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## STUDENTS' PERSPECTIVE OF USING ROLE PLAY TO DEVELOP SPEAKING SKILL

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**Abstract:** This research was aimed know how was speaking skill was developed through a method based on students' perspective. This was a qualitative design study by giving a questionnaires, interview, and observation to the English Department students. The data were collected from sixteen students from Faculty of Education majoring English Education at Ibn Khaldun Bogor University. The aims of this research are to find what the students' perspective of role play method and what the effect that they felt from the method after they learned it. The instrument of this research is questionnaires form made in Google form. The data were analyzed by the researcher and the result of the research showed that more than 80% of Ibn Khaldun Bogor University students majoring English Department agree that Role Play method can be a fun method of learning to develop students' speaking skill. They conclude that role play has many positive impact on their speaking skill such as they felt more confident, their vocabulary increased, pronunciation they became much better.

**Keywords:** *Speaking Skill, Role-Play, Student Perspective*

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## INTRODUCTION

English as a global language play an important role in society, especially in the modern era. English are really compatible for any side of life, such as business, banking, diplomacy, science, technology, aviation, education and any people's current purposes. English speakers are required in many aspects of life. Therefore, people from non-English speaker are trying to learning and mastering it, because it can give a lot of benefit to them. Announce your research topic. You can start your introduction with a few sentences which announce the topic of your paper and give an indication of the kind of research questions you will be asking. This is a good way to introduce your readers to your topic and pique their interest. The first few sentences should act as an indication of a broader problem which you will then focus in on more closely in the rest of your introduction, leading to your specific research questions.

In Indonesia, as a foreign language, English is taught to the students from elementary level to university level. There are also a lot of English courses to help Indonesian society to mastering English well. From all aspects that compulsory to master in English such as speaking, listening, writing and reading, mostly students thought that speaking is the most difficult thing to do. Define any key terms or concepts. It may be necessary for you to clarify any key terms or concepts early on in your introduction. You need to express yourself clearly throughout your paper so if you leave an unfamiliar term or concept unexplained you risk your readers not having a clear understanding of your argument.

Researcher found that problem in speaking is mostly in the self-confident side, researcher found that Indonesian students are afraid on making mistakes, pronounce the words wrong and get freeze because they are too nervous when they started to speak.

From any methods that mostly implemented in the English classroom activity when learning speaking, researcher found that the simplest, most interesting and the most-using method is role play method.

In this study researcher observed how role play affect in students speaking skill, researcher collect the information from respondents who are also college students of English Department in Universitas Ibn Khaldun to fill the questionnaires to know about their perspective of role play on their speaking skill.

The questionnaires have role as an instrument to fulfill research's questions about students perspective on role play as a teaching method.

## LITERATURE RIVIEW

### 1. SPEAKING

(Mujizat, 2016) argued Speaking ability is one of the four abilities related to language educating and learning. Based on (Ahmadi, 2017) Speaking is one most imperative ability to be developed and improved as implies of effective communication. States of (Antoni) Speaking is one of important components in learning. Stated of (Maria). "Speaking is the very important proficiency for the student to gain in the order they can be capable to communicate by spoken language.". Based on (Castillo, 2015) "Speaking activity is not a simple reality but a complex one". Argued by (Erasma) Role playing may be a primary technique to supply support and association within the learning process. Cited by (Anwar, 2016) Role-playing game stimulates real-life and practical settings. For example, if a student acts as a presenter, bring a script to read as a presenter. Therefore, role play should be used to improve students' speaking skills"

From those statements above, researcher can conclude that speaking ability is the important skill to master.

### 2. ROLE PLAY

According to (Woodhouse, 2012) how role play can be used as a beneficial strategy for 'personal development' through case studies in 'health stagey' with a gather of nursing understudies and how video-recordings made a difference to watch the progressive progress of the people in 'a useful way'.

(Qing X. , 2011) Experienced intermediate-level role-play and found that role-playing could improve the intercultural knowledge of students and build overall commutative skills. (Qing, 2011) stated that adopting another cultural role creates freedom of creativity and provides an important learning situation for the participants and the public. From definition above research can conclude role play is a good method to implement in speaking classroom because it has a lot of benefits and advantages.

### 3. PERSPECTIVE



Based (Merriam-Webster) "Mental views or prospects, visible scenery, interconnectedness in which subjects or parts are mentally viewed". So perspective is someone's view of something and one's perspective differs according to the person's view. As stated by (Collins Dictionary) "Perspective is a certain way to think about something, Especially one that is influenced by your beliefs or experience. "It proves that perspective is an important aspect to look at.

## RESEARCH METHODOLOGY

This research is a qualitative method of descriptive because this research is agreed to see people's views on the use of this method with natural events that they feel their own benefits. . using questionnaires, interviews and observations. This arrangement was on 6 January 2020 at Ibn Khaldun University. This activity is offered in a general English language class. We used a questionnaire list as an instrument to collect data from participants and conduct a small interview as well as a speaking class. The participants are from the Faculty of Education and the teaching of the English language Education Department, the Total participants are sixteen students. From the above observation we get the relevant data to help us make the result of this research.

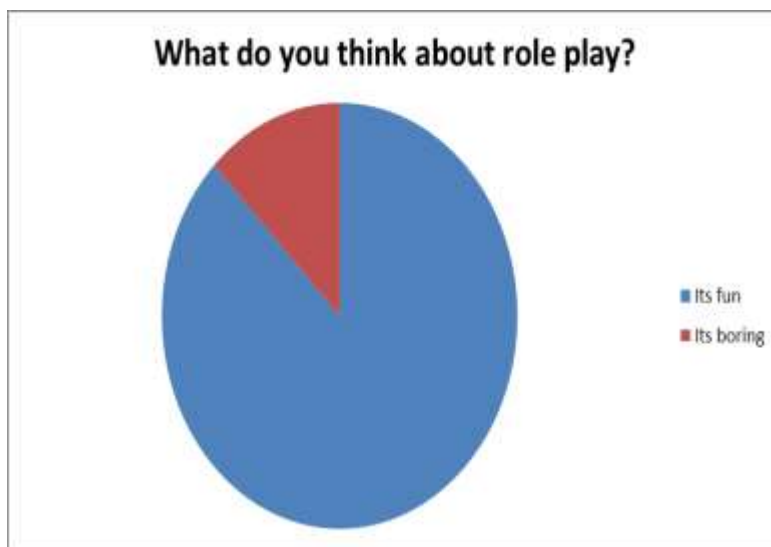
## RESULT AND DISCUSSION

This research uses the Qualitative method of design studies, data flouting in the extract of questions given by the authors, to 16 students at Ibn Khaldun Bogor University majoring in English language education. As respondents, who has used the Role Play method as a learning material at Ibn Khaldun Bogor University. This data is taken with the filling of the poll that has been created using Google Form with multiple choice question types and given to the students aims to be able to see the results of their views on the Role Play method, and see if this method is making it easier for them to train their English speaking. From the results of data retrieval from respondents, it can be seen that almost all agree that use of Role Play may affect the skills of the their speaking and Role Play can be used as a learning method in the university

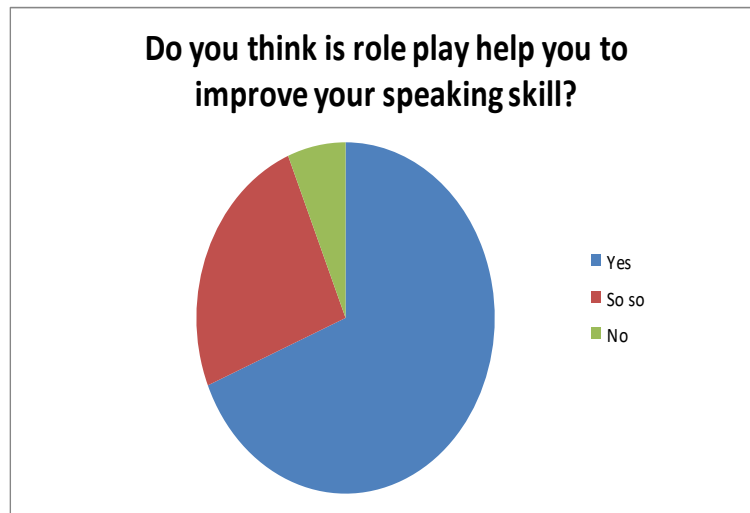
After conducting research of 16 students as respondents, the first question 87.5% of the "role play, the fun " and 12.5% stated "Role play, the boring " Of this statement shows that students agree that the Role play method is a method of learning that is in the right and loved by them. The second 68.8% states "Play role help to improve your speaking skills ", 25% declare "So so ", and 6.3% argue "Role play does not help to improve speaking skills ", from the results above 68.8% Shows that they agree with the use of Role play can improve their speech skills. The third 68.8% states "Role play helps you to speak English with confidence ", 25% stated "So so " and 6.3% stated "Role play does not help you to speak English with confidence " 68.8% Students at Ibn Khaldun Bogor University agree that with the use of Role play methods can improve student confidence for speaking skills. The fourth question, 87.5% states "Yes, they have experienced role playing in the speaking class. "and 12.5% stated " No, they did not experience the role of playing in the speaking class "So so". Stated (Thomas M. Wilson, 2017) "argue that role-play challenges students and provides them with practical experience that they can utilise in their careers. It also improves learner's confidence in their ability to communicate and improves their overall perceptions of risk and crisis communication best practice". Last, the type of Role play of 16 students stated, 50% liked *The conflict role play*, 22.2% liked *The cooperative role play*, 16.7% liked *Task-based Role plays*, 11.1% liked *Information gap role plays*. Can be seen apparently half of the 16

students are fond of *The conflict role play* to make learning, because they have their own reasons

