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English Presentation By Self-Reflection Approach Assisted By Indisch Learning Applications To Improve Speaking Skill

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ABSTRAK

Penelitian ini melaporkan hasil penelitian tindakan kelas pada presentasi bahasa Inggris dengan menggunakan pendekatan refleksi diri pada mahasiswa Fakultas Hukum semester IV Universitas Majalengka dengan berbantuan aplikasi belajar Indisch. Tujuannya untuk meningkatkan kemampuan berbicara siswa karena kurangnya rasa percaya diri dan kurangnya kesempatan untuk berbicara di depan umum menggunakan bahasa Inggris. Pendekatan Self Reflection dipilih dengan pertimbangan refleksi merupakan bagian penting dari pembelajaran dapat membantu mengidentifikasi kemungkinan perubahan. Model penelitian yang dilakukan dalam penelitian ini adalah model Kemmis dan Taggart. Karena penelitian ini dilakukan pada masa pandemi, penelitian ini dibantu oleh aplikasi pembelajaran Indisch yang memungkinkan terjadinya proses pembelajaran online dan offline. Instrumen yang digunakan adalah butir soal (kuis), lembar observasi dan video. Hasil penelitian menunjukkan bahwa terjadi peningkatan kemampuan siswa pada siklus I dengan nilai rata-rata 64,24, sedangkan pada siklus II sebesar 81,77. Sehingga teknik presentasi bahasa Inggris dengan pendekatan refleksi diri berbantuan aplikasi pembelajaran Indisch dapat meningkatkan kemampuan berbicara mahasiswa semester IV Fakultas Hukum Universitas Majalengka.

Kata kunci: speaking, presentasi, refleksi.

ABSTRACT

This research reports the findings of classroom action research on English presentation using self reflection approach in the fourth semester of Law Faculty students in Universitas Majalengka assisted by Indisch learning application. The purpose is to increasing students' speaking ability due to a lack of self-confidence and a lack of opportunities to speak in public using English. Self Reflection approach was chosen because reflection is an important part of learning so that thinking about it can help identify possible changes. The research model carried out in this research is the Kemmis and Taggart model. Because this research conducted during the pandemic, this study was assisted by Indisch learning application which allowed the learning process to occur both live session and provide access to the availability of learning resources. The instruments used were item questions (quiz), observation sheets and videos. The finding shows that there was an increase in the ability of students in cycle I with an average value of 64,24, while in cycle II is 81,77. So that English presentation technique by self-reflection approach assisted by Indisch learning applications can improve the speaking skills of fourth semester students of Faculty of Law, Majalengka University.

Keywords: Speaking, presentation, reflection

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Introduction

Learning speaking is expected to make students accustomed to speaking in English, especially in public (public speaking) as part of the competencies that students must have in the real world of work.

Public speaking is an important component in the competencies that students must have in order to interact with other people effectively and efficiently. Public speaking includes the ability to be noticed by others which can be a source of stress (LealC.B .; Graeff, F.G. & Del Ben., 2014).

However, the importance of speaking mastery as part of the competencies not satisfy with what was expected. The obstacles faced by the students in speaking were partly due to internal factors and external factors. External factors are caused because in addition to the target factors for achieving the curriculum which are too heavy, resulting in a relatively less portion of speaking learning and also because they supposed speaking learning is not interesting. Meanwhile, internal factors are caused by embarrassment or lack of students' confidence and also a lack of mastery of speaking supporting elements such as vocabulary and sentence structure. In a study conducted by McCorskey, it was found that 20% of students got public speaking anxiety (Ghaibani & Elmenfi, 2014).

Therefore, it is important to look ways or technique for improve students' speaking skills so that learning outcomes can increase. Mulyasa (2014: 143) suggests ideal conditions for learning outcomes that the quality of learning or character building of students can be seen in terms of processes and outcomes. As for the results, learning is said to be successful if there is a positive change in behavior in all students or at least 80%.

Based on the results of preliminary observations made in the fourth semester of the Faculty of Law, Majalengka University, it was found that the students' speaking skills were still low. From 18 students, only 2 of them had good speaking skills and confident in speaking in front of the class. And its remains, their speaking skills and confidence were still lacking. The percentage level of the fourth semester students of the Faculty of Law in speaking ability only reached 11.11%.

