# SURAKARTA
## English and Literature Journal

# EDITORIAL TEAMS

# EDITORIAL INTRODUCTION

*Assalamualaikum wr wb.*

*Alhamdulillahirabbil'alamin.* Thanks to the grace of Allah Almighty, *SELJU:* Surakarta English and Literature Journal Volume 4 Number 1 is finally published both in online and printed. In the sixth edition, we present five articles which consist of a linguistic article and four language articles. The compositions of writers are two people from Veteran Bangun Nusantara University of Sukoharjo, three people from STMIK Sinar Nusantara Surakarta and a person from University of Nurul Jadid, Indonesia.

A linguistic article entitled *The Analysis of Colloquial Words on Updates Status of Facebook* by Mohammad Sofyan Adi. Four language articles entitled *A Study of Students' Efforts to Improve the Ability in English* by Arin Arianti; *Error Analysis on the Students' English Speech of STMIK Sinar Nusantara* by Suryanti Galuh Pravitasari, Saly Kurnia Octaviani and Arumsari; *Effectiveness of Virtual Learning on English Speaking Skill at STMIK Sinar Nusantara Surakarta* by Arumsari and Saly Kurnia Octaviani; *The Use of Flashcard in Teaching English Vocabularies by Young Mothers* by Nurnaningsih.

The writer, Mohammad Sofyan Adi, is from University of Nurul Jadid. Meanwhile, the three writers are Suryanti Galuh Pravitasari, Saly Kurnia Octaviani and Arumsari from STMIK Sinar Nusantara Surakarta. Then, the two writers are Arin Arianti and Nurnaningsih are from Veteran Bangun Nusantara University of Sukoharjo.Thus, hopefully, the publication of the sixth edition of this journal enriches the realm of research and studies in the field of Linguistics, Translation, Literature, and language related to contemporary problems in English. Wassalamualaikum wr wb.

Surakarta, February 2021

Chief Editor

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# A STUDY OF STUDENTS' EFFORTS TO IMPROVE THE ABILITY IN ENGLISH

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**ABSTRACT**.
Non-English students need specific efforts to improve their English ability. Each student has a different effort in learning English. The research aims to find out the kinds of students' efforts in improving their English ability and the dominant English skill practiced by the students. Besides, the level of students' effort is also investigated in this research. The subjects of this research cover 35 students in the first semester of the Faculty Of Public Health. Qualitative method was used in this research by semi structured interviews as the primary tools of data collection. The result shows that students' efforts to improve their English skills are varies. Students try to improve their ability in English aimed to the purpose of speaking or communication. The level students' efforts are categorized into the substantive effort.

**Keywords:** students' efforts, level of efforts

## INTRODUCTION

Learning and communication cannot be separated from each other. Language is a communication tool used by everyone in their daily life as a means to convey information and arguments to others (Rabiah, 2018). Both of them refer to language, especially English as a foreign language. In the education field, English communication has one of the stakeholders to support the learning process. These stakeholders include the students themselves and fellow teachers in English department and non English Department. English oral communication is not easy for foreign language students who seldom use it in their society (Souriyavongsa et al., 2013). Students are generally weak in English language learning found in many parts of the world especially in the countries where English is not spoken as the mother tongue. Students' weakness in English language learning is the result of the differences of social contexts, cultural environments; for example, the environments where the first and second or foreign languages learning take place (Hashemi, 2011).

Non-english students in Veteran Bangun Nusantara University got English subject in first semester and they must understand it as basic knowledge in their specific needs. The needs based on their vocation as an English for Specific Purposes, that is like English for medical studies, English for technician, etc. However, the chance to learn English on campus is very limited, the students need to be active learners not only within the classroom but also beyond the classroom. They have to have specific and personal efforts and be creative to evaluate themselves in achieving their skills by promoting independent learning beyond the classroom.

The students should be aware that the learning process in higher education is different from that in high school. In college, students are required to have a big responsibility over their learning, unlike in school the students are still dependent on the teacher. Students' perceptions of their own abilities are also linked to their learner autonomy (Henri et al., 2018). By taking responsibility for their learning during a lesson, students should become more independent in reasoning and exploring, thereby engaging in the teaching material more fully, leading them to understand the learning topic and enabling them to recall learned information in the longer term (Schmid & Bogner, 2015). Therefore, students need specific efforts to support and to improve their skills in learning English, especially for non-English students. Each student has different efforts in learning English to improve their English ability. The students' effort is the motivation process of actions and goals designed to achieve their needs. When student motivation is good, the learning achievement can be good as well (Yulia, 2013). Effort is a kind of behavior activity in the learning process. Students' efforts can be held in different ways, experiences and facilities, and they represent the condition and the background knowledge of the students. The students' efforts should be done everywhere; in schools or neighborhoods.

Students' efforts in improving ability in English are important to be investigated in order to know the steps and ways done by students as the real actions as an application for practicing English skills. There are some other researches that investigate foreign language learning effort of students in the context of English for Specific Purposes. The research conducted by Susanti found that students have good idea on efforts that they were applied and they are suggested to use independent learning approach, because it helps the students to be more focus, motivated, and enthusiastic in learning, especially in learning English. Besides, Ozer's research finding showed there was not a significant difference in noncompliance, procedural and substantive effort levels of the students. (Utami, n.d.) students used several kinds of effort to improve speaking skill in various college activities scale, and the aspect of speaking skill mostly developed by the students was comprehensibility. However, they have not identified those students' efforts into the level of students' efforts and the most dominant efforts done by students. This research investigates the students efforts to improve their English ability, the level of students' effort and then classify them into skills in English practiced by students in their daily activities. The implication of this research was to motivate the students to make some efforts to improve their ability in English.

## LITERATURE REVIEW

Foreign language learning effort can be defined as the investment of individual resources by students to learn a foreign language including in-class and out-of-class exertions and engaging students to fulfill the process of learning a foreign language ("Development and Validation of the Foreign Language Learning Effort Scale for Turkish Tertiary-Level Students," 2018). Learning effort is a multifaceted construct within the context of foreign language learning. Therefore, in the study, four dimensions of learning effort were taken into consideration as non-compliance, procedural effort, substantive effort, and focal effort. Non-compliance involves behaviors that hinder exerting effort in a foreign language classroom. Procedural effort involves endeavors for fulfilling the requirements specific to a foreign language classroom. Substantive effort refers to active involvement in learning a foreign language. Focal effort implies attentiveness in a foreign language classroom("Development and Validation of the Foreign Language Learning Effort Scale for Turkish Tertiary-Level Students," 2018) Zimmerman and Risenberg (1997 in (Susanti, n.d.) defined learning effort as "the overall amount of energy spent in the process of studying", while Carbonaro (2005 in (Özer, 2020) stated that "the amount of time and energy that students expend in meeting formal academic requirements

established by their teacher and/or school". In educational studies, the degree of effort is also taken intoconsideration. Besides, the quality of the time spent is much more important than the quantity when learning effort is taken into consideration (Didia in Ozer, 2020). Learning effort is divided into three categories by Carbonaro in Ozer (2020) as rule-oriented, procedural, and intellectual. Rule-oriented effort involves attending the classes and behaving appropriately and it indicates compliance to the norms and rules of the classroom and school. Procedural effort involves meeting specific class requirements and it indicates participating actively in classes, completing assignments, and submitting them on time. Intellectual effort involves thinking about and understanding the curriculum or course content critically and it indicates spending time and energy for studying and reviewing (Carbonaro in Ozer,2020).

## RESEARCH METHODOLOGY

This research uses qualitative research. Qualitative research as an iterative process in which improved understanding to the scientific community is achieved
by making new significant distinctions resulting from getting closer to the phenomenon studied (Aspers & Corte, 2019). The subjects of the research are first semester students of the Social Health Faculty in Veteran Bangun Nusantara University of Sukoharjo. Data were collected using questionnaires and by doing interviews with students. These questionnaires contain a list of statements that cover the kinds of activities done by students to improve their English ability. It can be used to identify the aspects of English skills that are mostly practiced and to measure the intensity of students' activities and the dominant aspect of those skills.

The stages in the data analysis data reduction, data display, and conclusion. The data got from interviews and questionnaires were noted, edited, segmented, and classified based on the kinds of English skills (Listening, Speaking, Reading, Writing) and categorized into the level of effort. Then, the results of data reduction were displayed to get purposed information for conclusion drawing.

## RESULT AND DISCUSSION

The researcher found the answers to the research questions based on data collection. The objectives of this research are investigating the students efforts to improve their English ability, the level of students' effort and then classify them into skills in English practiced by students in their daily activities. The finding shows that the students' efforts to improve their English ability are varies. There are some activities done:

**Tabel** 1. The students' efforts

| NO | ACTIVITIES | ENGLISH SKILL | LEVEL OF STUDENTS' EFFORT |
|----|-----------|---------------|---------------------------|
| 1 | Listening English song | LISTENING | Substantive |
| 2 | Singing English song | SPEAKING | Substantive |
| 3 | Reading English journal, article, blog | READING | Substantive |

| | | | |
|---|---|---|---|
| 4 | Recording own voice in English then listen to it | SPEAKING | Substantive |
| 5 | Writing a story, letter in English | WRITING | Substantive |
| 6 | Joining English Seminar | LISTENING | Substantive |
| 7 | Taking small notes, writing English vocabulary which are considered as difficult in a notebook. | WRITING | Substantive |
| 8 | Joining social media groups that consist of people from various countries. invite them to make a group call or video call so regardless their likes or dislikes all members have to use English. | SPEAKING | Substantive |
| 9 | Trying to get used to writing caption, statuses, or comments on social media using English. | WRITING | Substantive |
| 10 | Trying voice chat,record voice, speak English at all times. | SPEAKING | Substantive |
| 11 | Inviting friends to use English when chatting casually outside the classroom | SPEAKING | Substantive |
| 12 | Making friends with people from different cultures | SPEAKING | Substantive |
| 13 | Inviting strangers to play online games in the same team, so strategy coordination must use English | SPEAKING | Substantive |
| 14 | Listening the audio in English, such as radio, music or podcasts | LISTENING | Substantive |
| 15 | Joining a global random chat application that requires users to exchange messages using English | WRITING | Substantive |
| 16 | Changing the language settings on cellphones, laptops and other devices into English. | READING | Substantive |
| 17 | Talking a conversation in the mirror | SPEAKING | Substantive |

| 8 | Listening to Podcasts | LISTENING | Substantive |
|---|---|---|---|
| 9 | Using a little bit English conversation in my daily life with my friends | SPEAKING | Substantive |
| 20 | Watching movie without subtitle and singing western song | LISTENING | Substantive |
| 21 | Reading and diligently look at the dictionary and memorize new vocabulary | READING | Substantive |
| 22 | Memorizing the names of objects, animals, fruits | VOCABULARY | Substantive |
| 23 | Knowing the difference between adjectives and noun, because these words are always related to everyday English | VOCABULARY | Substantive |
| 24 | Learning tenses, memorizing tenses to distinguish the use of verb | TENSES | Substantive |
| 25 | Memorizing English verb | VOCABULARY | Substantive |
| 26 | Joining English course | LISTENING | Substantive |
| 27 | Creating a learning group | SPEAKING | Substantive |
| 28 | Reading English books | READING | Substantive |
| 29 | Watching English language movies, Foreign film | SPEAKING | Substantive |
| 30 | Adding English songs to the list of songs that must be listened to. At a minimum, repeating the same song three to four times | LISTENING | Substantive |
| 31 | Trying to speak using the English | SPEAKING | Substantive |
| 32 | Doing my homework on time | Enrichment | Procedural |
| 33 | Submiting my homework on time | Enrichment | Procedural |
| 34 | Carrying out the assigned in-class tasks. | Enrichment | Procedural |

**The kinds of students' efforts**

Those activities were done by non-English students as the efforts to improve their ability in English. In the process of the learning activities, every student has different efforts in learning English. It was influenced by the interest, motivation, need, and also the difficulties in learning listening, speaking, reading, and also writing as English skills that must be mastered well. Students

are different in their facilities, experiences, ways, and their background knowledge in learning English. They need specific efforts to support their skills in English as a foreign language and it can be practiced anywhere and anytime. By analyzing the students' activities,  it can be categorized whether the efforts refers to certain English skills and the students' activities can also be categorized into high or low effort. The results are listed below.

