correct answer), 1 student gets 60 points (correct answer), 2 students get 61 points (correct answer), 1 student gets 64 points (correct answer), 1 student gets 65 points (correct answer), 1 student gets 67 points (correct answer), 3 students get 69 points (correct answer), 1 student gets 70 points (correct answer), 1 student gets 71 points (correct answer), 1 student gets 72 points (correct answer), 1 student gets 78 points (correct answer), 1 student gets 80 points (correct answer), 1 student gets 3 points (correct answer), 1 student gets 86 points (correct answer), 1 student gets 87 points (correct answer), and only 1 student gets 92 points (correct answer). Based on the chart of students' test scores based on Google Form responses, shows that the student's average is 49.71 of 100 points, the median is 46 of 100, and the students' range scores between the 20 (as lowest score) up to 92 (as highest score).

Table 1. Students' Difficulties in Identifying Passive Form

No	Statements	Students' Response			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Passive sentences are related with mastery of grammar especially tenses	9 (18 %)	38 (74 %)	4 (8 %)	0 (0 %)
2.	Having difficulty in changing active into active, negative and interrogative forms related to the respective tenses formula in passive form	7 (14 %)	31 (61 %)	13 (26 %)	0 (0 %)
3.	Having difficulty in adjusting verb according to the subject (both singular and plural) in passive form	12 (24 %)	34 (67 %)	5 (10 %)	0 (0 %)
4.	Having difficulty in changing using TO BE (is, am, are) and auxiliary verbs (do, did, have, has, had)	9 (18 %)	29 (57 %)	11 (22 %)	2 (4 %)
5.	Having difficulty in identifying subject and object in sentences	6 (12 %)	25 (49 %)	16 (32 %)	4 (8 %)
6.	Having difficulty in changing subject pronouns to object pronouns	11 (22 %)	30 (59 %)	9 (18 %)	1 (2 %)
7.	Having difficulty in changing object pronoun to subject pronoun	8 (16 %)	31 (61 %)	11 (22 %)	1 (2 %)
8.	Having difficulty in changing identifying passive sentences in multiple choice form	12 (24 %)	20 (39 %)	17 (34 %)	2 (4 %)
9.	Having difficulty in changing identifying passive sentences in essay form	10 (20 %)	27 (53 %)	13 (26 %)	1 (2 %)
10.	Having difficulty in memorizing, using and identifying Verb-3 both regular and irregular forms	12 (24 %)	27 (53 %)	11 (22 %)	1 (2 %)
11.	Having belief that active sentences are easier than passive sentences	15 (30 %)	32 (63 %)	4 (8 %)	0 (0 %)

Based on the table of students' opinions about the passive form can be seen based on Google Form responses above. In the 1st statement, 9 students (18 %) state "strongly agree", 38 students (74 %) state "agree", 4 students (8 %) state "disagree" and no student (0 %) state "strongly disagree". It shows that most students (74 %) agree that changing or identifying passive sentences is related to mastery of grammar especially tenses. In the 2nd statement, 7 students (14 %) state "strongly agree", 31 students (61 %) state "agree", 13 students (26 %) state "disagree" and no student (0 %) state "strongly disagree". It shows that most students (61 %) have difficulty in changing active into active, negative, and interrogative forms related to the respective tenses formula in passive form.

In the 3th statement, 12 students (24 %) state "strongly agree", 34 students (67 %) state "agree", 5 students (10 %) state "disagree" and no student (0 %) state "strongly disagree". It shows that most students (67 %) have difficulty in adjusting verbs according to the subject (both singular and plural) in passive form. In the 4th statement, 9 students (18 %) state "strongly agree", 29 students (57 %) state "agree", 11 students (22 %) state "disagree" and 2 students (4 %) state "strongly disagree". It shows that most students (57 %) have difficulty in changing using TO BE (is, am, are) and auxiliary verbs (do, did, have has, had). In the 5th statement, 6 students (12 %) state "strongly agree", 25 students (49 %) state "agree", 16 students (32 %) state "disagree" and 4 students (8 %) state "strongly disagree". It shows that most students (49 %) have difficulty identifying subjects and objects in sentences. In the 6th statement, 11 students (22 %) state "strongly agree", 30 students (59 %) state "agree", 9 students (18 %) state "disagree" and 1 students (2 %) state "strongly disagree". It shows that most students (59 %) have difficulty in changing subject pronouns to object pronouns. In the 7th statement, 8 students (16 %) state "strongly agree", 31 students (61 %) state "agree", 11

students (22 %) state “disagree” and 1 students (2 %) state “strongly disagree”. It shows that most students (61 %) have difficulty in changing object pronoun to subject pronoun.