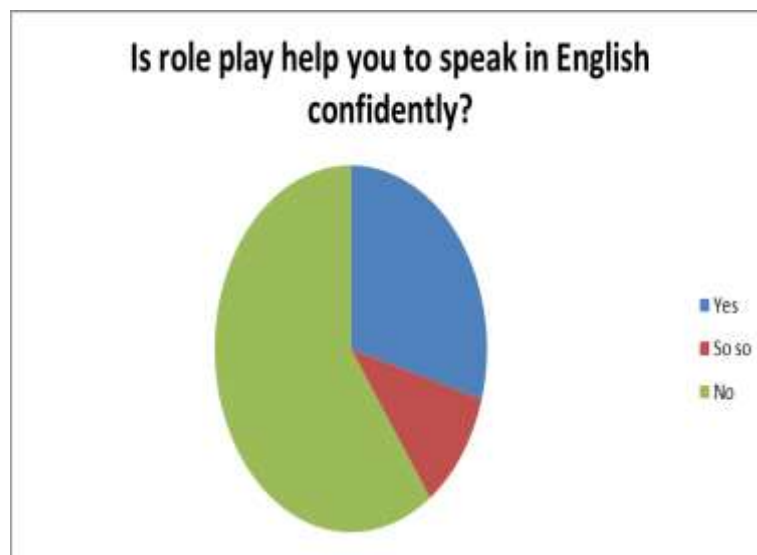
It can be seen that more than 80% agree that Role play methods help them to practice speaking, especially in English. So the Role play method is worthy of the media in English learning, and practice speaking students. As a result of this study they felt more confident, their vocabulary increased, their pronunciation became much better. They build harmony with other friends, and they can interact well with other groups. "By using Role play, there is a tremendous improvement in their speaking abilities, and they are also fluent enough in pronunciation. They become more confident to perform in a real-life scenario in situations that have been made " (Islam). The interview was taken on speaking class to ask what students thought about role play and how role play can increase their speaking skill. Mostly of the students answer that role play is a fun and effective method and it can help them to increase their speaking skill. The observation was taken at Universitas Ibn Khaldun bogor at English department class.



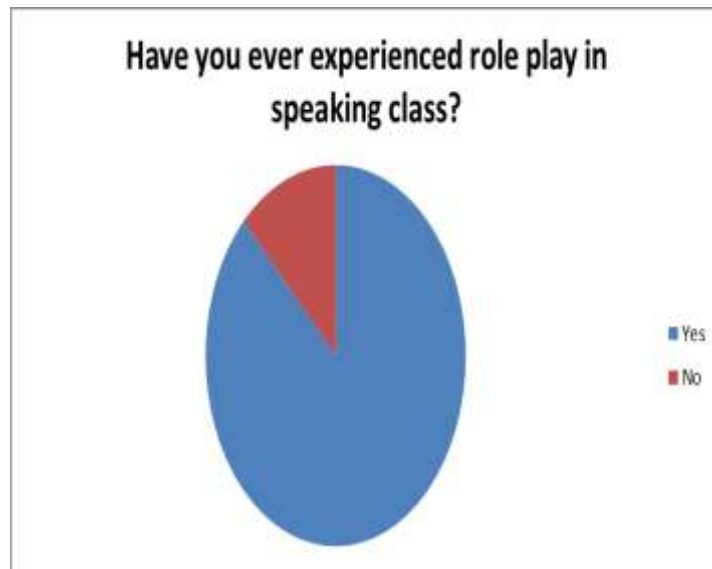
The result based on survey which taken on 6<sup>th</sup> January 2020



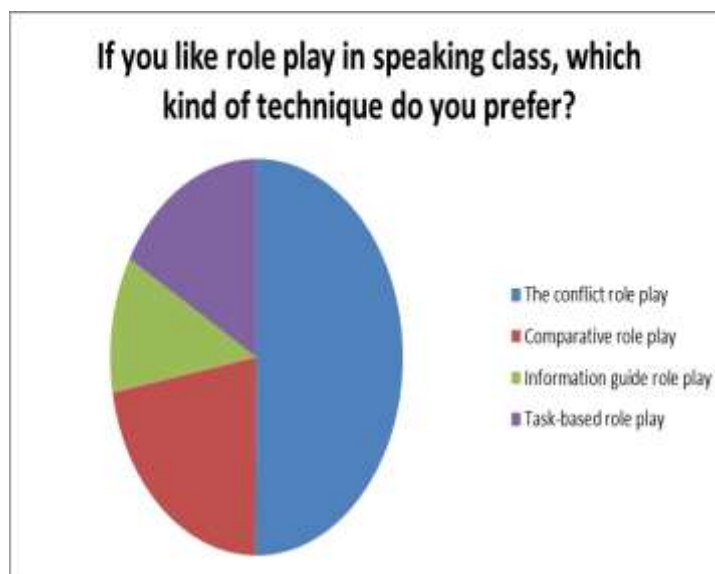
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The result based on survey which taken on 6<sup>th</sup> January 2020



The result based on survey which taken on 6<sup>th</sup> January 2020



The result based on survey which taken on 6<sup>th</sup> January 2020

## CONCLUSION AND SUGGESTION

### Conclusion

From the results of the research that can be seen carrying more than 80% of Ibn Khaldun Bogor University students agree that Role Play methods can be a method of learning to practice students' speaking skill, Role play use has impact Positive in improving student speaking skills, because using this method students can increase their confidence and try new things like different situations in their daily lives. In addition to using this technique teachers are able to make students more active and fun in the teaching learning process. This is

evidenced by the results of the data that was given from the question provided to the students of Ibn Khaldun Bogor University.

### Suggestion

The researcher hope that the result of this research can help teachers and pre-service teachers to develop students speaking skill by using role play because according to the result mostly students are interesting on learning speaking by using role play especially at conflict role play. This research also still have many flaws Hopefully, teachers and pre-service teachers can find new method on teaching speaking in order to make students be more interesting on learning it. Researcher also hope that the next research of students perspective can doing an investigation on other aspects in English such as reading, writing, pronunciation and listening.

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**WETLANDS VIEWPOINT BASED ON ENGLISH EDUCATION DEPARTMENT  
STUDENTS AT LAMBUNG MANGKURAT UNIVERSITY**

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**Abstract:** vocabulary mastery, especially related to wetlands also need to be considered deeply because it is a common area in Kalimantan. English Language Educational Department at ULM is on part of the Faculty of Teacher Training and Education which deals with many schools and students who live in a wetland area. Therefore, the knowledge about the surrounding areas and try to integrate the local knowledge or culture is necessary. This research is focusing on the English Language Educational Department Students' view with regard to their environment. It is expected if they know more about their surroundings, they can be more creative in integrating their knowledge in English and modified the material that is familiar to their future students. It is a qualitative research with 25 English Language Educational Department Students as the sample. The instruments are questionnaires, interviews, and documentation. The result of this research shows that the students of the English Language Educational Department mentioned that it is necessary to add more vocabulary and reading texts or journals related to wetlands in the Department. They also mention write some common vocabularies relate to wetlands.

**Keywords:** *Wetlands. Knowledge, Vocabularies, English*

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## **INTRODUCTION**

Wetlands provide many important services to human society. Especially in South Kalimantan where wetlands is an inseparable part of lives that have a tight connection with its economics and cultures. This explains why in recent years much attention has been directed towards the formulation and operation of sustainable management strategies for wetlands. In Lambung Mangkurat University (ULM), things related to wetlands are in its vision and mission for the

coming years. It is not without reason since ULM is one of the state universities in this province. Both natural and social sciences can contribute to an increased understanding of relevant processes and problems associated with wetlands. Hence, this research determined to discover the ULM students' views toward wetlands in South Kalimantan, especially the one from English Language Education Department. The main reason for conducting this study is due to the lack of similar studies in this field for the South Kalimantan province. Therefore, the result of this study is hoped to discover the views of ULM students toward wetland and their degree of understanding as well as interest toward it.

This research is conducted to find out the English Language Education Department students' views on South Kalimantan Wetlands. The research was conducted at Lambung Mangkurat University, English Language Education Department in Banjarmasin. The participants were 40 students from academic year 2013, 2014, and 2015 which were chosen by implementing random sampling technique to make collected data more reliable. This research is expected to give an input on the views of ULM students toward wetland and their degree of understanding as well as interest toward it. The result of this research also expected to be an additional source, especially to another researcher who wants to conduct research on the same topic

## **REVIEW OF RELATED LITERATURES**

### **Wetlands Definition**

Wetlands are an essential fraction of human civilization, meeting many crucial needs for life. Wetland plays a significant role in regional ecosystem, such as the regulation of climate, cleansing of environment and balancing of regional water. The wetland provides critical habitat for a large number of flora and fauna. Due to its combination on different aquatic and terrestrial conditions. Many flora and fauna which have adapted to these kinds of ecosystems and led to high varieties of their kind (Hails, 1997). Based on several estimates, the extent of the world's wetlands is generally thought to be from 7 to 9 million km<sup>2</sup>, or about 4 to 6 percent of the land surface of the Earth (Mitsch and Gosselink 2000). It is strengthened by the statements of World Resources Institute (2005), wetlands cover an area larger than 1280 million hectares worldwide. Almost 86 % of the estimated total natural wetland area is found in tropical, subtropical, and boreal regions of the world whereas temperate zone wetlands contribute only about 14% of the world's natural wetlands.

### **Current State of Wetlands**

According to Lambert (2003), wetlands are among the most threatened ecosystems on our planet. Most of the reason are related to the exploitations from humans, since they are degraded and converted to human uses more rapidly than any other ecosystem, and the status of freshwater species is deteriorating faster than for other species (World Resources Institute, 2005; WWF, 2012). Moreover, over than 50% of wetland areas were lost during the 20th century (World Resources Institute, 2005), the cause mostly due to conversion and drainage



(WWF, 2017). However, since wetlands are essentially characterized by hydrologic conditions, changes in water volumes and timing of flows are major threats (Zedler & Kercher, 2005).