### a. Improving Listening skill

There are seven activities, all of them are categorized as low effort. They used several kinds of media to listen to English songs, namely podcasts, English news.  Joining English seminars/ webinars are also did for understanding Listening from native speakers. They pay attention to the way of learning listening effectively not only to the content of the speech, but  also to the way it is pronounced. Listening is the most important thing in learning any language because the mastery of listening can understand many words. By practicing listening, we can improve the vocabulary, pronunciation,  accuracy,  the use of certain phrases in various spoken contexts. Therefore, practicing listening can be done by it listening  to music, TV, movies, radio, etc in English. Moreover, students add English songs to the list of songs. They make rules for themselves that they must listen and then repeat the same song three to four times. In addition, the students try to find some learning English websites while browsing in the library and use an index or database (computer, card catalog, etc) to find the audio of English materialls. They also try to watch English movie without subtitles by paying attention to the English-language films and appreciate the dialogue without glancing at the subtitles too often.

### b. Improving Speaking skill

There are many kinds of activities done by students for improving speaking skills. The activities can be categorized into high efforts because they try to ignore their shyness and need to be brave to practice regularly and intensively. They practice speaking by starting from simple words. Those efforts can make them familiar with the English language. They try to practice English in their daily life, like recording their voice or trying voice chat, frequently speaking  using English. Besides, they join social media groups that consist of people from various countries and also invite them to make a group call or video call so regardless their likes or dislikes  all members have to use English. They do that because it is the easiest way to check the words that have learned each week without looking at the material. Good grammar is meaningless if students  never practice it in a conversation. Most people find it difficult to start a conversation in English because they are not used to make communication. Therefore, it is important to practice English frequently in daily life.

### c. Improving Reading skill

Many activities done by students focus on improving reading skills. In their daily life, they change the language settings on their mobile phone. It can make language learning procces faster because it makes the mind accustomed to interpreting a sentence, phrase and utterances based on certain context. They also practice reading books, blogs, journals, articles, and etc in English so they  can learn more about grammar, tense, and sentence structure. They said that the more often students read the vocabulary in English, the more students will be familiar with the language.

### d. Improving Writing skill

Activities undertaken as a student effort can be categorized as writing improvement by trying to get used to writing captions, statuses, or comments on social media using English.  In doing writing, especially for formal writing, grammar skills must be needed and formed

systematically. Writing will help learn English vocabulary more quickly than just reading. Besides, taking a little note is also practiced by the students if they come up with a new vocabulary that they don't know what it means or what they hear casually. Writing is a challenge in itself for most Indonesians. However, with a little will and discipline, everyone can get used to it.

**e. Other efforts**

Other actions are also practiced by students as the effort to improve their ability in English. They take advantage of social media for learning English by selecting Facebook, Instagram, and Twitter account setting in English and also by playing English games. They think that there are some of the easiest ways to improve their English language skills. Some of them join immersion club by taking English learners in an environment that uses English. Moreover, they use social media to make friends with people from different cultures. They also try to learn by observing everything around them.

**The dominant English skill practiced by the students**

Based on the result of the questionnaire, the researcher found that the students did some activities to improve their English ability. The activities were done in order to achieve a better understanding in English. Those activities are referring to one English skill integrated into other skills. Based on previous research, the use of classical guidance and counseling experiential learning model gave opportunity for students to deliver their ideas related with the problems in reading interest, and then, being solved together through critical thinking (Sutarti, 2017). The other research ("The Efforts to Foster Students' Skill in Making Questions through Thinking Tool (Question Matrix) Development," 2019) found that Question Matrix had helped the students in making questions. The use of proper media and learning technique are also the efforts to improve English ability. However, the basic skill in English must be concerned in practicing English. The students think that everything around them can be used as media for improving the ability in English.

Based on the list activities. Students try to improve their ability in English aimed to the purpose of speaking or communication. They want to be able to communicate in English fluently so they try many efforts to produce proper spoken language. Students must assume for their learning and achievement outcomes in order to become learners strategies (Rowe & Rafferty, 2013). Besides, some students focus on Listening as the effort to improve their ability in English. Listening plays a significant role in daily communication and educational process (Gilakjani & Ahmadi, 2011). Listening to music and watching films are the actions that are easy and interesting to be done by everyone. It is a receptive skill so the students do not need to produce language to do these, they receive and understand it. In addition, the other students focus on writing as the efforts in improving English ability. The students think that writing skills is difficult to practice. The students are able to express their ideas and their opinions and follow the flow of thought in written language (Pratiwi & Arianti, 2019). Besides, some students want to improve their English ablty by practicing and training vocabulary and tenses. Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms (Alqahtani, 2015)

**The level of students' effort**

The findings of the study reveal that the level of students' efforts is categorized into substantive effort. They take active involvement in learning and it indicates spending extra time to

prepare or study for exams as well as working hard at school. Preparing well for exams, reviewing the topics covered and to be covered, practicing from various sources, reading books, watching movies, having conversation with foreigners as out-of-class activities, revising assignments if getting suggestion to do any corrections, consulting for advice on how to improve English, and volunteering for extra homework assignments assist students to engage in English (the foreign language) continuously which results in high achievement in exams (Özer, 2020)

**CONCLUSION**

Based on the findings and discussion, the researcher can draw aconclusion that the students' efforts to improve their English skills are varies. The students try to improve their ability in English aimed to the purpose of speaking or communication. They want to be able to communicate in English fluently so they try many efforts to produce proper spoken language. Besides, some students focus on Listening as the effort to improve their ability in English. Listening to music and watching films are the actions that are easy and interesting to be done by everyone. It is a receptive skill so the students do not need to produce language to do these, they receive and understand it In addition, the other students focus on writing and reading as the efforts in improving English ability. The students think that both skills are difficult to practice. Besides, some students want to improve their English ablty by practicing and training vocabulary and tenses. The level students of efforts is categorized into substantive effort. They take active involvement in learning and it indicates spending extra time to prepare or study for exams as well as working hard at school.

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# ERROR ANALYSIS ON THE STUDENTS' ENGLISH SPEECH OF STMIK SINAR NUSANTARA

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**ABSTRACT**

This research was aimed at finding out the student's English speech errors of STMIK Sinar Nusantara using psycho-linguistic approach. This study belongs to the qualitative descriptive research with 30 respondents selected by using simple random sampling. The data were collected by recording the students' presentation. After that the data were analyzed by conducting observation and classification the errors found in the respondents' speech using psycho-linguistic approach proposed by Clark and Clark. The result of the study showed that there were 336 (100%) speech errors found which were than classified into Silent Pause (34%), Filled Pause (13.7%), Repeats (9.2%), Retraced False Start 0.3%), Corrections (4.5%), Interjections (3.7%), Stutters (14%), dan Slip of Tongue (20.1%).

**Keywords:** speech error, error analysis, qualitative-descriptive research

## INTRODUCTION

As social creature, human being need language to continue their life. Without language, human will find difficulties communicating what they want. In addition, they will find difficulties in understanding messages given by the others. This is in line with what Fauziati (Fauziati, 2009) stated that, "Language is very critical to human lives and its main function is for communication". By it, human can interact with each other and communicate what they want. Therefore, they can gain the goal they have established.

During the communication, the message transferred by the other people is included in part of speech production in psycholinguistics. Speech production is related with, "why and how people say what they say" (Kess in Fauziati, 2009, p. 5). It gives more detailed explanation tha language functions as a media to transfer messages from one person to the others. It also supports that language also functions as a media to interact with the others. In this case, interaction with other people covers three crucial elements namely speaker, listener, and sound (Clark in Fauziati (2009, p. 9).

The speaker must be able to send message using correct language to avoid misunderstanding. Therefore, speaking process involves two aspects, planning and speech execution. In planning speech, the speaker plans everything he will say to the audience. Meanwhile, in executing speech, the speaker says what he has planned in speech planning period.

However, although every time a speaker wants to deliver speech has carried out the two speech phases, errors may still take place especially when he is using foreign languages. It is true since natural speech is far from perfect. Speech errors are neutral phenomenon in which it might happen to anyone during delivering messages due to several causes. Meanwhile, filled and unfilled hesitation and errors may take place during normal speech. Therefore, speech error can be said as a mismatch between what the speaker want to deliver and what he actually says (Harley, 2006, p. 4). In addition, Wahyudi (2012, p. 30) also stated that speakers may make errors during his speech without notifying them. He usually cannot revise it as soon as possible especially when he is using foreign language. Speech errors can be in the form of pauses, repetitions, corrections, or improper diction. The speech errors of course result in improper message delivery.

Farida Indri Wijayanti (2012) mentioned that there are three sources of errors that might take place during a speech delivery proposed by Clark and Eve (1977). The first source is the cognitive reason. In this phase, people have difficulty in producing sentences using abstract words rather than the concrete ones. In addition hesitation may also appear at this period since people find it hard to get the correct words to express their idea. The second source of speech error is the situational anxiety in which people get anxious, tense, or worries about a certain situation. This might trouble them in delivering the speech as what they have planned before. The third reason why people make errors during their speech is the social factor. Speech seems becomes difficult when people deliver it in a situation which is under pressure. This tends to make hesitation occurs. When it happens, people usually take longer time to produce words. This may get the audience take over the speech.

This notion was also in line with what Brown states in Sholihah and Annisa (2019) stated that error was a faulty performance which might occur either in speech or written text indicating improper or incorrect system of learning. These errors did not indicate that the speaker intentionally commit it since he or she did not realize it. It was just an intention error (normal phenomenon) that a person might made during the message delivery due to the incomplete learning process.

There were two basic reasons of choosing the fifth semester students as the respondents of this research. The first reason was that they had already passed the previous four English subjects so that they were considered to have sufficient English speaking skill. The second one was that the subject of English V they were taking while in semester V was mostly about English for Public Speaking. In this subject, they also had to carry out a kind of mini research in which its result was to be the material to be presented, recorded and used as the research data

Based on the above description, the writer would like to find out the speech errors made by the respondents and the reasons why the errors take place. Th chosen of the fifth semester students as the respondents for this research is Therefore it is hoped that the speaking class would be modified as much as possible to eliminate the speech error sources. Hence the goal of the English speaking class will be met..

**METHODOLOGY**

This research belongs to qualitative research. Qualitative research is a research method which relies on positive philosophy. It is used to study a certain phenomena naturally. Naturally here means that the research is carried out naturally without manipulating the condition and emphasizing on the natural description (Sugiyono, 2008). This study also belongs to qualitative –

descriptive research in which it deals with why and how a phenomenon has happened (Harley, 2006). This is in line with what Nawawi (1993) mentioned about qualitative research. According to him, a qualitative descriptive research is a research which efforts to reveal a phenomena, an event, or a condition as what is. In short, he said that qualitative research is merely a "fact finding". The data was collected qualitatively which was then analyzed quantitatively by using frequencies, percentages, averages, or other statistical analysis as proposed by Nassaji (2015). The data was collected by using the documentation method proposed by Marshal and Rossman (2006) by simply recording the students' speech. Once the data was collected, the researcher noted the errors he heard, classified the data in the distribution table and calculated them based on their frequencies, percentages and averages. The analysis was then carried out using the algorithm of conducting error analysis proposed by Corder (1978) which covers 3 basic phases namely recognition, description, and explanation. (Corder in Fauziati, 2009, p. 136)

The object of the research was the $5^{th}$ semester students of STMIK Sinar Nusantara, especially those who were taking English V class. The respondents were selected as many as 30 students by using purposive random sampling in which the respondents were selected based on certain criteria proposed by the researcher namely (1) the respondents were taking English V, (2). The respondents had to have passed English 1-4 since there were some transferred students who hadn't took the previous 4 English subjects, and (3) the respondents had to have completely carried out all process of the mini research. There were 6 classes with 150 students in total and taken randomly as many as 20% (30 students) to be the respondens . This technique of sampling was used since the researchers were eager to find out certain phenomenon (in here, the respondents' speech errors) as what Lawrence et.al (2015) stated in his manuscript entitled **"Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation Research"**. Meanwhile the method of the research was carried out in three steps as done by Permatasari et al. (2018) namely:

**Preparation :**
In this first step, the researchers read books, journals and other literature related to the topic of the research. The researchers explained the respondents about what they have to do during the data collection such as distributing the topics for their presentation, the length of their presentation and the recording process. The topic for the presentation was about a mini research findings. In this mini research, the respondents were asked to measure the satisfaction level of a certain institution by using simple questionaire distributed to the institution's service users. After that the result of the data was calculated, averaged, and interpreted. Finally, the respondents made a table about their findings for the presentation.

**Data Collection**
On the D day of the data collection, the respondents were asked to present their mini research findings one by one while the researcher recorded the presentations. The media used to do the recording was a smart phone. The number of the respondents were 30 people, therefore there were 30 MP3 files with around 5 minute length each.

**Data Analysis**
The data collected was then analyzed by using Speech Error Theory proposed by Clark and Clark (1977) in which he mentioned that there are nine types of speech error, namely *Silent Pause, Filled Pause, Repeats, False Start (Unretraced), False Start (Retraced), Corrections, Interjections, Stutters, and Slip of Tongue.* The researchers played the videos and observed them one by one carefully. The findings were classified in a table based on the nine types of speech error.