Seeing this condition, the researchers attempted to improve the speaking skills of the fourth semester students of the Faculty of Law by using English Presentation technique by Self Reflection approach. With English Presentation, students are encouraged to practice

speaking skills in front of the crowd and self reflection is useful for fostering courage and confidence by mapping the strengths and weaknesses of students and what efforts must be made to achieve change for the better.

Based on the background described above, this research takes the title "English Presentation by Self Reflection Approach Assisted by Indisch Learning Applications to Improve Speaking Ability of Faculty of Law students', Majalengka University".

Literature Review

1. Speaking

Teaching English, especially in speaking, is a challenge for lecturers. A study (see Chan, Chin, & Suthiwan, 2011; Widodo, 2015a) states that many English teachers or lecturers only focus on instructional forms of learning and memorize dialogue texts to improve the speaking fluency of their students. Even though it is clear that teachers or lecturers play an important role in designing meaningful learning, which can increase students' courage in learning activities, especially speaking (Widodo, 2015a).

It is very important to think about how to improve speaking skills because the problems faced by students in speaking also include various things such as anxiety, fear of mistakes, lack of self-confidence, and lack of language mastery (for example vocabulary and grammar). Not only in Indonesia, speaking problems are also experienced by learners in various countries as reported in a study in Oman, Vietnam, and China which stated that students could not communicate verbally in English due to lack of confidence, lack of vocabulary mastery and lack of necessary core knowledge (Al-Mahrooqi & Al-Aghbari, 2015; Hong, 2006; Zhou, 2015).

Furthermore, Humphries, Burns, and Tanaka (2015) found that foreign language learners, especially students at universities in Japan, face difficulty in speaking because they feel embarrassed to speak in front of their friends. Lack of preparation time is also a problem because it takes time to speak for students to think about the lack of sufficiency in their mastery of the language. The case also occurred in Indonesia. That's why teachers or lecturers should thinking about the right speaking learning design so that the problem can be resolved.

To push the courage of students in speaking English, getting them used to speaking in public can be an alternative way to grow their self-confidence. Because speaking is very related to "mental processes" as a form of interaction of "working memory," which is closely related to how students experience themselves in the socialization process that is integrated with the surrounding environment (Goh, 2014; Willis 2015). Speaking includes both cognitive and social aspects that influence each other.

It is important to note that speaking is a complex activity for students in language classes because students are required to be able to express their knowledge and also their language mastery skills in a good way (Widodo, 2015b). In addition, students feel anxious about their peers' assessment in terms of speaking, and this is known as shame (Widodo, 2015b). A previous study by Gan (2013) stated that there are four components, namely lexicogrammar, cognitive processes, anxiety in speaking, and lack of speaking practice, which are obstacles for students in China and Hong Kong to be interested and involved in English speaking tasks. Another study conducted in New Zealand by Cao (2011) also examined the ecological factors that influence students' desire to communicate in English. The results showed that students' experience in speaking was influenced by three main domains, namely their dimensions as individuals (self-confidence), communal (topics and forms of assignments), and linguistics (language proficiency adequacy). This prevents students from being actively involved in the language class and also affects their speaking fluency. Then, it is important for English teachers or lecturers to explore students' courage in speaking related to their desire to be actively involved in the language class.

2. English Presentation

As a learning designer, language teachers or lecturers are expected to be able to explore innovation or creativity in the classroom to create good conditions that can trigger learning activities. This is in accordance with Lazaraton's (2001) opinion which states that English teachers or lecturers who teach English as a foreign language are required to provide a myriad of authentic and motivating learning activities.

English presentations can be an alternative that allows students to overcome their problems in English Speaking, especially to raise motivation and self-confidence and get used to practicing speaking in public.

Presentation is the process of presenting a topic to an audience. Usually a demonstration, introduction, lecture or speech that is intended to inform, persuade, inspire, motivate, or to build goodwill or to present a new idea or product (Wikipedia).

Presentation is a form of communication. Laswell (in Tommy Suprpto, 2009) explains the definition of communication as a process that describes who says what in what way, to whom with what effect. From this understanding there are five important components in the communication process; who (communicator) says what (message), in what way (the media used is verbal, non-verbal, visual), to whom (message recipient or audience) and with what effect (message effect on audience).

