

A Participation Model for Teaching English at Politeknik Negeri Media Kreatif

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Abstract

This study dealt a participation model for teaching English at Politeknik Negeri Media Kreatif. It is used quantitative research design. The purpose of this study was to know how participation process in teaching, linguistic anthropology approach to research the phenomenon that cover speech and speech action. There were 40 students of Politeknik Negeri Media Kreatif as population and sample in this study. There were two instrument that conducted in this study, they were observation and questionnaire. The result of this study was the participation model of teaching English at Politeknik Negeri Media Kreatif should consider and focus on overcoming public speaking anxiety because they don't know how to start a conversation, public speaking anxiety because they can't predict what listeners expect, public speaking anxiety because Not ready to speak, public speaking anxiety is caused by not knowing what to do and still having concerns about the differences in the methods and materials taught by lecturers with material heard through audio devices or native English speakers.

Keywords

factors causing anxiety speaking english; difficulties in learning english listening; performance factors in teaching



I. Introduction

Teaching methods and techniques are needed in order to improve students' abilities and learning outcomes. But beforehand it is more important to know the teaching pattern of a lecturer before deciding which technique is suitable for use in teaching because of course each technique has its own strengths and weaknesses. The condition and character of learning factors sometimes get less attention from the teachers so that the methods and techniques used during teaching are less than optimal. The level of courage in asking questions or discussing and other activities related to students' confidence in interacting with teachers is also different. Thus, research on patterns, models and structures of participation in the teaching process is worthy of study considering the variety of students being taught. So it is hoped that the lecturers as parties who have more responsibility, in terms of achieving learning outcomes can be more sensitive to the situation and conditions of their students in addition to facilitating the further learning process. English is one of the most crucial subjects in the advertising study program of Politeknik Negeri Media Kreatif. Materials related to English are in Semester 1: General English, Semester 2: English for Advertising, Semester 3: English for Business, Semester 4: English for lobbying and Negotiation, Semester 5: English for Advertising Campaign. This study aims to examine the model of participation that is present in the learning process and to describe the structure of participation contained in

teaching English at Polimedia. This research contributed in providing input and evaluation for the determination of appropriate methods and techniques. The selection of the right method or technique in teaching English courses was able to prepare competent students according to their study program and be able to compete in the world of work. Therefore, English subjects were directed to develop these skills so that graduates were able to communicate and discourse in English at a certain literacy level. English is divided into several skills, namely listening (listening), speaking (speaking), reading (reading), writing (writing) obstacles were still shy to ask questions that they do not understand, lack of student activity in interacting with friends and motivation to learn from his friends. Some of the problems were linguistic problems (such as grammar, vocabulary, pronunciation), communication techniques (such as fluency and interaction), and no less important psychological problems (such as motivation and anxiety), low mastery of vocabulary, grammar and pronunciation.

II. Review of Literature

The application of language learning techniques is one of the dominant factors to improve students' ability to communicate, especially oral communication. In learning, learning strategies include those whose influence is really strong as a basis for educational development. Important aspects of learning are learning techniques, communication strategies and social interactions. Learning techniques are then further divided into two main classes, namely cognitive and metacognitive learning techniques. Learning techniques are also claimed to be direct strategies given for student learning. Communication strategies are less directly related to student learning but contribute more to student participation in conversation by understanding the speaker's intentions. Or in other words, a communication strategy is a strategy to make the interaction meaningful. And the last is social interaction which is related to students' efforts to apply their knowledge to the environment around them in a naturalistic setting.

2.1 Factors Causing Anxiety Speaking English

The causes of public speaking anxiety, namely:

1. Not knowing what to do,
2. Don't know how to start a conversation,
3. Unable to predict what listeners expect, and
4. Not ready to talk.

The causes of public speaking anxiety are as follows:

- 1) Not knowing what to say or say in public,
- 2) Fear of hearing audience comments,
- 3) Fear of being laughed at, and
- 4) Fear of making mistakes

2.2 Difficulties in Learning English Listening

According to Underwood, there are several difficulties found in this skill in Listening experienced by English learners, namely

1. Listeners cannot control the speaking speed of the person delivering the message, and they feel that the message conveyed is lost before they can understand the content of the message. The moment they can understand one message, at that moment another message is lost.

2. The listener does not have the opportunity to ask the speaker to repeat or clarify the message conveyed, for example when listening to the radio, watching TV, so the listener must be able to understand it as it is
3. The limited vocabulary possessed by the listeners makes the listeners unable to understand the contents of the text they hear and can even make them bored and frustrated.
4. The listener's failure to recognize and understand the 'signs' sent by the speaker that causes the listener to misunderstand the content of the message he receives
5. Errors in interpreting the message received, so that the content of the message conveyed is received or interpreted differently by the listener
6. Inability to concentrate due to various reasons, such as uninteresting topics, physical exhaustion, noisy environment and so on.
7. Concerns about the differences in the methods and materials taught by the teacher with material heard through audio devices or native English speakers.