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The researchers then calculated the speech error findings based on their frequencies, distribution and averages. Finally the final findings of the research was interpreted by referring to some theories related with the study and compared them with some previous related studies.

## RESULTS AND DISCUSSION

### Result

Based on the research conducted by the researcher, the data collected from the 30 respondents can be seen in the following table of speech error distribution as proposed by Clark and Clark (1977).

Table 1. Speech Error Dsitribution

| NO | Types of Error | Σ | % |
|----|----------------|-----|--------|
| 1 | Silent Pause | 116 | 34 % |
| 2 | Filled Pause | 46 | 13.7 % |
| 3 | Repeats | 31 | 9.2 % |
| 4 | False Start (Unretraced) | 0 | 0 % |
| 5 | False Start (Retraced) | 1 | 0.3 % |
| 6 | Corrections | 15 | 4.5 % |
| 7 | Interjections | 11 | 3.7 % |
| 8 | Stutters | 47 | 14 % |
| 9 | Slip of Tongue | 68 | 20.1 % |

Table 1 shows nine speech error classifications made by the 30 respondents. There are 336 speech errors in total with the biggest one is the Silent Pause which contributed as many as 116 errors or 34% to the whole. This is in line with what Fauziati (2009 : 76) stated that the error most frequently made by the foreign language speaker was the Silent Pause. It was a period in which there was no voice at all produced by the speaker.

Here are some Silent Pauses that could be recorded by the writer:
1. I will present mini research // about customer's satisfaction toward…
2. Good evening guys  // I will present ...
3. And see // overall performance ...
4. I will tell you about first aspect is // personal // in the aspect of personal.
5. We still got // a lot of lot hole.
6. The // one respondent saying very good of hospitality.
7. This new research // aimed at measuring // the level of customer service satisfaction.
8. We can be that responding // that STMIK Sinar Nusantara on the performance Pascal.
9. In here, I will // present // about laboratory II in STMIK Sinar Nusantara.
10. I'm in here in to present // survey about library.

From Table 1, we can also see that the second biggest speech error is the Slip of Tongue which appeared 68 times during the presentation conducted by the 30 respondents. It means, Slip of Tongue contributes 20.1% to the whole speech errors. Slip of Tongue is unintended, non habitual deviation (s) from a speech plan. (Dell in Poulisse in Fauziati, 2009 : 78). Moreover, Fauziati stated that Slip of Tongue is a type of speech errors which is more complex that the other ones. People slip their tongue now and again, most often when tongue's owners are tired, a bit drunk, and or rather nervous.(2009:78).

Here are some Slips of Tongue that could be recorded by the writer:
1. There are <u>contain</u> (contant).
2. Respondents said <u>fight</u> (fair)

3. I'm going to presentate about customer statisfication (satisfaction).
4. And then, aspect number four, security necessity (CCTV).
5. In there I will explain to my research and my resus about satisfication.
6. The point is thirty (thirteen).
7. Hopefuliffy, it cold be the best.
8. This overall performance is collor purfple.
9. Less smoke in the lab, hit (head) lab too strict…
10. The riset (research) was about ...

      The third biggest speech error as shown in Table 1 is Stutters which appeared 47 times or contributed 14% to the total speech errors found in the video. Stutters is a period in which a speaker repeats the same sound or syllable for several times, for example "Turn on the h- h - h heater switch". (Fauziati, 2009:77).

      Several samples of stutters that have been found by the researcher are as follows:
1. it is a- a- done ...
2. About a-a customer satisfaction.
3. It is too- too high.
4. This is a- a feedback.
5. I will a- a present ....
6. My observation about customer s- s- satisfaction.
7. And th- th- th- the normal collegian in STMIK can be said...
8. However, uh, some s- s-  suggestions, are shared by respondents.
9. As- as- aspects-  aspect, fasilitas, bunker ...
10. Less smoke in the lab, hit lab too strict in the ru-u-les of the lab

      Next, the fourth biggest speech error found in the videos as shown on Table 1 is Filled Pause. It appeared 46 times or contributed 13.7% to the total number of speech error. Filled Pause is a gap filled *ah, er, uh, mm*  such as in *Turn on, mm, the heater witch.* (Fauziati, 2009:76).

      Here are some Filled Pauses that could be found in this research :
1. Uh../ This is, uh, my job observation.
2. Uh…/ I'm going to presentate about customer statisfoication.
3. Aspect number two, uh../ first, the size of parking area, parkir availability, and comfort.
4. Uh../ in there I will explain to my research and my resus about satisfaction.
5. Umm.., who the 20% mean very very less started.
6. I did uh..uh..questionnaire....
7. And then uh..uh my research ....
8. And the uh-uh first ....
9. And then is uh..uh good ...
10. This is uh..uh diagram

      The fifth frequently appeared speech errors made by the 30 respondents in this study was the Repeats. It appeared 31 times. Therefore it contributed 9.2% to the whole speech errors. A speaker produces this error when he repeats one or more words in a row such as *Turn on the heater/the heater switch.* (Fauziati, 2009:76).

      The samples of the Repeats made by the respondents in this study are listed below:
1. In the diagram / diagram ...
2. You can see / see ...
3. We look at the diagram / diagram ...
4. Number one / one is…
5.  In the table / table ...
6. I think enough / I think enough

7. respondent saying very good, uh, in the / in the response, fast response
8. As aspects / aspect, fasilitas, bunker ...
9. And this suggestion from / from 25 university students
10. Out of 25 respondents, 23 were/ 23 were saying that …

The sixth biggest error made by the respondents during their presentation in their videos as shown on Table 1 is Correction. It appeared 31 times. Therefore it contributed 9.2% to the whole speech errors found in this study.

Here are some Corrections that could be found by the writer in this study:
1. The information just from…/ just for the member club
2. I am, uh, will/ I will to explain
3. And then, aspect number four, security necessity/ CCTV availability
4. This is from/ for diagram satisfication
5. And the overall, overall performance is / 13 saying that the overall performance of the lab 2 is bad
6. who stated say of rarely service / clean place
7. I am, uh, will/ I will to explain
8. respondent saying very good, uh, in the / in the response /the fast response.
9. And the overall, overall performance is/ 13 saying that the overall performance of the lab 2 is bad
10. 20% statis less 7 and ex perce-/ per people

The seventh biggest speech error found in this study was Interjection. As Tables 1 shows, the respondents made 11 interjections during their presentation in English as their foreign language. Hence, interjection contributed 3.7% to the speech errors found in this study in a whole. Like hesitation pause, Interjection indicate that the speakers have had to stop to think about what to say next. The interjection in English often emerges with the sounds *oh, ah, well, and say* such as in *John would like, oh, carrots'.* (Fauziati, 2009 : 77).

Some interjections that could be recorded by the writer in this study as as follows:
1. And oh  wifi ...
2. It has been oh..oh started..
3. And then oh..oh professional
4. I will present about.. oh... the customer satisfaction on ...
5. There are about three.. oh ... thirty people saying ...
6. The diagram shows that the first oh.. category is ..
7. The oh next diagram says ...
8. Finally, I can conclude that the ... oh... service of ...
9. The number of people saying that .. oh the service ...
10. It can be .. oh. Concluded that ...

The 8th type  of error speech appearing in the respondents' video as seen on Table 1 is the Retraced False Start. A retraced false start is an error in the form of repeating one or more word before the correct one is produced. (Fauziati, 2009:77). In all the 30 videos used as the data of this study, there was only one Retraced False Start found. Therefore it only contributes 0.3% to the total number of the speech error. The only sentence containing the Retraced False Start is '*The height / the accurate number is 35%'.*

Finally, the only type of error speech proposed by Clark and Clark in Fauziati, 2009 : 77 is the *unretraced false start.*

**DISCUSSION**

The findings as illustrated above agreed with what was stated by Goldman-Eisler in by Fauziati (2009 : 75) that most speakers make much pausing as much as 40 - 50% during their

speech. It was proven by the findings that the respondents made pausing as much as 162 times. It means, they made 48.2% speech error of pausing of the 100% error speech. The pausing itself was divided into two categories namely Silent Pausing (116 times or 34.5%) and Filled Pausing (46 times or 13.6%).

This finding is in line with what Saputri (2016, p. 185) found in her study that among 232 error speeches, the 91% of them was in the form of Silent Pause (10.73%) and Filled Pause (80.28%). Kafifah and Aini (2020) also found the same findings in their research that the Silent Pause contributed most to the total number of errors made by the respondents. The finding on the number of error speech in the form of Silent Pause and Filled Pause is also the same as what Utami and Malihah (2018, p. 1991) found in her study that among 603 pausing speech errors, the Silent Pause appeared 524 times or contributed to the whole error speech number while the rest was Filled Paused which appeared 79 times or 13% of the total. Another study conducted by Firdausi (2016) showed that the most error found was also the Silent Pause in which it contributed as many as 44.27% to the total number of errors.

However, the comparison on the number of speech error between Silent Pause and the Filled Pause in this research is different from those in Saputri (2016, p. 185) and Muthmainnah (2014). In her study, Rismanita found that Filled Pause appeared more commonly (80.28%) than the Silent Pause (10.73%). Muthmainnah (2014) also found out that errors on the Filled Pause contributed more errors (35.4%) than Silent Pause (23.9%). In contrast, errors in Silent Pause (34%) found in this research was bigger than the Filled Pause (13.7%).

There are two major causes or sources of the speech errors found in this study as stated by Clark and Clark in Fauziati (2009, p. 74), namely first, the errors appeared as a result of the respondents' difficulty in planning and executing the idea at the same time. Hesitations, corrections, and pauses, for examples, are typical speech errors which are resulted from such difficulties. It is proven by the finding in this research that 52% of the total speech errors belong to Silent Pause (34%), Filled Pause (13.7%), and Correction (4.5%).

The second source of speech error is the result of the difficulty the respondents have to deal with in executing articulation program to guide the articulation muscles in producing sound. The result is in the forms of Slip of Tongue which usually takes place when the speaker are tired, in a hurry, or under pressure. This is also what the writer found in this study that the Slip of Tongue was 20,1%, Stutters (14%), Interjections (3.7%), corrections (4.5%), and repeats (9.2%). See Table 1.

Therefore, the implication of the result and the discussion of this research is that it is crucial to give more portions on speaking activities during English classes. It is also important to consider that there should be additional programs that support the achievement of the speaking class goal outside the class. The more frequent the opportunities given to the students to use their English orally, especially in front of public, the higher their English speaking skill will be. Hence, the speech errors made by them will also decrease.

## CONCLUSION(S)

There are several things to be concluded from the research findings:

1. Among the nine types of error speech proposed by Clark and Clark in Fauziati (2009, p. 77), there are only eight types found in this research, namely Silent Pause, Filled Pause, Retraced False Start, Corrections, Interjections, Stutters, and Slip of Tongue.
2. The most frequent speech error found in this research is the Silent Pause (116 or 34%) The second is Slip of Tongue which appeared 68 times (20,1%), then Filled Pause of 46 times (13,7%), next Repeats *w*hich appeared as many as 31 times (9.2%). After that is Corrections

which came up as many as 15 times (4.5%), then interjections which appeared 11 times (3.7%), and finally the last one is the Retraced False Start which only appeared once (0.3% of the whole 366 speech errors).

3. The only speech error which was not found by the researcher was Unretraced False Start.

This research found out that there were also two main sources of the speech errors, namely the respondents' difficulty in planning and executing ideas at the same time and that the they also found difficulty in forming the articulatory program to guide the articulatory muscles in executing sounds.

Finally, there are still many other aspects that can be done to generate researches on speech errors such as analyzing the effectiveness of certain instrument or teaching techniques used in class to decrease the error that have been found out. Moreover, there should also be a research on studying the materials and the syllabus given in the class to know whether they also contribute the errors made by the students while using their English.

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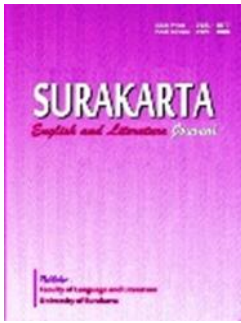
# THE ANALYSIS OF COLLOQUIAL WORDS ON UPDATES STATUS OF FACEBOOK

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### ABSTRACT

The research design of this study is a descriptive qualitative design that on analyzing colloquial words on updates status of facebook from October until December 2020. The objective of the study generally is to find out some types of technical terms used to form colloquial words found on updates status of facebook. They are: Abbreviation, Clipping, Blending, Hypocorism, and Acronyms. Based on the data analysis, from eight types of technical terms presented, five types of technical terms are found by the researcher. The types are not found in the study such as Prefix, Suffix, and combination of Suffix and Prefix. The most frequently used in colloquial words on updates status are Abbreviation, Clipping, and Acronyms. In terms of sociolinguistics, all users of colloquial words in facebook are adult and from educational classes. There are only a few users of colloquial words using colloquial words.