### **Indonesian and South Kalimantan's Wetlands**

In Indonesia, especially in South Kalimantan, wetlands are considered as significant aspect since most of their economy/social/culture. In ULM itself, wetlands should not only have recognized in terms of their characteristics, but also should give understanding to the community that the wetlands should be treated wisely to provide continuous benefits (ULM, 2017). There were many misappropriations occurred in the wetlands area, such as due to conversion and drainage, as stated before. However, very little has been done in as much as policy making and protection of wetlands is concerned, probably because they are wrongly regarded as wastelands that can be sacrificed for the sake of social welfare (Seyam et al., 2001; Mutyavaviri, 2006; Wuver, 2006). Some even think that wetlands are natural resources with no need for management (Mharapara et al, 1997; Mutyavaviri, 2006).

Government policies on the use of wetlands are not sound that this important resource continues to be degraded at alarming levels. Some of the policies were designed not based on the perceptions of the people residing around the wetlands. Thus, they tend to contradict what people ought to know and this result in poor implementation of policy recommendations. The lack of attention is predominant in communal areas where either very little research has been done or researches have been too unrealistic by ignoring local peoples' perceptions. It is in view of this gap that a qualitative assessment of impacts of human activities on wetland ecosystems merits attention. Hence, this research will focus on the English Language Education Department students' views toward wetlands and problem occurred around it, as well as their views on the correlation between wetland and South Kalimantan development, ULM, and ULM students.

## **RESEARCH METHODOLOGY**

### **Approach and Type of Research**

This research implemented qualitative approach. According to Lodico (2006, p.264) qualitative approach is the research that focuses on the study of social phenomena and on giving voice to the feelings and perceptions of the participants under the conducted research, this is based on the belief that knowledge is derived from the social setting and that understanding social knowledge is a legitimate scientific process.

The design of this research was descriptive research with qualitative approach. It means that the data collected was not in the form of number, but the data derived from interviews manuscripts, field note, personal documents, record memos, or other official documents. The purpose of qualitative study was to describe the empirical reality behind the phenomenon in depth, detailed and thorough. In this study, the necessary data collected for this study is collected using open-ended questionnaire.

### **Population and Sample**

According to Fraenkel & Wallen (2006, p.93), population is the group of interest to the researcher, the group to whom the researcher would like to generalize the result of the study. The population in this research is all Lambung Mangkurat University Students of English Language Education Department.

As for the sample, Arikunto (2005, p.95) stated that sample is the part of population which represents the whole. The researcher implemented random sampling technique to make collected data more reliable. Hence, the chosen participant were 40 students from academic year 2014, 2013, and 2012.

### **Instrumentation**

The device (such as questionnaire, test, interview and document) the researcher uses to collect data is called an instrument (Frankel & Wallen, 2006, p.112). In this research, the instrument implemented by the researcher is open-ended questionnaire. The purpose is to gather wider opinions from the participants since it is necessary for achieving the purpose of the study, which is to reveal the participants' knowledge and views related to wetlands and their views in the connection between wetlands, especially in South Kalimantan, with ULM.

## **RESULT AND DISCUSSION**

### **Result**

Wetlands are areas where water covers the soil or is present either at or near the surface of the soil all year or for varying periods of time during the year, including during the growing season. According to the answer from the given questionnaire, it could be concluded that all of the participants know about wetlands, the only difference is only on their level of knowledge regarding it. All of them also could give the correct examples of wetlands, such as marshes and ponds, the edge of a lake or ocean, the delta at the mouth of a river, low-lying areas that frequently flood, etc. Some of them even gave an example by stating the name of places in South Kalimantan, such as rice fields in the region of Gambut.

Wetland functions could be defined as a process or series of processes that take place within an area of wetland. These include the storage of water, transformation of nutrients, growth of living matter, and diversity of wetland plants, and they have value for the wetland itself, for surrounding ecosystems, and for people. As for the benefit of wetlands for the ecosystem /environment, they are almost the same with its functions.

According to the participants, wetlands are vital for the cycle of the environment due to its functions. First, it could conduct a water purification process by conducting an action similar to a strainer that filters harmful substances. When these substances enter an area of wetland, plants that are in wetlands will take these harmful substances into their roots.

Furthermore, they will change the harmful substances into less harmful ones before releasing them to the body of water. In addition, these substances may also be buried in wetland soil, so that the bacteria and other microorganisms in the wetlands area could break the substances to make them no longer harmful.

The second one is to protect the area around it from the flood. When an area floods with water, wetlands act like a giant sponge. This could be happened due to the living plants, and even the dead plant matters, in an area of wetland can absorb the extra water. Thus, it could help in slowing down the movement of this water to surrounding areas, which used as a residential area where people live.

The third one is to stabilize the shoreline. The wetlands could do this by using the plants that grow along the shorelines and banks which act as a buffer zone by dispersing the energy of the incoming water. Thus, provide stability by combining the soils with their roots. The fourth one is to recharge groundwater. The water that was absorbed by the living plants and the dead plant matters in the area of wetlands would be stored and then used as a point of groundwater discharge. These waters would furtherly be discharged as a local drinking water source for people who live around the wetlands area.

Last but not least is to maintain the streamflow. As stated before, wetlands along rivers and streams absorb energy and store water during storms which led to lessen the risks as well as damages of flash floods. Furthermore, the slow release of water that was absorbed and stored by the living plants and the dead plant matters in the area of wetlands would be released over time can also help the streams to keep flowing during drought periods. In addition, wetland areas also provide habitat for fish and wildlife, including endangered species. However, even though wetlands have many functions and benefits, misappropriations of wetlands cannot be avoided. These misappropriations lead to many problems.

## **Discussions**

### ***Wetlands Misappropriations and Problem Occurred from It***

Most of the participants stated that the most problems occurred is flood and drought. In addition, they also stated other problems such as haze, forest fire, water pollution, decreasing soil fertility, land subsidence, and loss of flora and fauna habitat. They consider flood and drought as the most problem that occurred due to the essential features of wetlands are related to water management. Therefore, when the human around it conducts misappropriations, problems related to water cannot be avoided. For example, when the wetlands is converted into fields, housing, or industries, its' function will be disappeared, which led to flood since the water from the storm will directly go to the residential areas.

Another problem is drought since one of natural water is gone, the amount of water around it will be decreased, which led to drought. Furthermore, since the process of water management is disturbed or even gone, the harmful substances brought by water around wetland areas will not be filtered, and then lead to water pollution. In addition, when people convert wetlands into fields, housing, or industries by burning the wetlands, other problems such as forest-fire would likely occur due to many farmers in Indonesia still use it for

converting wetlands into fields. These forest fires would trigger another problem which is haze, just like the one occurred in 2014. Besides due to the conversion into fields, forest fires might also occur because of the low amount of water in the air due to the reduced amount of wetlands. In addition, the participants also stated that water pollution, soil fertility decrease meant, land subsidence, and loss of flora and fauna habitat would also happen due to the reduced amount of wetlands. Water pollution occurred due to one of the wetlands function is to filter water and harmful substances brought along it. Soil fertility decreasing might be happened because of the decreasing level of groundwater due to there is no wetlands to store the water.

Furthermore, the decreasing amount of groundwater will also lead to subsidence. Last but not least, loss of flora and fauna habitat. There were many flora and fauna that is making wetlands as part of their ecosystem. The reduced existence of the wetlands can bring certain animals and plants to the edge of extinction. Furthermore, it can lead to the destruction of the ecosystem itself.

#### ***Effort to Prevent the Misappropriation of Wetlands.***

For the effort to prevent the misappropriation of wetlands, the participants stated that every effort to prevent it, even the smallest one, will lead to a better future. To be more specific, several efforts that they proposed are: Participating in programs that help protect and restore wetlands; Reporting illegal activity such as filling, clearing, or dumping in wetlands to government authorities; Picking up all litter and dispose it in appropriate trash containers; Keeping surface areas that wash into storm drains clean of pet feces, toxic chemicals, fertilizers, and motor oil, which eventually reach and impair our wetlands; Plant only native species of trees, shrubs, and flowers to preserve the ecological balance of local wetlands; Avoiding wetlands if we are expanding home or installing a shed; Using paper and recycled products made from unbleached paper; Using non-toxic products for household cleaning, lawn, and garden care; Doing reduce, reuse and recycle household items and waste; etc.

Related to the efforts of wetland preservation especially in South Kalimantan, participants have many ideas related to this topic. However, those ideas mostly around restoration, creation, and maintenance. Restoration is about restoring damaged wetlands to a state similar to their original condition, it is deemed important especially for the wetlands that are in the brink of destruction. Creation is about transforming non-Wetland areas (both dry and un-vegetated waters) into wetlands. We could do this if there is almost no longer wetlands in the area, and restoration is considered as impossible things to conduct. Last but not least is maintenance. It is about increasing one or more natural functions of wetlands that have never been excavated before and maintain the sustainability of wetlands, such as running regulations related to wetlands maintenance with the help of government.

#### ***Correlations Between Wetland and the Development of Economy/Social/Culture in South Kalimantan***

It is also revealed from the questionnaire that the participants thought that there are correlations between wetland and the development of economy/social/culture in South Kalimantan. The correlation could be seen in terms of wetlands services, goods, and attributes. As Service, wetlands provide certain services such as filling and filtering groundwater, controlling floods or preserving some natural processes, all of which will benefit human and environmental interests. As Goods, wetlands will become a place/habitat to perform various activities as well as a place to produce various goods/commodities. And as attribute, wetlands will also be valued and valued by some community groups as it relates to the religion and social fabric of the local community as well as useful for the development of science and culture.

Related to the wetland management in South Kalimantan, the participants considered that the management is already good, however, it still needs to be improved, especially in terms of restoration, creation, and maintenance. Since it was found out that the amount of wetlands is still decreasing, it is strengthened by the result of Davidson's (2014) research which stated that the rate of wetland loss is at 64-71% since 1900 AD. As for the correlations between Lambung Mangkurat University (ULM) and ULM students with wetlands, the participants thought that there are tight correlations between ULM and wetlands, and tight correlations between ULM students and wetlands. It was due to ULM visions and missions that are related to it. As for the correlations between ULM students and wetlands, as the students of one of the biggest universities in South Kalimantan, they need to have the initiative to use their knowledge in order to help in restoration, creation, and maintenance of wetlands. Especially since most of the cultures and economies of South Kalimantan is inseparable with wetlands.