Richard West & Lynn H. Turner explained that in USA, studying presentation and communication in general is very important. English presentations are form of learning that requires students to appear in public and speak in English. It raise students' courage and enrich their vocabulary.

That is why presentations were chosen as techniques in improving students' speaking skills in the fourth semester of the Faculty of Law, Majalengka University.

3. Self Reflection

Self reflection is the human ability to introspect and desire to learn more about their nature, purpose and essence. (Wikipedia).

Reflection is an important part of learning. Thinking about your own skills can help identify possible changes.

Nantasari's research (2011) reveals several benefits that can be obtained from self-reflection. They are being able to better recognize and understand oneself both in terms of character and behavioral tendencies, gain new understanding of a thing / event from a negative perspective to a positive one, being able to find obstacles of personal barriers that have not been realized so far, can draw lessons.

4. Indisch

Because of this research conducted during the pandemic, where face-to-face learning as usual was not allowed, this study was assisted by Indisch learning application which enabled live class features and also access to the availability of learning resources.

Indisch (Indonesia Digital School) is an Open Educational Resources (OER) which has unlimited learning content. It is only limited by creativity and enthusiasm in learning, willingness to teach, and willingness to share from users.

Indisch has complete features that allow learning atmosphere that is closer to the usual learning atmosphere in class. Indisch's features are complete enough that it can handle chat sessions and assignment / quiz submissions just like Google Classroom, as well as face-to-face live classes on one platform.

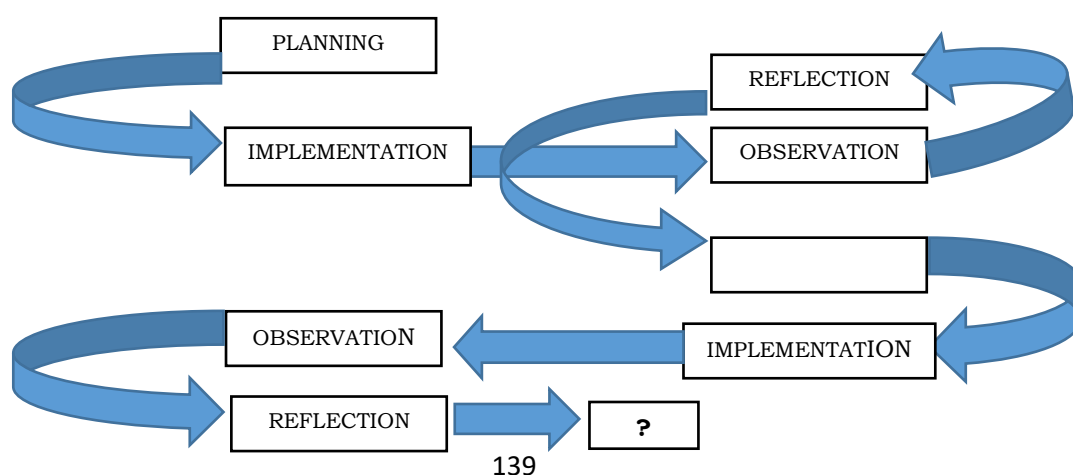
In Indisch, the assessment is integrated in one platform, namely score of the duration of watching videos, score of answering quizzes, score of independent assignments, score of attendance and activeness in live class sessions.

In addition, Indisch also has an offline feature where internet access can be used to download materials and assignments, then when offline students can study and do assignments. After getting internet access again, the task is automatically submitted.

Based on this, the authors chose a presentation technique which was carried out with a self-reflection approach assisted by Indisch learning applications to improve the speaking skills of fourth semester students of the Faculty of Law, Majalengka University.

Method

The research used is a classroom action research (CAR). "Classroom action research (CAR) is a form of research that is reflective by taking certain actions in order to improve learning practices in the classroom professionally". The research model used in this study was the Kemmis Mc Taggart model. In this study, researchers used two cycles, each cycle consisting of two actions. According to Kemmis Mc Taggart, the first step is planning, implementing, observing, and reflecting.



The research instruments used during this research were form of interview sheets, questionnaires, portfolio / self-reflection observation sheets, quizzes and video documentation.