In the 8th statement, 12 students (24 %) state “strongly agree”, 20 students (39 %) state “agree”, 17 students (34 %) state “disagree” and 2 students (4 %) state “strongly disagree”. It shows that most students (39 %) have difficulty changing identifying passive sentences in multiple-choice form. In the 9th statement, 10 students (20 %) state “strongly agree”, 27 students (53 %) state “agree”, 13 students (26 %) state “disagree” and 1 students (2 %) state “strongly disagree”. It shows that most students (53 %) have difficulty in changing identifying passive sentences in essay form.

In the 10th statement, 12 students (24 %) state “strongly agree”, 27 students (53 %) state “agree”, 11 students (22 %) state “disagree” and 1 students (2 %) state “strongly disagree”. It shows that most students (53 %) have difficulty in memorizing, using, and identifying Verb-3 both regular and irregular forms. In the 11th statement, 15 students (30 %) state “strongly agree”, 32 students (63 %) state “agree”, 4 students (8 %) state “disagree” and no student (0 %) state “strongly disagree”. It shows that most students (63 %) believe that active sentences are easier than passive sentences.

Discussion

The passive voice is used to express what happened to the subject. In English, passive sentences are pronounced the same even though these sentences are spoken now (present), future (future), or the past (past). The verbs used in each tense are different because of the time difference. Pragmatically, the meaning contained in the passive sentence is to state the object as the actor and the subject as the recipient of the action (which is subject to action). The difference lies in the adversative and unintentional meaning.

According to Suprato (2012), in Indonesian, passive sentences are structured using the “di”, “ter”, or “ke”, but in English, we use “to be + past participle” depending on the time frame. The context of the sentence must be analyzed to comprehend its meaning. In the passive voice, the object of the active sentence becomes the subject of the passive sentence. Verbs in passive sentences in English always use to be with the past participle. Active and passive sentences can be made with as many tenses as there are. If we change the active sentence to passive or vice versa, we must not change the tenses. In other words, the tenses of active and passive sentences must be the same. In general, in Indonesian itself, the characteristics of active sentences are marked by verbs that have the affix *di-* or *ter-*. Passive sentences in English will be a little more complicated than in Indonesian, which simply replaces the verb.

In English, verbs in passive sentences have various forms according to the tenses. In general, the formula for this form can be concluded as – *auxiliary verb be + past participle*. The main verb in the passive voice must be in the past participle. In passive sentences, the subject of the verb is the object of the active sentence which means that the real subject is not the doer, he is just the subject of the sentence. In the passive voice, the perpetrator is expressed by the phrase “by...”. However, the phrase may be omitted because it is clear who the perpetrator of the verb is. Passive sentences also called passive voice are sentences in which the subject or perpetrator does not take action, but receives the action. Nouns that appear as objects in active sentences will appear as subjects in passive sentences.

The result of the reading test from students of ITB AAS Indonesia shows that the students’ average is 49.71 of 100 points, the median is 46 of 100, and the students’ range scores between the 20 (as lowest score) up to 92 (as highest score). They have difficulty with passive forms such as 1) most students (74 %) agree that changing or identifying passive sentences is related to mastery of grammar, especially tenses. 2) most students (61 %) have difficulty in changing active into active, negative, and interrogative forms related to the respective tenses formula in passive form. 3) most students (67 %) have difficulty adjusting verbs according to the subject (both singular and plural) in passive form. 4) most students (57 %) have difficulty in changing using TO BE (is, am, are) and auxiliary verbs (do, did, have has, had). 5) most students (49 %) have difficulty identifying subjects and objects in sentences. 6) most students (59 %) have difficulty in changing subject pronouns to object pronouns. 7) most students (61 %) have difficulty in changing object pronoun to subject pronoun. 8) most students (39 %) have difficulty changing identifying passive sentences in multiple-choice form. 9) most students (53 %) have difficulty changing identifying passive sentences in essay form. 10) most students (53 %) have difficulty in memorizing, using, and identifying Verb-3 in both regular and irregular forms, and 11) most students (63 %) believe that active sentences are easier than passive sentences. Therefore, students need to have a good understanding of active and passive

sentences.

