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# VIRTUAL INTERNATIONAL SEMINAR ON INNOVATION IN ENGLISH TEACHING AND LEARNING (SIETL) 2021

University of Bengkulu, 7th June 2021

Held by English Study Program Students of Faculty of  
Education and Teacher Training University of Bengkulu





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# **VIRTUAL INTERNATIONAL SEMINAR ON INNOVATION IN ENGLISH TEACHING AND LEARNING (SIETL) 2021**

THEME:

"INNOVATION IN ENGLISH TEACHING AND LEARNING MODELS  
AND MEDIA TO ACCELERATE LANGUAGE SKILLS AND  
COMPETENCY"

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"INNOVATION IN ENGLISH TEACHING AND LEARNING MODELS AND MEDIA TO ACCELERATE LANGUAGE SKILLS AND COMPETENCY"

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Dr. Drs. Syahrial, M.A., M.Phill

Alheru Akbar, S.Pd.

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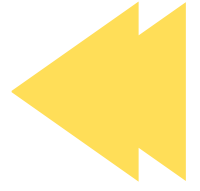
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Editorial Staff :

Jl. W.R Supratman Kandang Limun Kota Bengkulu  
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## PREFACE

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*The honourable invited speakers, participants, and guests.*

In this great moment, I would like to say thank you to all of the committee for making this seminar possible. On behalf of our department, once again, I really appreciate your work. Then, we are also very happy to have Mr. George Ricketts, M.A., M.Ed. from USA. and Mr. Alheru Akbar, S.Pd. from University of Leeds UK as the speakers in this seminar. I really hope their contributions to this seminar will enhance our knowledge and experience on the topic being discussed later. For the participants who come from different places with different universities (University of Battambang Cambodia, Universitas Trisakti, President University, Universitas Islam As-syafiiyah Jakarta, Sekolah Tinggi Ilmu Perpajakan Indonesia, Universitas Sriwijaya, Universitas Siliwangi, Universitas Tidar, Universitas Haluoleo, Universitas Muhammadiyah Bangka Belitung, Universitas Jember, Universitas Katolik Santo Thomas, IAIN Curup, and UINFAS Bengkulu), thank you so much for your time attending this seminar and I wish that we could meet someday in other events like this. Finally, on behalf of the committee, I also would like to apologize to you all if we might have some weaknesses or mistakes dealing with this event. However, I expect that this seminar will go smoothly without any obstacles. Congratulation to you all and thank you for your attending this seminar. Happy seminar!

Thank you,  
Bengkulu, June 2021


Ildi Kurniawan, M.Pd  
(The head of English Department  
Bengkulu University)

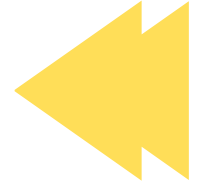
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## **The Effect of Check Pronunciation Application on Students' English Pronunciation Accuracy**

Muhammad Fadhli  
Universitas Bengkulu  
[mfadhli@unib.ac.id](mailto:mfadhli@unib.ac.id)

Syafrizal Sabaruddin  
Universitas Bengkulu  
[syafrizal@unib.ac.id](mailto:syafrizal@unib.ac.id)

Sufiyandi  
Universitas Bengkulu  
[sufiyandi@unib.ac.id](mailto:sufiyandi@unib.ac.id)

**Corresponding email:** [mfadhli@unib.ac.id](mailto:mfadhli@unib.ac.id)

### **Abstract**

This experimental study investigated the effect of Check Pronunciation applications on students' English pronunciation accuracy at Bengkulu University. The sample consisted of 80 third-semester students from the English Education study program who took the English for Discussion course; they were equally divided into experimental and control groups. The data were obtained from the results of the pre-test and post-test which tested the students' accuracy in pronouncing the selected words with the following criteria: *short vowels, long vowels, double vowel sounds, voiceless consonants, voiced consonants, and loan words*. To ensure that the students were pronouncing words correctly, the students' pronunciation data was evaluated using a speech-to-text application. Data analysis utilizing a paired sample t-test revealed a significant difference in the students' ability to accurately pronounce the words on the test sheet in the experimental group. Further analysis using an independent sample t-test revealed that students' pronunciation results in the experimental group were significantly better than that of those in the control group. The findings of this study suggest that using the Check Pronunciation application can assist students in correctly pronouncing English words.

**Keywords:** Accuracy; Check Pronunciation application; Pronunciation

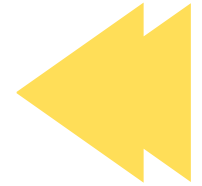
### **Introduction**

In a language, pronunciation is a crucial sub-field. Pronunciation, according to Richard, Platt, and Weber (1992), is how the speaker's sound is heard by the interlocutor. As a result, if someone pronounces anything incorrectly, the meaning acquired by the interlocutor will differ from what the speaker intended. Therefore, both English teachers and students should be concerned about proper pronunciation (Murphy, 1991). The ability to correctly pronounce English words is very important for students in English Education study program, because they are preparing to become educators who will help students learn English. If the teacher provides incorrect pronunciation examples, the students' output will be incorrect.

Because English is a foreign language in Indonesia, students often have difficulty pronouncing English words. A study conducted by Kurniawan, Sabaruddin, and Jayanti (2019) reported that only 45 percent of 40 students in the English Education Study Program at FKIP, Bengkulu University, were able to pronounce correctly



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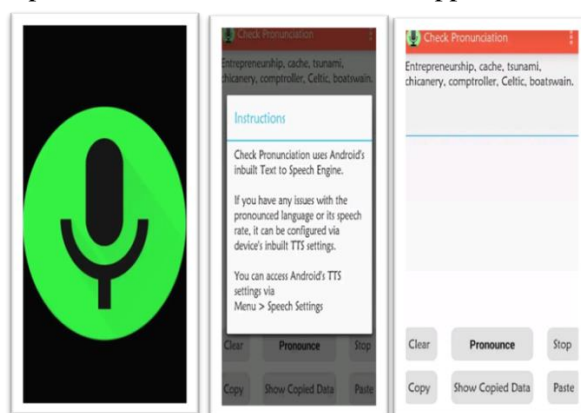


out of 16 English words examined; some students still struggle with words like bear, down, quiet, enough, and communicate. Students must consider the following factors while pronouncing English words correctly: word emphasis, intonation, rhythm, tongue position when speaking, and variances in English pronunciation (Murphy, 1991). Based on the writers' early observations of second semester English Education Study Program students, students frequently mispronounce words beginning with the letter "v," and they also have difficulties pronouncing other suffixes such as s, -es, and -ed. While it comes to teachers, the challenge they confront is keeping students' attention on the correct pronunciation of difficult sounds or voices when they speak (Wolf, 2001).

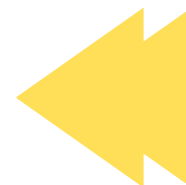
In addition, Herman (2016) discovered that SMAN students in Pematang Siantar had difficulty pronouncing the letter "V" in English when investigating student challenges in pronouncing the English Labiodental Sounds. A similar study conducted by Moedjito (2016) found that out of 340 respondents consisting of teachers and students, they considered that pronunciation was the most difficult part of learning English due to several different linguistic aspects from the first language. Research conducted by Gao and Hanna (2017) which analyzed the impact of implementing integrating instructional software on 20 students aged 13-16 years in China, found that the combination of teaching carried out by teachers with the help of technology as a medium can improve students' ability to pronounce words in English. Furthermore, the results of a research conducted by Ducate and Lomicka (2009) using podcasting media to improve the quality of students' English pronunciation showed that students' pronunciation, especially accents, did not improve.

Unfortunately, in the process of learning English, pronunciation practice is sometimes neglected. Although linguistics courses, such as phonology and morphology, are taught in the English Education Study Program at Bengkulu University, these courses are not considered optimal in allowing students to practice pronunciation of English words in class; both courses focus more on the theoretical aspects of pronunciation. Even though students are expected to use English throughout the learning process, they are frequently unaware of their mistakes in pronunciation. This could be due to students' familiarity with the pronunciation, causing them to repeat the same mistakes and believe they are correct. Students must receive feedback on how they pronounce words in English.

The use of appropriate media in the learning process can help students get better results (Long & Richards, 1987). In this study, the writers used android-based media to improve students' skills to pronounce English words, which can serve as a source of feedback for students on how to pronounce English words. Check Pronunciation application used in this study can be downloaded here: <https://play.google.com/store/apps/details?id=kj.check.pronunciation&hl=in&gl=US>. This free Android application is ideal for Pronunciation practice since students may learn whenever and wherever they want, even when they are not connected to the internet. Both lecturers and students would find this application to be very simple to use when learning. Students can simply enter the word they wish to hear how to pronounce after downloading it from the Play store and installing it on their smartphone. The Pronunciation Check application is displayed in Figure 1.



**Figure 1:** The Pronunciation Check application



The pronunciation check application was used as a tool to teach students how to pronounce words in English. This program would be very useful in helping students pronounce the words they will use when discussing because it was implemented in English for Discussion courses that encourage students to actively discuss using English. Due to the enormous number of students, lecturers are often unable to provide individual comments on students' pronunciation. To overcome this, the students were asked to use this app on their phones to confirm the actual pronunciation of every word they do not know.

In general, research on the use of technology in language acquisition is getting underway. Molina, et. al. (2009) used automatic speech recognition (ASR) to compare the pronunciation of spoken words to the pronunciation of the target word; Chiu (2012) used a film dubbing project; and Kurniawan, et. al. (2019) used the Google voice application to show that using technology to help practice English pronunciation is a growing trend.

In this study, the writers introduced the check pronunciation application and examine the impact it has on students' ability to pronounce words in English. The goal was for students to be able to use this application when they have problems or doubts about how to pronounce certain words in English. This application may also provide examples of how to pronounce English words in American and British accents, as well as set the speed at which the word is spoken. As a result, students can practice pronouncing it by replaying and imitating it.

Due to the various advantages of this application, the writers intended to discover if there was a significant difference in students' ability to pronounce English words after using the check pronunciation application.

### **Research Methodology**

A pretest-posttest control group design was used in this quasi-experimental study. This study aimed to determine the effect of using the check pronunciation application on students' ability to pronounce English words.

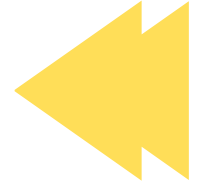
This study lasted six months, from June to December 2020, in the Odd semester of the 2020/2021 academic year, in the English for Discussion class at English Education Study Program, FKIP, Bengkulu University.

The subjects in this research were 80 students from English Education Study Program, FKIP, Bengkulu University who took the English for Discussion course, and they were divided into control and experimental groups equally.

The results of the pretest and posttest were used to compile the data for this study. Before the course began, the students were given a pre-test to assess their ability to pronounce words in English. Students were given a posttest after 15 meetings to see how utilizing a Check Pronunciation application affected their ability to pronounce English words. The accuracy of students' pronunciation was measured using a voice-to-text application.

An English pronunciation test with the following criteria was used to obtain this data: short vowels (5 items), long vowels (5 items), double vowel sounds (5 items), voiceless consonants (5 items), voiced consonants (5 items), and loan words (10 items). Students were only asked to pronounce each word once for each criterion. Those words were picked from a list of words that are commonly used in regular discourse and correspond to the topics taught in this course.

The data was statistically analyzed using the SPSS version 22 program. The writers utilized a paired sample t-test to compare the results of the pre-test and post-test to see if there was a significant difference in students' ability to pronounce English words after using the pronunciation check program. The writers also utilized the independent sample t-test formula to compare the outcomes of the post-test in the experimental and control groups. The normality and homogeneity of the data were checked before performing the statistical test.



## Findings and Discussion

### Findings

#### *The pre-test results*

To measure the students' initial ability to pronounce English words before being given treatment, the writers gave a pre-test consisting of 35 words consisting of 6 categories (short vowels, long vowels, double vowel sounds, voiceless consonants, voiced consonants, and loan words). The test was given to students in the experimental and control groups. The results of the pre-test data assessment can be seen in Table 1.

**Table 1:** The results of Pre-test

No	Group	Number of Students	Number of correct per-category (%)						Mean (%)
			<i>short vowels</i>	<i>long vowels</i>	<i>double vowel sounds</i>	<i>voiceless consonants</i>	<i>voiced consonants</i>	<i>loan words</i>	
1	Experiment	40	10%	24%	39%	24%	35%	52%	31%
2	Control	40	17%	19%	39%	30%	27%	36%	28%

The students' initial ability to pronounce the words on the pronunciation test sheet can be classified as low based on the results of the pre-test in Table 1. Students in the experimental class were only able to pronounce 31 percent of the 35 words correctly, while students in the control class were only able to pronounce 28 percent.

#### *The post-test results*

Students were given a post-test after the 15th meeting to assess their ability to pronounce the words on the pronunciation test sheet. The words used in the post-test were the same as those used in the pre-test. Table 2 shows the findings of the post-test analysis.

**Table 2:** The results of Post-test

No	Group	Number of Students	Number of correct per-category (%)						Mean (%)
			<i>short vowels</i>	<i>long vowels</i>	<i>double vowel sounds</i>	<i>voiceless consonants</i>	<i>voiced consonants</i>	<i>loan words</i>	
1	Experiment	40	37%	46%	56%	48%	57%	70%	52%
2	Control	40	19%	22%	39%	31%	32%	37%	30%

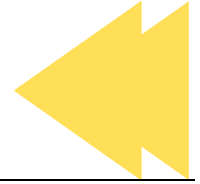
According to the post-test results in Table 2, the percentage of students who could pronounce the words on the pronunciation sheet improved. Students in the experimental class were able to correctly pronounce the words from 31 percent in the pre-test to 52 percent in the post-test, while students in the control class were able to pronounce correctly from 28 percent in the pre-test to 30 percent in the post-test.

#### *Analysis of Normality and Homogeneity of Data*

Furthermore, the normality and homogeneity of data in the form of pre-test and post-test findings were examined before doing statistical tests. The Shapiro-Wilk test was used to determine the data's normality, and Levene's test was used to determine the data's homogeneity. Table 3 shows the results of the normality and homogeneity tests.

**Table 3:** The results of the analysis of normality and homogeneity of the data

Variable	Normality Shapiro-Wilk				Homogeneity	
	Experiment		Control		Levene Statistic	Sig.
	Statistic	Sig.	Statistic	Sig.		
Pre-test Experiment & control	.947	.137	.958	.270	.102	.750



Post-test Experiment & control	.933	.058	.980	.819	.481	.491
Pre-test post-test Experiment					.089	.767
Pre-test post-test Control					.023	.881

Based on the results of the analysis of normality and homogeneity in Table 3, because the value of p (Sig.) in each variable exceeds 0.5, it is concluded that the data in this study are both normal and homogeneous.

***The results of the paired sample t-test analysis***

Using paired sample t-test analysis, the writers calculated the percentage of correct answers students got during the pre-test and post-test in the experimental and control groups to see if there was a significant improvement in their ability to pronounce English words. The findings of the paired sample t-test analysis are shown in Table 4.

**Table 4:** The results of the paired sample t-test analysis

Group	Mean Pre-test	Mean post-test	Mean difference between pre-test and post-test	T value and Sig. of Pretest and Post test	
				t	Sig.
Experiment	12.01	19.15	7.14	27.607	.000
Control	10.18	10.50	0.32	9.357	.087

The students' ability to pronounce English words in the experimental class improved significantly (0.000) after the treatment was applied using the pronunciation check application, according to the results of the paired sample t-test data analysis in table 4.4. However, even though the control group showed an average rise of 0.32, the improvement was statistically insignificant (0.087).

***The results of the independent sample t-test analysis***

In addition, the authors compared the number of correct answers achieved by students in the experimental and control groups during the post-test to see if there was a significant difference in the ability of students in the experimental and control groups to pronounce English words using an independent sample t-test. The results of the independent sample t-test analysis are shown in Table 5.