Since the development in certain regions, especially in South Kalimantan, is growing rapidly. The government needs solutions concerning the growth of regional development and the preservation of wetlands. Related to this topic, the participants have given many solutions, and all of them were saying that the number of socialization or lecturing about the benefits of wetlands to people in South Kalimantan. Hence, there will be cooperation between the government and the people of South Kalimantan to restore, create, and maintain wetlands.

### *Participants' Vocabularies Related to Wetlands*

Since the participant of this research were English Language Teaching Department students, the researcher also asked whether they need to know more about the vocabularies and reading texts about wetland or not. All of the participants answered that it is necessary for them to know vocabularies and reading text, especially journals, related to wetlands. Mostly due to the reason that they are students of ULM which have a tight correlation with wetlands. Here is a table of vocabularies they know related to wetlands.

**Table 1.** Vocabularies Related to Wetlands from English Language Teaching Department ULM Students.

Table of Vocabularies Related to Wetlands

1	Abiotic	11	Acute Marc	21	Alluvial Deposit	31	Anti-Salt Barrier
2	Abstraction	12	Algae	22	Alluvial Plain	32	Aquaculture
3	Accretion	13	Algal Bloom	23	Alluviation	33	Aquatic
4	Acid	14	Alkali Flat	24	Alluvium	34	Aquatic Fauna
5	Acidification	15	Alkaline Sediment	25	Amphibian	35	Aquatic Plants
6	Alkalinity	16	Alloternic	26	Anadromous Fish	36	Aquifer
7	Alkaline	17	Allopathy	27	Anaerobic	37	Aquifer Recharge
8	Alkaline	18	Alluvial	28	Anaerobic	38	Area
9	Alfalfa	19	Alluvial Clay	29	Annual Maximum Series	39	Artesian
10	Ageing of Wetlands	20	Alluvial Cone	30	Anthropogenic	40	Artificial Flood
41	Artificial Marsh Creation	66	Biochemical Oxygen Demand (BOD)	91	Habitat	116	Prevalence
42	Artificial Wetland	67	Biodiversity	92	Humid	117	Purification
43	Assimilation	68	Biologically	93	Humus	118	Quarmer
44	Astata	69	Black Spruce	94	Hydrology	119	Regional Development
45	Atmospheric	70	Bass	95	Intermittently	120	Reptile
46	Atmosphere	71	Breeding	96	Inundated	121	Riparian
47	Autographic Rain Gauge	72	Burrows	97	Lakes	122	Saltwater
48	Backwaters	73	Carabid	98	Land	123	Saltwater
49	Bank	74	Cattail	99	Mammal	124	Seasonally
50	Bank Stabilization	75	Circumstances	100	Mammal	125	Sedat
51	Bar	76	Coastal Zone	101	Mangrove	126	Sediment
52	Barometer	80	Dart	108	Moss	136	Tamarack
53	Barometer	81	Distant	109	Mudflats	137	Terrestrial
54	Baseflow	82	Diverse	110	Nutrients	138	Tropical
55	Bathymetric Datafile	83	Ecosystem	111	Peatland	139	Tropics
56	Beach	84	Emergent	112	Permanently	140	Vegetation
57	Bed Load	85	Environment	113	Plant	141	Waterwater
58	Beckon	86	Evaporate	114	Plant Life	142	Water
59	Benthic Organism	87	Fertilize	115	Ponds	143	Water Chemistry
60	Benthos	88	Flood	127	Shallow Lakes	144	Water Hydrology
61	Benthonic	89	Floodplains	128	Shrubs	145	Water Lily
62	Berm	90	Fresh Water	129	Silt	146	Waterlogged
63	Berm Ditch	102	Mangroves Forest	130	Soil	147	Wet
64	Bioassay	103	Marsh	131	South America	148	Wetland
65	Biochemical	104	Marshes	132	Straw	149	Wildlife
77	Conversation	105	Migrate	133	Stream		
78	Cypress	106	Mist	134	Submergence		
79	Dams	107	Moisture	135	Swamp		

From the distributed questionnaire, it could be seen that the English Language Teaching Department ULM students' vocabulary related to wetlands is quite wide. Hence it could be implied that they have an interest in wetlands and topics regarding it.

## CONCLUSION

Wetlands are areas where water covers the soil or is present either at or near the surface of the soil all year or for varying periods of time during the year, including during the growing season. From the distributed questionnaire, it was found out that all participants know this. Examples of wetlands given by the participants are marshes and ponds, the edge of a lake or ocean, the delta at the mouth of a river, low-lying areas that frequently flood, etc. Some of them even gave an example by stating the name of places in South Kalimantan, such as rice fields in the region of Gambut. There are several functions of wetlands as stated by them. Which include the storage of water, transformation of nutrients, growth of living matter, and diversity of wetland plants. However, even though wetlands are important, there are some misappropriations that still occurred which lead to many problems. Most of the participants stated that the most problems occurred is flood, drought, haze, forest fire, water pollution, decreasing soil fertility, land subsidence, and loss of flora and fauna habitat. Nevertheless, these can be prevented by doing many efforts, even the smallest one, which will lead to a better future. Several efforts can be done are restoring wetlands that are in the brink of destruction, creating a new one to replace the old one, as well as maintaining wetlands that are still in good condition.

All of the things above must be done, since wetlands are important, especially for the development of our region. In addition, wetlands have deep correlation with our economics as well as our cultures.

## SUGGESTION

Hence, ULM and its students should pay more attention to wetlands. From this study, it was found out that ULM students, especially the one from English Language Teaching Department have interest toward wetlands and things related to it. It could be seen from the answer given by them on the given questionnaire. Related to the findings of this research, it was suggested for the other researchers to conduct further research related to wetland, whether to ULM students or students from different institution in order to deepen and broaden the knowledge regarding the topic.

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## EFFECTIVENESS OF ONLINE VS OFFLINE CLASSES FOR EFL CLASSROOM: A STUDY CASE IN A HIGHER EDUCATION

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**Abstract:** With the increasing development of technology, online teaching is more readily accepted as a viable component in teaching and learning. Online and Offline class, particularly in developing countries, in its early stages and not without its challenges. This study exposed 16 EFL students of university Ibnu Khaldun responses to an online classroom and offline classroom. And investigates common student perceptions of the online lesson as compared with offline lessons to identify the effectiveness between online and offline class. The method use data analysis adopted from questionnaires using qualitative (Likert scale questions) and quantitative (open-ended questions) approaches provided data for content analysis to determine common student perception. The result, more students associated in-class lessons. They felt more interest, due to better understanding, classroom interaction with the lecturer and student, and enjoy during the lesson. The student prefer to the offline learning than online learning.

**Keywords:** *Online class, Offline class and English Foreign Language (EFL)*

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## INTRODUCTION

In this digital era, there are many ways to extend learning materials. Classical conditioning or face-to-face attending is one of unconscious learning method and the most straightforward way in which is humans can learn. With the increasingly development of technology, the teachers use the online method as one of the learning media that makes it easier for students to obtain materials. Online learning provides exciting opportunities for not only increasing the reach of education and reducing its cost, but, most important to us, for increasing the quality of teaching and learning. However, there are many things to consider in the use of online classes.

(Wright, 2017) reveal that 58% from 112 students associated in-class lessons with higher motivation and more interest, due to better understanding, valued classroom interaction with the lecturer and peers, and input from the lecturer as the result of her study. Attendance in class is one of procedure to obtain and understand the materials deeper. However, as the student's employees, distance and time are two of preventing factors for them to attend the class.

For the purpose of this study, which uses an online classes vs offline class. While research focus on student perception of online and offline classroom. Researcher wants to know deeply the EFL students understand the materials using offline and online class methods. This study exposed 16 responses from EFL university student Ibnu Khaldun, about the effective use of online class and offline class. Questionnaires distributed through quantitative

(Dichotomous questions and Likert scale) and qualitative (open-ended questions) approaches provide data on analyzing the use of online class and offline class.

### **Online vs Offline class.**

New technologies and online learning are appealing more people than ever before. Whether for a busy professional, or students facing multiple deadlines, online learning can attract as a way to study from the comfort of our home environment. Taking languages lessons from a lecturer using an online tool such as google classroom, can mean getting one-to-one lessons at a reduced cost. Hackman and Walker as cited at (Mike Allen, 2002) noted that the technology can influence learning outcomes.

(Tallent-Runnels, 2006) state that Online classes are courses that are delivered completely on the Internet. Web-based education uses the Internet and communication technologies, set from the Internet as a research tool to taking online classes. In some instances, the Internet is also used to supplement instruction, as in the use of a website to communicate information to students who are in a face-to-face class.

The term online education is also used to describe any courses that are delivered to students who are not present in the same room. These might be delivered via WhatsApp, online courses, and google classroom. E-learning may be used to describe any learning that is electronically mediated or facilitated by transactions software Zemsky & Massy cited at (Tallent-Runnels, 2006).

(Mike Allen, 2002) said that some people may prefer the distance learning option because of certain advantages that a virtual or a distance classroom provides. Students participating in interactive online classes showed the satisfaction with the technological experience when it worked well and did not impede channel transferences. Students may resist the use of technology for several reasons' technology seems more likely to break down, students may be unused to working with machines, and students may feel that the mediated experience cannot fully replace the live classroom.

Teachers' proficiency in spoken language as the model for students in class has become a critical issue in language learning. Nations (2003) stated that learning English in a well-balanced foreign and second language contexts is through the four strands of (1)focused on input (listening and reading), (2)focused on output (speaking and writing), (3) language focused learning (attention to language features) and (4) fluency development (working with known materials). He further argued that when learners speak in the same language in class, the use of the first language can be natural easier and more communicatively effective.

