

The Proceeding of Indonesian English Lecturers Association's 2nd Hybrid International Conference

Global Trends in English Language Pedagogy

NAVIGATING NEW HORIZONS

Prof. Dr. Daniel Ginting | Wuryani Hartanto | Alfia Sari
Yuliana A | Fitria Nur Hamidah | Kartika Marta Budiana
Yanik Lailinas Sakinah | Bernadin Maria Noenoek Februati | Dominica Maria Tungga Dewa
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FOREWORD

In the rapidly evolving landscape of global education, the imperative to adapt and innovate in English language pedagogy has never been more pronounced. It is with great pride and anticipation that I introduce “The Proceedings of the Indonesian English Lecturers Association’s 2nd Hybrid International Conference,” a compendium of scholarly works that reflect the dynamic and diverse approaches to English language teaching and learning.

This year’s theme, “Global Trends in English Language Pedagogy: Navigating New Horizons,” aptly captures the spirit of exploration and adaptation that defines our current educational milieu. The articles featured in this proceeding underscore the multifaceted nature of English language education, from the integration of local culture to the adoption of cutting-edge digital tools, from fostering cross-cultural competencies to enhancing student engagement through innovative teaching methods.

The proceedings begin with an exploration of attitudes towards teaching English for Specific Purposes (ESP) within community outreach programs, setting the stage for our examination of specialized English instruction. Following this, a study evaluates the impact of digital libraries on young learners’ literacy skills, highlighting the crucial intersection of technology and early education.

Another article delves into the integration of local cultural contexts in English foreign language learning, offering profound insights into culturally responsive pedagogy. Complementing this, an investigation into performance-based learning for college students emphasizes practical skills and real-world applications in ESP contexts. The challenges faced by international EFL students in non-English-speaking countries are meticulously analyzed, providing invaluable insights into the global mobility of students and the support systems required for their success. The experiences of pre-service EFL teachers in international student exchange programs are also examined, revealing rich pedagogical and cross-cultural learnings.

Traditional games are showcased as effective and engaging teaching media, illustrating the potential of cultural activities in language instruction. An investigation into character education through popular literature demonstrates how novels can be harnessed for educational purposes in English language teaching. Further research explores the effectiveness of vocabulary self-collection strategies, contributing to our

understanding of learner autonomy. Another study presents the creative use of modified songs to teach grammar, offering innovative approaches to language instruction.

The cognitive impact of multimedia learning on EFL learners in higher education is highlighted, showcasing the significant effects of digital tools in modern classrooms. An analysis of figurative language in contemporary music lyrics brings a fresh perspective to the representation of feminist ideology in language education. The proceedings also demonstrate how lesson study can enhance students' learning enthusiasm, while innovative grammar assessment games engage young learners in a fun and effective manner. The impact of English club activities on speaking skills for students majoring in technical fields underscores the importance of extracurricular engagement in language acquisition.

The use of multimodality in vocational higher education provides practical insights into the application of varied media in teaching, while a study on gamified learning environments illustrates the benefits of using educational technology to enhance students' understanding of complex grammar topics.

This compilation of research and practice-oriented articles not only reflects the innovative spirit of our members but also serves as a beacon for educators navigating the complexities of English language pedagogy in the 21st century. I extend my deepest gratitude to all contributors for their dedication and scholarly excellence. As we embark on these new horizons, I am confident that the insights and methodologies shared within these pages will inspire and equip educators worldwide to enhance their teaching practices and better serve their learners.

Sincerely,

Prof. Dr. Daniel Ginting
President, Indonesian English Lecturers Association (IELA)



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ENHANCING SPEAKING ABILITIES OF STUDENTS MAJORING IN INFORMATION SYSTEMS: EVALUATING THE IMPACT OF ENGLISH CLUB ACTIVITIES

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Abstract : This study looks at the effectiveness of English clubs in developing English speaking abilities among EFL (English as a Foreign Language) students in Indonesia, specifically at the Faculty of Information Technology, University of BSI PSDKU Kota Tasikmalaya. This study employed a descriptive qualitative approach to investigate the implementation of the English Club to assist students in speaking English and motivate them to practice it. The difficulties are when some words are difficult to read and English is not practiced enough daily. Participants included student members of the English club in the information systems department, who were selected through purposive sampling. Data was collected through observation and interviews and The qualitative data was evaluated using Miles and Huberman's interactive and continuous approaches. The study found that English club activities greatly improved students' motivation, self-confidence, active involvement, and speaking skills when learning English. What deserves special attention is the progress observed in the classroom during classroom learning. This study concludes that the English club is a fascinating and successful teaching approach that has a significant impact on the English students' speaking proficiency.

Keywords : *English as a Foreign Language, English Club, Motivation, Speaking skills*

INTRODUCTION

Practice speaking to help you learn a language useful for everyday communication. Scenarios include responding to news, meeting in person, and asking for help. English Club is a place for language learners to use English in a comfortable environment. Practicing your skills in class is important, but it's not the same as in real life. In class,

you usually focus on one skill and one element (e.g., grammar-future tense).