**Table 5:** The results of the independent sample t-test analysis

Group	Mean Post-test	Mean difference of the post-test	T value and Sig. of the Post test between experiment and control groups	
			t	Sig.
Experiment	19.15	8.65	2.321	.024
Control	10.50			

According to the results of the independent sample t-test data analysis in table 4.5, students in the experimental class were significantly better (0.024) at pronouncing English words after being treated with the check pronunciation application than students in the control class.

**Discussion**

The results of the pre-test and post-test data analysis presented in Tables 1 and 2 indicate that the application of the



pronunciation check application can help improve students' ability to pronounce words in English correctly. These results support previous research conducted by Gao and Hanna (2017) which found that integrating technology in the learning process, especially in the field of pronunciation, could help students' ability to pronounce English words correctly.

The following are some of the factors that have contributed to students' improved ability to accurately pronounce English words.

Through this Check Pronunciation application, students can get direct feedback by listening to examples of pronunciation when they have difficulty pronouncing a word in English. Because this application is based on Android, students can immediately operate it whenever they have difficulty. Providing appropriate modeling according to the target language is one of the strategies in effective pronunciation practice (Elyssa, 2011).

Furthermore, students were trained to be able to use the application through independent practice using the pronunciation log that has been given every week, as then awareness develops in them to confirm the pronunciation correctly whenever they encounter difficulties pronouncing words in English. This drilling method is particularly successful in improving students' accuracy in pronouncing newly taught words (Levis, 2005).

Additionally, students are taught not only to listen to how a word is pronounced but also to practice pronouncing it correctly. In practice, students were required to use a voice to text tool to record how many times they tried to pronounce the word. Students could be deemed to have correctly pronounced a word if what they say matched what appears in the voice to text application. This approach of imitation is also very effective for improving pronunciation (Turk, 2002).

Finally, the availability of various accents from which students could choose is the next benefit. Although the exact pronunciation model, phonetic characteristics that must be taught, and pronunciation teaching strategies that should be employed are still being disputed (Szpyra, 2014), students can choose the access they want to learn by using this application. Students might also practice listening to different accents, such as an American or a British one. This is obviously critical for students enrolled in English education programs who plan to become English teachers in the future. Students would need to learn more about word emphasis, intonation, rhythm, tongue position when speaking, and differences in English pronunciation in order to increase their grasp of the pronunciation of English words (Murphy, 1991).

## **Conclusion and Suggestion**

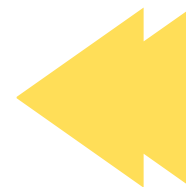
Based on the findings and discussion conducted in this study, the following conclusions can be drawn: 1) Students' accuracy in pronouncing words in English can be improved by using the Check Pronunciation application; 2) Students and lecturers can get the independent pronunciation of words in English by using the Check Pronunciation application; 3) The pronunciation check application can be used in combination with the voice to text application to assess the accuracy of students' pronunciation of words; 4) Students can learn some accents in English pronunciation by adjusting the Check Pronunciation application's settings.

Following up on the findings of this study, it is suggested that more research be conducted on the application of the check pronunciation application for students who are not enrolled in an English study program, in order to determine whether the application is also suitable for students who are not enrolled in an English education study program.

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**English Learning Innovation with the Utilization of Canva in  
Improving Learning Creativity**

Yulia Isratul Aini  
Instructional Designer of LPMP Province Bengkulu  
julie.aini@gmail.com

abstract

This paper described about the innovation of English learning by utilizing canva in order to improve learning creativity. The method used was library research related to innovation in English learning with the use of canva by discussing several things related to what is learning English, the use of canva for learning, and what innovations were made. The result of the study was concluded that innovation in English learning by utilizing canva in order to improve learning creativity was focused on the creation of the developing English learning media, which is further, this innovation needed to be developed to stimulate the creativity of both educators and students.

**INTRODUCTION**

The development of science and technology, which is currently continuously developing, has proved many advantages to help a lot in human life, of course, it is also related to the world of education. In relation to education which requires a lot of media to make learning interesting and stimulate creativity and ICT-based learning with the use of various applications is certainly necessary. This was an effort to do because in the field there were still many problems related to learning English. Megawati (2016) in her research showed that research subjects experienced various difficulties in learning English. This occurs due to factors of different levels of mastery of English.

One application that has not been widely used by educators or teachers in learning is Canva application, even though this application has been around for a long time. It has various features that can stimulate the creativity of both educators and students to work to produce interesting and innovative learning media.

Related to English learning which aimed to master skills and elements about language, it can be encouraged by the use of various learning media in relation to the current use of ICT. For this, the Canva application can accommodate the various features it has in making these English learning innovations. It's just that the educators' lack of knowledge in this case is English educators, so the use of canva has not been widely used. Therefore, this paper was aimed to explore the potential of Canva to be used in innovations in English learning.



## **LITERATURE REVIEW**

### **English learning**

Learning English as a foreign language is in the curriculum used in our country, which is being taught at the junior high and high school levels. The purpose of learning a foreign language is so that students can master it well and be able to use it for international communication which could be later when they enter the world of work at a foreign company or the possibility of continuing to study abroad and various other needs that require this foreign language ability. In line with this, Ratminingsih (2017) said that learning English in Indonesia aims to make language learners able to communicate with speakers of that language.

The importance of mastering English is as quoted in Maduwu (2016) which states that in his research it is concluded that learning English in schools is very important. Another opinion regarding the importance of mastering this foreign language was also expressed by Munadzdofah (2017) who concluded in his research that English is still the first international language in the business world in Indonesia. From these two writings it can be concluded that learning English with the aim of mastering the skills and elements of the language properly and being able to use them is an important thing to learn in order to communicate with speakers or users of the language within the scope of use in various fields of life.

### **Canva**

Canva is an online application which we can visit at the link [www.canva.com](http://www.canva.com). Here is the homepage image of this application:

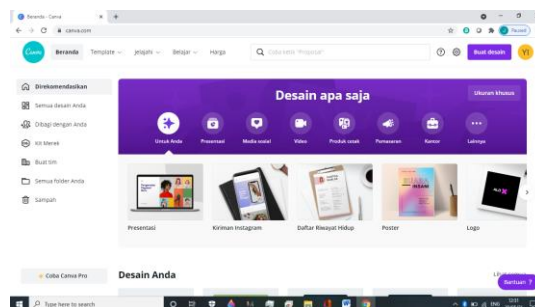
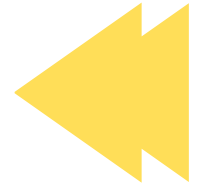


Figure 1. Home of the Canva Application

This application is an application that can be used for various purposes including for presentations, social media, videos, printed products, marketing, offices, and others. Basically, we can use this canva to produce works in the form of media which of course can be used for various purposes, for example for



business, education, and others. In this paper, the intended canva application will only be linked to learning purposes.

Canva itself is already being used for learning and has contributed to improving learning outcomes. Here are some researches related to this canva. In their research, Rahmatullah et al (2020) concluded in their research results related to canva that it was easier for students to master the material using Canva-based audio-visual learning media with very good criteria. This application is also developed for online and offline learning. This study shows the advantages of using canva for learning.

Other research on the application of learning canva media as carried out by Tanjung and Faiza (2019) in their article describes that based on 3 tests carried out on making learning media using CANVA, it shows that the media created is suitable for use in learning. This means that the resulting work can be used creatively with canva.

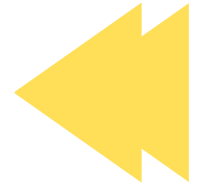
Both of these studies show that the existence of the Canva application will contribute to learning. Here is the existence of creativity that is challenged to produce learning media that is produced and used.

### **Learning Creativity**

Learning means there is a change in both attitudes, knowledge and skills. Learning means there is a change from a bad attitude to a good one, from those who don't know to know, and from those who are not skilled to becoming skilled. Learning has a purpose that is outlined in the learning plan which is contained in the achievement of basic competencies. Meanwhile, learning according to Asyhar (2011) is anything that can carry information and knowledge in the interactions that take place between educators and students. From this definition, learning is a learning process which means that it produces change.

Learning objectives so that what is conveyed can be absorbed and can be implemented properly is certainly supported by various facilities and infrastructure that can motivate learning creativity. Creativity with creative origin words according to the Indonesian Dictionary (*KBBI*) creativity is defined as having creativity, having the ability to create. The definition of creativity refers to the form of the ability to create both creating new and modifying existing ones with various changes. Meanwhile, learning is a process that occurs in which communication between the sender and recipient of the message can achieve a common perception of the message or subject matter. From what is described above, learning creativity is interpreted as a result of the creation or creativity involved in learning both students and teachers.

Various supporting capacities to increase creativity in learning certainly require many supporting components, one of which is an application that can support the motivation for developing creativity where



applications for learning can be used user-friendly meaning easy to use. The application also provides an outside space to stimulate new ideas.

## **DISCUSSION**

### **Innovation in Learning English**

Learning English based on the current curriculum begins when students are in grade 7 or the initial year of the junior high school level which continues to the secondary school level, namely Senior High School or Vocational Senior High School. The total count is 6 years of study. However, the expected results of learning English are not maximal yet as shown by the fact that most students are not confident in using English, there are still many language competencies that have not been mastered maximally, and there are many more deficiencies in the results of learning English. It demands innovations in learning with the aim of improving learning outcomes, especially the emergence of creations in implementing this language learning outcome.

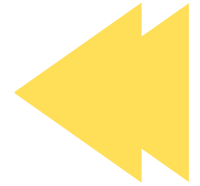
In learning English, which consists of achieving language skills, namely being skilled in reading, listening, speaking, and writing which is supported by good mastery of language elements, namely grammar, pronunciation, vocabulary, and punctuation. These two things are needed to get good results in mastering this foreign language. This is what supports the need to master the skills and elements of the language in various innovations in learning. Innovation in this case is linked to improving the creativity of learning both carried out by educators or teachers and created by the creativity of students or students with the guidance of their teachers.

Basically, the desired innovation is innovation that leads to learning English with the aim of increasing creativity in learning that is focused and directed in achieving the intended language learning goals in the realm of skills and mastery of language elements well.

### **Using Canva**

Canva has various advantages with features that can be used to stimulate creative ideas in producing learning media or creations as a form of learning outcomes. The use of canva includes creating the display of content (presentation) or learning materials in the form of visual, audio and a combination of both, even multimedia to interactive as well. The uses related to learning needs, in this case learning English, include:

1. Making learning videos
2. Making presentation slides



3. Making infographics
4. Making various greeting cards, posters, brochures
5. Comic creation

Some of these features can be replaced by developing creativity by developing existing templates or by creating your own blank templates with support for audio, text, and image features, as well as your own video.

For video, there are several features, namely video, Facebook video, video message, mobile video, and video collage. Making this video by clicking on the selected feature and then entering the material content according to the learning design that has been prepared. The following is picture 2 of the video creation feature in question:

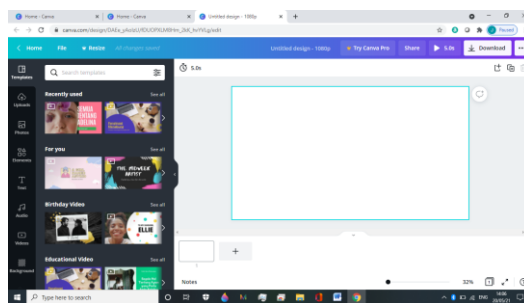


Figure 2. Video Making Features

For making infographics, there are features as in Figure 3 below:

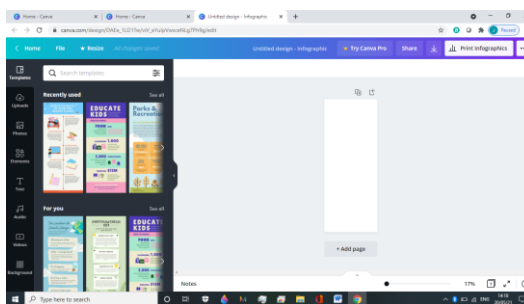


Figure 3. Features of the Infographic Creation

For presentation slides, there are several features, namely presentation, talking presentation, mobile-first presentation, brainstorm presentation. Making this slide by clicking the selected feature then entering the material content according to the lesson plan that has been prepared. Here's picture 4 of the slide creation feature in question:

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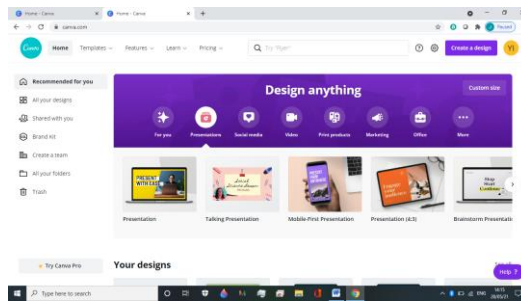


Figure 4. Features of Making Presentation Slides

For making brochures, posters, greeting cards, there are features as shown in Figure 5 below:

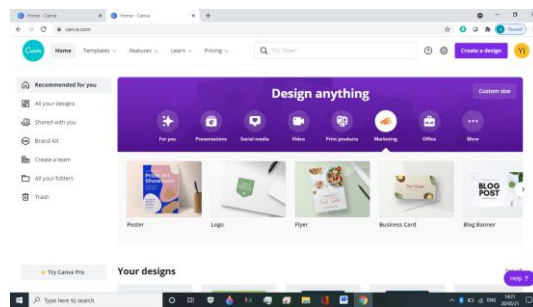


Figure 5. Features of making brochures, posters, greeting cards

For making comics, there are features as shown in Figure 6 below:

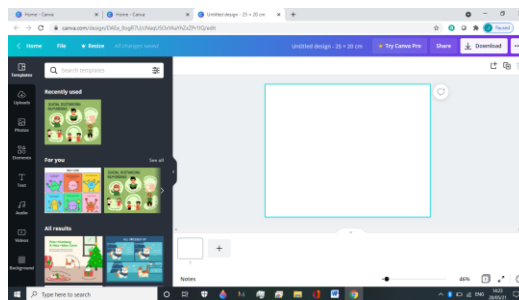


Figure 6. Comic Making Features

## Improving Creativity in Learning English by Using Canva

Increasing creativity in learning English with the use of canva can be illustrated by uses related to learning, for example by making videos, presentation slides, infographics, greeting cards, posters, brochures, comics with English material content. The form of media serving or broadcast that is produced can be created by the teacher or student with the guidance of the teacher which can be used as a learning medium that supports learning innovation. With media innovation, it will contribute to the use of learning methods used





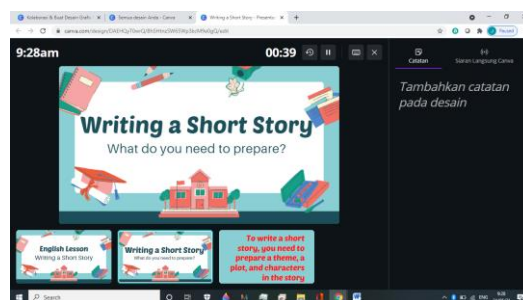
that also innovate. In line with this Hadisi and Muna (2015) said that on the one hand, innovation in the form of methods can have an impact on improvement, improving the quality of education, as a new tool or way of solving problems in educational activities.

Furthermore, to carry out these innovations, teachers need to be equipped with knowledge and skills to use canva to become a provision for them to work and innovate in producing innovative English learning media.

Here are the steps we can take to get creative with canva:

1. We first collect the materials or English lesson content that we will present in the learning that we design.
2. Choose what form you want the presentation to be in, for example videos, slides, comics, and others.
3. Make the story line or the order in which the material will appear later or in the form of a media script.
4. Log in to our Canva account if you already have an account or create an account first if you don't have one.
5. If you have logged in to your account, on the Canva homepage we choose the form of display, we can choose a template that is already available, but it would be better if we choose an empty template to lure us to create our own.
6. When our design is complete, please save it according to the appropriate form, for example MP4 video, ppt slide, JPEG or PNG image, and pdf text.