**Key words:** Colloquial Words, Update Status, and Facebook

## INTRODUCTION

Communication is very important in our society because we have to socialize with others. They can communicate with one and another by speaking or listening but also by written language. According to (Crystal, 2013) communication refers to the transmission of information (a message) between a source and a receiver using a signaling system; restricting this notion to "human communication". In communication, people have many ways to communicate with other people. People use language as a tool of communication to say their wants, messages, information, and ideas to other people. Communication also influenced by style between speaker and hearer. It can be concluded that communication has a great influence on humans in understanding each others.

There are many studies about language. One of the studies about language is called linguistics and one of the linguistics branches which study the relationship between language and society is called sociolinguistics. Fishman (2001) cited by (Kasmi & Junaid, 2018), sociolinguistics is the study of the characteristics of language varieties, the characteristics of its function, and the characteristics of its speakers as these three constantly interact, change and change one another within a speech

community. According to (Malabar, 2015) Sociolinguistic is an interdisciplinary science. The term shows that it consists of the fields of sociology and linguistic. In terms of *social-linguistic* (sociolinguistics), the word *socio* is a major aspect of research and a common feature field of science. Linguistics in this case also has social characteristics because language also has social characteristics, namely language and its structure only can develop in a particular society. The social aspect in this case has special characteristics, such as social characteristics specifics and sounds of language concerning phonemes, morphemes, words, compound words, and sentences. It will focus on a major aspect of sociolinguistics research in past decades, an area generally referred to as language variation. Language variation focuses on how language varies in different contexts, where context refers to ethnicity, age, religious status, gender, level of education, etc. Varieties of language are often called dialects, the first regional dialect and the second a social dialect. The term dialect refers, strictly speaking, to the differences between varieties of language which are differences in vocabulary, grammar and pronunciation. It is to know how creation is used to categorize individuals in society. The types of language varieties are dialect, slang, style, register, colloquial, and so on.

When studying English, people should keep in mind that variation exists in the language itself. The term variety is used among linguists as a cover term to refer to many different types of language variation. In this study, the researcher only analyzes one of the types of language variety which includes the term colloquial. Colloquial in general is simply informal English. Colloquial language is an expression that is not used in formal speech or writing. In most of speech-public and private, formal and informal, people strive for a colloquial usage that allows thelistener to be relaxed and to listen easily to what we have said (Adelnia & Dastjerdi, 2011). In the definition of Payne that colloquial means characteristic of spoken language, but the researcher will analyze colloquial of written language, because, in this era, colloquialis not only found in spoken language but also written language. The use of colloquial is more appropriate in informal situations: sending a message to a friend, writing intended to convey such a voice, an expression more typical of the instilled voice of daily conversation. We can find colloquial words in the form of writingon the internet. It is necessary to research since these phenomena could be in contradiction to conventions of standard language. When studying English, it is an obligation to know the whole thing about language, including the colloquial. On the other hand, it could help new English learners who learn the language to avoid misunderstanding. Moreover, we have to think sensitively about the phenomenon which happens in the language. The development of English features in society grows more and more by the times. Considering the phenomena above this research is needed to be conducted.

The researcher chose the colloquial words in the form of writing on the internet because today people are interested in using the internet in their daily life not only to find news, entertainment but also for communication. The impact of global communication grows, people are considering joining social media recently. Social media is a tool and mediated environments that are specifically engineered to support rich and varied communicative dynamics and the establishment and maintenance of interpersonal connection (Thorne & Fischer, 2012). According to (Bestari, Faiza, & Mayekti, 2020), Social Media users can create and organize a profile for them, edit and comment on each other's posts and share information to each other. While, (Indra & Hamzah, 2018) stated that social media is the collective of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration. Thus, Social media is digital application tool and online communities to build interaction with others in the world. There are some social media found on the internet: Facebook, Friendster, Twitter, Myspace, blogger, yahoo messenger, etc. One of the most interesting pages is www.facebook.com. Facebook is a social utility that connects people with friends, and others who work, study, and live around the world (www.allfacebook.com). Concerning the problem chosen by the researcher, it is about colloquial language on Facebook. The researcherchoseit because the purpose of Facebookis to ease the members' interaction with people

around the world which is no limitation of distance and geographies. It was promoted in 2004 and today 2020 Facebook has million members. Technology and feature are created in Facebook to make people easier to share information, social graph, and digital mapping the real life of people. The features are more complete than other social networking, which is to be the reason why people are more interested inthis site. There are some features of real-time in Facebook such as chatting, tag photo, poke, news feed, game, and updates status. There are many language varieties found in Facebook, one of them is colloquial words in Facebook updates status. Update status is an interesting feature on Facebook. In this feature, the member is given information and communication to build a relationship. They share the newest information, share their feeling, post comment, share the event, inviting friends, tell their memory, hopes, greeting, and even funny stories. The language styles used in writing updates status are usually intimate and casual. They often use emoticons to express feeling in online communication such as ☺ is a smile, or ☹ is a frown. They also use abbreviations such as LOL for "Laughing Out Loud" or BTW for "By The Way".

There are previous studies conducted this research like Kramer and Cung (2011), Zubaida, Kandasamy, and Yasin (2015), Saputra and Marlina (2019).

Dimensions of self-expression in facebook status updates by (Kramer & Chung, 2011), stated that result that the dimensions along which Facebook users tend to express themselves via status updates using the semi-automated text analysis approach, the Meaning Extraction Method (MEM). The MEM also identified English-language dialects as a meaningful dimension along which the countries varied. This study provides insight into how status updates are used for self-expression.

A research entitled an analysis of word formation process in everyday communication on Facebook by (Zubaida, Kandasamy, & Yasin, 2015) focused on the most common word formation process among Malaysian Facebook users. The result showed that the participants used three most common word formation processes; abbreviation (clipping, acronyms and combination of letters), blending and the use of emoticons in everyday communication on Facebook. Abbreviation found as the most common word formation process among the three features with 73%.

(Saputra & Marlina, 2019), An Analysis of Slang Words Used by Instagram Account Plesbol. This research used Elissa Mattiello's theories (2008) about types of slang words. On the analysis, the researcher found 498 data that have been collected, there were nine types of slang that have been found from fifteen types of Elissa Mattiello's slangs. They are acronym (16.15%), blending (27.43%), clipping (3.89%), compounding (27.71%), prefixation (0.13%), reduplicative (7.52%), reversed form (0.27%), variation (10.16%), and word manufacture and fanciful formation (6.68%). Compounding is the dominant slang with 27.71%. This finding of the study means more than fifty percent of Mattiello's Slang words found in Plesbol.

Based on previous above, there are some similarities among the researches, namely mostly they dealt with writing status on facebook and instagram. This research explored more colloquial word on facebook, a kind of booming social media recently that has not been much explored. Then it was really interesting to learn more about colloquial word in update status on facebook especially among adult and from educational classes.

**METHOD**

The design of this research is a descriptive qualitative research that aims at describing colloquial words on the internet. The notion 'descriptive' means to describe something, such as a situation or condition, event or phenomenon. Qualitative research reports contain quotations of data (facts) that are disclosed in the field to provide support for what is presented in the report (Anggito & Setiawan, 2018). While, According to (Creswell, 2014), qualitative method is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human

problem. In this research, the researcher will collect the data from the main source of data, which in this research wants to describe what are colloquial words found in English writing updates status on www.facebook.com and what kinds of technical terms based on the word-formation process of colloquial words.

The object of this study is English writing on Updates status the members of Facebook on www.facebook.com in December 2020. The researcher chose this feature because it is the most interesting part of Facebook. The members can write freely, because this feature is the place for communication, expressing their ideas and information, so there will be many colloquial words found there. It is stated by (Arikunto, 2013) that data sources are the subject where the data are collected. The updates status was taken purposively from the internet for the whole month of October until December 2020. The taken is based on the most frequently used of colloquial words in updates status, with 20 members of Facebook.

To gather information, in this case, the researcher had collected the data by using the following steps: first, compiling documents of Facebook updates status in www. Facebook.com from October until Desember 2020. Second, selecting 20 members of Facebook writing updates status purposively. The researcher only selected 20 members because not all members are actively updating status using colloquial words on Facebook. Third, reading through the status of the updates carefully. Forth, classifying the colloquial words into card forms. Fifth, arranging the script analysis.

After all the data were collected, the next step is analyzing the data. The researcher will analyze the data inductively by reducing and reconstructing the data through the process of categorization. The collected data are analyzed using the following steps: first, classifying the colloquial words into the table, which consist of colloquial words, standard form, and technical terms and number. Second, interpreting the data based on the purposes of the research. Third, concluding the findings based on the data.

**Table 1. The Classifying the Colloquial Words**

| No | Colloquial words | Standard form | Technical terms |
|----|------------------|---------------|-----------------|
| 1 | OMG | Oh My God | Abbreviation |
| 2 | Bro | Brother | Clipping |
| 3 | Negthink | Negative Thinking | Blending |
| 4 | TV | Television | Acronyms |
| 5 | Happie | Happy | Hypocorism |

**FINDING AND DISCUSSION**
**Findings**

The findings of this research are colloquial words and technical terms found in updates status of facebookfrom October until December 2020. The following is the list of the colloquial words found in Facebook updates status from October until December 2020. Since the users of facebook did not update their status every day, the data were chosen purposively based on the most frequent use of colloquial words found.

**Abbreviation**

There is one other popular way of forming words, namely abbreviation. Abbreviations are similar to blends, because both blends and abbreviation has in common with truncation and blending that it involves loss of material. Abbreviations are most commonly formed by taking initial letters of multi-word sequences. In this study, the researcher found it in updates status of facebook, they are:

**Table 2. Abbreviations Update Status on Facebook**

| Abbreviation | Standard form |
|---|---|
| IMO | In my opinion |
| IRL | In real life |
| GG | Good Game |
| GJ | Good Job |
| 4 | For |
| DIY | Do it yourself |
| CYE | See you again |
| RUOK | Are you ok |
| OMG | Oh My God |
| WYATB | Wish you all the best |
| OTW | On the way |
| OOTD | Outfit Of The Day |
| TFC | Thank for confirm |
| WTS | Want to Sell |
| IDK | I Don't Know |
| ASAP | As Soon As Possible |
| AKA | As Known As |
| TBH | To Be Honest |
| ILY | I Love You |
| ACE | A Cool Experience |
| AD | Awesome Dude |
| AFAIK | As Far As I Know |
| AFK | Away From Keyboard |
| ANI | Age Not Important |
| BRB | Be Right Back |
| CUL | See You Letter |
| CWYL | Chatt With You Latter |
| VS | Versus |
| LOL | Laugh Out Loud |
| TTYL | Talk to you later |

Apart from words composed of initial letters, one can also find abbreviations that incorporate non-initial letters:

Etc.                    Etcetera

The spelling and pronunciation of abbreviations seem trivial, but offers interesting perspectives on the formal properties of these words. The orthographic and phonetic properties of the abbreviations are indicated in the following table.

**Table 3. Spelling and Pronunciation of Abbreviation**

| Abbreviation | Spelling | Pronouncation |
|---|---|---|
| IMO | In capitals | as individual letters |
| IRL | In capitals | as individual letters |
| GG | In capitals | as individual letters |
| GJ | In capitals | as individual letters |
| 4 | In capitals | as individual letters |
| DIY | In capitals | as individual letters |
| CYE | In capitals | as individual letters |
| RUOK | In capitals | as individual letters |
| OMG | In capitals | as individual letters |
| WYATB | In capitals | as individual letters |
| OTW | In capitals | as individual letters |
| OOTD | In capitals | as individual letters |
| TFC | In capitals | as individual letters |
| WTS | In capitals | as individual letters |
| IDK | In capitals | as individual letters |
| ASAP | In capitals | as individual letters |
| AKA | In capitals | as individual letters |
| TBH | In capitals | as individual letters |
| ILY | In capitals | as individual letters |
| ACE | In capitals | as individual letters |
| AD | In capitals | as individual letters |
| AFAIK | In capitals | as individual letters |
| AFK | In capitals | as individual letters |
| ANI | In capitals | as individual letters |
| BRB | In capitals | as individual letters |
| CUL | In capitals | as individual letters |
| CWYL | In capitals | as individual letters |
| VS | In capitals | as individual letters |
| LOL | In capitals | as individual letters |
| TTYL | In capitals | as individual letters |
| Etc. | in lower case letters with dot | as individual letters |

| | in lower case letters with dot | The abbreviated word are pronounced |
|---|---|---|
| Etc. | | |

Disregarding the cases where the abbreviation can trigger the regular pronunciation of the abbreviated words (etc.) and ignoring the use or non-use of dots, abbreviations can be grouped according to two orthographic and phonological properties. They can be either spelled in capital or lower case letters, and they can be either pronounced by naming each letter.