This study presents a unique technique for teaching speaking abilities in the system information domains of the University Bina Sarana Informatika, employing the English club as a key methodology. In the English Club, students can practice speaking in relaxed and supportive situations. Activities such as group discussions, presentations, and language games can help practice their speaking skills in an interactive and fun way. In addition, the friendly and pressure-free atmosphere within the English Club creates an environment conducive to overcoming the shyness or awkwardness that often arises when speaking a foreign language. Therefore, through exploring the experiences of English Club members, we can evaluate the extent of the club. This can be an effective tool for advancing students' speaking abilities.

This study not only solves a deficiency in English language abilities among information systems majors, but it also makes a vital contribution to the larger conversation regarding English language education and creative teaching approaches in academic contexts. This study's distinctive benefit is the function performed by English clubs in sharpening students' English-speaking skills.

LITERATURE REVIEW

Communication is a part of the skills focused on the acquisition of languages (Hashim, Yunus, & Hashim, 2019). This ability is essential for interactions, which involve conveying concepts or data from one person to another. It is recognized as the most challenging talent to learn in relation to other language abilities such as reading comprehension, hearing, and writing. According to Andini et al. (2020), teaching English-speaking abilities to EFL (English as a Foreign Language) students in Indonesia is difficult. Impediments to English proficiency include limited vocabulary, incorrect pronunciation, and inadequate grammar (Amoah & Yeboah, 2021), as well as embarrassment and lack of motivation (Gürbüz & Cabaroğlu, 2021); (Mulyono, Ferawati, Sari, & Ningsih, 2019); and (Ritonga, 2020). This method promotes interactive learning, cultural awareness, and practical life skills (Batista, 2020; Ramalho, 2021); and assists shy students in improving their communication skills (Lorenzetti & Kruger, 2020; Malloy, 2020; Sugiarto & Awalya, 2022).

According to the studies, English language extracurricular activities emphasize the ability to speak publicly, including formal discussion, expression, newscasting, telling stories, and so on. It suggests that the primary goal of Teknokrat English Club (TEC) at Universitas Teknokrat Indonesia is to help participants gain comfort and improve their English skills. The organization's ultimate goal is to promote English. All teachers attempt to guide children into being confident people who can speak fluently in English in any setting through regular or intensive instruction provided by the club. (Kardiansyah & Qodriani, 2018)

One technique for increasing student awareness of learning English is to establish additional programs, such as the English Conversation Club, which may offer a space for each student to successfully converse in English while also enhancing participants' understanding and proficiency in the language (Fitria, 2019). Based on Fitria's research,

English club groups can foster both teamwork and rivalry. English Club groups are encouraged to interact socially by following the advice and resources of appropriate speakers and working together during activities. Several English Club activities. One of the difficulties encountered by the English Club is the members' hectic schedules with extracurricular activities. The English Club group's independence is also a concern because it inhibits communication among members. (Fitria, 2019).

METHOD

This study uses a qualitative descriptive approach, which is a sort of research that precisely portrays occurrences or organized knowledge without changing the events searched in the field study (Creswell, 2008; Sugiyono, 2018)). According to Ary et al., (2010), instead of figures and data, the qualitative method answered issues using words and visuals. The data from this study was interpreted in the form of words. This is appropriate for this study, which attempts to describe and investigate the effect of the English language group on students' speaking abilities. Based on Creswell (2012), the qualitative method is a sort of educational study in which data is collected using a form containing general, emerging questions, word or image data, and data from a limited number of individuals or settings. Members of the English club at Bina Sarana Informatika University PSDKU Tasikmalaya City, who majored in information systems, did the study.

The method used in this activity is to use a participatory approach, with a combination of theory and practice as well as discussion and performance in each activity. The choice of this method is based on the idea that each individual must work together and actively participate in the research throughout its cycle. This process involves students who are members of the English Club from the beginning to the end of the activity, ensuring that their needs, desires, and experiences are prioritized. Furthermore, these initiatives integrate both internal and external school programming to look into the influence of English-based cultural events on boosting the ability of pupils to speak.

Speaking skills are the target of English club members, and the material used in this activity is in the form of oral presentation material. The delivery of the material is carried out in two languages (bilingual), English and Indonesian, to make understanding easier and also based on the participants coming from various classes at the Bina Sarana Informatika University. In addition, the decision to use Indonesian as the participants' mother tongue was based on the belief that the mother tongue would help students who had relatively limited English skills to understand (Artieda, 2017) (Swain & Lapkin, 2013). It was also agreed that English Club activities would be held every Thursday from 13.00 to 15.00 based on the availability of the presenter's time and the schedule of the target English club members for this activity.