The subjects in this study were students of the fourth semester of the regular class of the Faculty of Law for the 2019-2020 academic year. The total number of students who were the research subjects was 18 students, consisting of 9 male and 9 female.

Instruments (data collection tools) are form of observation sheets, quizzes and videos. Researchers use questions (quiz) as a final test in one cycle to determine the increase in student knowledge about how to present in a good way. Question (quiz) is attached.

Observations were made during teaching and learning activities. Teaching and learning activities are divided into two ways, first, face to face with strict health protocols for two times and online learning activities using classes in Indisch for several times both submitting assignments and doing quizzes and live class sessions. In addition, because this study was assisted by Indisch learning application, all student activities during learning activities were recorded in learning outcomes which included watching scores, assignment scores, quiz scores, and activeness in participating in live class sessions.

Procedures

Student observations include the ability to speak English and presentation techniques.

In pre-cycle, interviews were conducted with students to find out their speaking skills. At this stage, it was concluded that the students' speaking ability was still low. Then, the English presentation technique was chosen as an effort to improve their speaking skills. The self reflection approach is used with the aim that students are able to identify themselves well by writing down their weaknesses and strengths. Reflection is an important part of learning. Thinking about it can help identify possible changes.

In cycle I, action I and action II are carried out. Students are asked to make presentations in front of the class and document them in video form. Then they watch the video to find out what their weaknesses and strengths are. Students then learn about presentation techniques and how to develop speaking skills from the existing modules in Indisch's class. Quizzes are given to test students' understanding of how good presentation techniques are.

After reflecting on the results of the implementation of cycle I, and it was found that the learning outcomes had increased but were still lacking, then continued to cycle II.

In cycle II, actions I and II are carried out. Students after doing self reflection and writing down what their weaknesses and strengths are, they asked to watch a video on how to do a good English presentation which is related to how to improve speaking skills from the videos that are available in Indisch's class. Live class sessions were also held in Indisch to provide guidance and motivation to students about good presentation techniques and how to maximize the results of self-reflection to develop their potential for improving speaking skills. Furthermore, students are asked to prepare presentation materials. With strict health protocols, presentations take place in class. Students document it in the form of a video which is uploaded to Indisch's class in the assignment room. At the end of the session students filled out a quiz in the Indisch class.

Results and Discussions

1. Results of English Presentation

The learning process using English presentation technique by self-reflection approach carried out by researchers from the preparation to the reflection stage was good. Preparation made by lecturers before learning is carried out, it included preparing everything that is needed in learning activities starting from compiling learning steps in accordance with the steps of learning English presentation by self-reflection approach assisted by Indisch learning applications, evaluation, learning resources, media learning and materials used in carrying out presentation activities.

The results obtained were quite good because there was an increase, that researchers were able to open students' perspectives on the importance of improving English language skills using English presentations, being able to make students understand the objectives and benefits of implementing these English presentation learning activities. Their motivation were raising to improve their abilities by recognizing their weaknesses and strengths in making English presentations.

The results of observations made in the implementation of learning English presentation by self reflection approach have been very good. It is known from the results of the assessment of student activity observations in which the implementation of learning cycle

I that is obtained from the average score of action I and II which is calculated so that the final result obtained in cycle I gets a value of 64,24. Then in cycle II it was obtained from the average score of action I and II which were calculated so that the final result obtained in cycle II was 81,77.

The implementation of learning English presentations in the fourth semester of the Faculty of Law by self-reflection approach that the researchers had carried out went well and effectively even though they had obstacles related to the Covid-19 pandemic which did not allow face-to-face learning in the classroom as usual.