## Clipping

Clipping appears as a rather mixedbag of forms abbreviation. Acronyms, blending, and clipping are three highly productive ways in which abbreviation is involved in word-formation. From larger words, which, however, share or common function, namely to express familiarity with the denotation of the derivative. Some clippings find a way into larger communication of speakers.

The researcher discusses about structural aspect of clippings. The researcher should first consider some data, they are:

**Table 4. Structural Aspect of Clippings**

| Clipping | Standard Form |
|---|---|
| 2NITE | Tonight |
| Typo | Typographical Error |
| Bro | Brother |
| Sista | Sister |
| Fam | Family |
| Prof | Professor |
| Phone | Telephone |
| Mom | Mommy |
| Dad | Daddy |
| Darl | Darling |
| Beaut | Beauty |
| 'cause (cuz/coz) | Because |
| Til | Until |

The restriction on clippings may not be truncations or –y- diminutive, for example: Beaut ← beauty), but some strong tendencies are still observable. Most clippings are mono-syllabic or disyllabic, and are usually based on the first part of the base word, for example in updated status : 2nite ← tonight, Typo ← Typographical Errorbro ← brother, sista ← sister, fam ← family, prof ← professor, mom ← mommy, dad ← daddy, darl ← darling or much less frequently, on material from a stressed syllable, for example: telephone. Clipped forms generally show a certain tone of informality, which is often reflected in their spellings, for example: 'cause (cuz/coz) for because, 'bout for about, 'til for until.

## Blending

Another large class of complex words whose formation is best described in terms of prosodic categories is blends. The definitions of blends as words that combine two (rarely three or more) words into one, deleting material from one or both of the source words. In this study, the researcher found 3 of blending from updates status, they are:

Do + Not + Know → Dunno

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| | | |
|---|---|---|
| Negative + Thinking | → Negthing | |
| Saturday + Nite | → Satnite | |
| Modulator + Demodulator | → Modem | |

The first important generalization that can be drawn based on the data that it is always the first part of this first element that is combined with the second part of the second element. This can be formulated as a rule, with A, B, C, and D, referring to the respective parts of the elements involved:

Combinations of syllabic constituents in polysyllabic blends

Blending rule

A B + C D = A D

| A | D | A + D, example |
|---|---|---|
| Onset | ultimate syllable | d + unno |
| Syllable | ultimate syllable | neg + thing |
| Syllable | ultimate syllable | sat + nite |

In this case an important role in constraining the type of material to be deleted or combined, it can move on to the second type of restriction. The first simply count the number of syllables of the base words and that of the blends.

The size of blends, measured in number of syllables

| Base words | example | AB | CD | AD |
|---|---|---|---|---|
| Don't + know | dunno | 1 | 1 | 2 |
| Negative + thinking | negthing | 3 | 2 | 2 |
| Saturday + nite | satnite | 3 | 1 | 2 |

There is a discrepancy between the two base words, the researcher find a clear pattern: the blend has the size of the second element, as can be seen with *dunno, negthing*, and *satnite*. There is only one veritable exception to this pattern in the above data, namely modem, where the blend has the structure AC instead of AD. In general, blends that do not correspond to the structure AD are in a clear minority.

**Acronyms**

Acronyms are combining the initial letters of compounds or phrases into a pronounceable new word. Acronyms are pronounced as asequence of letters, not that each constituent letter of these acronyms usually represent a full word or constituent in the compound or just a part of a word. In the latter case, the acronym is called an abbreviation. The following table systematizes this observation:

Spelling and pronunciation of acronym

| **Spelling** | **Pronunciation** | **example** |
|---|---|---|
| In capital | as initialism | TV → television |
| In capital | as initialism | FB → facebook |
| In capital | as initialism | HP → hand phone |
| In capital | as initialism | SMS → sending message |
| In capital | as initialism | LOL → load of laugh |
| In capital | as initialism | OL → online |
| In capital | as initialism | WA → whatsapp |
| In lower case letters | as acronyms | modem → modulator and demodulator |
| In lower case letters | as acronyms | laser → light amplification by stimulated emission of radiation |

Acronyms, being pronounced like regular words, must conform to the phonological patterns of English, which can create problems in applying regular reading rules if the reading out would result in illegal phonological words.

There are two main types of acronyms, namely: the first, acronyms which are pronounced as a word. In this study the researcher founds 2 words, they are: modem (modulator and demodulator), laser (Light amplification by stimulated emission of radiation). As can be seen, acronyms of this type often derive from phrasal names. Second, acronyms are pronounced as a sequence of letters (alphabetisms' or initialism'). In this study the researcher founds 13 words, they are: TV / ti;vi/, FB /ef;bi/, HP / ha;pe/, SMS / es;em;es/, LOL / el; ou; el/, OL /ou; el/, N / ∂n/,U /ju;/, are / a; (r)/, your /jo;(r)/, d /di;/, 4 /fo : (r)/, 2 / tu;/. That each constituent letter of these acronyms usually represents a full word or constituent in the compound, or just a part of a word. The word LOL in writing, the more institutionalized formations has no periods between component letters.

**Hypocorism**

Hypocorism is formed by back clipping nouns than added suffix –ie/-e. The formation is highly systematic and that it is subject to strong prosodic restrictions. As usual, the researcher found 3 words in the status of the updatesof Facebook. They are:

  Bestie   →Bestfriend
  Goodie   → Good
  Happie   → Happy

As evidenced in the small data set above, it is the first syllable that usually survives truncation, irrespective of its being stressed or unstressed, for example: bestfriend – bestie, but occasionally a stressed syllable can also serve as an anchor, for example: umbrella - brollie, tobacco – baccie.

According to 20 updates status of facebook users from October until December 2020, there were found 100 colloquial words, 63 colloquial words that related with the theory of word formation process and 37 colloquial words were not belong to the theory. The total colloquial words in updates status belong to 8 theories for instance: 17 colloquial words in terms of clipping, 3 colloquial words in terms of blending, 3 colloquial words in terms of hypocorism, 31 in terms of abbreviation, 9 in terms of the acronym. Besides that, the researcher found colloquial words that cannotbe classified and are not belong to the theory, they are: 7 colloquial words terms of letter as word, 3 colloquial words in terms of number as word, 2 colloquial words number and letter as word, 4 colloquial words in terms of reducing letter, 16 colloquial words in terms of changing spelling, 3 colloquial words in term of contracted form and 2 colloquial words in terms of a symbol.

**DISCUSSION**

The researcher analyzed and combined colloquial words into each of the terms in theories' word-formation process. Yule in  (Laksana & Boyce, 2020) stated that word-formation processes are practices that have been applied to the language used in daily life. There were 8 theories based on the word-formation process to conduct colloquial words. But not all technical terms are used on updates status of facebook. The researcher only finds 5 theories that are used on updates status, they are: Abbreviation, clipping, blending, hypocorism, and acronyms. From the data above, the researcher founds 52 colloquial words that relatedto the theory of the word-formation process. Finally, the most technical terms used on updates status are *abbreviation, clipping,* and *acronyms*. Besides the relation with the theory, the researcher founds colloquial words were not belong to the theory, they are colloquial words terms of letter as word, colloquial words in terms of number as words, colloquial words number and letter as word, colloquial words in terms of reducing letter, colloquial words in terms of changing spelling, colloquial words in terms of contracted form, and colloquial words in terms of a symbol as a word. According to the data, the researcher founds 37 colloquial words that do not belong to the theory of the word-formation process. Finally, the most used is *colloquial words in terms of changing spelling*.

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Age is one of the social barriers that distinguish human groups. Groups of people will allow the emergence of social dialect. Age would classify people as children, teenagers, adults, and parents. Of course, the age limit cannot be accurately ascertained. The desire to make the group causes them to create their language which only applies to the group, and if all the youth had known, language remains a secret for a group of children and the elderly.

There were many colloquial words found in writing updates of facebook. Colloquial words were often used by young adult people in daily life in their natural conversation. From 20 updated, the most used colloquial word is adults, because adult in terms of development is the most interesting and impressive.

Fishman in (Megasari, 2013) states that language variation is a condition that is influenced by his community as a supporting factor to use a certain language as a means of communication. Language variation cannot be seen only from the point of linguistic rather than social term. They brought and developed the colloquial language in writing updates status of facebook users which were relaxed and very informal to avoid gaps in their communication.

Social class refers to the people who have certain similarities. In areas of society such as: economy, employment, education, status, etc. The particular individual of a particular social class, age-specific, gender-specific will use a variation of a particular form are in a particular situation. The different groups of society can be reflected in the diversity of language, as well as 20 members of updated the researcher analyzed social class, because if an adultenters college as a student, he/she will leave his/her social dialect, replacing with the language that is commonly used in the university. Technological developments led to adult hood need to create language and new term, as well social classes, Adulthood who are still students and who work have a different language. Adulthood among the workers tend to use formal language or standard, while students using informal or non-standard language. Distinguishing aspects of language, namely sex. Women struggle with all means to identify themselves as equal to men and one of the most effective ways is to use the language of the raw variety. Therefore, all the members who use colloquial words are women. It can be concluded that men and women in this era are the same; there are no differences between thelanguage of male and female in the data. According to the data, most users that used colloquial words are female.

## CONCLUSION AND SUGGESTION

### Conclusion

Based on the data analysis, the researcher can conclude that the research found many colloquial words in updates status of facebook from October until December 2020. The totalmembers of updates status of facebook was 20. In this research, for the technical terms of colloquial words, the researcher finds eight technical terms, but not all technical terms are used on updates status of facebook. The researcher only finds five theories that are used on updates status, they are: clipping, blending, hypocorism, abbreviation, acronyms. In acronyms, clipping, and abbreviation it is often used on updates status of facebook, the researcher founds each 15 words. For example: Acronyms: *TV (Television), FB (Facebook) and LASER (Light Amplification by Stimulated Emission of Radiation).* Clipping: *Bro (Brother), b'coz (Because), and phone (Telephone).* Abbreviation:*IMO (In My Opinion), IRL (In real life), and OTW (On the Way).* Besides that, the researcher found the other theories each 3 words, they are: blending and hypocorism. For example: Blending: *Dunno (Do Not Know) and Satnite (Saturday Night).* Hypocorism: *Bestie (Bestfriend) and Happie (Happy).* So, the researcher found 52 colloquial words that related to the theory of the word-formation process. Finally, the most technical terms used on updates status are Acronyms, Clipping, and Blending.

Besides the relation to the theory, the researcher found colloquial words that ~~are~~belong to the theory. First, colloquial words in terms of the letter as a word are found 7 words. Second, colloquial

words in terms of number as a word are found 3 words. Third, colloquial words in terms of combination letter and number as a word are found 2 words. Fourth, colloquial words in terms of reducing letter are found 4 words. Fifth, colloquial words in terms of changing spelling are found 16 words. Sixth, colloquial words in terms of contracted form are found 3 words. Last, colloquial words in terms of a symbol as a word are found 2 words. So, the researcher found 52 colloquial words that do not belong to the theory of the word-formation process. Finally, the most used is colloquial words in terms of changing spelling.

On the other hand, colloquial word can influence the readers especially the modern people. It makes the readers look up to date in their communication and environment.

**Suggestion**

This research discusses only focuses on colloquial words. The researcher acknowledges that in her thesis it is not complete yet and has many weaknesses. For further researcher, if any person wants to write about sociolinguistics especially in colloquial words scope, he can choose an object other than facebook and can complete the problem which the researcher could not find out in this article. In addition, the researcher hopes to explore and to investigate some other phenomena of colloquial words in other speech community. Finally, the researcher hopes this research can give a better understanding about sociolinguistics, especially in colloquial words used by adult in social class education.