RESULT AND DISCUSSION

According to observations, English extracurricular activities focus on public speaking

abilities such as debate and speech, playing games, watching movies, storytelling, peer teaching, singing a song, preparing for the TOEFL test, etc. This exercise is also suitable for people who want to participate in a variety of English contests as well as those who simply want to improve their English abilities. This group offers its members a variety of activities to help them improve their English abilities. This game provides students with an exciting way to learn and practice their English language abilities, specifically written as well as spoken English. As previously stated, several significant factors influence second language acquisition. Instructors and educators, seniors from the English club and alumnus, particularly at Bina Sarana Informatika University PSDKU Tasikmalaya City, recommend learning the UKM language. According to the annual work schedule of this student group, the main purpose of the English club is to help the student participants develop self-esteem and enhance their language skills. As a result, the ultimate purpose or orientation of all organizational actions is to promote the English language. All teachers are asked to help guide them. So that everyone can feel comfortable and interact well. English in every situation, with frequent or even prolonged instruction given by the group.

To deal with how English clubs and activities, particularly for students at Bina Sarana Informatika University, enhance students' speaking skills and help students' second language acquisition, certain variables appear and support the language-getting process for students at Bina Sarana Informatika, especially the participants of the English club, while monitoring. They are enthusiasm, formal appearance, and atmosphere.

Motivational Factor

The first factor revealed is enthusiasm, which is an inside reward that encourages participants in the club to passionately participate in this activity. These individuals are generally self-driven, encouraged, or have a specific reason for participating in every club activity. As previously stated, motivation serves two integrative and instrumental purposes in second language learning. Based on interviews conducted with 15 English-speaking members of the information system at Universitas Bina Sarana Informatika PSDKU Kota Tasikmalaya, it was discovered that the motivation component functions integratively. since they all say that one of their objectives for improving this exercise is to allow them to practice their English by communicating with foreign speakers. This is also related to the essential function, which the participants say, as well as the integrative function, because three suggestions have been identified as strategic functions depending on the information provided by respondents: participation in educational competition (achievement-oriented), progress in society, and support in their future professions. It demonstrates that learners have distinct incentives that can motivate them to succeed in the process of learning a language.

Formal and Communication Factors

The next component revealed is an official speech, in which UKM Bahasa formalizes language acquisition presentation formats. In my view, it has a significant impact on its members' progress and success in learning a language since all programs and events are well-run and organized. In this situation, the club's formal presentation of learning is complemented by an appropriate learning environment and mood. The club works with

the student department to use the classroom and all educational resources to conduct routine (once a week) or intense exercise (every day when the tournament is coming). Furthermore, the involvement of instructors and educators is crucial; with their support, competence, and training, the English club's teaching and learning process may be efficiently managed.

Environmental Aspects

The third component revealed in this study is the spoken language environment for learning, which influences second language acquisition. In this case, the spoken language environment for learning offered by UKM Bahasa allows participants to receive empirical experience by observing, listening, mimicking, implementing, and assessing the language learning process. Experienced instructors will supervise all members, whether senior members, alumni, or lecturers, and a majority of the instructors have gone on to win national and international English competitions. As a result, all instructors can serve as excellent role models for their students. A positive environment is created by providing role models to help members watch, hear, and mimic. The participants are also permitted to demonstrate and receive direct feedback from teachers through a proper formal presentation.

English Extracurricular Activity and Speaking Ability

Students' performance is evaluated statistically to demonstrate the favorable influence of English extracurriculars on improving their ability to speak. The data is quantitative. As stated in the methodology part, this study is carried out across two semesters, with two seasons each: the first and last seasons. Every term of the periods is utilized to conduct observations on the study item, while at the end of each period, an evaluation is made to determine the pupils' progress or concerns with their performance.

Odd Semester Evaluation Period: The Early and Last Phase

Table 1. Odd semester 2022/2023 The beginning period evaluation

No.	Members Name	Score
1	Thomas Anindya	87
2	Fahren Magfira	87
3	Penny	88
4	Siti Zahro	89
5	Naufal	88
6	Alwan	87
7	Rona	87
8	Tiara	88
9	Muhamad Lutfie	88
10	Annisa	88
11	Lintang	88
12	Alvin	87
13	Syaima	88
14	Adi	87
15	Sulaeman	87

Students' performances have improved compared to the prior section. In the last step, it is clear that most participants who join English clubs perform well in speaking classes, which indirectly shows their strong English-speaking abilities. It is similar to their language instruction in the group; language learning characteristics achieved through that action affect pupils in the learning environment. It demonstrates that English clubs, as language activities outside of school, have an important role in preserving or even boosting individuals' capacity to communicate.

CONCLUSION

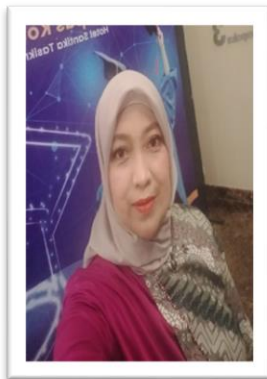
Finally, the English club plays an important role in assisting participants in expanding their language skills. It contains certain supporting characteristics that help its members learn a second language. As a result, it can assist members improve their English speaking skills until they win national and international medals. Furthermore, data shows that speaking English clubs have a significant impact on their participants' academic progress. It is seen in their speaking class results, which usually exceed their mean class score from the start of the odd semester to the end of the even term. in the school year 2022/2023. It is seen as a feasible option for boosting students' ability to communicate in English.

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