Here are some of the creations that the author has made as examples of using canva for learning English. The first is related to the use of Canva for making presentation slides which can be accessed at this link <http://tiny.cc/contohslidepresentasi>. This short presentation informs what is needed to write a story.



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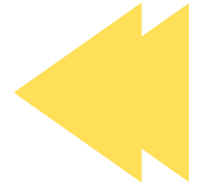


Figure 7. An example of a slide show for English lessons using Canva

The following is another example of using Canva for learning English in the form of an infographic which can be accessed at this link <http://tiny.cc/exampleinfographic>. Figure 8 is an example of English learning media using Canva to introduce various types of text in English.



Figure 8. An example of an infographic for learning English using Canva

Next is an example of using Canva for English learning videos which can be accessed at this link <http://tiny.cc/contohvideocanva>. This video can be used for learning grammar using the simple present tense in the Mother's Day video expression.

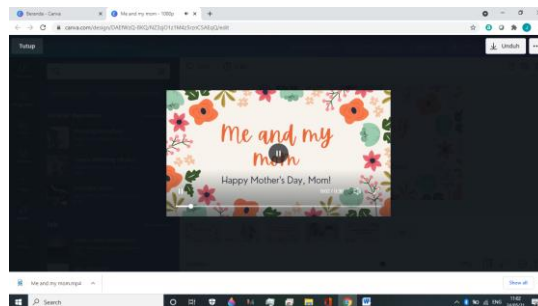


Figure 9. Example of video learning English using Canva

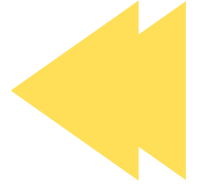
## CONCLUSIONS AND SUGGESTIONS

### Conclusions

From the description given, it can be concluded that innovation in English learning by utilizing canva in order to increase learning creativity focuses on the creation of English learning media.

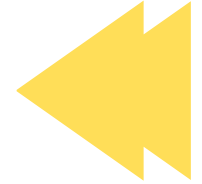
### Suggestion

This innovation needs to be further developed to hone the creativities of both educators and students.



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**An Analysis of an English Teacher Talk in the Classroom Interaction at the Eight  
Grade of SMPIT IQRA' Bengkulu in the Academic Year of 2019/2020**

Muthia Hamidah  
university of Bengkulu  
[Muthiahamidah1453@gmail.com](mailto:Muthiahamidah1453@gmail.com)

Mulyadi  
university of Bengkulu  
[Ladunimulyadi@unib.ac.id](mailto:Ladunimulyadi@unib.ac.id)

c  
university of Bengkulu  
[Wismayunita@unib.ac.id](mailto:Wismayunita@unib.ac.id)

**Abstract**

This research aimed to investigate teacher talk used by the teacher based on Chaudron's theory in the classroom interaction at the eighth grade of SMPIT IQRA' Bengkulu in the academic year of 2019/2020 and to investigate the most frequent of teacher talk used by the teacher in the classroom interaction. The design of this research was descriptive quantitative. The subject of this research was an English teacher who taught English at the eighth grade of SMPIT IQRA' Bengkulu. The data collected by observing 6 times class meeting. Researcher identified teacher talk used by the teacher into the observation checklist and observation tally sheet is used to find out the most frequent of teacher talk used by the teacher in the classroom interaction. The result showed that a teacher used several teacher talk of Chaudron's theory. These are: slower rate of speech, pauses, simplified pronunciation and exaggerated, simplified vocabulary, declarative statement and self-repetition but the teacher did not use slower degree of subordination. Then, the most frequent of teacher talk used by the teacher is Slower rate of speech, consist of 34%. This modification was important for the students, since they were still developing and adapting the target language.

**Keywords:** Classroom interaction, Eighth grade, Teacher talk

**Introduction**

Interaction is something that cannot be separated from the learning process, peculiarly in English class. It can help students to develop their language acquisition in the classroom. Interaction between teacher and students serve the key of successfulness of the lesson. Tsui (1995) mentioned that the development and success of a class depends on a greater extent the interactions between teacher and students. Teacher as instructor in the classroom should be able to invite student participate in the teaching and learning process. In order to gain student interaction in the target language, teacher varies in conversation strategies and instructional techniques as essential in building students' linguistic and interactional competence. In providing language input for EFL learners, most of teachers employed the use of Teacher talk.



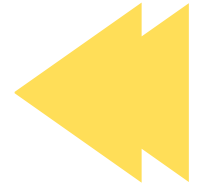
Teacher talk is the language that teachers use to interact with learners inside the classroom. It is a very important element during the process of learning since by teacher talk a teacher can convey what he knows of knowledge and information to learners. For EFL learners, most of students learn English only in the classroom. It means they acquire the language only from the teacher as the main source. Lei (2009) stated that a good teacher talk should be judged by how effectively it is able to facilitate learning and promote communicative interaction in the classroom. The way teacher control the classroom interaction can enhance students' understanding about the subject. Moreover Liu and Zhu (2012) stated that a classroom is successful or not depends on a large degree of usefulness of teacher talk. Krashen (1982) proposed theory of Input Hypothesis, he stated that in acquiring target language, input should be comprehensible as long as possible. In order to create a comprehensible input, the teacher can modify the target language.

Teacher talk modification can help the students to acquire the target language clearly and easily. As Zahin (2015) mentioned teachers have to speak in a reasonable speed to make vocabulary easy to understand and clear for the students. It means teacher have to pay attention to avoid pronouncing words in a strange way which make student difficult to understand the lesson. As the way to make language comprehensible for student, Chaudron (1988) modified seven categorizes of teacher talk. These modifications included : a slower rate of speech, pause, simplified pronunciation and exaggerated, basic and adjusted vocabulary, the slower degree of subordination, the use of declarative and statements instead of questions, and frequent self-repetition.

There are some researchers that have done researches on analyzing classroom interaction. The first researcher are Agustina and Furaidah (2018) entitled "Teaching English to Young Learners: Native-Like or Modified Input?". The second researcher is Hayati (2010). The last researcher is Zhao (1997) conducted a research entitled "The Effects of Listeners' control of Speech Rate on Second Language Comprehension". However, in this research, the researcher employed the Chaudron's theory as the basic theory to analyze teacher talk used by the teacher in the classroom interaction. The purpose was to analyzed weather the teacher modify her talk or not in order to create comprehensible input for the students.

### **Research Methodology**

In this research, the researcher used descriptive quantitative research design to analyze the data. Bogdao and Biklen (2003) stated that descriptive was the characteristic of data that collected from documents, audio-video recordings, transcripts, words, pictures, etc. The researcher collected the data



through observing the video recordings. Moreover, quantitative research design was categorized in this research, because the researcher collected the data in form of numerical and percentage in order to see the most frequent of teacher talk used by the teacher in classroom interaction.

A teacher is involved in this research. She is teacher who taught at the eighth grade of IQRA' Islamic junior high school in Bengkulu. She graduated from an English Education Study Program at University of Bengkulu. She started teaching English in the early 2010. She has been teaching English for the last 9 years.

The teacher was selected based on purposive sampling criteria. These criteria were: The length of experience of the teacher in teaching English in SMPIT IQRA'. Besides, the teacher was chosen based on the recommendation of the school principal that the teacher taught the students at the eighth grade of special classes of English.

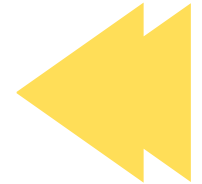
The instruments of this research were video recording, observation checklist taken from Chaudron (1988) the categories were: slower rate of speech, pauses, simplified pronunciation and exaggerated, simplified vocabulary, slower degree of subordination, declarative statement, and self-repetition and observation tally sheet in order to find out the most frequent of teacher talk used by the teacher in the classroom interaction.

In this research, the data collected by video recording, observation checklist and Observation tally sheet. Before the data collection will conducted, there were some procedures that researcher should be followed. First, the researcher fulfill some formal administrative procedures including getting the school principal's permission to collected the data. Second, the researcher met the English teacher to make an appointment for doing the observation. After that, the researcher prepared everything that need to be used in the classroom observation. In classroom observation, researcher recorded everything in the teaching and learning process.

After did the video recording, the researcher analyzed the teacher talk in the observation checklist. Then, the researcher classified based on teacher talk by Chaudron. In the end researcher calculated the frequency of teacher talk in the classroom interaction.

The procedures of this research are carried out as the follows: Researcher met the headmaster and the chief of academic and asked for permitted to observe the modification used by teacher talk in classroom interaction. Then, the researcher met the teacher who will be observed and confirmed to the





teacher that the class will be observed. Next, researcher followed the teacher while taught the students in the classroom and observed what are teacher talk used by the teacher. Then, the researcher prepared video recording. The researcher observed the teacher at 6 meetings. Researcher analyzed the data and researcher made conclusion.

In this research, the practical steps of data analysis used as the follow: first, finding the teacher talk applied when teaching English from recordings. Second, classifying data based on the teacher talk by Chaudron. Third, making percentage of the classified data by the formula and the last concluding the analyzed data.

## **Finding and discussion**

### **Findings**

In analyzing the data, researcher and co-observer categorized teacher talk used by the teacher in the eight grade of SMPIT IQRA' Bengkulu based on Chaudron's theory. The researcher along with co-observer calculated the data into following table.

*Table 1 Chaudron's Teacher Talk Analysis for All Meetings*

<b>Teacher Talk</b>	<b>M1</b>	<b>M2</b>	<b>M3</b>	<b>M4</b>	<b>M5</b>	<b>M6</b>	<b>Sum</b>	<b>(%)</b>
Slower rate of speech	27	31	21	10	33	30	152	34%
Pauses	13	16	6	5	14	14	68	15,21%
Simplified pronunciation and Exaggerated	17	13	15	18	28	24	115	25,72%
Simplified vocabulary	4	8	1	1	4	5	23	5,14%
Slower degree of Subordination	-	-	-	-	-	-	-	-
Declarative statements	8	8	10	6	20	11	63	14,09%
Self- repetition	6	5	3	-	5	7	26	6%
Total :							447	100%

**M= Classroom meeting**

As Table 1 shows, the result of classroom interaction at the VIII grade, an English teacher used modification of Chaudron for six meetings. Thus, it indicated that at the VIII grade English Class used all modifications except modification number five seemed from table 1.



To sum up, based on the result of statistical the most frequent modification applied in classroom interaction of teaching learning activities from 1<sup>st</sup> until 6<sup>th</sup> meeting is modification number 1, it is slower rate of speech.

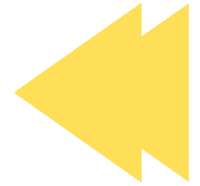
In this research, the study shows that teacher in SMPIT IQRA' used several modifications while teaching and learning with students in the classroom. The researcher observes that the students react positively toward teachers' talk. The analysis of teacher talk shows that teacher simplified sentences in terms of vocabulary and also simplified pronunciation through stress and slow articulation, teacher strengthens the lesson with repetition as effective modification that support students' comprehension and help their language acquisition.

The use of hand gestures and facial expressions were other modifications which included in exaggerated modification that used by teacher while teaching students in order to helps learners capture ideas and understand message easily. Also, teacher modify their speech by stressing certain words, slowed down speech rate and repetition. Then, the teacher incline using on repetition and simplified pronouncing utterances, rather than simplified vocabulary. These modifications appeared to be good steps to achieving complete learner understanding. But, teacher did not use slower degree of subordination in the classroom interaction. Teacher tends used declarative statement rather than slower degree of subordinate.

## **Discussion**

Regarding the results of the research, teacher in SMPIT IQRA' Bengkulu applied six categories of teacher talk based on Chaudron's theory, these are: slower rate of speech, pauses, exaggerated and simplified pronunciation, simplified vocabulary, declarative statement, and self-repetition, but the teacher did not use slower degree of subordination. Meanwhile the most frequent teacher talk applied by the teacher in the classroom interaction at the eight grade of SMPIT IQRA' Bengkulu is slower rate of speech, consist of 34 %. Then, the use of simplified pronunciation and exaggerated became the second to be quite high in the teacher talk used by the teacher, consist of 25,72%. Followed by pauses, consist of 15,21%.

In this research, the researcher found that a teacher in SMPIT IQRA' Bengkulu applied six categories of teacher talk based on Chaudron's theory, these were: slower rate of speech, pauses, exaggerated and simplified pronunciation, simplified vocabulary, declarative statement, and self-repetition, but the teacher did not use slower degree of subordination. The teacher applied these



modifications in teaching and learning activities in order to help students to understand the lesson. This is supported by Sarab & Karami's (2008), they found that language learners understand and perform better under modified input.

As mentioned in the result, teacher used slower rate of speech in learning process. Teacher modified her rate of speech in order to give learners more time to process teacher's input. Moreover, while teacher slowed down her rate of speech, it gave clearer segmentation of structure for students. In this research, teacher used slower rate of speech while asked the question with the students. For example in meeting 1, teacher asked the students through slow down her rate of speech. Teacher asked "How are you today?" "Anyone absent today?" and "What's wrong with him?". Then students' reaction was positive with this modification. Teacher used slower rate of speech in form of slow way word by word or chunk by chunk while pronounce the words, and teacher slowed down the intonation. This modification can help the students to comprehend the lesson. It supported with Kelch's theory (1985) he stated that slower rate of speech perceive the greater facility of comprehension.

Furthermore, the teacher used pauses while taught the students. Teacher paused between several words in order to help the students and give them more time to process the information. It was found in meeting 1, teacher said "Okay(.) ei(.)ar(.)ai(.)ef(.) arif without e ya" and "Okay(.) one two three go". The use of pauses in teaching and learning supported by Chaudron (1988), he stated that pauses as the evidence to improve the comprehension for the students.

In addition, the present study found that an English teacher employed the use of exaggerated and simplified pronunciation. Teacher modified her speech with exaggerated and simplified pronunciation in order to simplify meaning of the words. Teacher exaggerated the words through hand gestures and facial expressions. Meanwhile, teacher simplified pronunciation through stressing the words. Teacher tended to use gestures while praising the students. Thumb was given by the teacher while students answered the question correctly. For example teacher said "Good" and "Good job" then the teacher gave thumb for students. Then, the students could understand the meaning of the word because of the gestures. The importance of exaggerated and simplified pronunciation supported by Macedonia and Kriegste (2012) stated that "Foreign language teachers use gesture as a tool which favors and enhances the language acquisition process".

But, along the study, teacher did not use slower degree of subordination. It indicates that, in the teaching and learning process teacher did not use subordinate of clause. The teacher tends to ask



question than give explanation to the students.

In the result of this current research, the use of slower rate of speech perceived to be quite high, consist of 34%. Then, the use of simplified pronunciation and exaggerated became the second to be quiet high in the teacher talk used by the teacher, consist of 25,72%. Followed by pauses, consist of 15,21%. The high number of slower rate of speech indicated that the students' cognitive skills were still developing and adapting to the target language. It gives the students enough time to process the stream of information. The use of speech rate supports the theory of necessities of slower rate of speech in the second language acquisition. Chaudron (1988) stated that a slower rate of speech is frequently cited as a facilitate characteristic of teacher talk in the second language acquisition. This characteristic allows the listener extra time for processing the speech.

The result of the study, indicated that slower rate of speech can help students to improve listening comprehension. This finding is in accordance with other research. Zhao (1997) found that slower rate yielded better comprehension for the beginner learners. As researcher found in this research, teacher in the classroom was more asking question than giving explanation. While teacher was asking the question, teacher tended to slow down her rate of speech. In fact, students tried to respond the question correctly.

However slow rate of the speech is not always give significant development for students to increase their input from the teacher. Hayati (2010) found that each speech rate, whether natural or slow, could improve EFL learners listening comprehension. However, natural speech rate could demonstrate greater improvements than slow speech rate in EFL learners' listening comprehension. However, there are several reasons between both of the researches that achieved different results. First, this research was conducted in Islamic Azad University of Abadan in Iran. Second, the participants were studying English translation for 4 semesters. Meanwhile, this current research conducted in the beginner of English learners at the eighth grade of IQRA' Junior High School, Bengkulu, Indonesia. It is indicated that slower rate of speech is required at the junior high school level, while at the university level, it is not necessary for students.