An easy way to learn passive voice is to remember the form and structure of the sentence itself, the passive voice consists of all forms of words. Starting from the meaning of passive sentences, namely sentences that are used to focus on an action that occurs. To change the active voice into passive voice correctly, students must understand the formula for forming each sentence. By understanding the formula for the formation of each sentence, they will be able to work on various types of requests in questions. So, apart from being able to change active voice into passive voice, they can also change passive voice to active voice. Next, we need to master the logic of thinking from the formation of each sentence. The passive voice formula that is widely used is Subject + be + past participle (Verb3) + by phrase for simple present tense sentences. The active voice is used to tell the agent of an action. Meanwhile, the passive voice emphasizes that an action has occurred. So something that is affected or influenced by a certain action is the subject of the sentence.

There are three ways to form passive voice sentences, namely using tenses, gerunds, and using to-infinitives. In tenses, there are infinitives. Infinitives are grammar terms that refer to various forms of verbs or verbs. In the passive voice, infinitives are usually listed after the modal verb. Meanwhile, gerunds are words that are formed from verbs or verbs but are used as nouns or nouns. In English, gerunds are formed by verb-ing. Usually, gerunds are placed after prepositions or verbs. Finally, passive voice can be formed using to-infinitives. This form is widely used for sentences that occur in the past or past tense. However, it is also commonly found in the present and future tenses.

If students want to make passive sentences from active sentences, students must master the ways to make them, namely: 1). Use "is, am, or are" if the active sentence uses V1. If the active sentence uses verb 1 (simple present tense), use "is, am, are", or is to make the passive sentence. 2). Use "was or were" if the active sentence uses verb 2. If the active sentence uses verb 2 (simple past tense), use "was or were" to make the passive sentence. 3). Insert been between "have and verb 3". If the active sentence uses "have + verb 3 (perfect tense)", insert been between "have and verb 3" to make the passive sentence. However, students must adjust have with the subject in the passive sentence. 4). Add "being" before verb 3 if the active sentence is continuous tense. If the active sentence is a continuous tense, add "being" before verb 3 to make the passive sentence. Students need to remember that the "to be" is adjusted to the subject of the passive sentence. 5). Add "be" before verb 3 if the active sentence uses a modal. If the active sentence uses a modal, add be before verb 3 to make the passive sentence. There are several things students need to pay attention to in making passive sentences, namely: 1. By - By in the passive voice is not required to be written (optional). In other words, students can use it or not. 2. Non-verbal sentences - Non-verbal sentences (without verbs) cannot be formed into passive sentences. 3. Sentences without objects - Sentences without objects cannot be formed into passive sentences.

Teachers or lecturers have a very important role in the success of student learning outcomes. Success depends on the way the teacher conveys learning. English teachers/lecturers teach grammar especially active and passive voice to improve their ability. In improving the students' ability in passive voice, several techniques or methods can be used by teachers or lecturers. Rosanti (2017) states that after using word scramble games, students can make assignments, usually using sentences in the passive voice. Juwariyah (2018) states that the motion and song method improves students' grammar in active and passive voice. While Nurnaningsih (2019) states that the application of the articulation method (recording with video tools) can attract students' interest in learning English in the discussion of passive voice. Paranoan (2020) states that strengthening passive sentence forms in the grammatical order of passive sentences, so the competence in answering passive sentence questions in future questions will be much better. Nurmansyah (2016) states that drilling is the appropriate technique to improve students' ability to construct passive forms. It is supported by Permana (2020) that states the drilling technique of instruction and measures the method's efficiency in improving students' knowledge of passive voice in various tenses. Hasriani et al., (2020) in studying passive voice, with two methods, namely presenting material and providing exercises, so that they can distinguish between active and passive sentences both in oral and written form. The other media also stated by Khairani (2021) that by using the make a matching model with card media, students can increase students understanding of passive voice sentences. (Rismiyati et al., 2021) also have similar points that teaching writing skills by using a verbal card is effective to be used to teaching writing in passive voice. While Sumiyati (2022) states that the window-shopping learning model can increase students' English learning outcomes for

passive voice. Thus, students must be taught using appropriate methods that focus on grammar skills, especially active and passive voice.