Through the reflection activities that were carried out, the obstacles that occurred could eventually be overcome. The Indisch learning application is used as a tool for the learning process so that cycles I and II can run completely. The process of learning activities which is quite successful can be seen from the increase in the activities of lecturers and students. The obstacles that occurred could eventually be corrected, this can be seen from the increase in ability of students in deliver English presentations. It is known from the results of the assessment of student observations, the implementation of cycle I of action I and cycle I of action II obtained an average value of 59.71 and 68.77. Then in the second cycle of action I and II obtained an average score of 79.55 and 83.99. The following is a graph of the increase in activities of lecturers and students in English presentations by self-reflection approach assisted by Indisch learning applications in the fourth semester of the Faculty of Law in each cycle as follows:

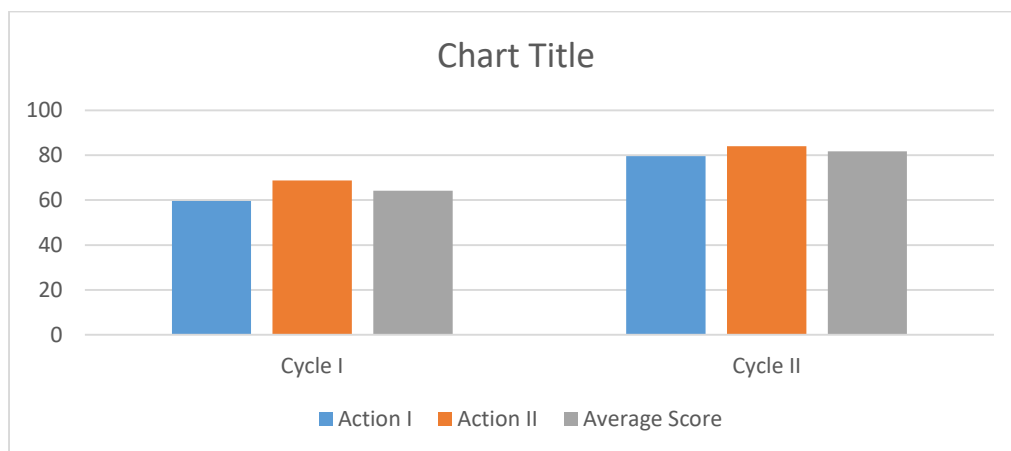


Figure 1

Graph of the Improvement of Student and Teacher Activity Observation Results in Each Cycle Action

Based on the scores obtained in cycle I and cycle II, it can be concluded that the observation of student and lecturer activities in English presentation by self-reflection approach has increased, it means that lecturers have been able using English presentation techniques by self-reflection approach to fourth semester students of the Faculty of Law, Majalengka University.

2. Self Reflection Results

Based on the evaluation results from looking back at the video presentation made by students, then students do self-reflection. Students write down their weaknesses and strengths in making English presentations. The factors observed included several things, including English language skills, self-confidence, presentation techniques.

There were also weaknesses that become students' self-reflections covering several things and each person writes more than one weakness. In terms of speaking ability (less able to speak English, less good pronunciation), almost all students stated that they were less proficient in English, 12 students (66.67%). 10 students (55,56%) also felt lack of presentation techniques (less eye contact, not relaxed, less body language, less expressive). And 6 students (33,33%) felt less confident (nervous). The following is presented in diagram.