In the other hand, this research has similarities and differences from Agustina and Furaidah (2018), they found that those teachers used all modifications in teacher talk. They found the most frequent of teacher talk used is declarative statement with the number 19,4%. The English teacher tends to use them for giving information and instructions, telling the students to do something and even criticizing them. The high number of declarative statement used indicates that the teacher employed



more statements than questions in their classroom interaction.

Meanwhile in this current research, Teacher used several modifications of teacher talk except slower degree of subordination. Besides, the most frequent of teacher talk applied by the teacher in the classroom interaction is slower rate of speech with the number of 34%. Also, in this current research, teacher more asking question than using declarative statement. It means teacher more asking information and giving question than giving explanation for the students. But teacher tends to slow down her rate of speech while asking question with the students. This modification is useful for students since it can help them to create comprehensible input.

The high number of slower rate of speech, simplified pronunciation and exaggerated and pauses were contained in phonology domain. It indicated that teacher emphasizing and focusing on the teacher's speech in a way for achieved students' comprehension.

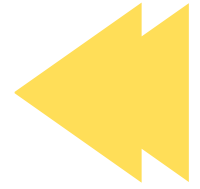
Furthermore, Chaudron (1988) states that, for EFL learners, teacher tends to use declarative statement than asking question. But in the result finding, teacher more asking question than using declarative statement. This finding indicates that teacher tries to invite students' respond through asking question. But while teacher asking question, she was slowing down her rate of speech in order to give students more time to respond the question.

In short, this research shows that an English teacher used the theory of Chaudron in the classroom interaction. The use of teacher talk in the form of slower rate of speech, simplified pronunciation and exaggerated, also other modifications appeared to be a good way to make the language input comprehensible for the students. Furthermore, the most frequent teacher talk modification at the VIII grade of SMPIT IQRA' Bengkulu was "slower rate of speech". These modifications were important for teaching students, since they were still developing and adapting to the target language.

## **Conclusion and suggestion**

### **Conclusion**

Based on the result on previous chapter, the researcher conclude that An English teacher using several teacher talk by chaudron's theory, such as: slower rate of speech, simplified pronunciation and exaggerated including gesture, simplified vocabulary, declarative statement and self-repetition. But the teacher did not use slower degree of subordination. Meanwhile, the results of the study indicated that the most frequent of teacher talk applied in English class of SMPIT IQRA' based on chaudron's theory in



teaching learning activities is slower rate of speech, consist of 34 %. Then, the use of simplified pronunciation and exaggerated became the second to be quite high in the teacher talk used by the teacher, consist of 25,72%. Followed by pauses, consist of 15,21%. Furthermore the most frequent teacher talk modification at the VIII grade of SMPIT IQRA' Bengkulu was "slower rate of speech". This modification was important for teaching the student, since they were still developing and adapting to the target language.

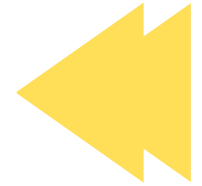
### **Suggestion**

The teachers are recommended to modify their talk while teach the student to accelerate students' ability in order making comprehensible input. Then the classroom will be effective for them.

For the next researcher, there are some recommendations for who interested to analyze teacher talk in a classroom interaction. First, since the number of subject in this study only one classroom in junior high school, then future researcher would be better to conducted on higher level, such as senior high school or university. Besides, the next researcher would be better to increase the number of participants. Second, next researcher is recommended to develop this study with certain theory and criterion of teacher talk in order to achieve the comprehensible input for the students. Thus, in order to examine all details of the findings, it is advisable to incorporate interview, questionnaire and other instruments.

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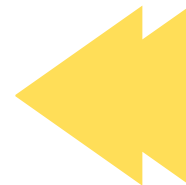
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**An Analysis of Figurative Language Used in Narrative  
Texts of English Textbooks for Senior High School**

**Tri Lestari**

English Education Study Program, Department of Language and Art  
University of Bengkulu  
[ms.lestaritr@gmail.com](mailto:ms.lestaritr@gmail.com)

**Hilda Puspita**

English Education Study Program, Department of Language and Art  
University of Bengkulu  
[puspitaHilda@gmail.com](mailto:puspitaHilda@gmail.com)

**Mukhrizal**

English Education Study Program, Department of Language and Art  
University of Bengkulu  
[mukhrizal58@gmail.com](mailto:mukhrizal58@gmail.com)

**Abstract**

The objectives of this research are to find out the types and the most frequently of figurative language used in narrative texts of English textbooks for senior high schools published by the Department of Education and Culture based on Curriculum 2013. This research used a descriptive quantitative method. The objects of this research were from 3 different textbooks. There were 7 narrative texts from the textbooks. This research investigated very common types of figurative language by using Kennedy's theory (1979), they are metaphor, personification, simile, paradox, hyperbole, and litotes. The instrument of the research was a checklist. The results of the research showed that there were 5 types of figurative language which were found in the textbooks, namely personification (38%), hyperbole (38%), simile (14%), metaphor (7%), and litotes (3%). Among them, the figurative language which was most frequently used in the narrative texts in the textbooks were personification and hyperbole concurrently. Most of the students were only reading the texts that included figurative language without knowing the real meaning. It can cause misinterpretation and feel challenging to convey their feeling directly. It can be concluded that figurative language is needed to be learned by the students because it exists in the textbooks.

**Keywords:** *Figurative Language, Narrative Texts, English Textbooks for Senior High Schools*



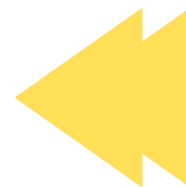
## **Introduction**

Figurative language is a language that is used in different ways from the definition of each word or phrases. Perine (1983) states that figurative language can be called a figure of speech that is used to saying something in other ways than the ordinary way and not only in the ordinary literal sense. It can be used to describes an object, person, or situation by comparing it with something else. Figurative language can show the writer's personality by producing a clear understanding because it is a way to express thoughts or feelings in the form of spoken or written by using figurative words (Padillah, Firmawan & Purwaningsih, 2016). The purpose of figurative language is to force readers to imagine what writer's mean and bring the reader into the writing. If it is translated into different languages, it can cause misinterpretation and difficult to understand because the reader cannot find the meaning in the dictionary.

Figurative language is mostly used in the literature. The use of figurative language in literature can make the reader interested in the topic. Figurative language creates an exciting effect or feeling used in literary works (e.g., poetry, drama, novel, and short story). It is a part of English Language Teaching. By studying literature, students can learn about language skills such as reading, writing, speaking, grammar, and vocabulary (Raisa, 2017). The students will get the moral value of other's experiences and enhancing their understanding by reading literature. Thus, literary works are included in the students' textbooks as the material.

Textbooks have an essential role as a guide for the teaching- learning process. The learning process in the classroom can be effective through textbooks because it will guide the material. Textbooks have a crucial part in teaching and learning because it provides the necessary input to classroom lessons through different activities, reading and explanations (Hariyadi, 2018). It presents the material as a reference source on grammar, vocabulary, and pronunciation to practice and do the activities. Textbook not only for the learners but also serves as a guide for beginner teachers to gain their confidence, prepare the materials, and achieve the teaching aims and objectives.

The textbook should be based on the current curriculum, the school syllabus according to the students' needs, also the aims and objectives of the teaching. Four skills (listening, speaking, reading, and writing) and two main components (grammar and vocabulary) in learning English should be included in Curriculum 2013 (Dharma & Aristo, 2018)). There is a lot of material in Senior High Schools textbooks. One of them is learning about texts. There are several text types in English, such as Narrative, Recount, Descriptive, Report, Procedure, and Exposition. English textbook that is used for the teaching-learning process should provide interesting material. One of the favorite materials for students is



topics and various stories in narrative text. The language style in the narrative text is different from the usual text that can make students interested. It is easy to find figurative language in narrative text.

The narrative text has an important role in the teaching and learning process. The narrative text is one type of literary text that can convey a moral value or message to the readers to entertain, and the reader thinks about the issue or delivers their emotions (Setiawan & Fahriany, 2017). It is a story about fiction, nonfiction, fable, fairy tale, folk tale, legend, or myth at the past event. The purpose of this text is to amuse the readers. The generic structure of this text consists of an orientation, complication, resolution, and coda. The narrative text is one kind of story with a high moral value in learning English for students. The topic and content of the narrative texts are easy to understand. But sometimes, students are still having difficulty in comprehending the text. It is caused by many factors, such as the low mastery of vocabulary.

The use of figurative language in the narrative text makes the reader more interested in reading the text. It can help the reader to understand the meaning of the story. Narrative text can be an alternative way for students to increase their reading comprehension. Therefore, the teachers use narrative text as one of the materials in reading comprehension at school. The reader must understand the content and the message of the story that is used figurative language. So many students outside do not understand figurative language, classify the type, and explain the meaning of each figurative (Sembiring et al., 2020). If the student can't catch the real meaning of the figurative language, they will get misinterpretations. There are many fun activities for teachers to use in their classrooms to understand and create figurative language. Understanding various types of figurative language is a critical part of a students' education. When figurative language can't be translated literally, it is difficult for the students to understand. The interpretation of figurative language is based on the students' description of the image. Therefore, figurative language is needed to provide their knowledge to understand the expressions in any context (Ismail, 2016).

There are several studies about figurative language. Among others, Wijayanti (2017) analyzed the figurative language used in Paulo Coelho's *Adultery Novel*. She found four types of figurative language, and personification is the most dominant used in her research. In Fitria (2018), she chose *One Direction's* song lyrics as her object. She found six types of figurative language, and repetition is the most dominant type of her research. The other previous research by Magdalena (2016). The object of her research is a novel by Jenny B. Jones. In her research, overstatement (hyperbole) is the most widely



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used figurative language, and the pun is the least one. The research design of those previous studies is qualitative.

This study is different from the previous studies above in many ways. In this research, narrative texts in English textbooks for Senior High Schools were used as the object of the research. The research design of this research is descriptive quantitative. The researchers are interested in analyzing figurative

language in narrative text and finding out the types of figurative language in detail one by one based on Kennedy's theory (1979). In the other hand, there are so many figurative languages found in narrative text, and it is easy to understand. The researchers used descriptive quantitative to analyze, and the importance of studying figurative language is to understand what information will deliver on it.

In this research, investigating figurative language are used in narrative texts in three different textbooks published by the Department of Education and Culture became the focus. The questions of this research were as followed : (1) What types of figurative language are used in narrative texts of English Textbooks for Senior High Schools? (2) What figurative language is the most frequently used in narrative texts of English Textbooks for Senior High School?. Thus, the purposes of this research are to find out the type, and the most frequently are used in the narrative text of English Textbooks for Senior High Schools.

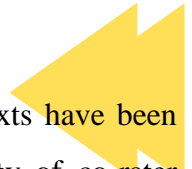
### **Research Methodology**

The current research used descriptive quantitative design. The quantitative data will be shown in order to show the percentage of occurrences by collecting numeral data that analyzed using mathematically of figurative language. Cresswell (2012) describes that quantitative approach is used if the researchers want to identify the research problem based on the trends in the field or on the need to explain why something occurs in the research. The researchers described the real data that are focused on figurative language in the narrative texts.

The researchers chose the objects from three different English Textbooks for Senior High Schools, there are Bahasa Inggris SMA/MA/SMK/MAK Kelas XI Semester 2, Bahasa Inggris SMA/MA/SMK/MAK Kelas XI Semester 1, and Bahasa Inggris SMA/MA/SMK/MAK Kelas X. The total number of the objects are 7 narrative texts, and those were: Issombushi, Malin Kundang, Strong Wind, The Enchanted Fish, Vanity and Pride, Letter to God, and The Last Leaf.

To analyze the data, the researchers used a checklist as the instrument. The use of the checklist is to find out the rank and number offigurative language used in narrative texts. In the checklist, the researchers put the findings into the table. To ensure the validity of the instrument, the

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researchers also used expert judgment. All of the types found in the narrative texts have been discussed and consult with the supervisors. According to Cresswell (2012), the reliability of co-rater involves two or more raters doing the scoring, and the result gotten from the raters will be calculated to get the data's coefficient. The

result of the data was calculated by using Cohen's Kappa Percent Agreement (Mizumoto, 2015). The formula as follows:

$$K = \frac{2s}{N1 + N2}$$

Description :

- KK : Coefficient Agreement
- S : Object and the same amount of code
- N1 : Number of codes from researchers
- N2 : Number of codes from co-researchers

The data were be compared easily. The result of the percent agreement was classified with the strength agreement in the table on the next page.

**Table 3.3 Agreement Scale of Cohen's Kappa**

≤0	Indicating no agreement
0.01 - 0.20	None to Slight
0.21 - 0.40	Fair
0.41 - 0.60	Moderate
0.61 - 0.80	Substantial
0.81 - 1.00	Almost Perfect Agreement

(Cohen, 1960)

To find the percentage of frequency in each type of figurative language, the researchers used the formula by Sudjiono (2009) to find out the percentage of each figurative language. The data are shown in the table or figure. The formula is:

$$P = \frac{f}{N} \times 100\%$$

Note :

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- a.  $P$  is the symbol of percentage
- b.  $f$  is the frequency of the occurrences of each type of figurative language
- c.  $N$  is the total number of the figurative language

### Findings and Discussion

#### Findings

##### 1.1 Types of Figurative Language Used in Narrative Texts

Figurative language is a language style that can say something in a different way to make the language more interesting. There are 16 types of figurative language based on Kennedy's theory (1979), there are Metaphor, Personification, Simile, Paradox, Hyperbole, Litotes, Irony, Metonymy, Symbol, Allusion, Synecdoche, Ellipsis, Repetition, Climax, Anticlimax, Rhetoric, and Pleonasm. In this research, the researcher only focused on the most common types, namely Metaphor, Personification, Simile, Paradox, Hyperbole, and Litotes, as claimed by Raisa (2017).

After analyzing the data, the researchers found several types of figurative language in Narrative Texts of English Textbooks for Senior High Schools. The detailed information about the types of figurative language that the researchers found will be shown on the next page:

**Table 1.1. Types of Figurative Language Used in Narrative Texts**

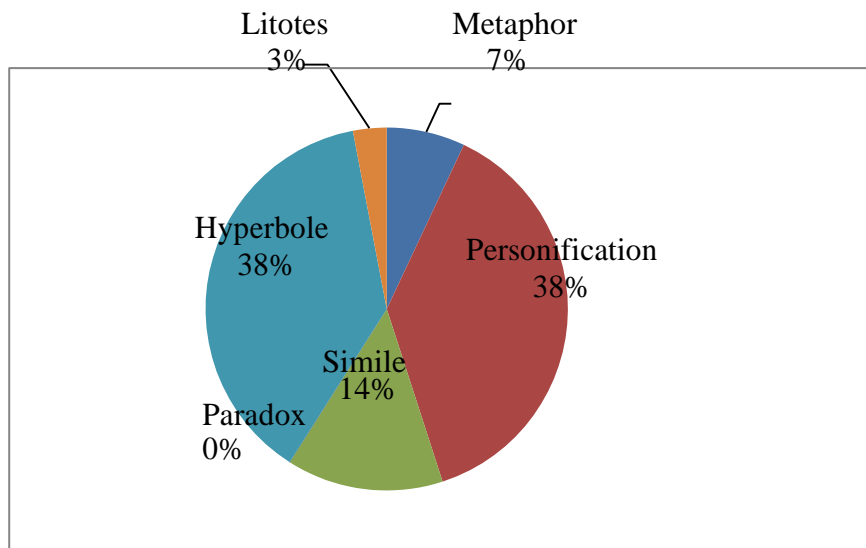
No	Types of Figurative Language	F	N
1	Personification	11	38%
2	Hyperbole	11	38%
3	Simile	4	14%
4	Metaphor	2	7%
5	Litotes	1	3%
6	Paradox	0	0%
	N	29	100%





### **1.2 The Percentage of Occurrences of the Used of Figurative Language in Narrative Texts of English Textbooks for Senior High Schools**

In this research, the researchers found 29 figurative languages in narrative texts of English Textbooks for Senior High Schools. The data obtained from 7 narrative texts in 3 different textbooks. The data will be shown below:



**Chart 1.2 The frequency of Figurative Language**

From the data in the table above, it can be seen about the figure of types of figurative language found in the narrative texts of English Textbooks for Senior High Schools. There are 5 types of figurative language found by As many as 29 data of figurative language were found in the narrative texts. They were personification, simile, hyperbole, metaphor, and litotes. The frequency of each type of figurative language found in 7 narrative texts in 3 different books was 38% contained personification type, 38% contained hyperbole type, 14% contained simile type, 7% contained metaphor type, and 3% contained litotes. The data frequency above shows that personification and hyperbole has the highest percentage of occurrence, which is 38% and it consists of 22 data. Meanwhile, paradox is the lowest percentage of occurrence that is 0%, or there is no data included.