Conclusion and Suggestion

Conclusion

Passive sentences in English will be a little more complicated than in Indonesian, which simply replaces the verb. Based on the analysis of the students' scores, it shows that the student's average is 49.71, the median is 46, and the range score is 20 up to 92. The students' difficulties are 1) difficulty in changing active into passive in active, negative, and interrogative forms related to each tenses formula. 2) difficulty in adjusting verbs according to the subject (both singular and plural). 3) difficulty in changing using auxiliary verbs. 4) difficulty in identifying subject and object in sentences. 5) difficulty in changing subject pronouns to object pronouns and vice versa. 6) difficulty in changing identifying passive sentences in multiple-choice form and essay form. 7) difficulty in memorizing, using, and identifying Verb-3 both regular and irregular forms.

Suggestion

One of the grammar materials that is very difficult for students to understand is passive sentences. Students are taught passive sentences after they understand active sentences. All sentences can only be understood properly according to their forms related to time, when the actions contained in the sentence occur, which in English are called tenses. To explain passive sentences to students, the teacher must start with active sentences first. Sentences in English are affected by the tenses, while sentences in Indonesian do not recognize tenses

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APPLICATION OF SKIMMING READING TECHNIQUES TO INCREASE READING MOTIVATION IN STUDENTS

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ARTICLE INFO

E-ISSN: 2502-6909

p-ISSN: 2502-9207

Vol. 7, No. 1, June 2022

URL: <http://doi.org/10.31327/jee.v7i1.1744>

Abstract

The purpose of creating this article is to examine whether the application of skimming reading techniques can increase reading motivation in students in e-learning. This research uses the library study method (Library Research). The data was collected by analyzing and reviewing and then comparing 16 literature research articles related to the use of Skimming reading techniques. It was found that by applying the use of skimming reading techniques to students ranging from elementary school, junior high school to those with student status, both those applied to normal students and those with limitations proved effective in being able to improve reading skills and analyze the content of written readings. Where with the increase in the reading ability of a student, it can be a driver of increasing motivation and interest in reading.

Keywords: *skimming technique, student, motivation*

A. Introduction

In the big dictionary Indonesian students are defined as people who study in higher education. From the above understanding, researchers can collect that a student is someone who is studying or is studying in college. Ordinary students are also often heard as agents of change, which means that students are a driving force where students can bring changes in various changes that can be changed from the innovations they have made.

To master a writing certificate (writing) generally requires a technique that aims to make it easier to understand a piece of writing. One of the techniques in speed reading is the skimming technique. This technique is more often used at the secondary education level which has begun to present complex and long texts and readings. If reading it is slow or does not use the right technique, it will take a long time and certainly not be effective. In this case, a speed reading technique is needed that requires a person to understand a long reading in a short time. The perfect technique used is the skimming technique.

From Nurhadi (1989:101) in (Ammah et al, 2012) skimming is a technique of reading the entire discourse to find something necessary. So that you can know the illustration of the discourse earlier. Using another sense, skimming is a term that refers to the process or activity of reading which is only centered on the main contents in a reading text by only looking at the part of the reading that does not show the main idea.

Skimming technique is a quick reading technique to find out the reading (Farida Rahim, 2008). Skimming means looking for the essentials of the reading, that is, the main ideas and important details in this case are not always at the beginning but sometimes in the middle or at the end (Soedarso, 1991). From the above understanding in the opinion of technical researchers skimming is a technique of reading quickly and thoroughly to get an idea of what is contained in the book without having to read the entire content of the book, which means that the skimming reading technique or speed reading technique has the aim of getting a basic idea or idea of playing that may be at the beginning of reading, in the middle, as well as at the end of the reading. The speed reading technique was first introduced by Evelyn Wood as a "reading dynamic" in her lectures at the University of Utah since 1959. (Spitznagel, 2019).