(Sullivan, 2011) state that teachers' oral proficiency in the target language is a significant factor in both teaching effectiveness and student learning. At least the teachers' classroom language involves telling the class what to do controlling behavior and explaining activities (Nation, 2003).

### **English Foreign Language (EFL)**

(EFL) Williams & Burden (1997) contend that learning a foreign language is not simply learning the skills, rules or grammar; it involves self-image, cultural behavior and ways of being that impact on the social nature of the learner. English language instruction is needed by students to maximize the language exposure

Bliuc, as cited at (Wright, 2017) state that blended learning research needs to focus on the nature of how to integrate modes of learning such as face-to-face and on-line and consider the quality of students' learning experiences. With these points in mind, this study aims to prove whether online classroom learning (e-learning) is more effective than offline classroom learning (face-to-face) or in the contrary.

### **RESEARCH METHODOLOGY**

This research procedure uses an approach that is centered on 16 students (EFL) and was carried out to ascertain their perception and effectiveness about online and also offline classroom. 16 students at Ibnu Khaldun University state, there are several levels of effectiveness in online and offline classes. Most of them consider that offline class is more effective than online class, showed from the number of students giving a percentage of the results of the questionnaire filling. Online classes are conducted by lecturers when lecturers cannot be present in the classroom, while offline classes are carried out according to the schedule that was set at the beginning of learning. Many students feel dissatisfied with the online class, because online class makes students unable to ask directly to the lecturer when they do not understand a material. The planning paradox has questioned the emphasis on lesson planning by highlighting that what actually happens in a lesson is a result of more complex interactions that are influenced by what is happening minute by minute between teacher and student (Harmer, 2007).

This research employed qualitative and quantitative design approaches, the analysis instrument being a questionnaire consisting of Open-ended question, Likert scale questions, and dichotomous questions. Quantitative data generated by the dichotomous and Likert scale questions were analyzed using descriptive statistics and frequency analysis. Qualitative data content, i.e. responses to open-ended questions, were analyzed and coded into some reason why they choose online/offline classes. Content analysis (Neuendorf, 2002) was used because it was not obtrusive, fitted the specific context of the study, and was suitable for a large quantity of data. Units of meaning for the qualitative analysis were phrases, sentences or more than one sentence indicating one category or sub-category item.

### **RESULT AND DISCUSSION**

#### **Effectiveness of online classroom(face-to-face)**

Student effectiveness and preferences more students indicated a general effectiveness for face-to-face lessons. Of the 16 respondents, 42 students, or 37.5%, showed preference for the online lesson as compared with a total of 58% of students who preferred face-to-face lessons. In addition, 5 students, or 4.5% of the total sample, indicated preferences for both types of lessons.

Table 1. student's opinion about effectiveness of online classroom(n=16)

Level of effectiveness	Number of student	Percentage
Disagree	1	6,3 %
Neutral	11	68,8%
Agree	3	18,8%
Strongly agree	1	6,3%

Open-ended question data on effectiveness of online classroom fell into four areas: Disagree, neutral, agree, strongly agree. Some students, indeed 6,3% of all respondents, provided information as to why they disagree the effectiveness online classroom. Students who felt neutral for the effectiveness of online classroom, numbering 68,8%, 18,8% respondent state that online classroom was affective for their learning, and 6,3% of respondents, thought the online lesson more effective than offline classroom. Students reasons who were disagree and neutral for the effectiveness of online learning are listed below:

1. Students and lecturers cannot meet, so students do not understand the materials.
2. Because, the lecture give the assegment , without explaining the materi.
3. Make student difficult for devide time between work and study.
4. Difficult to read and understand the materials from media.
5. Less interaction between lecture and student.
6. Difficult to understand the materials.
7. Bad connection..
8. Not really efective.

Students reasons who were agree and strongly agree for the effectiveness of online learning are listed below;

1. Efisien time and places.
2. Fleksibel
3. Easier
4. Make easy student for getting learning.
5. An alternative way when you cannot face to face in learning
6. Can access everywhere

### Effectiveness of offline classroom(face-to-face)

Findings for the Likert scale questions concerning students' effectiveness of offline classroom revealed in general that students perceived that they are strongly agree for the face-to-face lessons. Totaled data for 'strongly agree' and 'agree' categories show that 93,8% felt more effective for obtain the lesson during the face-to-face lesson, while 6,2% of students were in disagree and neutral level.

Table 1. student's opinion about effectiveness of offline classroom(n=16)

Level of effectiveness	Number of student	Percentage
Disagree	-	0 %
Neutral	1	6,3%

Agree	5	31,3%
Strongly agree	10	62,5%

The students were asked to detail reasons for their choices about effectiveness using an open-ended question. It was fell into four levels, first; Disagree, 0% of response show that they are disagree about the effectiveness of face-to-face learning. Second; 6,3% of response were in neutral level of this effectiveness. Third, 31,3% agree with the effectiveness of online classroom. Fourth, strongly agree, for this level students show 62,5% for the percentage. Student thought the offline classroom more effective than online classroom. Students reasons who were disagree and neutral for the effectiveness of offline learning are listed below:

1. Help student for more understand
2. Can understand about materi
3. Direct interaction in class

Students reasons who were agree and strongly agree for the effectiveness offline learning are listed below;

1. can easy to understand and interact with our lecture.
2. Because attendance is important.
3. More communication
4. Active to ask.
5. Lecture/teacher can analysis, when stuydent dont understand.
6. Make student active during the class.
7. We can ask more easy when we feel dont understand.
8. Guided directly and easier to understand.
9. Make student more concentration.
10. Face to face class more easy.
11. The student can ask about the materi specifically
12. Make student focus during the class.

### Student's Preference

More students indicated a general preference for face-to-face lessons. Of the 16 respondents, 3 students, or 18,8%, showed preference for the online lesson as compared with a total of 72% of students who preferred face-to-face lessons. In addition, 1 students, or 6,2% of the total sample, indicated preferences for both types of lessons.

3. Table General preference for online class or offline class (n=16)

Preference for class method	Number of student	Percentage
Online class	3	18,8 %
Offline class	12	72%
Both of them	1	6,2%

Reasons given by students for their preferences as a response to an open-ended question revealed several common themes. Students indicating a preference for offline classroom, or 72% of the respondents, cited the following themes in their reasoning:

1. more or easier understanding in offline classroom than online classroom
2. directly ask the question to the lecture and more easy to understand
3. I am prevering for offline class
4. Obtain more lesson at offline class
5. Easier for undestand
6. Enjoy during the lesson
7. With offline class makes more efisien time.
8. More clearly during offline class.
9. In offline classes there are all aspects of learning
10. Online class more difficult to understand.
11. Can interact with lecturer or other students.
12. Easy to understanding.

Preferences for the online class, which accounted for 18,8% of the students, with categories related to (efisien place and time):

1. Can obtain the lesson in every where we want (comfort place)
2. shorter time
3. more flexible time and location

the researchers conclude that students preferring the offline class indicated the main reasons for their choice were that they gain better understanding in a classroom, due to opportunities for interaction to explanations with the lecturer or other students; The main reasons given by students preferring the online lesson were connected with comfort and convenience (of time and location).

## CONCLUSION AND SUGGESTION

### Conclusion

Based on the discussion by the previous part, the conclusion can be described as Offline learning more effective than Online learning. The student prefer the offline larning because, they more undertand the materials, more easy to communicate, student can focus, active and enjoy during the lesson. While online learning showed not effective because of several factors. There are Students and lecturers cannot meet and ask directly when they did not understand the materials, make student difficult for devide time between work and study, Less interaction between lecture and student and also they felt difficult to understand the materials. In the Conclusion from the result of analysis the writer found out the offline class more effective than online class.

### Suggestion

Seeing the result of data analysis, the researchers suggest to use of online technology, materials and media in language learning must be skillfully implemented to enhance a course, but should not undermine the importance of face-to-face instruction with EFL teachers.

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**THE EFFECT OF LISTENING TO MUSIC ON CONCENTRATION AND  
ACADEMIC PERFORMANCE OF THE STUDENTS: CROSS-SELECTIONAL ON  
ENGLISH EDUCATION COLLEGE STUDENTS**

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**Abstract:** The purpose of this research was to observe and analyze the effect of listening to music while studying to student's concentrate and academic performance. The method of this research uses qualitative methodology the data collection by giving a questionnaire interview, and observation. The object in this research was 24 education college students semester 5 in Universitas Ibn Khaldun in the academic year 2019-2020. The result of this research was show that 18 (75%) of 24 students prefer to listening to music while study meanwhile, 6 (25%) students prefer to do not listen to music while studying. 83,3% of students agree that listening to music while studying can keep their mind calm and it can increase their concentration while studying.

**Keywords:** *Music, Concentrate, Academy, Education*

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**INTRODUCTION**

Students have a different learning strategy to increase their concentration and academic performance while studying. (Sörqvist & Marsh, 2015) in their research believe that people become quiet and less attention while their concentration harder. (Silasi-Mansat, cited in Sju & Lutmer, 2018)) mention that students often do multitask when they are working on an academic project, for example listening to music while studying or doing homework projects. In addition, music is one of the great important things in these people's live (Schäfer, 2016). Music also may help people release anxiety or we can call it an anxiety-reducing measure (Lesiuk, 2005). (Kumar et al., 2016) believe that many students listen to music while studying in this modern era.

As the research by (Kumar et al., 2016) by the title *The Effect of Listening to Music On Concentration and Academic Performance of the Student: Cross-Sectional Study On Medical Undergraduate Students* involved 200 Malaysian students they found 120 students prefer listening music while studying and 80 students were not. However, (Sju & Lutmer, 2018) based on his research titled *The Impact of Music on Studying Ability in College Students* explain if there is no relation between listening to music and the ability to study. The other research by Teresa (Lesiuk, 2005) by titled *The Effect of music listening on work performance* the researcher indicates that the quality of work got lower with no music, that means music to give an effect on work performance.

The writers had done the present cross-sectional study to observe the different effects of listening to different types of music to the concentration students, analyzed student's

perception about listening to music while studying, and understand the effect of listening to music while studying the concentration and performance of the students.