The researchers used Cohen Kappa's Percent Agreement to check the reliability of the data that the researchers and co-rater have done. The researchers were given 2 Narrative Texts that were chosen randomly by the co-rater. The percentage of the data in S-1 is 0.80. Based on the Strength of Agreement scale guidelines, the scale 0.61 to 0.80 is substantial reliability. The second inter-rater reliability, which analyzed S-2 by using Cohen's Kappa is very good. The percentage of the data is



1.00. Based on the Strength of Agreement scale guidelines, the scale 0.81 to 1.00 is almost perfect agreement.

## **Discussion**

### **2.1 The Types of Figurative Language**

The first finding in this research was about the types of figurative language. This research focused on describing the types of figurative language used in narrative texts in English Textbooks for Senior High Schools. The objects of this research were 7 narrative texts from 3 different books. The results showed that there were 5 types of figurative language that were analyzed using Kennedy's theory (1979). Namely, personification, simile, hyperbole, metaphor, and litotes. In the first narrative text entitled "Issombushi", the researchers found 8 figurative languages, there are 4 personifications, 1 simile and 3 hyperbole. There are 2 personifications and 1 metaphor in the second narrative text, "Malin Kundang". There is no figurative language found in Strong Wind. While, in Enchanted fish the researchers found 2 personifications, 1 simile and 2 hyperbole. In "Vanity and Pride", there are 1 litotes, 1 hyperbole. The next is the story about Letter to God, there are 2 similes, 3 hyperbole, and 1 metaphor are found. The last story is The last leaf, the researchers found 3 similes and 2 hyperbole.

### **2.2 The Most Frequently Figurative Language Used in Narrative Texts of English Textbook for Senior High Schools**

The second problem in this study is the most frequently figurative language used in narrative texts of English Textbooks for Senior High Schools. The frequency of each type of figurative was 38% contained personification type, 38% contained hyperbole type, 14% contained simile type, 7% contained metaphor type, and 3% contained litotes. The most frequently figurative language used in narrative texts of English Textbooks for Senior High Schools were personification and hyperbole. Both of type has the same percentage. Meanwhile, there is no data of paradox in narrative texts of English Textbook for Senior High Schools.

The theories of Kennedy (1979) was used. There are some types of figurative language in this theory, such as: Paradox, Hyperbole, Litotes, Irony, Metonymy, Symbol, Allusion, Synecdoche, Ellipsis, Repetition, Climax, Anticlimax, Rhetoric, and Pleonasm. But, this research is only focused on the most popular figurative language, there are metaphor, personification, Simile, paradox, Hyperbole, and litotes.

The most dominant types of figurative language are found in this research is personification. Personification is a sentence that gives human characteristics to abstract things,



locations, or animals. 11 data are found in this research. The example of data is *“The demon rolled over and spat out Issumboshi”*. From the sentence, the researchers concluded that it could be identified as personification. This sentence verifies the theory of Kennedy (1979) about personification because “demon” is an abstract thing that can not act like a human being.

Hyperbole has the same result as personification in this research. Hyperbole is an overstatement expression that can not be intended to be taken literally. The researchers found 11 data of hyperbole. One data that the researchers found is *“I will defend you upon my life,”*. This example is a hyperbole statement. By this point, the researchers fulfilled the character about hyperbole that was stated by Kennedy (1979).

The next type of figurative language is found in this research is simile. It is an expression that similar to metaphor. The use of simile in a sentence compares two or more different things by using some connective word such as like or as. From 7 narrative texts, there are 4 data found. One example found in narrative texts is *“Suddenly heavy winds began to blow accompanied by big drops of rain, which looked like huge pearls of ice”*. The purpose of this type is to compare the rain and the ice.

Metaphor can be used to make a comparison between two things. It is an implicit comparison to identification one thing to different things. The researcher found 9 data of metaphor, one of them is *“This air had the smell of rain combined with the smell of fresh earth.”* This sentence can be clarified as metaphor because it compares the air and the earth. The researcher’s finding is appropriate with the theory of Kennedy (1997) in metaphor.

The last type of figurative language that the researchers found in this research is litotes. Litotes is the opposite of Hyperbole. It consists of an understatement expression which people usually used to make invaluable things although exactly is so valuable. The researchers only found 1 data of litotes, that is, *“I have nothing suitable to wear to this glamorous occasion?”*. This statement is categorized as an understatement. In contrast, the category with the lowest frequency of figurative language is paradox. There is no data found in this research.

From the findings, it has a similar percentage between personification and hyperbole. Based on the research result, it does not have a similar result to the previous studies. But, in the research done by Wijayanti (2017), the most dominant type of figurative language in her research is only personification with the number of data as many as 28.7% data from 100% data. The next research done by Magdalena (2016) concluded that hyperbole is the most used in this research, with the total use is 33,8%. While the most dominant type is used in Fitria (2018) is repetition.

This research and the previous studies above have the same findings. Those are analyzed about



types of figurative language. But in this research, the researchers also found the most frequently used figurative language. Figurative language can be used in all aspects, and it can be seen in the poem, song, short stories, and others. The researchers analyzed figurative language in narrative text.

Narrative text can be the alternative way for students to improve their reading comprehension because it is extensive reading. The student feels bored in reading activities with many tasks. In this case, the teacher has to do innovation to make the interested class; one of them is extensive reading. It was relevant to Mardiana & Hidayat (2019), who explained that extensive reading is an exciting activity to increase students' motivation in reading class. It can help the students to understand the meaning of the texts easily with their interests.

By studying narrative texts, students can enjoy their readings, increase their vocabularies, build confidence, and get much information as they need, even their language skills can be developed without the underpressure of the teacher. They found unfamiliar words and language styles. One of them is figurative language that is included in the narrative text. The use of figurative language in the narrative text is to add colour and language is interesting to learn for the students.

From the research findings of this study, it could be implied that figurative language is essential to be studied. It can help the students comprehend some distinctive expressions or unusual statements. The use of figurative language also provides both knowledge and entertainment. It is shown in the functions of the use of figurative language in the textbooks. It can be the alternative ways for students to learn the figurative language. Students need to know that people do use figurative language in their daily life. To understand the function of figurative language, the teacher has to give a simple example and find figurative language in the material.

## **Conclusion and Suggestion**

### **Conclusion**

After the analysis had been done, the researchers conclude that the Narrative Texts consists of 29 sentences that used figurative language. The researchers identified the types of figurative language that occurs in the narrative texts and explained the meaning of figurative language that appears in the narrative text. The sentence has figurative language in the narrative texts entitled Issombushi, Malin Kundang, The Enchanted Fish, Vanity and Pride, Letter to God, and The Last Leaf.

It can be indicated that the dominant types of figurative language in narrative texts are personification and hyperbole. By using personification in the texts, it means that the authors of the



narrative texts try to describe something by giving human characteristic and behaviour to non-human objects. The second dominant figurative language is hyperbole. The use of hyperbole in the sentence is to make the sentence more attractive. The texts also use simile, metaphor and litotes. There is no metaphor and paradox found in the texts. The author of the texts used figurative language to describe the character's looks, feeling, emotion, situation and conflict. From the analysis, it can be concluded that the use of figurative

language in the texts is important. Figurative language makes the texts more interesting to read, helps the readers catch the character's feeling and imagine the story. The use of figurative language is to make the interested text, create a good effect to describe something. It can be used in all kinds of literature such as short story, novel, drama, song lyrics, and prose based on situational context.

### **Suggestions**

By considering the conclusion and the result of the research, there are some suggestions for:

#### 1. English Teachers

The researcher hopes this research can help the teacher to get additional knowledge about figurative

language as a learning source for students. The teacher can give more attention in teaching the theory of figurative language to increase students' knowledge by using various material such as short stories, songs, and others.

#### 2. The students

The researchers hope that students will get some new information about figurative language. The researchers suggest that an interesting story can be the alternative way to know literature and understand figurative language. The students can see the positive side of the story and imply it to their life.

#### 3. The readers

The readers can find figurative language in another context, e.g., songs, poems or others to understand the types, functions, and roles of figurative language through studying literature. By studying literature, the readers can get information, experience, and pleasure.

#### 4. The further researchers

Further researchers can analyze figurative language from other points of view and include all its aspects. The researchers suggest that further researchers continue the research by comparing



and elaborating the problem of the study with other theories or objects. They can find out the students' difficulties in recognizing certain types of figurative language and the reasons why such types of figurative language are complex for them.

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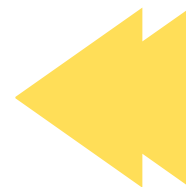
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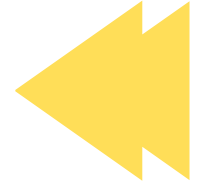
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## **Students' Perceptions of Using TED Talks on Public Speaking in English Language Teaching**

**Cintami Velia Sari**

English Education Study Program, Department of Language and Art University of  
Bengkulu  
[cintamiveliasari.unib@gmail.com](mailto:cintamiveliasari.unib@gmail.com)

**Mulyadi**

English Education Study Program, Department of Language and Art  
University of Bengkulu  
[ladunimulyadi@gmail.com](mailto:ladunimulyadi@gmail.com)

**Ildi Kurniawan**

English Education Study Program, Department of Language and Art  
University of Bengkulu  
[ildikurniawan@unib.ac.id](mailto:ildikurniawan@unib.ac.id)

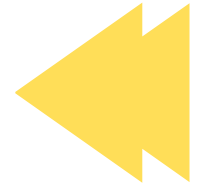
### **Abstract**

This research aimed to investigate students' perceptions of using TED Talks on public speaking in English Language Teaching at The English Education Study Program of Bengkulu University. The research design was descriptive quantitative research that used a proportionate stratified random sampling technique which involved 160 students from the sixth and eighth semesters in the 2020-2021 academic year as the total population, and 40 students were chosen randomly. In this research, the data were collected using a questionnaire adapted from Nugraheni (2017) through google forms consisting of 20 questions which are grouped into three parts. The first part is the teaching and learning process. The second is students' perceptions on the use of TED Talks video. The last part is students' perceptions of the TED Talks video on public speaking skills. A four Likert type scale with four options ranging from; strongly agree, agree, disagree, and strongly disagree was used to measure the level. Hereinafter, the data were analyzed using IBM SPSS (Statistical Package for the Social Science) 26.0 program. The result showed that 98% of students' perceptions of using TED Talks on public speaking were positive perspectives. Overall, students gave a positive perspective of using TED Talks on public speaking since the students at Bengkulu University are familiar with TED Talks from the previous course.

**Keywords:** Perceptions, Public Speaking, TED Talks.

### **Introduction**

Public speaking is a sort of communication that refers to speaking in public. Hayaramae (2016) stated that public speaking is a process of designing and delivering a message to audiences. In order to be a good communicator in front of many people, public speaking is one of the language skills that are very important to master by the students. As Netta, Trisnawati, & Helmanda (2020) claimed, to be more usual in communicating in front of the public, the student must practice public



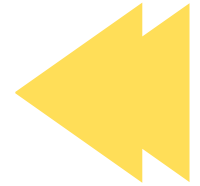
speaking. Additionally, Beebe et al. (2015) revealed that public speaking is one ability that can help anybody, particularly university students, get a job because high communication skills are needed to advance in a career.

However, in reality, students face various public speaking problems, such as feeling nervous or anxious when delivering a speech in public (Netta, Trisnawati, & Helmanda, 2020; Qurnia, & Marlina, 2017). For instance, in the speaking class, the students will be accustomed to being able to speak in front of the course, but they tend to feel nervous or anxious in delivering a speech because they feel apprehensive about making mistakes. Moreover, Yaikhong & Usaha (2012) asserts that in current EFL pedagogic situations, it is known that many students exhibit fear of foreign language speaking.

Furthermore, talking about technology, in this century, many people have made technology an opportunity to learning something. Gómez (2019) stated that technology is considered a powerful tool that can perform teaching and learning. Nowadays, learning through the internet is the practical and fastest way, especially learning public speaking through YouTube. Nowadays, learning through the internet is the most beneficial and immediate way, especially learning public speaking through YouTube. Snelson (2011) claimed that one of the apparent advantages of utilizing YouTube in online education is that it gives online admittance to vast amounts of free public video on a wide range of topics.

There are many channels on YouTube that help English learners to improve their English proficiency. One of the channels is TED Talks. As an example of technology use, TED is one of the YouTube channels used as a source for learning English, especially learning public speaking. Likewise, TED Talks is one of the internet media that provide more than 2000 talks. Li, Gao, & Zhang (2015) stated that TED Talks is a powerful medium of teaching public speaking.

There are some advantages of using TED Talks in English Language Teaching. According to Baeva (2017), a few points of interest are utilizing TED introductions as study language material. First, usability. The principal usage of TED is viewed as for listening exercises, yet for the understudies ready to clean their perception aptitudes a content and captions are an enormous resource. Then, content. Given the quantity of meeting members, it is conceivable to raise understudies' consciousness of various accents and English varieties.



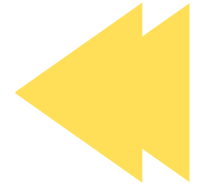
There are previous studies that related to this research. First, Li, Gao, & Zhang (2015) found that the TED Motivated English Public Speaking Course pattern has worked effectively in improving students' language learning, at least to the students' understanding. Second, Farid (2019) found that TED Talks' use improves students' public speaking skills. Third, other studies by Kusumastuty, Mulyono, & Ekawati (2019) found that there were two students' perceptions about using TED Talks in speaking skills, there were positive and negative perceptions. Finally, Arifin & Sahlan (2020) also found that TED Talks significantly improved student speaking performance. However, this research focuses more on TED Talks on Public Speaking skill in English Language Teaching.

In brief, TED talks affect improving students' speaking performance, especially eye contact, movement and gesture, pronunciation, fluency. (Arifin & Sahlan, 2020; Farid, 2019; Kusuma, 2017; Nursafira, 2020). On that account, the researchers are inquisitive on students' perceptions of using TED Talks on public speaking in English Language Teaching at The English Education Study Program of Bengkulu University since the students were quite familiar with TED Talk from the previous subject. Furthermore, this research is guided by the research question: What are the students' perceptions of Using TED Talks on Public Speaking in English Language Teaching at The English Education Study Program of Bengkulu University?

### **Research Methodology**

This research was investigated students' perceptions of Using TED Talks on Public Speaking. Therefore, there is only one research question of this study: What are the students' perceptions of Using TED Talks on Public Speaking in English Language Teaching at The English Education Study Program of Bengkulu University? To answer that question, this research employed a descriptive quantitative method. Bell (2010) stated that quantitative analysis studies the relationship of one set of facts to another. Therefore, it uses numerical data as a structured and predetermined study, and the results tend to produce quantifiable conclusions.