He discovered this technique while working as a student counselor at a high school in Salt Lake City. In the process of reading he found that he could read quickly if he followed the movements of his hands. He then introduced his technique in college. He also founded the Evelyn Wood Institute of Reading Dynamics in Washington DC in 1959. (Stanley, 1994).

Skimming techniques are generally applied to get the main idea in one paragraph in a piece of writing without having to read the entire content of the text in detail and thoroughly. The benefits of speed reading are being able to find and understand and master information quickly. Furthermore, using quick reading techniques can shorten the time in browsing all pages of a book or reading, and by using the skimming reading method it does not take much time to read unnecessary parts (Sari dkk, 2017).

The purpose of making skimming or speed reading techniques includes that we can discover the subject of reading quickly, can find the opinions of others, the structure of writing and get important parts without reading all the content of reading. The advantage is not to waste too much time looking for something to be desired in the book. This ability is very useful as an overview to read in detail or when reviewing heavy reading content. But, before we start skimming, we must first know what we want to get from the book or article you want to read. Skimming without a specific purpose can actually make it difficult to read quickly. As you skim, move your eyes vertically as much as you move horizontally. In other words, move your eyes along the page as much as you move it from side to side. The introductory paragraph usually reveals the main idea, argument, or purpose of the article or chapter. (Bernetta, 2020)

Reading habits in Indonesia are still relatively very low, this can be seen from the lack of interest and awareness of the importance of reading in society, whether from students, workers, or non-workers. Whereas by reading we can get new inspiration, new knowledge and new information. That by reading indirectly we have already traced a place or time that we have never been through. So great is the effect of reading, as a bridge of science, reading has a very remarkable effect when applied in everyday life. Bakar AR, S. A., dkk (2014).

Based on the facts of the data above, the interest and enthusiasm for reading in the community is still very low, so an alternative solution is needed that can increase the motivation to read. The purpose of compiling this article is to find out whether applying skimming reading techniques can increase motivation in reading in the community, especially students.

B. Literature Review

Students' reading activities at school are still not optimal, especially in online learning. The students' love of reading is still very lacking (low). The awareness of teachers to provide reading motivation to students is also still low. Some teachers argue that providing motivation for reading is the task of the teacher Indonesian. In fact, this task is the task of all teachers. So how important it is to give reading motivation to students because reading is the basic capital for studying all subjects. Therefore, in this article we deliberately discussed one of the studies by applying one of the techniques in reading to increase student motivation in reading, namely by using the skimming method, this research resulted from the results of a study of the results of a literature review based on a comparison of several articles on skimming reading techniques reviewed by researchers.

In the use of skimming techniques in several articles that researchers compared, there is a conclusion that this skimming method can improve the mastery of the English language and has significant differences in the ability to read quickly. In addition to being able to improve reader comprehension in normal students, this method has also been shown to work well in students who have a disability (deaf).

C. Methodology

In the preparation of this article, researchers used the literature study research method (library research). That is to say research based on reading literature. This type of research is used by the author to obtain theoretical data to be used as a theoretical basis for scientific writing, namely by analyzing and selecting literature related to and relevant to the title of the article to be studied. Literature study is a data collection technique by conducting a study of books, literature, notes, and reports related to the problem being solved." (Nazir,1988: 111). Based on Nazir's curling, it can be explained that the method of literature study is data collection through various literacy. The data sources that the authors use are articles, and some other sources of data or information that are considered relevant to the research. Meanwhile, in how to analyze and process data, the author uses a descriptive analysis method. Based on the understanding above, it can be understood that the Library Research method is research carried out by attacking researchers by selecting and analyzing various available literature such as books, journal articles and reports that will be used as a source of data to be processed and analyzed by researchers. Referring to the type of method used by the researcher, namely Library Research, in analyzing the researcher's data using content analysis and conclusions or analysis content.

The author describes in detail the steps that will be carried out to analyze the data as follows:

- a. Read and study the data by referring to the key words and inference ideas present in the data.
- b. Search and collect then sort out the journal articles to be reviewed.
- c. Make meaning to the data and find patterns and relationships.

In discussing the data, inductive methods are used, researchers analyze data derived from facts, concrete events, which are drawn generalizations so that they are general in nature. These generalizations are derived from facts and theories that have existed and been developed.