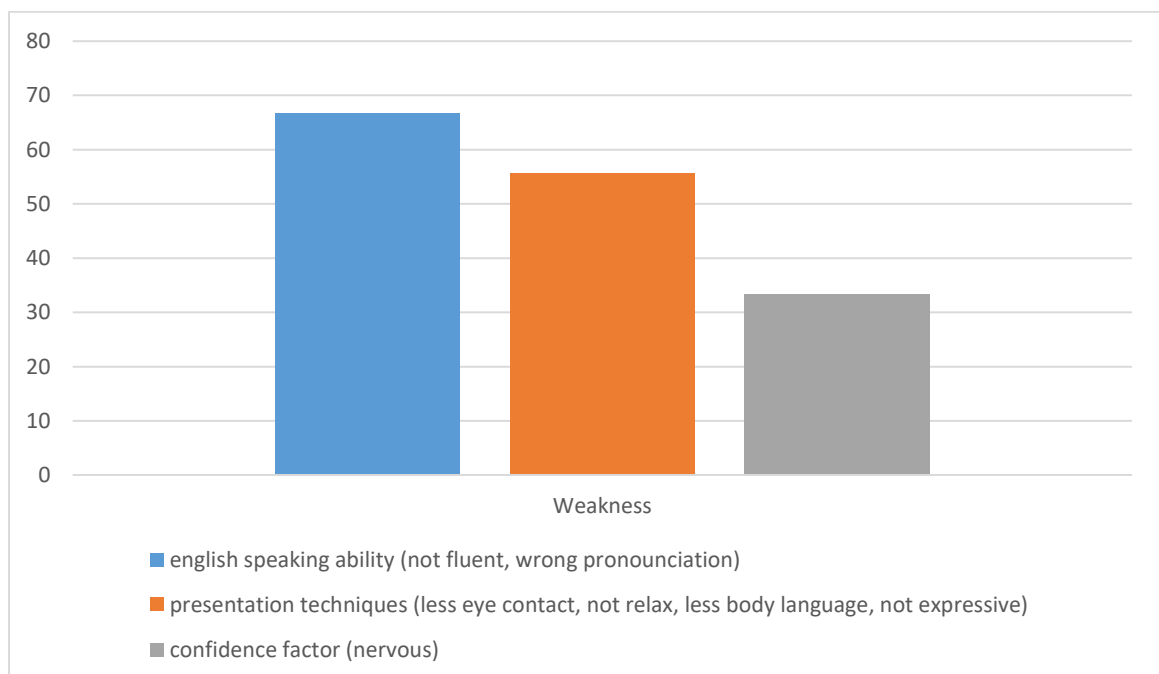


Figure 2

Student Self Reflection Results About Self-Deficiencies / Weaknesses

About the strengths, most of them, 14 students (77,78%) expressed confidence, loud voices and dared to speak in public, 2 students said they were quite fluent in speaking English (11.11%), 3 students (16.67%) stated that they did not give up easily and quickly corrected mistakes, and 3 students (16.67%) stated that they were quite relaxed, not tense and 4 students (22.22%) stated that they had mastered the structure of the presentation so that they were able to prepare material sufficiently.

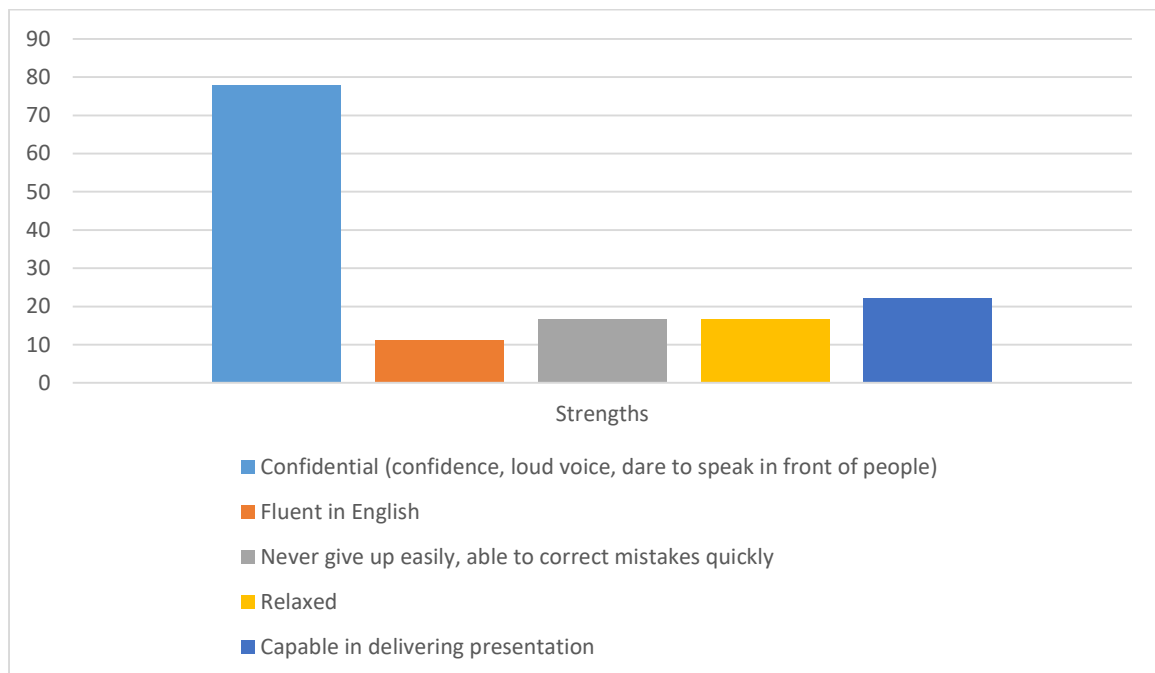


Figure 3

Student Self Reflection Results About Strengths

3. English Presentation Learning Outcomes in Indisch Learning Application

Based on the results of the evaluation obtained in each cycle, the acquisition of student scores is a benchmark for researchers to determine the improvement of students' speaking skills through English presentation techniques by self reflection approach. During the research process improving students 'speaking skills through English presentation techniques by self-reflection approach, it was found that there was an increase in students' grades and presentation skills.