This research population was 160 undergraduate students from classes A and B of semester VI and class A, B, C of semester VIII. They are all enrolled in the English department at Bengkulu University. The researchers choose the population from semesters VI and VIII because they are pretty familiar with TED Talk in previous subjects. The sampling technique in this study used a proportionate stratified random sampling technique. In order for all classes to be represented,



samples were taken from each category with the same proportion. The sampling procedure is by lottery.

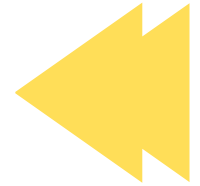
According to Arikunto (2014), if the population is 100 respondents or less, it is better to take the whole population as the sample. However, if the numbering population is more than 100 respondents, the researcher can take 10-15% or more than 25% of the population based on the research's capability. Based on this opinion, this study's sampling was 25% of the existing population because the total population exceeds 100, i.e., 160 students. It means  $160 \times 25\% = 40$ , so the sample used in this study was 40 students. The researchers use 25% in determining the size of the sample size because all classes from semester VI and VIII are represented as samples.

To fulfill this research, the researchers used the questionnaire as the instrument. This research questionnaire was adapted from Nugraheni (2017), which consisted of 20 questions consisting of two sections. The first sections are about the background information of the participants, such as name and class. The second section is dealing with the statements to the students' perceptions of using TED Talks. Hereinafter, the questionnaire was written in English. Hence, the questionnaire was distributed online to participants chosen by the lottery and filled the questionnaire through a Google Forms link in WhatsApp Messenger. There are 20 question items.

The validity of the instrument is significant to quantify the idea or establish a question. In this research, the researchers used content validity by using expert judgment. The researchers asked the experts from the lecturers in the Faculty of Teacher Training and Education, English Education Study Program, University of Bengkulu. The data were obtained from the questionnaires. A four Likert type scale with four options ranging from Strongly Disagree (1) to Strongly Agree (4) was used to measure the level (Creswell, 2012)

In analyzing the data, the researchers calculated the percentage of each response to each questionnaire by using descriptive analytics in IBM SPSS (Statistical Package for the Social Science) 26.0 program. After that, the numeric data was interpreted in the form of descriptive data.

The criteria of the perceptions were set up in order to analyze and interpret the data. Categorization of the level of respondent's perceptions used the classification proposed by (Riduwan 2010):



**Table 1.** Classification Score

Percentage Range	Criteria
90% - < 100 %	Very High
80% - < 89 %	High
65% - < 79 %	Moderate
55% - < 64 %	Low
0% - < 54 %	Very low

After that, the numeric data was interpreted in the form of descriptive data. This technique was used to analyze data from a close-ended questionnaire. In reporting the results, the researchers used tables that summarize the data.

## **Result and Discussion**

### **Result**

The first step of the analysis of the data was found out the reliability of the data. The result showed that the instrument got a Cronbach's Alpha Score as the following table;

**Table 2.** Reliability Table

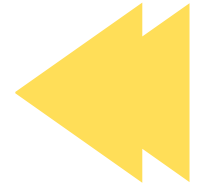
Cronbach's Alpha	N of Items
0,874	20

The twenty items of the questionnaire are grouped into three parts. The first part is the teaching and learning process. The second is students' perceptions on the use of TED Talks video. The last part is students' perceptions of the TED Talks video on public speaking skills.

Some items in the questionnaire focused on the aspects of the teaching-learning process. There were three items related to the elements of the teaching and learning process. It is presented in the following table:

**Table 3.** Questionnaire result of students' perceptions about teaching and learning process

No.	Statements	SA	A	D	SD	TOTAL
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1.	I had known the TED Talks Channel on YouTube	65%	35%	0%	0%	100%
2.	It is good that the lecturer provides TED Talks video in class	37,5%	62.5%	0%	0%	100%
3.	The use of TED Talks video supports learning process	22,5%	77,5%	0%	0%	100%

The table above; shows that 100% of students gave a positive perspective. Therefore, questionnaire number one on this aspect is used as a leading statement to proceed to the next stage. Then the statements numbers two and three show that whether the student feels, TED Talks need to be used in the learning method or not because there may be some students who think that TED Talks do not support the learning process.

Next, some items in the questionnaire focused on the aspects of students' perceptions of the TED Talks video. There were four items related to the elements of students' perceptions of the TED Talks video. It is presented in the following table:

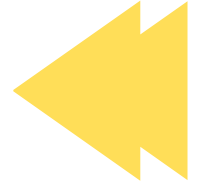
**Table 4.** Questionnaire result of Students' perceptions on the use of TED Talks Video

No.	Statements	SA	A	D	SD	TOTAL
4.	I feel motivated when watching TED Talks video	37,5%	62.5%	0%	0%	100%
5	Through TED Talks video, I can learn about delivering ideas	40%	60%	0%	0%	100%
6	I enjoy TED Talks video	30%	67,5%	2,5%	0%	100%
7	TED Talks video is interesting	30%	67,5%	2,5%	0%	100%

Then, the table above; shows that 98% of students gave a positive perspective which is a very high perspective. There were four items related to this aspect. This aspect shows that whether students feel interested in using TED Talks Video.

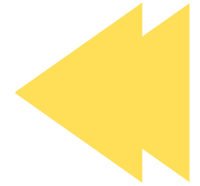
Lastly, some items in the questionnaire focused on students' perceptions of TED talks video on public speaking. There were thirteen items related to students' perceptions of the TED talks video on public speaking. It is presented in the following table:





**Table 5.** Questionnaire result of Students' perceptions of TED Talks Video on public speaking

No.	Statements	SA	A	D	SD	TOTAL
8	Through TED Talks video, I can learn my facial expression	20%	72,5%	5%	2,5%	100%
9	Through TED Talks video, I can learn about movement in Public Speaking	30%	67,5%	2,5%	0%	100%
10	Through TED Talks video, I can learn about gesture in Public Speaking	37,5%	60%	2,5%	0%	100%
11	I think the TED Talks speaker is able to convert the message well to the audiences	30%	70%	0%	0%	100%
12	Through the TED Talks video, I can learn how to make eye contact with the audiences	25%	65%	10%	0%	100%
13	Through TED Talks video, I can improve my pronunciation	30%	67,5%	2,5%	0%	100%
14	Through the TED Talks video, I learned about the varieties of accents after watching the video	30%	65%	2,5%	2,5%	100%
15	Through TED Talks video, I feel like I gain confidence to speak in front of public	12,5%	60%	27,5%	0%	100%
16	Through TED Talks video, I learn about good structure in delivering speech	10%	77,5%	12,5%	0%	100%
17	Through TED Talks video, I learn the strategies to convince the audiences	20%	77,5%	0%	2,5%	100%
18	Through the TED Talks video, I learn the strategies to entertain the audience in public speaking	22,5%	72,5%	5%	0%	100%
19	Through TED Talks video, I learn how to start good speech to get audience's	27,5%	72,5%	0%	0%	100%



No.	Statements	SA	A	D	SD	TOTAL
	attention					
20	I find new materials (new ideas) through TED Talks Video	30%	67,5%	2,5%	0%	100%

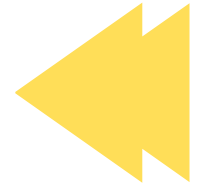
Table 5 showed that 93,85% of students gave a positive perspective. There were thirteen items related to this aspect. This aspect shows that whether students feel TED Talks can be used as a learning tool for public speaking or not.

### **Discussion**

Students show a 98%, which is a high positive perspective on TED Talks' use of public speaking in English Language Teaching at the English Education Study Program of Bengkulu University. This could happen because students at Bengkulu University are familiar with TED Talks from the previous course. According to student's response in the questionnaire, TED Talks can be used as a tool for student learning because through TED Talks the student not only hear language but see how the speaker facial expression, movement, gesture, eye contact, how to entertaining audiences, how to make a strategy to convince and entertain the audiences, also how to start a good speech in front of the public.

This research shows that 100% of students gave a positive perspective on aspects; the teaching and learning process. This could happen since students in the English Language Teaching in English Education Study Program at Bengkulu University already familiar with TED Talk in the previous subject, namely Listening for Lecturer in the fourth semester. Furthermore, questionnaire number one on this aspect is used as a leading statement to proceed to the next stage. Then the statements numbers two and three show that whether the student feels, TED Talks need to be used in the learning method or not because there may be some students who think that TED Talks do not support the learning process. However, according to Bajrami & Ismaili (2016), students find the experience of using video material to be interesting, relevant, beneficial, and somewhat motivating in class.

Furthermore, aspect number two is students' perceptions of the TED Talks video; it shows that 98,75% of students gave a positive perspective which is a very high perspective. There were four items related to this aspect. This aspect shows that whether students feel interested in using TED Talks Video. Hence, this research indicated that through TED Talks, the students learn about delivering ideas on public speaking become the highest score in aspect number two which is 40% of students choose "strongly agree," this could be happening because they tend to articulate their life experiences. This statement is



supported by Arifin & Sahlan (2020); the majority of the respondents conceded that speakers in TED Talk had enlivened them to convey public talking as needs are. Most of the students also enjoy the TED Talks video. The particular reasons for this circumstance are that students felt the TED Talks video is interesting. According to Kriswinardi et al. (2018), the video makes the classroom atmosphere fun because video could entertain the students' learning process.

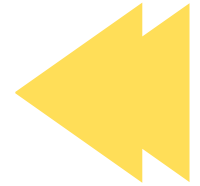
Then, aspect number three is students' perceptions of the TED Talks video on public speaking skills; it shows that 93,85% of students gave a positive perspective. There were thirteen items related to this aspect. This aspect shows that whether students feel TED Talks can be used as a learning tool for public speaking or not. Hence, this research indicated that through TED Talks video, students could learn about gesture in public speaking become the highest score in aspect number three, which is 37,5% of students choose "strongly agree," this could be happening because the speaker in TED Talks tends to make a gesture while speaking in front of the public. According to Li et al. (2015), TED Talks provides a role model to augment motion and non-verbal language skills. However, even not all speakers showed gestures, but some audience still found it interesting because watching talks in TED motivates them to be better speakers (Arifin & Sahlan, 2020).

The students' response positively towards TED Talks. The finding was corresponding to Farid (2019); Kusumastuty, Mulyono, & Ekawati (2019), in which they also found that the students gave positive responses toward TED Talks video. In the same way as previous research, students already knew the TED Talk before the researchers distributing the questionnaire. Furthermore, the students' responses show that they almost agree that TED Talks are helpful in public speaking even though they know TED Talks from the listening course. In short, students gave a positive perspective on TED Talks because it provides many benefits in listening courses and increases students' background knowledge about public speaking, such as how to entertain the audience, how to start a good speech.

## **Conclusion and Suggestion**

### **Conclusion**

After analyzing the data gotten from the questionnaire of this research, it can be concluded that students gave positive perceptions toward using TED Talks on public speaking skills since the students at Bengkulu University are familiar with TED Talks from the previous course. It is showed that TED Talks are a suitable medium for English Language Teaching by showing 98% of students' perception were positive of using TED Talks on Public Speaking.



### **Suggestion**

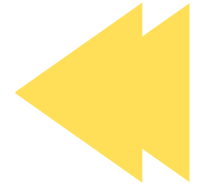
For lecturers, particularly the lecturers who utilize TED Talks video, it suggested that the lecturer maintains positive perceptions of TED Talks video for students. Furthermore, the lecturer can help students practice the theories that students got from the TED Talks video, such as making the audience pay attentively to the speakers, start a good speech, and so on in real life.

For students ought to maintain a positive perception of TED Talks' use and frequently practice public speaking. TED Talks video is precious since it provides all of the aspects of public speaking. The students can see the stream of the speech and observe the speakers' strategies in conveying the speech to learn from the speakers.

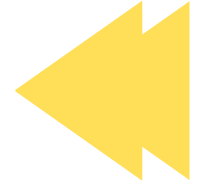
For the further researcher, the researchers should research with a broader population and conduct treatment or interviews before giving a questionnaire to strengthening the research results.

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## **Exploring English Teacher Strategies on Students Oral Involvement**

**Muhamad Fikri Nugraha**

English Education Study Program, Department of Language and Art  
University of Bengkulu  
[finugraha15@gmail.com](mailto:finugraha15@gmail.com)

**Hilda Puspita**

English Education Study Program, Department of Language and Art  
University of Bengkulu  
[Puspitahilda@gmail.com](mailto:Puspitahilda@gmail.com)

**Gita Mutiara Hati**

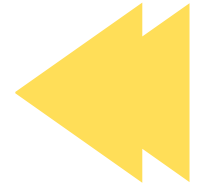
English Education Study Program, Department of Language and Art  
University of Bengkulu  
[Gitamutiara@unib.ac.id](mailto:Gitamutiara@unib.ac.id)

### **Abstract**

The objective of this research was to find out the dominant teaching strategies that English teachers used at SMAN 5 Bengkulu on students' oral involvement in the classroom and to find out how they implement the strategies in the classroom. The research design was mixed-method research. The research was conducted at the tenth grade of SMA N 5 Bengkulu. The data were collected through observation, video recording, and interview. The result showed that between Explanation and Facilitation strategy, the later was mostly used by the teachers. The strategies used of student's oral involvement was found were explain the purpose, explain activity expectation, walk around the room, approach non-participants, assume an encouraging demeanor, invite questions, develop a routine, grade on participation, and design activities for participation. The three dominant strategies used by both teachers in SMAN 5 Bengkulu on students' oral involvement in the classroom were invite question, assume an encouraging demeanor, and design activities for participation.

**Keywords:** students' oral involvement, teacher's strategies, types of strategies

### **Introduction**



In every formal education, most teaching and learning activities take place in the classroom. In classroom activities, students are expected to be active learners. As stated in Kurikulum 2013 (Curriculum 2013), students are expected to have full participation (Kemendikbud, 2013). Students' participation is vital because it gives the language learning process immediate success. According to Jones and Gerig (1994), students' involvement is the action of asking and answering questions, seeking and giving information, raising hands, demonstrating in front of the classroom, and even listening in silence. Indonesian curriculums of education emphasize this because students' participation plays an essential role in the learning process's success (Hasan, 2013).

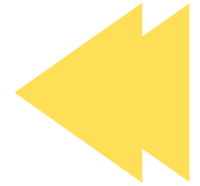
According to Edward and Westgate (1994), student participation is believed to trigger cognitive processes conducive and create meaningful learning to language learning. But in Indonesia, student participation is one of the crucial problems that many teachers face based on the literature of Classroom Study. Besides, in practice in the classroom, students do not participate much in learning when the teacher explains the material. Students only listen to the teacher's material without being actively involved in discussions with the teacher.

In Bengkulu, although learning English has started formally at the secondary school level, researchers found that students' mastery of English is only 2 hours per week. The process of teaching and learning English in Bengkulu still faces many problems. One of the most common issues is low student participation in class. This phenomenon is reflected in students' involvement and students' resistance to participation (Suherdi, 2006). As a result, students may lack opportunities to practice English and even lost it. Students become less initiative to participate in-class activities, and most of them prefer to participate when the teacher tells them to do it.

Teachers must have strategies to make learners have good progress and achievement in the teaching and learning process. Because the students in the classroom come from different backgrounds and characteristics and have varied experiences and abilities, they need some strategies to involve them in the teaching and learning process. The purpose of active involvement in the classroom setting serves well for learners. It gives them chances to demonstrate and practice their English skills and provides the teacher many classroom situations.

A recent study concerning students' participation in the implementation of Kurikulum 2013 done by Darsih (2015) shows that students in the first grade find it challenging to participate in the stages of SA because they have to express ideas in English while the students tend to use their mother tongue, which is





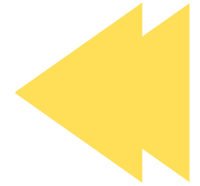
Bahasa Indonesia. Consequently, classroom activities seem to be still dominated by the teacher. Students' active participation occurred in a small portion. This problem is getting worse because of another factor, the limited classroom time.