In other words, Library Research is a method of collecting and analyzing and processing data sources to be presented in the form of literature research reports. This means that research is only carried out based on written works, or research results that have been published or have not been published. This type of research contains several theoretical ideas that are strongly interrelated and supported by data from library sources.

D. Findings and Discussion

This research is to find out the role of the application of skimming methods to increase motivation in students. To obtain the results of the study, it is necessary to study the results of readings based on several research articles on skimming reading techniques as for the articles reviewed by researchers, among others:

Referring to the research article Rizky, H. S., & Khristiana, Y. (2020:222-226) "Penggunaan metode skimming dalam memahami jurnal berbahasa Inggris pada mahasiswa di STIE AUB surakarta". Namely that by applying skimming reading techniques in reading English-language journals by students at STIE AUB Surakarta can improve mastery and comprehension of the content of reading in English. Whereas in the research article Insiyah, I. (2018:13-17). "Strategi skimming dalam meningkatkan efektivitas membaca siswa di kelas xi SMK Nurul Jadid paiton"

namely that by introducing and using skimming scanning strategies can improve the reading comprehension of a group of students. Based on the data from the two articles above, it can be seen that the results of comparisons based on analysis and discussion in the two research articles, researchers can conclude that the use of the skimming reading method can improve speed reading skills and improve comprehension of reading content in students and in students who are still in grade V elementary school.

Then refer to the article Gideon, S. (2020:5-7) "using skimming to improve students' reading comprehension in descriptive texts" namely that skimming techniques can make it easier for students to improve speed reading skills by using (Paired sample t-test) which is carried out to test the development of students' reading skills after performing skimming techniques. The results showed that there was a statistically significant increase in the achievement of students' reading ability. As for the research article Gultom, dkk. (2019:19-21) "meningkatkan keterampilan membaca cepat melalui teknik skimming pada siswa kelas v sekolah dasar" that the use of skimming reading techniques can improve students' quick reading skills which can be seen from the observation of teacher and student activities that increase at any time as well as with the results of the speed reading skills test. Based on the data from the two articles above, it can be seen that the results of comparison based on analysis and discussion in the two research articles researchers can conclude that there is a significant difference in the ability to read quickly from the object of study of the two articles above, but the researchers can conclude that the skimming technique.

Referring to the results of the research in the article Amalia & Falina N. (2019) "peningkatan keterampilan membaca cepat dengan teknik skimming" namely that there is an increase in speed reading skills of students in the second semester of the Indonesian Language and Literature Education Study Program FKIP Tridianti University Palembang after participating in speed reading learning with skimming techniques this can be seen from the results of hooking and interviews while in the article Inawati, I., & Darningwati, D. (2020) "Kemampuan Mahasiswa Menentukan Ide Pokok Paragraf Melalui Teknik Skimming. Jurnal Bindo Sastra" namely that the ability of semester IV students majoring in Indonesian Language and Literature Education at FKIP Baturaja University in determining the main idea of paragraphs using skimming techniques, it is a category that is quite capable with an average score of 60.39. Based on the data from the two articles above, it can be seen that the results of comparisons based on analysis and discussion in the two research articles, researchers can conclude that using skimming techniques in reading skills shows that there is an increase in students' fast reading skills even with a less percentage.

In the research article Asiyah, dkk "(2021). "Efektivitas Penerapan Model Speed Reading Dan Model Skimming Dalam Meningkatkan Kemampuan Membaca Cepat" namely that by applying the skimming reading learning model has proven effective in an effort to improve the speed reading ability of class VII MTs-SA nurul Falah Bungbulang Garut students. Which data is obtained from the average increase in the initial test score to the final test on the subject. Meanwhile, in the research article Bambang, S. (2019) "Meningkatkan Skill Membaca Melalui Skimming Bagi Mahasiswa Berkemampuan Rendah di Administrasi Bisnis Politeknik LP3I Jakarta" namely that Based on the results of providing types of reading texts in the first, second and third reading stages In this activity there is a improvement in students' reading skills in answering the types of questions in Reading stage 1, Reading stage 2 and Reading stage 3. Based on the data from the two articles above, it can be seen that the results of comparisons based on analysis and discussion in the two research articles, researchers can conclude that learning to read fast by using skimming reading techniques is effective in improving abilities and improving skills in speed reading.