In teaching English, some students still feel refusal to learn English due to several reasons such as not feeling it is important to learn or having had unpleasant experiences while studying at school before. Knowing the pattern of interaction will greatly support the learning process, because questions such as "any questions?" or any comments" will not succeed in getting responses from students.

2.3 Performance Factors in Teaching

Factors that influence the performance of lecturers in teaching are the characteristics of teaching lecturers and situational factors. The first factor which includes personality, abilities, knowledge, creativity, values, attitudes and beliefs, requires further exploration in the research arena in order to create a comprehensive framework for managing lecturers' human resources. Research shows that lecturers' performance in teaching is characterized by various indicators such as enthusiasm, charismatic, caring, motivational, fair-minded, supportive, flexible, sociable, empathetic, organized, resistant to pressure and adaptable.

III. Research Method

This research was a quantitative research. The technique used to obtain the participation model in the classroom is to use the participation structure/participation framework proposed by Philips, Goffman and Goodwin. Through the performance produced, a participation model of English language teaching will be found, then a participation structure that explains the ratified participant (who produces speech) and the unrated participant (who is present when the speech event occurs, but does not produce speech). Teaching model, student character, and evaluation conducted by the teacher.

IV. Result and Discussion

The researcher conducted a qualitative research by giving questionnaires to Polymedia students consisting of 23 questions and 3 indicators, namely speaking anxiety factor, listening difficulty factor and performance factor in teaching. Shared via Gform: By using the tools of a computer software application program, namely SPSS version 16.0, the following results are obtained:

Table 1. Characteristics of respondents by gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Man	17	35.4	35.4	35.4
	Woman	31	64.6	64.6	100.0
	Total	48	100.0	100.0	

From 48 respondents, 35% were men and 64% were women who answered the questionnaire.

Table 2. Reliability Statistics

Cronbach's Alpha	N of Items
.831	23

From the data above with cronbach alpha 0.831, it shows that the data is very reliable.

Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.370 ^a	.137	-.127	.82898

From the SPSS test, the R number is 0.37. This show that there was a low relationship between variables. From the results of the regression analysis, the number of R2 (R Square) is 0.137 or (13.6%). This shows that the percentage of the contribution of the influence of the independent variable on the dependent variable is 13.7%.

From testing using SPSS it had weaknesses so it must be retested using Smart PLS.

Smart PLS (Partial Least Square), PLS was a technique used to predict models with many factors and collinear relationships. The purpose of using Smart PLS, among others, is to predict the relationship between constructs, confirm the theory and can be used to explain whether there is a relationship between latent variables. Smart PLS has the advantage that it does not require data that is normally distributed and can be used with a small number of samples.

Smart PLS is divided into 2 models, namely Outer Model and Inner Model. The outer model consists of validation and reliability tests, while the inner model consists of the coefficient of determination and hypothesis testing. The reasons for choosing PLS are:

1. The data is not normally distributed
2. Quite a lot of paths analyzed
3. Dependent variable is more than 1
4. Want to analyze directly based on indicators
5. The model contains formative/reflective indicators

As for what will be researched with Smart PLS are:

1. Inner Model Test

This analysis is used to obtain indicators that are valid in measuring research variables, the tests include convergent validity tests, divergent validity tests, Crombacnhs alpha, AVE and composite reliability.

2. Testing Outer Model

The outer model test is the result of the PLS analysis that will be used to test the research hypothesis based on the t value and the original sample

3. Test of determination (R Square)

This R Square value is used to determine the total effect of exogenous variables on endogenous variables

4. Path Coefficient

This coefficient can help calculate the direct and indirect effects as well as test the mediating effect

Delimiter:	Semicolon	Encoding:	UTF-8	<input type="button" value="Re-Analyze"/>	<input type="button" value="Open External"/>
Value Quote Character:	None	Sample size:	48		
Number Format:	US (example: 1,000.23)	Indicators:	23		
Missing Value Marker:	None	Missing Values:	1		

Indicators:	Indicator Correlations	Raw File								<input type="button" value="Copy to Clipboard"/>
	No.	Missing	Mean	Median	Min	Max	Standard Devia...	Excess Kurtosis		
Xfs1	1	0	3.458	4.000	1.000	5.000	0.957	0.935		
Xfs2	2	0	3.333	4.000	1.000	5.000	1.007	0.020		
Xfs3	3	0	3.500	4.000	1.000	5.000	1.137	-0.090		
Xfs4	4	0	3.396	3.000	1.000	5.000	1.094	-0.341		
Xfl1	5	0	3.604	4.000	1.000	5.000	0.973	-0.279		
Xfl2	6	0	3.396	4.000	1.000	5.000	1.015	0.157		
Xfl3	7	0	3.396	3.000	2.000	5.000	1.036	-1.169		
Xfl4	8	0	3.375	4.000	1.000	5.000	1.013	-0.330		
Xfl5	9	0	3.229	3.000	1.000	5.000	0.963	-0.169		
Xfl6	10	0	3.729	4.000	1.000	5.000	1.015	-0.377		
Xfl7	11	0	3.542	4.000	2.000	5.000	0.841	-0.473		
Yp1	12	0	4.271	4.000	2.000	5.000	0.757	0.213		
Yp2	13	0	3.812	4.000	2.000	5.000	0.833	-0.413		
Yp3	14	0	4.271	4.000	2.000	5.000	0.784	-0.057		
Yp4	15	0	4.146	4.000	2.000	5.000	0.913	-0.760		

Image display of data in Smart PLS which shows the mean and median as well as the min and max of the collected respondents' results and the standard deviation.