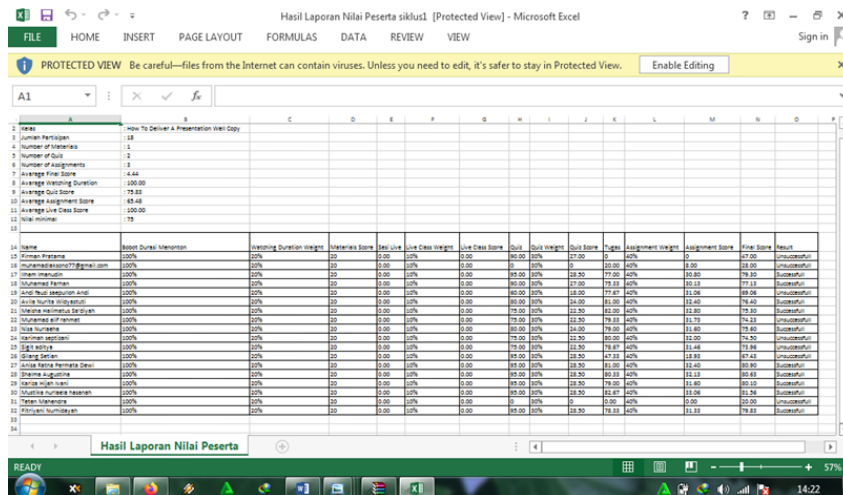


Figure 4. Student's score in Cycle I

There is an increase in student scores, this is evidenced by the ability of students' English presentation at the initial or pre-cycle conditions of 18 students, only 2 students have a score above 75 and the class average score obtained is only 42.85 with classical completeness 11.11 % who are in the range 1-20 with very poor category. Whereas in the first cycle of action I out of 18 students, there were 6 students who achieved a score above 75 with 33.33% classical completeness and a class average score of 59.71. In the second cycle of action II there were 10 students who achieved grades above 75 with classical completeness of 50% and class average score of 67.77 so that after the results of the evaluation on each action in cycle I were recapitulated, the student average score in cycle I was 63.74 with classical completeness of 41.67% which was at range from 41 to 60 categories is moderate.