## LITELATURE RIVIEW

Students, academic gain and learning performance are affected by numerous factors including gender, age, teaching faculty, student education, father/guardian social economic status, student residential area, school instruction medium, tuition trend, daily study time and accommodation as hostels or day school students (Ali et al., 2013). (Ali et al., 2013) assumed that the students who showed better or higher performance in the starting classes of their studies also performed better in future academic years at degree level. If concentration is lost, attention is focused on background music rather than developing behaviors that disrupt work completely and disrupt others. The student listens to the music briefly, and then returns to focus on the task itself. That hypothesis calls for further study (Hallam et al., 2002) and The music influences the level of concentration with various applications in the everyday practicality of learning. When doing self-study, selecting appropriate music will help improve the performance. Even in a classroom, when it's not a class of lecture style but a class of practice style, it might help students listen to music while solving problems (Mori et al., 2014)

Everyone can be surprised with this assumption if it could be proved scientifically. An important conclusion to draw is that music's effects should be understood in terms of cognitive processes such as anxiety, anticipation, and attention, rather than primarily based on the stimulation or reduction of physiologically-affective responses to musical stimuli. Any variable individual that affects these cognitive processes, i.e. the desire to do the job, the familiarity with the task (Carol and Larry, 1977 cited in Smith & Morris, 1977) and There are various types of music, like jazz, hard rock, contemporary, and instrumental. Overall, lots of people love listening to music. They usually tend to listen to the music based on their mood, opportunities, or favourites. Some students, for example, would not listen to the music in some cases during the study. This is because they want to give a complete concentration without any interruption during the analysis. During the analysis, they can find music listening and can interrupt their focus (Health JR et al. 1999 cited in Antony et al., 2018)

## RESEARCH METHODOLOGY

This study was participants by 24 college students semester 5 English education majors at Universitas Ibn Khaldun in the academic year 2019-2020. The research method used in this study was a qualitative methodology, the data were collected by giving a questionnaire, interview, and observation. (Roopa & Rani, 2012) explain that a questionnaire consisted of several questions that were given to find out information about a topic. (Ciesielska et al., 2017) mention that observation is one of the research methods that very important in social science which may be difficult to compare in terms of enactment and anticipated. This term also includes several types, techniques, and approaches.

Participants have been divided into two groups based on their preference to listen or not to listen to music while studying. After divided into two groups the researchers gave different questions and interviewed participants based on their preference. The researcher has researched the students who preferred listening to music while studying the effect of listening to a different kind of music while studying, genre, and also about the reason why they listening

to music while studying. On the other hand, the researchers also research the reason why students were not listening to music while studying.

## RESULT AND DISCUSSION

After giving a visionary and interviewed the students the researchers can observe and found some results which will be discussed according to the table below

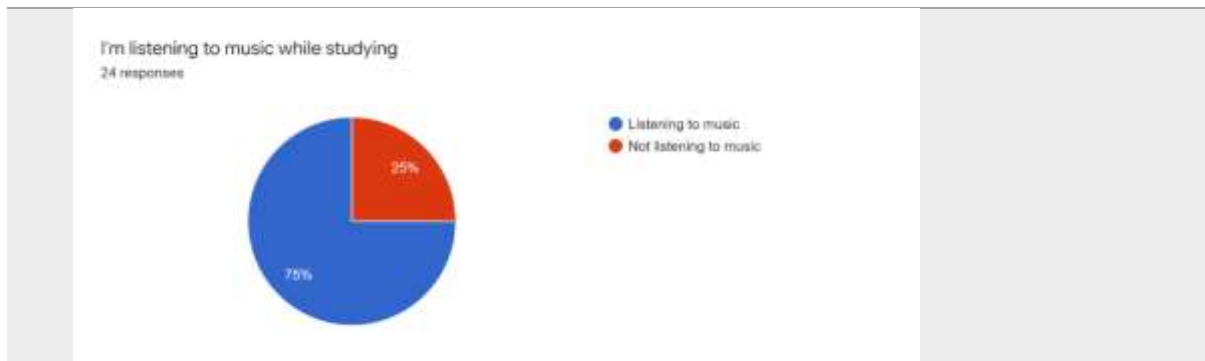


Table 1. Incidence profile of students listening to music while studying

These respondents divide into two groups between students who listen to music while studying and do not listen to music while studying. In table 1 we can see that out of 24 participants, 18 students (75%) prefer to listening to music while studying meanwhile, 6 students (25%) were not.

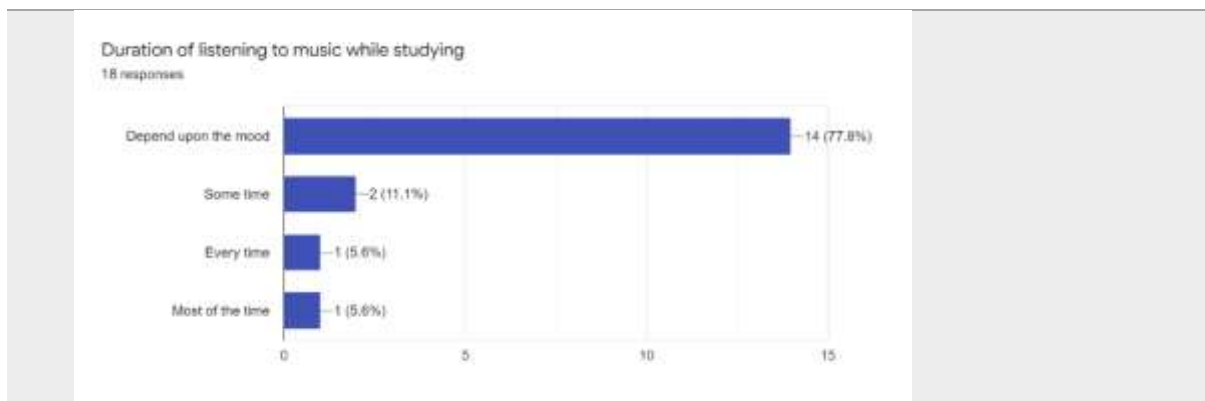


Table 2. Duration of listening to music while studying

Table 2 shows that 14 students (77.8%) who listen to music while studying state that doing this depends upon their mood. 2 students listening to music sometime, only 1 student listening to music all the time and most of the time. The participants claim that listening to music while studying can increase their mood better so it can make them be able to focus while studying.

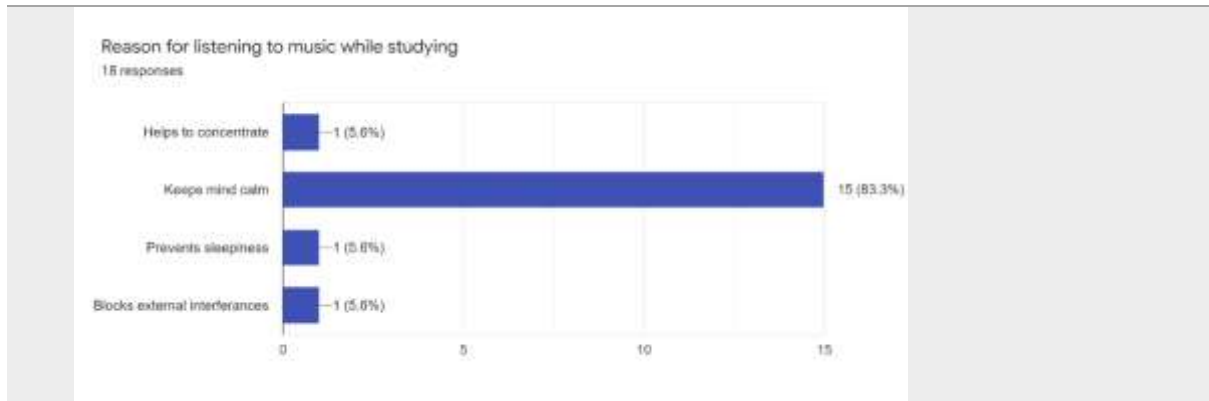


Table 3. Reason for listening to music while studying

We can see in Table 3 the majority of (15 out of 18) students (83,3%) believe that listening to music while studying can keep their mind calm it also can relax their brain and can let go of the stressed out. Listening to music while studying also can give a good atmosphere while doing a task or homework project. The other students (5,5%) believe that listening to music while studying can help them concentrate. (5,5%) also, they believe music can prevent sleepiness and can block external interfaces like noise.

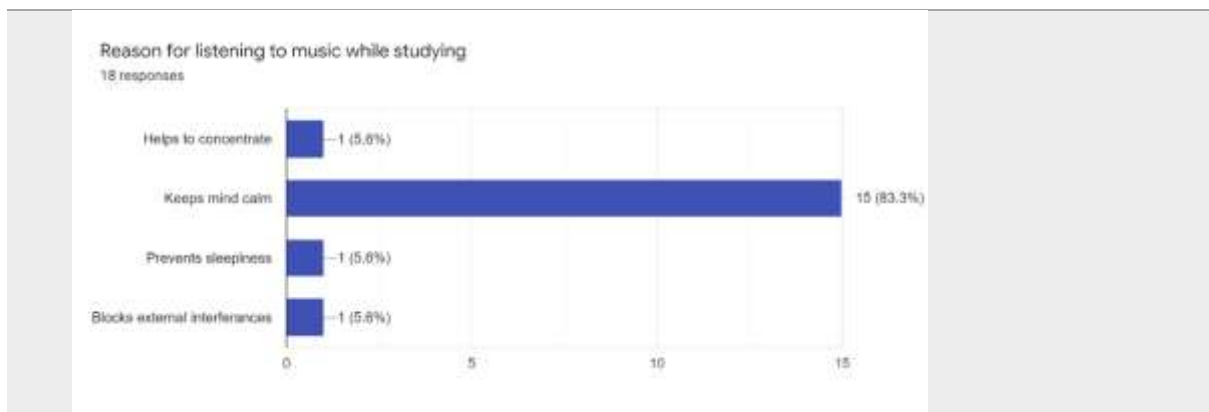


Table 4. Reason for do not listening to music while studying

66,7% of students who do not listen to music while studying explain that the reason why they prefer to do tasks or homework projects without music it's because music can distract their concentration they can not focus on studying because their brain divides into two things. the other one 33,3% of students had another reason. (Table 4)