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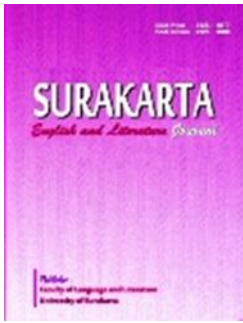
# THE EFFECTIVENESS OF VIRTUAL LEARNING ON ENGLISH SPEAKING SKILL  FOR STUDENTS OF INFORMATION SYSTEM PROGRAM

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**ABSTRACT**

Educational institutions have implemented online distance learning and teaching since the COVID-19 pandemic in Indonesia around March 2020. This research was conducted to find the effectiveness and its factors of virtual learning on English speaking skills in the early of pandemic. This study was a descriptive qualitative. This research was conducted at STMIK Sinar Nusantara Surakarta in Central Java.  The time of research was started from April until June 2020 and it was conducted for Second-semester students in the academic year of 2019/2020 with 50 students for the number of populations from Information System program. For the research findings, virtual learning was not effective in grammar and fluency aspects and it was less effective in accent and vocabulary aspects for second-semester students of Information System program. Some factors have occurred in those lack of effectiveness, such as, the limitation of time in presenting speaking skill, the inefficiency of lecturer in correcting the students' accent directly, difficulties of students in understanding material, limitations of English students' vocabularies, and tendency of students' speaking presentation based on the textbook.

**Keywords:** Virtual Learning, English Speaking Skill, English Virtual Learning, Speaking Skill Effectiveness

**INTRODUCTION**

The COVID-19 pandemic in early 2020 has an impact in various fields from health, economy and even education. In terms of education, distance learning has been implemented during pandemic since March 2020 until an undetermined time. One of the educational institutions in Information System program has implemented online distance learning and teaching since the COVID 19 pandemic in Indonesia around March 2020. Rivers stated students can improve their language store as they listen or read authentic linguistic material, or the output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals (Long & Rivers, 1988). Therefore, teaching English for university students in pandemic becomes challenge to crack the barrier of distance communication applying the lesson. However, this is an encouragement for all educators and teachers to update and adapt teaching methods and media by using online learning applications as well. One of them is *Zoom* in *Google Classroom*.

Dealing with English speaking skills at STMIK Sinar Nusantara Surakarta having Information System program, students were accustomed to interacting directly face to face with lecturers and classmates to get learning, assessment, and experience by conversation without any internet connection issue before the pandemic. Speaking skill needs direct interactions, in which someone speaks to someone directly. According to Chastain (Chastain, 1988), speaking is a productive skill since it produces ideas, messages, and suggestions and people need to practice it. Meanwhile, virtual learning with virtual meetings from applications like Skype, Zoom, and Google Hangout become the only problem solving for this distance learning during pandemics. Simonson & Schlosser also stated virtual learning is defined as learning that can functionally and effectively occur in the absence of traditional classroom environments (Simonson et al., 1999). Therefore, during the pandemic, English lecturers in STMIK Sinar Nusantara Surakarta apply virtual meeting utilizing *Zoom* in *Google Classroom* for teaching English speaking skill to keep interacting with second-semester students in English and doing the assessment.

The ability to speak fluently is not only knowing knowledge of language features, but also the ability to process information and language on the spot (Harmer, 2007). Therefore, virtual learning needs to have speaking practice to implement students' knowledge of language features. Group speaking activity still can be implemented in the virtual learning, Virtual learning as distance learning is conducted in a virtual learning environment with electronic study content designed for self-paced (asynchronous) or live web-conferencing (synchronous) online teaching and tutoring. There are some advantages and disadvantages in virtual learning issues based on Simonson and Schlosser (Simonson et al., 1999). The researchers assume that one of its advantages is the virtual learning can be flexible anytime and accessible everywhere. However, for its disadvantages, bad internet connection in internet unsupported areas sometimes happens in the middle of virtual meeting since lecturers and students rely on the internet connection to do the virtual teaching and learning. Moreover, virtual learning tends to be individual learning without extra attention from the lecturer and students are hard to express totally about their understanding of the subject in the online class. Therefore, the effectiveness and its factors of virtual learning on English speaking skills in the early of pandemic need to be known to understand the readiness of lecturers and students in virtual learning and to have problem-solving in virtual learning issues.

The research from Fajar and Agustina (Fajar & Agustina, 2019) involved lecturers and students in English Education Program for independent learning for improving students mastery of English. The findings suggest that all of the respondents agreed on the importance of independent learning. However, the lecturers as respondents suggest a various definition of independent learning, signaling that their understanding on the concept of independent learning is not similar which may result in different practices of giving independent learning tasks to students. There will be probability of different research findings if the students are from non-English education program with the virtual learning media for individual learning.

The topics of students speaking activity in this research were about their surroundings. Instead of using the hard topic as economy or politics, these non-Department English students described about direction and place. Furthermore, Tarigan stated that *"Berbicara adalah cara untuk berkomunikasi yang berpengaruh hidup kita sehari-hari"*. It means that speaking as the way of communication influences our individual life strongly (Tarigan, 1990). Therefore, these two topics did not give suppressed feelings to these students since they were in second semester. Students even can implement these materials when they have to give direction and describe place surroundings. The lecturers gave these topics as materials with related video as example firstly before the students presented their speaking activity.

In learning a second or foreign language, speaking is the most important aspect. The success can be measured through students' or leaners' skills in carrying out a conversation and interacting

orally in that language (Nunan, 1991). In virtual learning, the assessment aspects and its scoring rubric of speaking skill for second-semester students at STMIK Sinar Nusantara Surakarta uses the assessments of speaking based on Hughes. Those proficiency aspects of speaking are accent, grammar, vocabulary, fluency, and comprehension (Hughes, 2002). This research focuses on those 4 speaking assessment aspects based on Hughes in the virtual learning for second-semester students at STMIK Sinar Nusantara Surakarta.

**METHODOLOGY**

This study is a descriptive qualitative. Here, the researcher describes the errors of students speaking skills. Meanwhile, it is said qualitative research because it involves a natural setting fundamentally interpretive. Qualitative research describes the way things are based on the facts and stated in statement or words form (Widoyoko, 2012).

This research was conducted at STMIK Sinar Nusantara Surakarta. It is located on KH. Samanhudi Street No 84-86 Surakarta Central Java. The time of the research was started from April until June 2020. The research conducted for second-semester students in the academic year of 2019/2020. The total of the virtual learning was 14 meetings and the test was conducted in the end of the semester based on the academic schedule.

Arikunto stated if the subject of population not homogenous enough, so it's not can't be sample (Arikunto, 2010). The population of this research was the second-semester students of STMIK Sinar Nusantara in 2020. The number of populations is 50 students and those are from Information System program. The researcher chose a sample from the population.

There are two kinds of data sampling collection, random sampling and non-random sampling (Darmawan, 2013). The technique to measure the sample was random sampling. Random sampling is a technique that combines the subject to select the subject. In this study, the instrument for collecting the data from the students was a speaking test with *Google Classroom* and students' attendance list as a medium to analyze and to validate the data. In this test, the researcher asked the students to speak one by one about *Asking and Giving Directions* and *Describing place (Students' home)*. The researcher recorded the students' speaking activities in *Google Classroom* to analyze their speaking. For measuring the data the researchers analyze, calculate, average, and interpret the result of data for the findings of the research. According to Sudjiono (Sudjiono, 2008), to get percentage of each type the following formula is used.

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

Note:  P= Percentage
       F= Frequency of wrong answer

**FINDING(S) AND DISCUSSION**

**FINDINGS**

The students gave presentation of asking/ giving directions and describing place in English by virtual meeting. While a student presented their speaking skill, other students turned off the microphone and camera. After the student finished their speaking presentation, other students can ask the question or give the comment to the presenter. Meanwhile, the lecturer gave assessment and monitored the students speaking activity. Below, here is the example of students' speaking activity in virtual meeting by *Google Meet*:

*Image 1 Students' English-Speaking Activity in Class Si\*B*

This research used speaking scoring rubrics from Hughes consisting of English accent, grammar, vocabulary, and fluency (Hughes, 2002). Those scoring rubrics are presented below:

*Table 1 Scoring Rubric for Accent*

| No | Indicators | Score |
|---|---|---|
| 1 | Pronunciation frequently unintelligible | 1.0-4.5 |
| 2 | Frequent gross errors and every heavy accent make understanding difficult, require frequent repetition. | 4.6-5.5 |
| 3 | "Foreign accent" requires concentrated listening and mispronunciations lead to occasional misunderstanding | 5.6-6.5 |
| 4 | Marked "foreign accent" and occasional and mispronunciations which do not interfere with understanding | 6.6-7.5 |
| 5 | No conspicuous mispronunciations, but would not be taken for a native speaker | 7.6-8.5 |
| 6 | Native pronunciation, with no trace of "foreign accent" | 8.6-10.0 |

*Table 2 Scoring Rubric for Grammar*

| No | Indicators | Score |
|---|---|---|
| 1 | Grammar almost entirely inaccurate except in stock phrases | 1.0-4.5 |
| 2 | Constant errors showing control of very few major patterns and frequently preventing communication | 4.6-5.5 |
| 3 | Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding | 5.6-6.5 |
| 4 | Occasional errors showing imperfect control of some patterns but no weaknesses that causes misunderstanding | 6.6-7.5 |
| 5 | Few errors, with no patterns of failure | 7.6-8.5 |
| 6 | No more than errors during interview | 8.6-10.0 |

*Table 3 Scoring Rubric for Vocabulary*

| No | Indicators | Score |
|---|---|---|
| 1 | Vocabulary inadequate for even the simplest conversation | 1.0-4.5 |
| 2 | Constant limited to basic personal and survival areas. | 4.6-5.5 |
| 3 | Choice of word sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional | 5.6-6.5 |

| | and social topic | |
|---|---|---|
| 4 | Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions | 6.6-7.5 |
| 5 | Professional vocabulary broad and precise; general adequate to cope with complex practical problems and varied social situations | 7.6-8.5 |
| 6 | Vocabulary apparently as accurate and extensive as that of an educated native speaker | 8.6-10.0 |

*Table 4 Scoring Rubric for Fluency*

| No | Indicators | Score |
|---|---|---|
| 1 | Speech is so halting and fragmentary that conversation is virtually impossible | 1.0-4.5 |
| 2 | Speech is very slow and uneven except for short routine sentences. | 4.6-5.5 |
| 3 | Speech is frequently hesitant and jerky; sentences may be left uncompleted | 5.6-6.5 |
| 4 | Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words | 6.6-7.5 |
| 5 | Speech is effortless and smooth, but perceptively non-native in speed and evenness | 7.6-8.5 |
| 6 | Speech on all professional and general topics as effortless and smooth as a native speaker's | 8.6-10.0 |

From those speaking skills' rubrics, this research presented the data below from students' accent, grammar, vocabulary, and fluency.
1. The Students' Speaking Skill in Accent

*Table 5 Score Percentage of Students' English Accent*

| Score | Number of Students | Percentage |
|---|---|---|
| 6 (8.6-10.0) | 0 | 0 |
| 5 (7.6-8.5) | 4 | 8% |
| 4 (6.6-7.5) | 20 | 40% |
| 3 (5.6-6.5) | 16 | 32% |
| 2 (4.6-5.5) | 10 | 20% |
| 1 (1.0-4.5) | 0 | 0 |

In this aspect of accent, there were none of the students got score 6 within the range 8.6 - 10.0 and 1 within range 1.0 - 4.5. At these levels, there was no student capable of producing English accent perfectly. There were 4 students or 8% of students having score 5 within range 7.6 – 8.5. It means that there were no conspicuous mispronunciations when students spoke English. However, their accents were not suitable as a native speaker yet. There were 20 students or 40% of students having score 4 within range 6.6 - 7.5. In this score, their English accents were included as foreign accents and occasional mispronunciations which did not have a problem with their utterances' understanding. Meanwhile, 10 students or 20 % of students got a score 2 within the range 4.6 - 5.5. It means that frequent conspicuous errors and heavy accents were creating difficult understandings and requiring frequent repetitions. Some examples of students' speaking skill mistakes in accent are:

a. Student said: *Keeping walking **straight** ahead* (strāt )
   The correct accent: *Keeping walking **straight** ahead* (streit)
b. Student said: *you will see a **roundabout*** (roundə͵bout)
   The correct accent: *you will see a **roundabout*** ('raʊndᵊbaʊt)

2. The Students' Speaking Skill in Grammar

*Table 6 Score Percentage of Students' English Grammar*

| Score | Number of Students | Percentage |
|---|---|---|
| **6 (8.6-10.0)** | 0 | 0 |
| **5 (7.6-8.5)** | 6 | 12% |
| **4 (6.6-7.5)** | 15 | 30% |
| **3 (5.6-6.5)** | 14 | 28% |
| **2 (4.6-5.5)** | 15 | 30% |
| **1 (1.0-4.5)** | 0 | 0 |