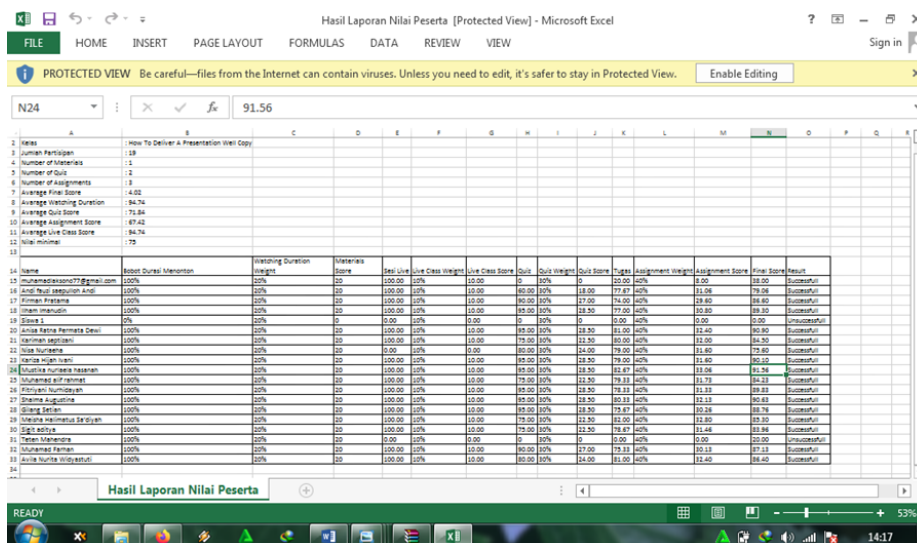


Figure 5. Student's Score in Cycle II

Then in the second cycle of action I, there were 15 students who achieved a score above 75 with classical completeness of 83.33% and a class average score of 79.55. In the second cycle of action II there were 17 students who achieved a score above 75 with a classical completeness of 94.4% and a class average score of 83.05. So that after the results of the evaluation on each action in cycle II are recapitulated, the average score of students in cycle II is 81.3 with classical completeness of 88.87% which is in the range 81-100 category very high. From the data on screenshot above, it also can be drawn that average watching duration 94,74. It means that all of students got high learning experience in getting material from video source. Students' interest in live session were also high, got 94,74. They did every steps of learning actively. The assessment set 10% for attendance, 20% for watching video, 40% for assignment and 30% for quizzes.

And the data recapitulation along cycle I and II can be seen in the table below.

Table 1 The Results of Cycles

Cycle/Action	Average Score	Classical Completeness (%)	Total Percentage In Cycle
Pre Cycle	42,85	11,11	11,11
Cycle I Action I	59,71	33,33	
Cycle I Action II	68,77	55,56	44,45
Cycle II Action I	79,55	83,33	
Cycle II Action II	83,99	94,4	88,87

The comparison of the class average score and the classical completeness of student learning outcomes can also be seen in the following graph:

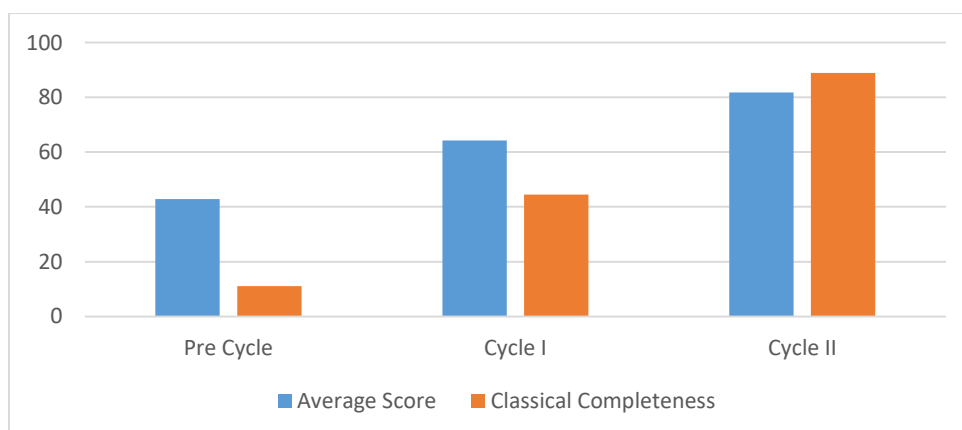


Figure 6

Graph Of The Class Average Score And Student Classical Completeness

Thus, it can be seen in the picture above that the results of evaluation of the fourth semester students' speaking skills improvement of the Faculty of Law, Majalengka University through English presentation techniques by self-reflection approach assisted by Indisch's learning applications increased until at the end of the cycle obtained a class average score of 81,77 and the percentage of learning completeness. amounted to 88.87%. It means, the results of evaluation have met the desired criteria, that classically students are considered to have completed learning if 80% of the total number of students are able to achieve a minimum score of 75 so that it can be concluded that the application of English presentation techniques by self-reflection approach assisted by Indonesian learning applications can improve speaking skills of the fourth semester regular class student of the Faculty of Law, Majalengka University in the 2019-2020 academic year.

Conclusion

The results of research can be concluded:

First, it can be seen based on the data from the observations of student and lecturer activities that learning process using English presentation techniques increase so that efforts to improve students' speaking skills run well.

Second, the implementation of research during the pandemic using an online learning process assisted by the use of learning applications, in this case, Indisch learning application, was able to make research run well.

Third, English presentation techniques by self-reflection approach assisted by Indisch learning applications can improve the speaking skills of fourth semester students of the regular class of the Faculty of Law, Majalengka University in the 2019-2020 academic year.

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