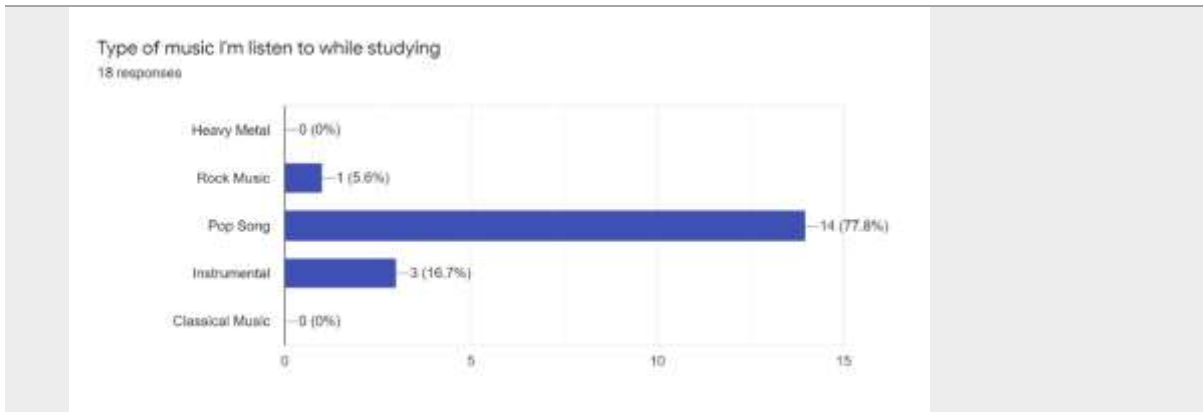


Table 5. Type of music respondents listen to

the type of music students listening to while studying in table 5 show that 14 (77,8%) students listening to pop songs, 3 (16,7%) students prefer to listening instrumental, and 1 student (5,6%) prefer to listening to rock music. researchers found that students like to listen to soft music while studying because it can increase more relaxed and didn't damage concentration.

## CONCLUSION

The purpose of this study was to observe the effect of listening to music while studying. Based on the result, many students prefer listening to music while studying. listening to soft music while studying can keep their mind calm and improve concentration better because it can give a good atmosphere while studying. The students' current mood and type of music they listen to also give affect it.

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## UTILIZING DIGITAL MEDIA IN EFL CLASSROOM: PRE-SERVICE TEACHERS TEACHING PRACTICE EXPERIENCE

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**Abstract:** The emergence of digital media in this decade becomes a trend in teaching English since millennial generations are considered as active users of technology. For this reason, this study aims at investigating the pre-service teachers' perspective toward the use of digital media in EFL classroom based on their teaching practice experience. The participants were twenty students of Universitas Islam Majapahit who did school-based field study program. The researcher gained the data through opened-ended questionnaire and analyzed qualitatively. The results indicate that digital media is beneficial for both the pre-service teachers and the students. The pre-service teachers view on the influence of digital media toward students' attitude and proficiency and the pre-service teachers' obstacles is further discussed.

**Keywords:** *digital media, perspectives, pre-service teachers, EFL classroom.*

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## INTRODUCTION

In this digital era, the use of ICT (information and communication technology) has been a challenge and demand for the educators. Suherdi (2019) says that the teacher playing role to be a facilitator than a lecturer needs to bring ICT in the classroom to motivate self-regulated learning, and strong and positive character. Burston (2013) mentions that types of the technology such as laptops or computers and web-based applications support the teacher and students to access to language learning materials. Moreover, students today are familiar with the use of technology i.e. computer and the internet things (such as social media and online quiz). Kurniawati, Maolida & Anjaniputra (2018) have proved that 72.9% students utilize digital media (computer and internet) in their daily activity. IEAB's (2008) has found that millennial spend 6.5 hours in a day to use digital media. They create and publish content, play video games and mobile phones and chat every day. In this conjunction, by implementing digital media, students will be motivated and enthusiastic (Richard, 2015; Çelik & Aytın, 2014). Therefore, the writer is triggered to conduct research on the issue of the use of digital media in teaching English which is based on pre-service teachers' perspectives by considering that they are active users of technology and integrated the technology in the classroom during their teaching practice (School-based Field Study Program) in Indonesian context, particularly in Mojokerto.

Holzberger et al (2013) define that digital media for instructional purposes is a text or picture in a form of digital through internet, and includes teaching contents or materials which aims at improving teaching effectiveness. Keane (2012) explains that digital media consists of digital tools (computer, laptop, mobile phone) provided online (internet) or offline. In this research, digital media is the use of computer, laptop and mobile phone online or offline covering the utilization of social media, online quiz (kahoot), power point presentation and video.

Some studies have revealed the positive effects of digital media in teaching English. Craig & Patten (2007) state that digital media helps the students improve their ability in verbal interaction, enhance vocabulary and reading comprehension skill. This is in line with Basöz (2016) that digital media assists the students to enhance vocabulary (93.4%), reading (89,9%) and listening skill (83.3%). There is a significance difference in writing and speaking skill which gains 70% and 66.7%. Furthermore, the use of digital media also motivates the students (Suherdi, 2019). The students are motivated to do revision before submitting the tasks, self-efficacy, paying attention to the teacher explanation, active in giving questions and participation, and handing in the assignments punctually. The other research has shown that teaching and learning process using digital media give positive effects to the students, i.e. motivation and achievement (Lin, Chen & Liu, 2017; Çelik & Aytın, 2014). Besides, Kurniawati, Maolida & Anjaniputra (2018) have proved that digital media supports the teacher in delivering the materials and assists the students in learning English.

Nevertheless, the barrier in integration of technology in classroom still arises. Bingimlas (2009) states that the use of technology can cause a failure in teaching practice. It is due to the teachers' lack of digital literacy. Bingimlas also mentions two types of obstacles i.e. intrinsic and extrinsic. The intrinsic obstacles related to teachers' confidence, beliefs, and attitudes; and the extrinsic factors comprising limitation in terms of training, institutional support, time, and access to computer resources.

Related previous studies about teachers' perspective towards digital media had been conducted by Yordming (2017) in Thai context. The researcher did interview to five elementary school teachers in Anghong and Phranakhon Si Ayutthaya Primary Educational Service Area Office and analyzed qualitatively. The results of the study showed that the types of digital media used were internet, e-mail, laptop and CDs. All of the teachers needed the digital media and they were confident in impementing the digital media. Fortunately, the schools encouraged the technology used in the classroom. Similarly, Çelik & Aytın (2014) did research on teachers' point of view on digital tools in English Language Learning in the Turkish context. This study revealed that the use of digital media in the classroom brought positive impact to the students. The teachers felt that technology resources could motivate the students as well as improve the students proficiency and increase their attention. However, the teachers faced the problem that the limitation of computer equipment and internet connection. Likewise, Pardede (2015) dealt with pre-service teachers' perception of learning English by using Edmodo in the classroom. The participants provided positive response that they were ready to use Edmodo and considered Edmodo as an advantage tools in the aspect of flexibility to share ideas. Although they were more actively participated in face-to-face classroom setting that Edmodo use, the participants considered Edmodo as a beneficial supplementary tool. Moreover, Purnamasari (2019) investigated the pre-service teachers' perception of the use of Facebook Group (FBG) for learning English. the participants were the students of English Department of Universitas Kristen Indonesia. The results of the study expressed that FBG is useful for learning English because they was easy to operate. It is also effective for social and educational purpose that developing interpersonal communication between the users and friends and lecturer. However, FBG is not suggested for posting writing assignments.

Different from those studies, this research attempts to explain the pre-service teachers' perspectives on the use of digital media which is based on their experience in teaching practice (School-based Field Study Program) in Indonesian context specifically in Mojokerto. Meanwhile, those previous studies using digital media focused on pre-service teachers



experience in learning English. In the terms of using digital media in teaching practice, Yordming (2017) and Çelik & Aytın (2014) used experienced teacher as a participants. For this reason, this research aims at investigating the following research questions:

- 1) what types of digital media do the pre-service teachers know and are applied in teaching English?
- 2) how is the pre-service teachers' perspective on the importance of digital media in teaching English?
- 3) how is the pre-service teachers' perspective on the students' attitude in the use of digital media in teaching English?
- 4) how is the pre-service teachers' perspective on the impact of digital media towards the students English proficiency?
- 5) what are the pre-service teachers' obstacles in implementing digital media in teaching English?

## RESEARCH METHODOLOGY

This Research employed qualitative research. The participants were twenty students of English Language Education Study Program of Universitas Islam Majapahit who had completed their teaching practice (School-based Field Study Program) in eight schools (both private and public schools) in Mojokerto. The researcher gained the data through opened-ended questionnaire. The questions are related to participants identity covering 1) initial name, 2) school name and the research questions comprising 1) the pre-service teachers' knowledge of digital media, 2) what digital media implemented in the classroom, 3) the pre-service teachers' perspective about the importance of digital media, 4) pre-service teachers' point of view towards the students attitude in applying digital media, 5) pre-service teachers' opinion about the impact of digital media towards students English proficiency and 6) the pre-service teachers' obstacle in implementing the digital media in the classroom. In analyzing the data, the researcher classified based on the types of the data to present the percentage, then the researcher explained and displayed the data based on the the pre-service teachers answer qualitatively. The researcher used codes in collecting the data that it make the researcher easy to analyze the data. The codes are for example "P1/D1", "P1/D2". P1 means first participants and D1 means data from questions number 1.