Another research about student participation has been done by Dara (2019). She investigated teachers' interpersonal behaviors in EFL classrooms that promote students' participation during classroom activities. MITB (Model for Interpersonal Teacher Behavior) framework was used in this study to explore the proximity and influence dimensions. The results show that the teachers' interpersonal behaviors were indicated to contribute to providing participative classrooms positively.

Hence, it can be concluded that teachers have a significant role in influencing student participation in class. In Darsih's (2015) study, if the teacher is too dominating in the classroom, students will lack the confidence to be involved in classroom learning. Meanwhile, Dara's research (2016) explains that if the teacher performs positive behavior, it will positively impact student participation in class. Therefore, teachers must be wise in choosing teaching strategies when the teaching and learning process is in progress.

SMAN 5 Bengkulu is one of the senior high schools in Bengkulu that has been selected to be National Standard School. This school is located at Cendana Street, number 20. The English teachers at this school have good competencies in teaching in the classroom. This variable was proven when the researcher was doing an internship at the school and saw that all the English teachers in the school have more than ten years of teaching experience. That is why the teachers are expected to have various types of strategies in teaching in the classroom. However, apart from having competent teachers, it turns out that some students of class X were sleepy, and others had little participation in the classroom interaction. Some factors could cause this condition. One of the factors is the lack of motivation of students in learning English. Therefore the teacher tries to use various types of strategies to increase student participation in the classroom. However, due to the complexity of teaching and learning process, teachers cannot apply all strategies. Therefore, the teacher only uses several types of strategies predominantly applied in the classroom to increase student involvement in the teaching and learning process. Because of that reason, the researcher chose English teachers in SMAN 5 Bengkulu as the subject of this research to explore three strategies that the teacher dominantly used to increase student oral involvement and how the teacher implements these strategies.

In order to explore the ways teachers trigger students to participate actively in EFL classrooms through their strategies the researchers considered that the current research was worth conducting. The question of the current research was as followed: *What are three dominant teaching strategies used by the English teacher at*



*SMAN 5 Bengkulu to improving student's oral involvement in the classroom? How do English teachers implement the strategies in improving student's oral involvement in the classroom?*

It is expected that this research would give other English teachers insight about the strategies which can be used to increase their students' oral involvement in their school. For the English Department students of Bengkulu University, it is hoped that the result of the study can enrich their knowledge in conducting the English lessons.

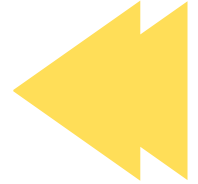
### **Research Methodology**

This study employed the mixed-method design, which combines qualitative and quantitative approaches to collect and analyze data (Creswell & Tashakkori, 2014). The study was conducted at SMAN 5 Bengkulu. These research participants were two English teachers at SMAN 5 Bengkulu who had much experience in teaching. The researcher used two techniques in collecting the data, there were observation and interview.

Observation form and interview protocol was used as the instrument in this research. This research observation protocol consists of twelve types of strategies based on Tharayil (2018) theory which are classified into two types, namely explanation strategies and facilitation strategies. Interview protocol consisted of a questions list related to the teachers' strategies in the classroom and how they used them. Interview questions consist of five questions originating from Gagne and Briggs's theory in Martinis Yamin (2007: 84). Each question was made to find out how the teacher applies the strategy based on a particular situation. After the interview is complete, the researcher will identify the strategies used by the teacher according to the answers given based on the strategies mentioned by Tharayil (2018).

Table 1 Strategies Observation Form

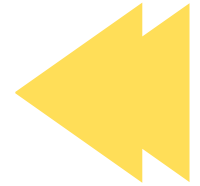
<b>Explanation Strategies</b>	<b>Indicator</b>	<b>Teacher Application</b>	<b>Students Response</b>
<b>1) Explain the purpose</b>	The teacher explains to students the purpose of the course	1. (.....) 2. (.....) 3. (.....)	1. (.....) 2. (.....) 3. (.....)
<b>2) Explain course expectations</b>	The teacher explains to students what are the course will be achieved in this semester.	1. (.....) 2. (.....) 3. (.....)	1. (.....) 2. (.....) 3. (.....)
<b>3) Explain activity expectations</b>	The teacher explains to students what the	1. (.....) 2. (.....)	1. (.....) 2. (.....)



	activities are in this session.	3. (.....)	3. (.....)
<b>Facilitation Strategies</b>			
<b>1) Walk around the room</b>	The teacher walks around the room to ask students about the difficulties they feel in the class.	1. (.....) 2. (.....) 3. (.....)	1. (.....) 2. (.....) 3. (.....)
<b>2) Approach non-participants</b>	Teachers approach the students who inactive in the class.	1. (.....) 2. (.....) 3. (.....)	1. (.....) 2. (.....) 3. (.....)
<b>3) Assume an encouraging demeanor</b>	Teacher encouraging students participation with explaining the material	1. (.....) 2. (.....) 3. (.....)	1. (.....) 2. (.....) 3. (.....)
<b>4) Invite questions</b>	The teacher gives students some questions to be solved.	1. (.....) 2. (.....) 3. (.....)	1. (.....) 2. (.....) 3. (.....)
<b>5) Solicit student feedback</b>	The teacher asks students to explain what conclusion about the course today.	1. (.....) 2. (.....) 3. (.....)	1. (.....) 2. (.....) 3. (.....)
<b>6) Develop a routine</b>	The teacher always random asking the students about material last week	1. (.....) 2. (.....) 3. (.....)	1. (.....) 2. (.....) 3. (.....)
<b>7) Grade on participation</b>	The teacher gives a gift to students who always answer the question from the teacher.	1. (.....) 2. (.....) 3. (.....)	1. (.....) 2. (.....) 3. (.....)
<b>8) Design activities for participation</b>	The teacher gives students activities.	1. (.....) 2. (.....) 3. (.....)	1. (.....) 2. (.....) 3. (.....)
<b>9) Use incremental steps</b>	The teacher gives some hints when students try to solve challenging tasks.	1. (.....) 2. (.....) 3. (.....)	1. (.....) 2. (.....) 3. (.....)

Meanwhile, the questions for the interview are as follow:

1. *How are your efforts in encouraging students to dare to actively participate in your class?*
2. *How are your efforts in encouraging students to be able to answer the questions you have given to students?*
3. *How are your efforts to motivate students to continue to participate actively in your class?*
4. *How are your efforts in encouraging students who are rarely active in class to be active again in the learning that you are carrying out?*



5. *How are your efforts to continue to maintain the participation of students who are actively involved in the class that you carry out?*

In order to assure the validity of the instrument, an expert Judgement was used to measure the validation of the instrument. The data analysis that the researcher uses is the data analysis model Miles, Huberman (1984). These data analysis were carried out when data collection takes place and after data within a certain period. Analysis this occurs three streams of activities simultaneously, namely; data reduction, data display, and drawing conclusion.

**Results and Discussion**

**Results**

Based on the data analysis of teacher strategies on student's oral involvement, the percentage of the teacher strategies were classified in explanation strategies and facilitation strategies. The result is displayed in Table 4 and Table 5.

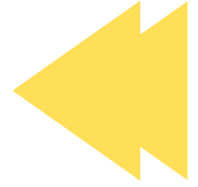
Table 4 Classification of Explanation Strategies

NO	Classification of Explanation Strategies	Frequency				Total	Percentage (%)
		Teacher A		Teacher B			
		1	2	1	2		
1	Explain the purpose	-	-	1	1	2	0,92 %
2	Explain course expectation	-	-	-	-	-	-
3	Explain activity expectations	-	-	7	2	9	4,15 %
<b>TOTAL</b>		0	0	8	3	11	5,07%

Table 5 Classification of Facilitation Strategies

NO	Classification of Facilitation Strategies	Frequency				Total	Percentage (%)
		Teacher A		Teacher B			
		1	2	1	2		
1	Walk around the room	-	-	6	1	7	3,23 %
2	Approach non-participants	-	1	4	1	6	2,76 %
3	Assume an encouraging demeanor	6	3	4	13	26	<b>11,98 %</b>
4	Invite questions	30	21	31	49	131	<b>60,37 %</b>
5	Solicit student feedback	-	-	-	-	-	-
6	Develop a routine	-	2	2	3	7	3,23 %
7	Grade on participation	2	1	3	6	12	5,53 %
8	Design activities for participation	3	1	8	5	17	<b>7,83 %</b>
9	Use incremental steps	-	-	-	-	-	-
<b>TOTAL</b>		41	29	58	78	206	94,93%

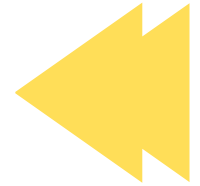
From the data listed in table 4 and table 5 that English teachers used 217 total strategies during four



English subject matter meetings. From 217 strategies was divided into 11 explanation strategies and 206 facilitation strategies. Nine strategy types appeared. Based on the calculation of each strategy type in table 4.1 and 4.2, English teachers' dominant strategies in four meetings during the teaching and learning process were inviting questions strategies from Facilitation strategies. The 'invite question' strategy was the highest percentage among all strategy types, with 131 times occurred (60.37%). The second percentage level was 'assume an encouraging demeanor' strategies that the teachers have used 26 times (11.98%). The third level was design activities for participation strategies 17 times (7.83%). From the two tables above, the two English teachers mostly used facilitation strategies than explanation strategies. Additionally, there were three strategies types which have not been used by the two English teachers such as explain course expectation, solicit student feedback and use incremental steps strategies.

Then the strategies used by the teacher also vary. When the teacher wanted to encourage students to dare to be actively involved in class, teacher A would give praise or positive responses to those who have answered even though their answers were not correct. Then teacher B would provide motivation first and continue by giving appreciation to their answers so that they would not feel anxious when answering other questions. Teacher A would then give general and easy questions to encourage students to be trained in answering the teacher's questions. Besides, teacher B would first identify students' abilities in the new class to ask questions that match their abilities.

Furthermore, to motivate students to continue to be actively involved in the classroom, teacher A would provide more value to students who answer that day. In contrast, teacher B used media that were attractive to students in classroom learning, such as music and films. Then, to overcome students who are rarely active in class to become active, teacher A would first identify the students' grades. After knowing that the inactive student's score is good, teacher A would try to ask questions appropriate to these students so that the students would be trained to answer questions and become students who were actively involved in the classroom. Then teacher B would approach the students through interactions outside the classroom. With such an approach, students would feel less compelled when they got a question from teacher B. And finally, teacher A's efforts to maintain student involvement to continue to be active in the class created a comfortable classroom environment, such as greeting and asking student condition in class. In comparison, the strategy used by teacher B was to give rewards and punishments to those who answered and did not answer the questions given. This strategy was used to maintain active student involvement in the class.



## **Discussion**

This research aims to examine: (1) The Three Dominant Strategies That Used by English Teachers in Improving Student's Oral Involvement in SMAN 5 Kota Bengkulu. (2) The Strategies Implementation by SMAN 5 Bengkulu English Teachers in Improving Student's Oral Involvement.

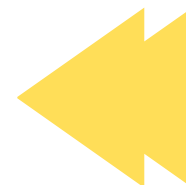
### **The Three Dominant Strategies That Used by English Teachers on Student's Oral Involvement in SMAN 5 Kota Bengkulu**

The first research question aimed to determine what English teachers used three dominant strategies at SMAN 5 Bengkulu on students' oral involvement in the classroom. It can be explained the kinds of strategies used by the teacher to improve students' oral involvement in the class were analyzed using the Tharayil theory. The investigation was carried out based on the observations of researchers from four samples of teacher teaching videos. The four sample videos were taken from the two teaching meetings of each teacher who were observed.

Based on the above findings, the researcher found that the participants of this study used facilitation strategies more than the explanation strategies. This result is unfortunate when the study results showed that explanation strategies were less used in the teaching-learning process. According to Tharayil (2018), explanation strategies clarify in nature or elucidated to students the instructional decisions and rationales behind course structure and activities. They attempted to help students meaningfully and successfully engaged in active learning activities or understand how activities help them meet course learning objectives.

After discussing the supporting theories' results, the researcher would like to compare the results of this research to the result of the previous research. Here, the result of Roy Gaban Panjaitan (2012) "The Teaching Strategies of The English Teachers to Involve Students in Teaching and Learning Activities in the Classroom." The types of strategies that used in his research consisted of shared reading, strategy manipulative, bilingual books and label, cooperative learning, leveled question, strategy of partner work, culture studies, reciprocal, multimedia presentation, learning center, sorting activities, total physical response, integrated curriculum project, imaging, communication games and collaborative reading.

The other previous study by Rachmawati (2006) was "English Teachers' Strategies in Improving Students' Participation in English classes at SMPN 2 Bengkulu". she stated that she founded strategy that used by the teacher was heterogeneity, show enthusiasm and warm attitude, varies the activity, uses questions, provides feedback and rewards for the performance, provides negative feedback and using their own



strategies. Only several strategies above can be classified as the same strategies with this research there were used questions and vary the activity. These strategies can be classified as the invite questions and design activities strategies from facilitation strategies.

After comparing the results, the researcher summarized that this result is different from the previous studies since the previous studies analyzed the teachers' strategies using different theories.

### **The Strategies Implementation by SMAN 5 Bengkulu English Teachers on Student's Oral Involvement**

The second research question aimed to find how English teachers implement the strategies on students' involvement in the classroom. It was found that teachers used various implementations in class. Based on the results above, the researcher found that the two teachers used different approaches in applying their teaching strategies to increase students' oral involvement in the classroom.

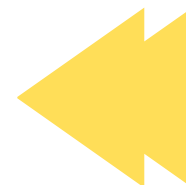
From this research, researcher found that two teachers at SMAN 5 Bengkulu more often apply the invite question strategy in their teaching activities in class. They claimed that when they using an invite question strategy, it can increase the students' questions are still lacking. This is certainly a challenge for teachers to continue to improve student responses to be even better. That way, teachers are expected to be able to use even more varied strategies to produce even more active student responses. In addition, the let more detailed result of the research. They can use this study as their guide to do further research and as a reference to conduct further research that is related to use teacher strategies in the English teaching process.

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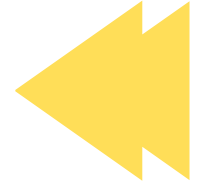
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## VIRTUAL INTERNATIONAL SEMINAR ON INNOVATION IN ENGLISH TEACHING AND LEARNING (SIETL) 2021



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## **High-Achiever Students' Learning Strategies for English Subject: A Study at Nursing Program of Universitas Bengkulu**

**Sufiyandi**

Universitas Bengkulu  
[sufiyandi@unib.ac.id](mailto:sufiyandi@unib.ac.id)

**Muhammad Fadhli**

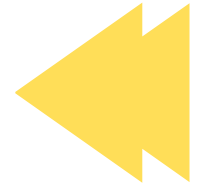
Universitas Bengkulu  
[mfadhli@unib.ac.id](mailto:mfadhli@unib.ac.id)

Corresponding email: [sufiyandi@unib.ac.id](mailto:sufiyandi@unib.ac.id)

### **Abstract**

The effectiveness of learning strategies in developing communicative language abilities is learning activities. However, learning strategies used by English students in higher education has not been discussed thoroughly. Thus, the research is aimed at determining the application of strategies employed by high achiever students. The study is intended to be quantitative design. The survey was done to the students of nursing program at Universitas Bengkulu taking English as a course. There were seventeen participants categorized as high achiever students in English subject chosen from a total population of 53 students. Purposive sampling technique was used to choose them depending on the results of the tests. Questionnaires were utilized to collect the data on the strategies employed by the students. According to the data results, the students used all the learning strategies, including memory, cognitive, metacognitive, compensatory, emotional, and social strategies. The metacognitive approach was the most commonly employed of the six strategies, with a mean score of 3.64, followed by the cognitive approach with 3.51 points. Meanwhile, conversation and social were the least utilized, with values of 3.29 and 3.33, respectively.

Keywords: English Subject, Learning Strategies, Nursing Students.