Table 2 above shows that students' speaking skill in the aspect of grammar mostly appeared in the score level 2 within range 4.6 - 5.5 and 4 within range 6.6 - 7.5. 15 students or 30% of students in the score level 2 had constant errors showing control of very few major patterns and frequently preventing communication. Meanwhile, 15 students or 30 % of students in the score level 4 had occasional errors showing imperfect control of some patterns. However, their grammar had no weakness that cause misunderstanding. There were 14 students or 28 % of students in the level of score 3, so it means that almost all of the students didn't know the grammar correctly. They had frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. There were 6 students or 12 % of students got a score 5 within 7.6 – 8.5 which is the highest score of grammar in the assessment rubric. In this score, the students had few errors without patterns of failure because they had perfect grammar when speaking English. Some examples of students' speaking skill mistakes in grammar are:

a. Student said: *Okay, actually it <u>was</u> only about 10 minutes from traffic light.*
   The correct grammar: *Okay, actually it <u>is</u> only about 10 minutes traffic light.*
b. Student said: *The stationery store on the right. It between <u>store shoe</u> and book shop.*
   The correct grammar: *The stationery store <u>is</u> on the right. It's between <u>the shoe store</u> and the book shop.*

3. The Students' Speaking Skill in Vocabulary

*Table 7 Score Percentage of Students' English Vocabulary*

| Score | Number of Students | Percentage |
|---|---|---|
| **6 (8.6-10.0)** | 0 | 0 |
| **5 (7.6-8.5)** | 7 | 14% |
| **4 (6.6-7.5)** | 18 | 36% |
| **3 (5.6-6.5)** | 13 | 26% |
| **2 (4.6-5.5)** | 12 | 24% |
| **1 (1.0-4.5)** | 0 | 0 |

Table 3 above shows that the students' speaking skill in the aspect of vocabulary mostly appears in the score level 4 about 36% students. In this level, students had professional English

vocabulary that were adequate to discuss special interest. General English vocabulary from these students also permitted discussion of any non-technical subject with some circumlocutions. Meanwhile, 13 students or 26% of students achieved score level 3. These students had the choice of words, sometimes inaccurate. Limitations of students' vocabulary in this level prevented discussion of some common professional and social topics. 12 students or 24% of students achieved score level 2. In this level, students' English vocabularies are limited to basic personal and survival areas, for example, time, food, transportation, and family. For the lowest number of students, 7 students or 14% of students achieved score level 5. These students had professional vocabulary broad and precise. Their general English vocabularies were adequate to cope with complex practical problems and varied social situations. Some examples of students' speaking skill mistakes in vocabulary are:

a.  Student said: … *go straight until you find <u>third way</u>* ...
    The correct vocabulary: *... go straight until you find <u>T-junction</u>* ...
b.  Student said: … *just go straight ahead until you see <u>bigway</u>...*
    The correct vocabulary: … *just go straight ahead until you see <u>the highway</u>...*
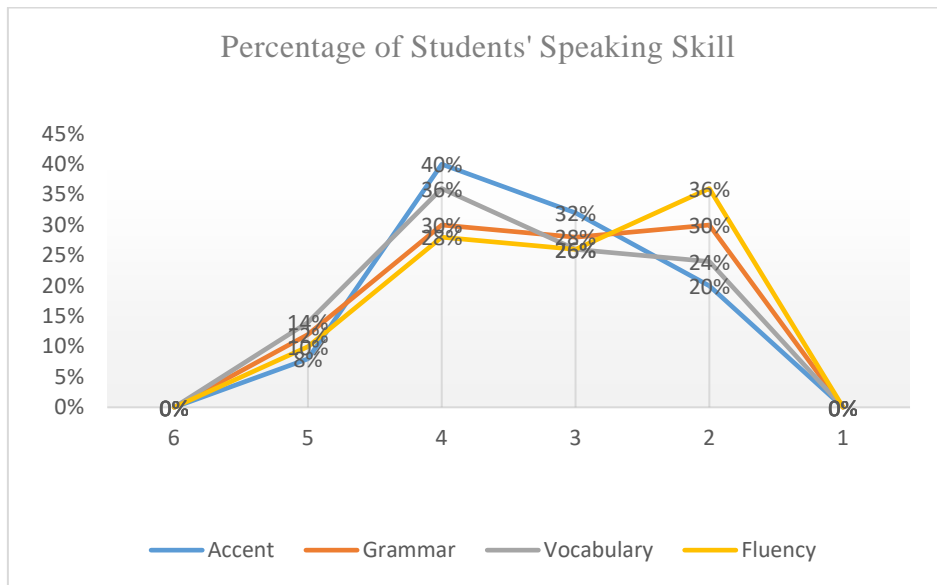
4.  The Students' Speaking Skill in Fluency

*Table 8 Score Percentage of Students' English Fluency*

| Score | Number of Students | Percentage |
| --- | --- | --- |
| 6 (8.6-10.0) | 0 | 0 |
| 5 (7.6-8.5) | 5 | 10% |
| 4 (6.6-7.5) | 14 | 28% |
| 3 (5.6-6.5) | 13 | 26% |
| 2 (4.6-5.5) | 18 | 36% |
| 1 (1.0-4.5) | 0 | 0 |

Table 4 showed that there were 18 students or 36% mostly appeared in the score level 2 the lowest score. These students had very slow and uneven English speech, except for short or routine sentences. 14 students or 28% of students achieved score level 4 within score range 6.6 – 7.5. At this level, students' English speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words. Meanwhile, 13 students or 26% of students achieved score level 3 within the score range 5.6 – 6.5. These 13 students' speech were frequently hesitant and jerky. Moreover, their sentences may be left uncompleted. According to that result, 5 students or 10% of students achieved score level 5 withing score range 7.6 – 8.5 as the highest score. These 10% students had effortless and smooth speech, but perceptively nonnative in speed and evenness. Some examples of students' speaking skill mistakes in fluency are:

a.  Student said*: Follow the street and..and… the store will be on your..emmm.. left, just ...just...in front of the Dee highschool.*
b.  Student said*: At the..the.. traffic lights, take um…um...the first ..le..left and go straight on. It's on..on… the left.*

**DISCUSSION**



*Graphic 1 Percentage of Students' English-Speaking Skill*

The graphic above shows the percentage image of students' English-speaking skills in accent, grammar, vocabulary, and fluency during virtual learning. The graphic above also shows whether the virtual learning for English speaking skills effective or not in college students at STMIK Sinar Nusantara Surakarta in the early COVID-19 pandemic in Indonesia.

1. The Effectiveness of Virtual Learning for Students' English Accent

    The percentage in this English accent aspect shows that there was no student in the highest score level 6. In this accent aspect, there were only 8 % of students who got a score of level 5 as the highest from others. Meanwhile, there were a lot of students getting the lower score levels such as 20 % students for score level 2 and 32% students for score level 3. Because of those numbers of students getting the lower score level, this virtual learning for English speaking skill in accent aspect for the second semester of college students in STMIK Sinar Nusantara Surakarta was less effective.

    The virtual learning is conducted at students' homes so that the practice of speaking students' accents was limited in monitoring face to face. Moreover, the lecturer couldn't directly correct the English students' accent. The students also get used to their Javanese accent because, at home, they usually use Javanese as their mother language. Naturally, they bring a Javanese accent in English material. As a result, their Javanese accent is difficult to change in their English virtual learning. As soon as they closed the virtual meeting from Zoom, they directly spoke Javanese with their family or friends at home. Speaking is a set of voice uttered by one and understood by someone else. In this research, students' speaking utterances in Javanese accent did not have a great impact for the listeners as lecturer and classmates to understand the meaning of their utterances (Kushartanti et al., 2005). However, there were some problems in students' pronunciations caused by slip of tongue and lack of pronunciation practice.

2. The Effectiveness of Virtual Learning for Students' English Grammar

    In the percentage of English grammar, there was no student getting the score level 6. In this research result, 12% of students got score level 5 as the highest score level. However, there were 30% students in the score level of 2 and 28% students in the score level 3. In conclusion,

this virtual learning for English speaking skills in the grammar aspect for the second semester of college students in STMIK Sinar Nusantara Surakarta was not effective.

Because grammar related to the rules explained in detail, the lecturer had difficulties explaining the grammar rules virtually. Furthermore, the students also had difficulties to express their understandings about materials of English grammar. Explaining grammar by *Microsoft Powerpoint* in this research was not enough. A study entitled Instagram Caption as Online Learning Media on The Subject Extended Writing during Pandemic of COVID-19 stated writing in students' Instagram caption becomes one of English practice activities during COVID-19 pandemic that can improve students' English grammar (Bestari et al., 2020). Before speaking time, students need warming up activity to set their grammar for providing a good utterance with correct grammar. However, lecturer need to give suitable grammar activity by students' interest, for example social media.

3. The Effectiveness of Virtual Learning for Students' English Vocabulary

. In this research result, 14% of students got a score of level 5 as the highest score level but no one of the students in the second semester at STMIK Sinar Nusantara Surakarta got the score level 6 as the perfect score. Moreover, most of the students reached the middle score level of vocabulary aspect by Hughes in score level 2 and 3. In detail, 24% of students achieved the score level 2 and 26% of students achieved the score level 3.

In conclusion, this virtual learning for English speaking skills in the vocabulary aspect for the second semester of college students in STMIK Sinar Nusantara Surakarta was less effective. Speaking means the ability to express ideas, feeling, and even thoughts orally (Hornby, 1995). English speakers definitely need suitable and fine vocabulary to express their ideas and opinion. In this case, the students only depended on the English vocabulary written in the example of text from the lecturer. The English vocabulary from students were limited in their knowledge. If they were asked suddenly by the lecturer, they asked some time for opening online dictionary and online translators, even though some English vocabularies wasn't suitable with the context of sentence meaning. It proves that they have difficulties to express their ideas and opinion during the English-speaking time in virtual meeting.

4. The Effectiveness of Virtual Learning for Students' English Fluency

Regarding the effectiveness of students' English fluency, no student was capable of speaking English fluently. As proof, in the graphic of percentage above, no student got score level 6 as perfect score of fluency aspect. Furthermore, only 10 % of students were getting the score level 5 and 26 % of students in the score level 3. Lastly, 36 % of students were in the score level 2 as the lowest score level in this research.

In conclusion, this virtual learning for English speaking skills in fluency aspect for the second semester of college students in STMIK Sinar Nusantara Surakarta was not effective. The students were only given little time to present their speaking skills virtually, for example, one student about 2 minutes from 50 students in different class. Moreover, from the students' camera, they tended to read the text while presenting the speaking skill. Because of their reading action in speaking material, they couldn't increase their speaking skill, especially, English fluency. At this point, they had a lack of confidence to present their ideas in English even though they only faced the camera.

Regarding with this fluency aspect, some of the students said that English presentations by virtual meeting in *Zoom* even made them more nervous. They sometimes checked the microphone and asked lecturer and classmates whether their voice was clear or not in the middle of presentation. In assumption, the problem of virtual meeting in English speaking skill was mostly about technical problem from participants of Google Meet. Once, their internet connection was bad, they had to repeat their utterances again and they felt uncomfortable. This

research contrasts with the study from Alhawiti's finding that virtual learning can motivate students to achieve English skills. The students from Alhawiti's research at Tabuk community college mostly found the virtual learning was new teaching method and technique in their class with real-life situation having them to have desired terminal behavior (Alhawiti, 2017).

Another aspect influences the effectiveness of virtual learning is students' attendance list. The total of virtual learning meeting is 14 in this research. Below is the table of second-semester students' attendance list in this research:

*Table 9 Students' Attendance List*

| Meeting | Students' Percentage | Meeting | Students' Percentage |
|---------|---------------------|---------|---------------------|
| 1 | 100% | 8 | 95% |
| 2 | 100% | 9 | 74% |
| 3 | 95% | 10 | 60% |
| 4 | 85% | 11 | 50% |
| 5 | 80% | 12 | 50% |
| 6 | 72% | 13 | 40% |
| 7 | 70% | 14 | 90% |

From the table 9 above, students had different percentage of attendance. The highest percentages were in the early meetings, first and second meetings. All of students join in the virtual learning in the first and second meetings because those meetings explained about the introduction of the material in English class for one semester. They tended to know and try to understand the lecturer's style and English material. After first and second semester, students tended to have lack of interest and motivation joining the class since English material needed students' participations to speak in English one by one while they had limited phone credit when they were waiting their turn to speak.

Meanwhile, the eighth meeting was conducted for midterm test and the fourteenth meeting was conducted for final test. Therefore, both of meetings need students' attendance and students' score in English speaking so that more than 75 % students join the virtual meeting.

In conclusion, from the table above, less than 75% students didn't join the virtual meeting and gave perception that the students were less motivation to join the English class in virtual meeting after early meetings. These students didn't get the materials in the meetings they didn't attend. Therefore, it influences the students' knowledge and practice about related English materials. Moreover, the lowest percentage was in thirteenth meeting. It shows the longer virtual meeting is conducted; the less motivation of students is shown from their attendance.