Outer Loadings

Matrix	X1 (FS)	X2 (FL)	Y (Yp)
Xf17		1.000	
Xfs1	0.738		
Xfs2	0.911		
Xfs3	0.833		
Xfs4	0.770		
Yp1			0.749
Yp12			0.801
Yp4			0.830
Yp6			0.898
Yp7			0.755
Yp8			0.870

By removing the outer loading which has a value below 0.7 or invalid, the above variables have shown data to test the research hypothesis based on the t-count value and the original sample is valid.

Construct Reliability and Validity

Matrix	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted ...
	Cronbach's AL...	rho_A	Composite Rel...	Average Varien...
X1 (FS)	0.847	1.000	0.888	0.665
X2 (FL)	1.000	1.000	1.000	1.000
Y (Yp)	0.902	0.925	0.924	0.671

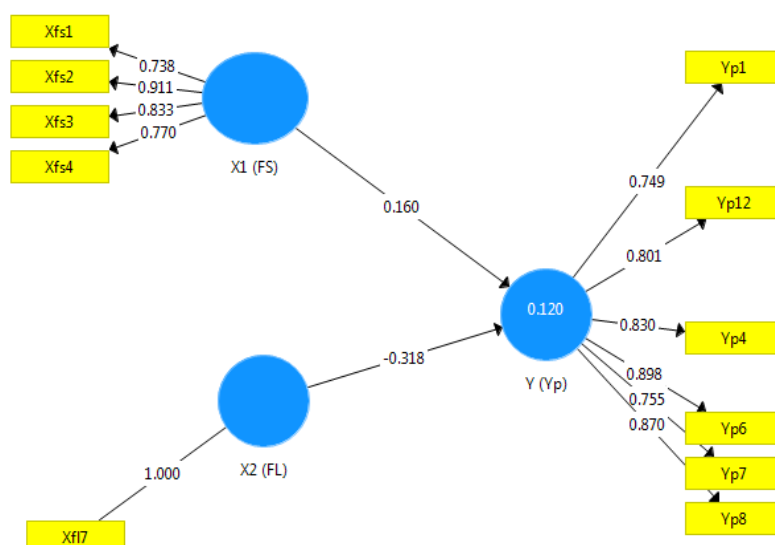
The results of cronbach alpha also changed after validation of the outer loader.

R Square

Matrix	R Square	R Square Adjusted
	R Square	R Square Adjus...
Y (Yp)	0.120	0.081

The value of R Square also changed from the deletion of variables whose values were below 0.7 which were colored red.

Then the results obtained can be seen as shown below:



So from the results above, it shows that the participation in teaching English at Politeknik Negeri Media Kreatif that must be considered the most is complaints or input: endogenous (dependent) variable

Variable X1 = Factors Causing Anxiety speak up English:

1. XFS2: 0.911 public speaking anxiety due to Not knowing how to start a conversation
2. XFS3: 0.833 public speaking anxiety due to not being able to predict what listeners expect
3. XFS4: 0.770 public speaking anxiety due to Not being ready to speak
4. XFS1: 0.738 public speaking anxiety is caused by not knowing what to do

Variable x2 = Difficulty Factors in Learning English Listening XFL7: -0.318 Concerns about the differences in the methods and materials taught by lecturers with materials heard through audio devices or native English speakers.

Exogenous variable (independent) variable Y = Performance factor in teaching:

1. YP6:0.898 Lecturer provides support
2. YP8: 0.870 Lecturer has charismatic
3. no 3. YP4: 0.830 Lecturers have concern
4. no 4. YP12: 0.801 Lecturer gives motivation
5. No. 5 YP7: 0.755 Fair-minded lecturer
6. No. 6 YP1: 0.749 Lecturers are enthusiastic in teaching

V. Conclusion

From the results of research that researchers have done that:

1. The participation model of teaching English at Politeknik Negeri Media Kreatif should consider and focus on overcoming public speaking anxiety because they don't know how to start a conversation, public speaking anxiety because they can't predict what listeners expect, public speaking anxiety because Not ready to speak, public speaking anxiety is caused by not knowing what to do and still having concerns about the differences in the methods and materials taught by lecturers with material heard through audio devices or native English speakers
2. Performance in teaching English for a lecturer must meet the criteria: able to provide support, have charismatic, caring, motivating, fair-minded, and must be enthusiastic in teaching

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