Based on the research article Nur, C. (2019). "Peningkatan Prestasi Belajar Bahasa Indonesia Dan Ketrampilan Membaca Cepat Dalam Membaca Buku Teks Dengan Teknik Skimming Pada Siswa Kelas Vi Mi Sultan Fatah Demak Tahun Pelajaran 2016/2017" namely that the ability in reading skills in Indonesian learning using the application of Skimming techniques can improve student learning achievement and improve students' speed reading ability in class VI in Indonesian subjects in MI Sultan Fatah Demak. Meanwhile, in the research article Adifatoni, Y. (2014). "Upaya Meningkatkan Kemampuan Membaca Teks Cepat Melalui Teknik Skimming Dan Scanning Pada Siswa Kelas Ix Smp Negeri Loa Janan" namely that skimming and scanning techniques are effective in helping students to increase the speed of reading texts in students who are actively involved and motivated in terms of the learning process. Skimming and scanning reading techniques can stimulate students' interest in reading to increase continuously even though it is still slow. Based on the results of observations from the results of

the studies of the two articles above, researchers can conclude that by applying skimming reading techniques to students can improve their ability to read fast and can increase interest in reading even with a slow process.

Based on the research article Sultan, M. A. (2019) "Peningkatan Kemampuan Membaca Pemahaman Menggunakan Teknik Skimming. In Seminar Nasional LP2M UNM" namely that by applying skimming techniques can improve English reading comprehension skills in students of campus V UNM Parepare. This is obtained from data in the form of a multiple-choice written test. Meanwhile, in the research article Pasaribu, F. M. (2021). "Penggunaan Teknik Membaca Skimming dan Scanning dalam Pembelajaran Membaca Pemahaman pada Siswa Kelas VB SDN Pakis V Surabaya" namely that the use of skimming and scanning reading techniques has a relatively positive impact to help students in shortening the time needed in reading comprehension. This can be seen from the percentage of average student activity after Based on the data from the two articles above, it can be seen that the results of comparison based on analysis and discussion in the two research articles researchers can conclude that reading techniques.

Based on the research article Fitriani, L. (2020) "Pengaruh penerapan teknik skimming terhadap keterampilan membaca efektif siswa pada mata pelajaran Bahasa Indonesia kelas V SDN 2 Pengadang Kecamatan Praya Tengah Tahun Ajaran 2020 " namely that the application of skimming techniques can make fast reading learning much more effective than general learning, especially in finding a main idea. This can be seen from the significant difference in students' reading speed between before and after learning in applying skimming reading techniques. This can be known based on the results of the t-test of pretest and postes data which found that between the percentage of reading speed before and after learning by applying skimming reading techniques, there was a significant difference. Meanwhile, in the research article Munawaroh, B. (2022) "Peningkatan kemampuan memahami teks narasi melalui teknik membaca sekilas (skimming) kelas V SDN Ngreco Kabupaten Blitar" namely that skimming techniques that can make an increase in student comprehension and skills results. This can be seen from the results of the research using the method The approach used is a qualitative descriptive approach with the type of research is class action. It can be found in research using the application of skimming reading techniques in an Indonesian language learning that can run well and get a significant increase in the percentage of teacher and student activities in learning. Based on the data, analysis and comparison of the two articles above, researchers can draw a conclusion, namely by applying skimming reading techniques to elementary school students can increase the literacy of students and teachers in the teaching process and researchers assess that the use of skimming reading techniques is more effective in learning to read fast compared to conventional learning.

E. Conclusion

Based on the analysis of data and discussions in this study that have been described in the discussion chapter, the researcher can imagine that by applying the use of skimming reading techniques to students starting from elementary school, junior high school to students, it has been proven to be effective in improving reading ability and analyzing reading content such as reading papers quickly. Where with the increase in reading ability a learner can be a driver of increasing motivation in reading. The researchers suggested that the skimming technique could be recommended to be one of the easy and good reading techniques to increase a person's motivation in reading in students.

F. Acknowledgement

Thank you to friends, to the lecturers who have helped and supported in completing the writing of this article and also thank Google Scholar for helping to find the data sources used in this article.

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