## **Introductions**

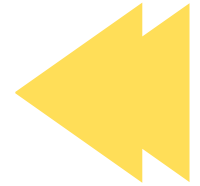
Despite its status as a foreign language in Indonesia, English plays a critical role in educational institutions. It becomes a worldwide linguistic symbol as a tool for worldwide social and intellectual mobilization (Taguchi, 2014). As a result, universities and colleges in Indonesia have made English a requirement for students to finish a vocational or undergraduate degree. As a required Subject, English is taught across a variety of fields, including both exact and social sciences. Students will gain English language skills for academic needs, such as receiving information in English, and for future professional preparation. Learning objectives are usually linked to professionalism, or a set of abilities that language learners will require in their present or future employment (Day and Krzanowski 2011).

English subject has become a major attention in higher education. At Universitas Bengkulu Various initiatives to enhance the English subject have been made at Universitas Bengkulu. The usual workshops for lecturers are held at the beginning of each semester. Important documents in lecture, such as the semester learning plan and the Course Unit, are also considered and organized carefully in groups of English subject lecturers to assure the quality of teaching and learning activities.

However, in the preliminary observations it was revealed that some significant issues relating to the status of students in the English subject at nursing program remained. Students generally viewed English as a tough subject. Students' challenges include a lack of vocabulary, pronunciation of English sounds that differ from those in Indonesian, trouble comprehending what native speakers say, and a variety of other issues. Other issues, such as a lack of self-confidence, arose as a result of the challenges. They believed that mastering English was hardly attainable. As a result, they were unwilling to practice. Some students were hesitant to talk. They will use Google Translate more when asked to write. Low academic success in English skill is the nexus of the aforementioned issues.

It is necessary to perform a research of the learning strategies used by these students in studying English in order to provide an alternate solution to the issues. The strategy has to deliberate in order to be used in the learning process. It may be used for self-evaluation and learning purposes. Given the transition in the world of education's tendency from public to private, the concept is vital.

To provide proposed solution to the difficulties, a study of the learning processes used by these students in learning English is required. The approach must be aware in order to be implemented during the learning process. It has the potential to be a tool for learning and self-evaluation. The concept is crucial in light of the transition in educational trends from teacher-centered to student-centered. As a result, relying just



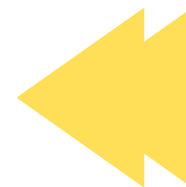
on lecturers, as in prior endeavors, is insufficient. Students should also be paid a lot of attention when it comes to what occurs to them while they are studying English subject class, especially when they are employing methods.

Many research, such as those undertaken by Griffiths and Cansiz (2013) and Khan et al., have looked into student language acquisition practices at higher institutions (2018). The findings revealed that using tactics to assist learners' language skills is critical. There were also disparities in how successful learners and low-ability learners used these tactics. Learners employ learning strategies to comprehend, learn, and remember new knowledge. Learning strategies are actions and conscious ideas that learners employ to understand, learn, and recall new information. Students choose this exercise as their method of language acquisition (Griffiths, 2013). To attain the major goals of learning, a learning process necessitates the adoption of a technique or approach. What techniques will be utilized and how they will be used are two things that must be examined during the learning process. Although people learn in a variety of ways, some of these methods are beneficial, while others are ineffective (Hardan, 2013). Students can employ a method that matches their learning style and the task at hand as a tool for active, aware, and deliberate self-regulation when they pick it intentionally.

Grenfell and Macaro (2007) provide a general overview of learning strategies, namely: a) Students' strategies are available and can be documented; b) A strategy is a definable construct that can be defined in terms of what it is and what it does. c) Strategy is significant because it is linked to learning success; d) Some learners are more likely to employ strategies or to employ them more successfully than others; e) and Strategy may be taught and learnt, resulting in the development of more effective strategic behaviors. The learning strategy is not a differentiation between good and bad students, but rather how language learners carry out the strategy in the appropriate style and scenario. Learning will feel more effective if you use a technique that is tailored to the circumstances. Several studies have been undertaken to investigate this issue. The majority of studies are influenced by the Oxford (1990) model known as the Strategy Inventory for Language Learning (SILL). The strategies in this approach are separated into two categories: direct strategies, which include memory, cognitive, and compensating methods, and indirect strategies, which include metacognitive, affective, and social strategies.

## **Research Methodology**

### **Research Design**



The type of research is descriptive study by using a quantitative design. The technique applied is a survey to determine the English learning strategies used by students of nursing study program of Universitas Bengkulu in English subject. The method chosen is considered appropriate to find the learning strategies used by students with the high achiever categories in learning activities.

### **Research Site and Participant**

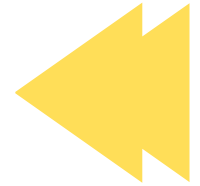
The research location is at the Universitas Bengkulu Nursing Study Program. The nursing study program is one of the study programs that require English courses under the auspices of Universitas Bengkulu. The participants involved were semester 3 students in the academic year 2020/2021. The population is 53 students who are divided into two classes, A and B. To get students with high academic categories as research topics, the respondents were determined through purposive sampling technique. This technique was carried out by giving tests for students related to language skills, namely: listening, speaking, reading, and writing. After the scores were obtained, then they were averaged and divided into three categories, namely: high, medium, and low achiever. Of the three categories, only the high category became the respondents, namely 17 people.

### **Data Collection Techniques**

In order to collect data for this study, a questionnaire was administered. They were created in the form of a Likert scale for students to participate in. Likert scales typically feature five categories, according to Siniscalco and Auriat (2005). They are: “Always, Frequently, Sometimes, Seldom, and Never.” As a result, the participants in this study were given five options to choose from based on their personal perspectives on the topic. The questionnaire's elements were adapted from Oxford's Strategy Inventory for Language Learning (SILL) version 7.0. (1990). Memory, cognitive, metacognitive, compensatory, affective, and social strategies are among the 40 questions based on five indicators.

### **Techniques of Data Analysis**

The data that have been collected were processed by using the SPSS program and analyzed according to their respective categories. The average value was group into each category according to Oxford (1990). The categories are as follows: 4.5 to 5.0 = Always, 3.5 to 4.4 = Frequently, 2.5 to 3.4 = Sometimes, , 1.5 to 2.4 = Seldom, and 1.0 to 1.4 = Never.



## Findings and discussion

### Findings

The survey was distributed to 17 students. There were 50 questions that the respondents were supposed to answer. Memory, cognitive, conversation, metacognitive, emotional, and social strategies were mentioned to in the questions. The following is a description of the data:

#### 1. The use of Memory

The results of the nine-item memory strategy questionnaire are shown in Table 2. The most common way employed by high proficiency students in learning English is connecting sounds with visuals, which has an average value of 3.78, followed by employing new words with image, which has an average value of 3.66. While utilizing cards to memorize new words has the lowest score of 2.78, it is followed by the technique of employing lyrics, which has a score of 3.05.

**Table 2** The use of Memory

No	Learning Strategy	Mean	Interpretation
1	to establish a link between what is already known and what is new	3.78	Frequently
2	To memorize vocabularies by using new words in a phrase.	3.60	Frequently
3	To help you remember vocabulary, connect freshly learned English words with images.	3.66	Frequently
4	Creating mental images of a circumstance in which the term may be utilized to memorize new vocabulary in English.	3.60	Frequently
5	To use rhymes / rhymes to memorize new words.	3.05	Sometimes
6	To use flashcards can help you recall new English words.	2.78	Sometimes
7	To acting out new English words is a good way to practice.	3.60	Frequently
8	English classes are frequently repeated.	3.29	Sometimes
9	remembering new English words or phrases by writing them on book pages, chalkboards, or road signs	3.39	Frequently
Average		3.38	Sometimes

#### 2. The use of Cognitive

The questionnaire has 14 questions that reflect the learning processes of high proficiency students in a cognitive environment. According to the table, the technique with the highest score is repetition of pronunciation and writing (4.90) followed by watching English-language TV series or movies (3.84).



Writing notes, messages, letters, or reports in English (2.75) and compiling information summaries received the lowest response (3.20).

**Table 3** The use of Cognitive

No	Learning Strategy	Mean	Interpretation
1	Pronouncing or writing new words in English over and over again.	3.90	Frequently
2	Attempting to speak English as if I were a natural speaker.	3.78	Frequently
3	English sounds are being practiced.	3.75	Frequently
4	Using English terms that I am familiar with in a variety of contexts.	3.66	Frequently
5	In a number of circumstances, I use English terminology that I am familiar with.	3.54	Frequently
6	Watching English-language TV series or movies	3.84	Frequently
7	Reading material in English is frequently used.	3.29	Sometimes
8	Notes, communications, letters, and reports must be written in English.	2.75	Sometimes
9	Reading the English material quickly at first, then returning to browsing.	3.66	Frequently
10	I'm looking for parallels between English and Indonesian vocabulary in words I've just met.	3.42	Frequently
11	Attempting to identify English pattern.	3.54	Frequently
12	Finding the meaning of a word in English by breaking it down into components I comprehend	3.54	Frequently
13	I'm attempting not to translate word one by one	3.33	Sometimes
14	Summarizing what you've heard or read in English	3.20	Sometimes
	Average	3.51	Frequently

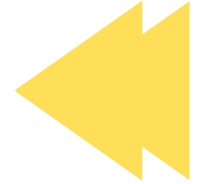
### 3. The use of Conversation

The high achiever students answered to six strategy elements for the compensation approach with points 3.81 and 3.75, it can be shown that items 1 and 2 are the most commonly used strategies. With answer values of 2.54 and 2.78, items 4 and 3 are the least employed techniques in this category.

**Table 4** The use of Conversation

No	Learning Strategy	Mean	Interpretation
1	Making educated guesses about the meanings of English	3.81	Frequently





	terms you don't comprehend.		
2	When unable to pronounce a word during an English conversation, gestures are used.	3.75	Frequently
3	If I don't know what the correct English word is, I make up new words.	2.78	Sometimes
4	Reading English without needing to look up the definition of each new word is possible.	2.54	Sometimes
5	Predicting what someone in an English discussion will say next.	3.26	Sometimes
6	When a word in English is unavailable, a term or phrase with the same meaning is used as a substitute.	3.60	Frequently
	Average	3.29	Sometimes

#### 4. The use of Metacognitive

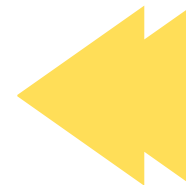
According to table 5, English high achievers want to improve as students, as demonstrated by the response in point 4 with an average value of 4.23. Furthermore, pupils' growth in English is a major worry, as seen by the fact that item 9 is ranked second (3,96). With values 2.81 and 3.08, the least used techniques for this metacognitive indicator are items 5 and 7.

**Table 5** The use of Metacognitive

No	Learning Strategy	Mean	Interpretation
1	Improving English abilities in a variety of methods.	3.69	Frequently
2	It is noticing the errors I made in my English usage that helped me a lot.	3.78	Frequently
3	When someone speaks English, you should pay attention.	3.93	Frequently
4	Attempting to improve my English skills.	4.23	Frequently
5	Creating a schedule to ensure that you have adequate time to study English.	2.81	Sometimes
6	I'm looking for someone with whom I can communicate in English.	3.54	Frequently
7	I'm trying to read as much English as possible.	3.08	Sometimes
8	Having a specific aim in mind, such as increasing English language abilities.	3.75	Frequently
9	It's crucial to keep track of your progress while learning English.	3.96	Frequently
	Average	3.64	Frequently

#### 5. The use of Affective

With 3.84 points in the emotional category, most respondents think that trying to relax when there are concerns about using English is the most essential component for them. Furthermore, the average value of 3.81 was assigned to the second position, namely self-appreciation. The lowest scores



for items 5 and 6 are 2.33 and 3.14, respectively.

**Table 6** The use of Affective

No	Learning Strategy	Mean	Interpretation
1	When you're nervous or frightened about utilizing English, try to relax.	3.84	Frequently
2	Despite the dread of making mistakes, keep trying to speak English.	3.75	Frequently
3	Rewarding yourself for your English accomplishments.	3.81	Frequently
4	Concerned about tense or nervous feelings when utilizing English.	3.36	Sometimes
5	Using English to write down sentiments in a diary.	2.33	Seldom
6	To tal with others about how you're feeling is a good way to get some exercise.	3.14	Sometimes
Average		3.37	Sometimes

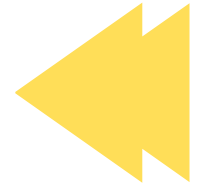
#### 6. The use of Social

The final category, social strategy, is divided into six subcategories. Point 1 receives a value of 4.05 and item 2 receives a value of 3.54, according to the questionnaire's value. This suggests that more students may seek guidance on the interlocutor in English and, conversely, will seek correction if a pronunciation error occurs. Points 5 and 6 with 2.96 and 2.99 respectively, have poor average scores.

**Table 7** The use of Social

No	Learning Strategy	Mean	Interpretation
1	Requesting that the other person can repeat	4.05	Frequently
2	requesting correction from speakers of other people's languages	3.54	Frequently
3	To practice with friends	3.36	Sometimes
4	I'm seeking assistance from native English.	3.08	Sometimes
5	In English, I'm asking inquiries.	2.96	Sometimes
6	Attempting to understand the native culture of native English.	2.99	Sometimes
Average		3.33	Sometimes

According to the findings, the highest achiever students at English subject use the metacognitive method the most. The average score in this category is 3.64, indicating that this is the most dominant technique. Furthermore, the cognitive strategy, memory strategy, affective strategy, and social strategy are ranked in order depending on the ranking values. Compensation techniques, on the other hand, are at the bottom of the list, with a score of 3.29. Table 8 explains the ranking.



**Table 8** the most widely used strategy

Learning Strategy	Mean	Interpretation	Rank
Metacognitive	3.64	Frequently	1
Cognitive	3.51	Frequently	2
Memory	3.38	Sometimes	3
Affective	3.37	Sometimes	4
Social	3.33	Sometimes	5
Convensation	3.29	Sometimes	6

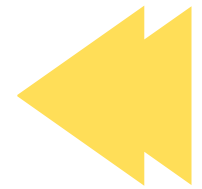
### **Discussion**

According to the data, the high achiever students employ a variety of strategies when learning English. Memory, cognitive, compensatory, metacognitive, affective, and social strategies are among them. The metacognitive technique is the most commonly employed of the six techniques. This results is consistent with Panggabean (2017) who studies the learning strategies used by students with excellent academic ability. One of the leading methods, according to the findings, is metacognitive. According to Chamot (2004), utilizing this metacognitive method in planning, monitoring, and analyzing one's own actions benefits all students.

Students can benefit from metacognitive skills when dealing with classroom issues. As a result, the pupils understand what and how to enhance their skills. It is appropriate for English learners to be aware of and understand the techniques available to them. It is hoped that with different types of language skill enhancement, success may be reached. According to Oxford (1990), learning strategies are critical because they provide the tools for students to be active and independent in order to obtain the desired communicative abilities. Strategies, according to Setiyadi (2016), can distinguish between effective and ineffective actions. Based on the findings of several research demonstrating a substantial relationship between language abilities and effective learners. Various learning methodologies should be a top priority. Students should not only be provided learning material, but should also be informed about the techniques that must be implemented in order to attain comprehension.

### **Conclusion and Suggestions**

Based on the results, It can be concluded that high achiever students of nursing program at English subject employed a variety of learning strategies to improve their English abilities. The strategies used are



memory, cognitive, compensation, metacognitive, affective, and social strategies. Of the 6 strategies, metacognitive and cognitive are the most frequently used strategies. While the least used are compensation and social strategies.

This study proposes numerous strategies employed by high achiever students at English subject. Based on this, the strategies used were projected to become major concerns in the future so that the improvement of English language abilities, particularly in English subject, may be enhanced. Further research in the field of study have to be conducted on the various strategies applied by students at the high, middle, and low levels. This is a comparison of learning strategies that are more successful or unsuccessful.

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