## RESULT AND DISCUSSION

This recent study concerns on exploring and explaining the pre-service teachers' knowledge and application and pre-service teachers' view on the importance, the impacts and the obstacle of the use of digital media in EFL classroom. The detail of each point would be discussed in the following five sub-sections which is based on the research questions. The researcher also provides the percentage of the data in each point.

### **Pre-Service Teachers Knowledge and Implementation of Digital Media In Teaching English**

In this section, the researcher explains the types of digital media that the pre-service teachers know and are implemented in the classroom. From the table 1, it has differences between the pre-service teachers knowledge and the application of digital media in the classroom.

No	Knowledge	Percentage	Implementation	Percentage
1.	Social Media (YouTube & Whatsapp)	100%	Powerpoint/video/song & LCD	90%
2.	Powerpoint/video/song & LCD	100%	Social Media (YouTube & Whatsapp)	80%
3.	Web blog/ wiki	100%	Online Quiz (Kahoot)	70%
4.	Online Quiz (Kahoot)	80%		
5.	Edmodo	25%		

Table 1. Types of Digital Media

From the table 1, it indicates that there are five types of digital media which is recognized by the pre-service teachers. All of them are familiar with social media i.e. YouTube and Whatsapp and web blog or wiki. Most of them also know online quiz particularly Kahoot. These findings confirm Kurniawati's, Maolida's & Anjaniputra's (2018) and IEAB's (2008) statement that digital media are common for millennials. Related to the use of internet and computer, this is in line with previous research as in Yordming (2017).

Nevertheless, there is a discrepancy in the implementation. None of the pre-service teachers applied Edmodo and web blog or wiki in the classroom. There is no significant difference between recognizing and implementing the social media, powerpoint/video/song & LCD and Kahoot that most of them employed it. This is clarified by the participants through open-ended questionnaire. Consider the following:

Code: P3/D3

*"I know digital media especially for teaching necessity such as whatsapp, You Tube, powerpoint, online quiz (Kahoot) and Edmodo"*

Code: P3/D4

*"In the classroom, I used video, power point & LCD."*

Code: P5/D3

*"I think digital media is media covering webblog, social media, powerpoint"*

Code: P5/D4

*"I used Kahoot and You Tube to make my students interested"*

The pre-service teachers' statements above express that the same participant (e.g. P3) responds different answer in data 3 (D3) and data 4 (D4) that what they recognize is not always the same as what they implement.

### Pre-Service Teachers' Perspective on the Importance of Digital Media in Teaching English

The emergence of digital media in language teaching in this decade has triggered the researcher to explore how pre-service teachers value the digital media for teaching English since they already applied in their teaching practice.

No	Description	Percentage
1.	Gain students' attention and motivation	90%
2.	Help improve students' English proficiency	90%
3.	Assist teaching and learning process in the classroom	50%

Table 2. The Importance of Digital Media

Regarding to the pre-service teachers' responses on the table 2, it proves that digital media is crucial for teaching English since they embrace the advantage of digital media in their teaching practice experience. Most of the participants agree that digital media could increase students' attention when the pre-service teachers delivered the materials. The students were also motivated to learn English. This is in line with Suherdi (2019) and Çelik & Aytın (2014) that bringing digital media in the classroom could encourage students in learning English in the terms of paying attention, being active and handing in assignments on time. In addition, the participants also believe that digital media help increase students' English proficiency. This corroborates the previous literatures revealing positive impacts of digital media on the students' English ability especially vocabulary, reading and listening skill (Craig & Patten, 2007; Basöz, 2016). See the participants responses below:

Code: P2/D5

*"Digital media is important in this era. In my teaching experience, when I used Video and Kahoot, the students were very enthusiast and they paid more attention than I only used book in the classroom and I think their vocabulary got better"*

Code: P17/D5

*"It is important because the students were more interested and motivated in learning English in the classroom so their vocabulary is improved"*

Code: P4/D5

*"Digital media helps overcome students' boredom in the class. They also encouraged to learn and their reading ability was better than before"*

Furthermore, some of the pre-service teachers felt that digital media support their teaching and learning process including explaining the materials and managing the class. This finding emphasizes the previous literature as in Kurniawati, Maolida & Anjaniputra (2018) and Burston (2013). See the following responses:

Code: P8/D5

*“Digital media helped me in explaining the materials. It made me easy to concrete the abstract concept”*

Code: P3/D5

*“It is significant for teaching tool because it made me easy to teach English especially when I teach tenses”*

Code: P7/D5

*“in this era, utilizing media could help teachers in delivering the topics”*

### **Pre-Service Teachers’ Perspective on the Students’ Attitude in the Use of Digital Media in Teaching English**

Since this study is related to pre-service teachers experience in teaching practice (School-based Field Study Program), the researcher encourages to investigate their perspectives on the students’ attitude while they utilized digital media.

No	Description	Percentage
1.	Being interested and motivated	90%
2.	Being active in class participation	90%

Table 3. Students’ Attitude towards the Use of Digital Media

Based on the table 3, the students’ attitude is connected to the pre-service teachers’ perspective on the importance of digital media in terms of students’ interest and motivation. Most of the pre-service teachers experienced the positive impacts of digital media on the students attitude that students were being interested, motivated and active in class participation. The students frequently asked to the other students and answered the teachers questions. They did not hesitate to ask what they do not understand about the materials. This finding is congruent with previous studies explaining the impacts of digital media which encourage students’ participation in the class (Suherdi, 2019; Pardede, 2015). Consider the following participants answer:

Code: P1/D6

*“It was the first time my students experiencing Kahoot. They were so interested and being active in answering the questions. They were being so curious so they didn’t hesitate to ask”*

Code: P16/D6

*“my students were interested as well as motivated because their teacher never used digital media before. They are more active”*

### **Pre-Service Teachers’ Perspective on the Impact of Digital Media towards the Students English Proficiency**

This study has found that pre-service teachers considers the impacts of digital media on the students ability in English. See the detail in the following table.

No	Description	Percentage
1.	Enhancing Vocabulary	90%
2.	Enhancing Reading Skill	90%
3.	Enhancing Listening Skill	50%
4.	Enhancing Writing Skill	50%
5.	Enhancing Speaking Skill	45%

Table 4. The Impacts of Digital Media

Table 4 proves that there are five components comprising vocabulary, reading skill, listening skill, writing skill, and speaking skill. Most of the pre-service teachers emphasize the impacts of digital media on vocabulary and reading skill improvement. There is a discrepancy in listening, writing and speaking skill. They think that students’ motivation led them to understand the materials especially when they taught reading. The students reading skill as well as their vocabulary was improved. However, only some of the pre-service teachers experienced the impacts of digital media on the other skills i.e. listening, writing and speaking although the students vocabulary mastery was enhanced. These findings confirm the previous studies and literature revealing the improvement of vocabulary and reading skill and showing significant difference from writing and speaking skill (Craig & Patten, 2007; Basöz, 2016). Yet, regarding to listening skill, this study is not in line with Basöz (2016) study that digital media has a great influence on the students’ listening skill.

Code: P2/D7

*“I think digital media help my students improve their vocabulary and reading skill. I can say this because there is improvement in their score between daily assignment before I used digital media and daily test (Ulangan harian) after I used digital media”*

Code: P8/D7

*“the stuents were easy to understand the topics duscussed when I used digital media and they had improvement in vocabulary. I could see when they were speaking but I don’t think that their speaking was improved because they still made mistakes in pronouncing words, fluency, and the structure of the sentences.*

Code: P2/D7

*“when I applied Kahoot, students practiced quick reading to answer the questions. They also got the new vocabulary from the reading materials”*

### Pre-Service Teachers’ Obstacles in Implementing Digital Media in Teaching English

From the pre-service teachers responses based on their experience, despite of getting beneficial impacts of digital media, they faced some obstacles in implementing digital media.

No	Description	Percentage
1.	Internet Connection	100%
2.	School facilities	90%
3.	Limited bilingual video resources	40%

Table 5. Extrinsic Obstacles in Implementing Digital Media

From table 5, those barriers are classified into extrinsic barriers confirming the previous theory from Bingimlas (2009). Most of the pre-service teachers experienced internet connection problem and limited LCD and audio support. This is the same as previous studies as in Çelik & Aytın (2014) but it is contrary to Yordming (2017) that the school supports the use of technology by providing the facilities. This study unveils the obstacle; that is, limited bilingual video resources. The pre-service teachers need bilingual video to help the low students in English ability. Therefore, the teachers do not need to translate and will practice full English.

Code: P1/D8

*“yes, I faced problems in implementing digital media such as internet connection and facilities (limited LCD). The internet was sometimes very slow”*

Code: P2/D8

*“the problems were the internet connection and limited bilingual video related to my materials whereas I need it because it helps the low English ability students”*

The results of this research contribute some implications for teaching English as a foreign language (TEFL), mainly for the pre-service teachers. Their positive perspectives on the application of digital media could further bring positive impacts and role model for EFL teachers. The positive views on digital media would also expand the other EFL pre-service teachers’ and teachers’ idea in implementing digital media in the classroom. Another implication is that there should be training on the use digital media in EFL classroom that should encourage the pre-service teachers and teachers to apply blended learning and other methods utilizing digital media.

## CONCLUSION AND SUGGESTION

### Conclusion

Eventually, this research can be concluded as follows:

1. this research verifies the recent literature and studies investigating how pre-service teachers' perspective toward digital media playing a role in teaching English.
2. this research confirms that digital media influences students' attitude i.e. students' interest, motivation and active class participation and English proficiency such as vocabulary and reading skill.
3. despite of the external or extrinsic barriers in applying digital media, the pre-service teachers are still encouraged to utilize digital media in the classroom as an effort for the teaching demand in this era.

### Suggestion

Since this study is limited to pre-service teachers' point of view, further research needs to explore the pre-service teachers' real teaching practice in each school and confirms the findings through both quantitative and qualitative research methods. Moreover, this research was focused on a small group of pre-service teachers in one University which cannot be representative of English Language Pre-service teachers generally in Mojokerto. Hence, it is suggested that the population of the next study should be a large group involving another University in Mojokerto.

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