Meanwhile, Fajar and Agustina in their study entitled Independent Learning for Improving English Skills of Students in English Language Education stated independent learning should be implemented to enhance the students' mastery of English and it is quite necessary for students to have English learning motivation (Fajar & Agustina, 2019). However, independent learning with non-English department students as the subject of this research was less effective. The students relied on the lecturers' teaching example and had lack of experiments to develop their speaking skill in every aspect. Non-English department students as second semester students in STMIK Sinar Nusantara tended to have basic English skill and different major or focus of study in their college that caused them to have lack of interest in learning English, especially English-speaking skill.

In this research, there are some advantages and disadvantages of virtual learning. Some disadvantages of virtual learning instruction are only delivered through the internet, software, or both, need an internet connection which is difficult to find in some rural areas in Indonesia, need

suitable or proper computer, mobile phone with supported online program or software for distance learning, focuses on individual learning rather than group learning, need live web conferencing between students and instructors, and require much phone credit which is not cheap for some students.

Meanwhile, some advantages of virtual learning in this research are flexible time which students can learn at their own time and phase, long-distance learning, enhancement of collaboration and communication, real-time teaching and learning, effective and efficient time management, students and teacher a worldwide exposure about modern technology in education, affordable distance learning, comprehensive online tutorials, and digital classroom.

## CONCLUSION

In this research, virtual learning for English speaking skills was less effective for the second semester of college students in STMIK Sinar Nusantara Surakarta during the early COVID-19 pandemic with none of students got the highest level of that score. The less effectiveness of virtual learning for English speaking skill may be caused by the less quality of English lectures in finding and mastering modern teaching media. Moreover, the quality of students' English speaking during distance learning in which the students used to speaking in source language or mother language rather than second language so that their linguistic habit influences their English-speaking skill.

The data from 4 speaking skill aspects by Hughes in accent, grammar, vocabulary, and fluency show significant graphics about the result of students' speaking test. Virtual learning was not effective in grammar and fluency aspects and was less effective in accent and vocabulary aspects for the second semester of college students in STMIK Sinar Nusantara Surakarta.

Some factors have occurred in those lack of effectiveness. First, the students were only given little time to present their speaking skills virtually. Second, the lecturer couldn't directly correct the English students' accents. Third, the students also had difficulties to express their understandings. Fourth, English vocabularies from students were limited in their knowledge. Last, they tended to have a text-book speaking presentation.

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# THE USE OF FLASHCARD IN TEACHING ENGLISH VOCABULARIES BY YOUNG MOTHERS

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**ABSTRACT**

This study aims to determine how to apply flashcards in teaching English vocabulary by young mothers in the Dawis PKK Desa Dua Belasan RT I RW III Jombor Kec. Bendosari Kab Sukoharjo. The problems in this study were examined by qualitative descriptive research because the results of the approach were explained by using words. This research was conducted in the village of Dua belasan Jombor Sukoharjo. Meanwhile, data collection techniques are observation and documentation. The use of flashcards to teach English can be done in three ways. Flashcards in the standard way, namely quickly changing flashcards in front of the children, then flashcards were combined with songs and lastly flashcards were combined with hide and seek games. There are two advantages of a flashcard, it is like a game and it can be combined by singing a song. Apart from that, there are two weaknesses of using the flashcard. Teachers must be creative and must find ways to integrate other media on an ongoing basis. Then, Children did not feel bored in learning English using flashcards.

**Keywords**: Flashcards, English, Vocabularies

## INTRODUCTION

Sukoharjo Regency is one of the largest districts in the Surakarta Residency. The district has subordinate areas scattered around the Surakarta Municipality. One of them is Jombor sub-district where Duabelasan Village is located. The village has 40 family heads with 75% of the total number of families in the village of Duabelasan who are young couples of productive age, and of the total number of heads of families in the village of Duabelasan, 60% are from the middle to lower economic class. Meanwhile, 45% of the young mothers in the village are housewives with high school education. The young mothers need an easy teaching media to use in teaching their children.

The obstacle for these young mothers is when these activities have touched on activities related to their children's academic abilities. The reason is that the educational materials obtained by children with their parents' educational materials.  In this case their mothers, have progressed very

rapidly. Their children will miss the educational material especially English. English is a material they haven't gotten for a long time.

English is included in foreign language material that has been introduced since elementary school (Fridani, Lara; Dhieni, 2014), even for pre-schools (TK) which have entered the category of superior schools have started to include foreign languages as enrichment material.

The economic and educational factors of young mothers in Duabelasan Village make children in the village not really understand English lessons. The reason is that they only get English lessons when they are in school.

Simple and easy media that can be used in an effort to improve learning English at a low cost, one of which is by using Flashcards (Hidayat et al., 2012). Flashcards are cards specially made for the introduction of vocabulary in English (Rini et al., 2019) The card uses a picture that is easy for pre-school age children to remember. By attractive colors, these cards can make children easier to understand the meaning of vocabulary in a relatively fast time. This card is also very easy to use and to make yourself at home. The goal is that the housewives in Duabelasan Village can master basic English and can teach English to their children.

Actually, this flashcard is used to learn to read for young children, namely by making the child recognize the form of writing and memorizing the pairs of letters being observed. (Rahman & Haryanto, 2014). The function of the image on the flashcard is to help students memorize. The reason for using pictures is to consider the way early childhood thinks. The thinking process of early childhood is still by describing, not analyzing (Papert, 1972). The explanation of the description is that everything is studied by imagining the object or in other words, early childhood thinks with the process of describing what is inside their head, while for adults or adolescents, the thinking process uses nalaisa, which is already knowing and understanding what is meant by cause and effect.

The image on the flashcard must have a color that attracts students' attention (Musyahidah et al., 2019). Attractive colors are colors that are easy to remember or easily captured and recognized by the early childhood, such as red and other basic colors. The base color has a thick or clear color contour, unlike the orange color, which is already a mixed color.

The reason young mothers use flashcards (reading learning tools for early childhood) is that they are easy to obtain by buying in stores or making your own (National Reading Panel, 2000). This self-made flashcard also has a positive effect on early childhood, namely to introduce and teach children's fine motor skills to be more honed. So that this flashcard has benefits in teaching reading as well as sharpening children's fine motor skills which are the initial capital or useful for writing and memorizing vocabulary.

Vocabularies themselves are one of the success factors for someone in learning language (Sitompul, 2013). The more vocabulary a person can master, the easier it will be for that person to master the language that is being studied. An example that can be used is someone who masters enough English vocabularies so that person will easily recognize and be able to read easily because the vocabulary of Indonesian as a mother tongue and English is very different so that the reading method is different. In English there is the word "book" in English. Indonesian can be read ok, but in English the word "book is read only a book.

Based on those previous researches, the researcher is interested in conducting a research on young mothers at the Dawis PKK Desa Dua Belasan Belasan RT I RW III Jombor Kec. Bendosari Kab Sukoharjo. in teaching English vocabulary using flashcards, and are expected the children to be interested to be interested in learning and like English. Based on the existing problems, the researcher formulated the problems: How does the usage of Flashcard to teach English vocabularies by young motherhood at Dawis PKK Desa Dua Belasan Belasan RT I RW III Jombor Kec. Bendosari Kab Sukoharjo.?

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## METHODOLOGY

### Research methods

The problem studied in this research is a research centered on natural events without any social and dynamic conjecture because what is being studied is a human being who coordinates and collaborates with other humans around him. This is as stated by (Miles & Hubberman, 2014)about qualitative research. The conclusion that can be drawn from the explanation of Miles and Hubberman is that this research is a qualitative research because the real conditions that exist in the interaction of young mothers and children in the PKK environment of the village of Duabelasan Jombor Sukoharjo are examined.

### Research sites

Based on (Khan, 2014) said, this research was conducted in the Dawis PKK Desa Dua Belasan Belasan RT I RW III Jombor Kec. Bendosari Kab Sukoharjo.

### Data source

In this study the collected data consisted of primary data and secondary data (Sutton & Austin, 2015).
1. Primary data, which is the main information in research, includes all qualitative data obtained through observation and documentation. In this case, the research data is a description of the use of flashcards for young mothers at the PKK community gathering in the village of Duabelasan Jombor Sukoharjo, the source of the data is the interaction between young mothers and the young mothers' children.
2. Secondary data, is data obtained through reference books in the form of notions and theories that have to do with the problem being studied.

### Data Collection Techniques

The data collection procedures in this study included observation and documentation as expressed by (Davidavičienė, 2018).

1. Observation
   Observation is the first step in conducting research, observations are made to find out in detail the location and conditions of the residence of young mothers in the PKK village of Duabelasan which will be examined both from the usual way of learning and the interaction between children and mothers in the learning process

2. Documentation
   Documents are defined as a written record / stored image of something that has happened. Documentation is physical evidence in the form of photos taken when conducting research, in observing activities, and observing the learning process when PKK young mothers in Duabelasan Village teach English vocabulary to their children.

### Data Analysis Techniques

(Flick, 2012), explained that data analysis is the steps to process research findings that have been transcribed through a data reduction process, namely the data is filtered and rearranged, presented, verified or made conclusions.

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**The Validity of The Data**

In this study the validity of the data uses triangulation. (Bowen, 2009) identifies several types of triangulation, include:

1. Triangulation of data source
2. Investigator triangulation
3. Theory triangulation
4. Methodological triangulation.

Among those four triangulation types, one of them is applied in the study : there are theory triangulation. The researcher takes theory triangulation to examine the validity of the data.

**RESULTS AND DISCUSSION**

**Result**

Young mothers in the neighbourhood already know and understand the meaning of Flashcards as an en expert said (Adimayanti & Siyamti, 2020). The form of the flashcard used is the one that has been standardized or the form of the work itself or in free form. The standardized form is a flashcard which can be purchased directly in bookstores. These young mothers can make flashcards from the most basic form to flashcards that have a front and back view of the card that can be used. How to use flashcards can vary from the simplest to combining games that are supposed to attract children's attention to learning.

The following is a role play for using flashcards by default where the card user must always be able to change the position of the card from front to back and vice versa. Here are some points to remember for presenting flash cards to be successful:

1. Pictures / words / numbers must be large and clear.
2. Images / words / numbers must have eye-catching colors
3. The presentation should be brief.
4. The card must be shaped or decorated as beautifully as possible, where the card or decoration allows it to be made by yourself. While the equipment used can use cardboard or by using used cardboard paper.
5. The card can be used alternately between mother and child in using the card, so that both parties can play an active role.
6. These cards can also be combined and matched with various games that can support the success of these cards.
7. the card is used as often as possible to make it easier to remember about the vocabulary on the card.

As already mentioned, there are two forms of flash cards, namely store-bought and self-made raw forms. Store bought flashcard can be bought easily in store, children and parent can choose it based on the purpose or the cost.

Picture 1. Store bought flashcards



Self made raw form of flashcard is a flash card that was made by young mothers based on their creativities. The young mothers choses this kind of flashcard to use. The reason was cheap and free to make an expression and based on their need.

Picture2. Self made raw of flashcards



These young mothers prefer to use flashcards which comes from used goods such as milk boxes, food boxes, aqua boxes, or snack boxes. Furthermore, the cardboard is decorated by drawing it using a bolpein or marker and then coloring it yourself. If this is too much for the child, there is another way, namely by browsing pictures from the internet. Then the picture is attached to the recycled cardboard.

When young mothers use their flashcards, their children's interest in learning foreign languages is getting better. The reason is because these children do not realize that they are actually being invited to study with their mother. When learning takes place, children think that their mother is teaching a game combined with easy to understand songs. The interest of one of the children in learning can be seen in the picture below:

Picture 3. Children enthusiastic

There are several scenarios for the application of Flashcards by young mothers in Dawis PKK Desa Duabelasan Jombor Sukoharjo, as it can be seen in the table below:

Table 1. The flashcard application scenarios

| NO | Flashcard application | Number young mother applied |
|---|---|---|
| **1** | Flashcards in the standard way, namely quickly changing flashcards in front of the children, | 7 |
| **2** | flashcards combined with songs | 5 |
| **3** | flashcards combined with hide and seek games | 3 |
| | Total | 15 |

Here it is the explanation the table above.

The first scenario is a standardized scenario. It usually do by people who learn language or mathematics through flashcard. The mother holds the flashcards of 5 cards first then the child sits in front of the mother. After that the mother will replace the card with a count of 5 seconds while saying the words written on the card. The reason for card replacement is a maximum of 5 seconds because it is to avoid the boredom of young learners in learning to use flashcards. Another reason, early childhood children feel bored very quickly. This can be observed when the observation is made. The young mother did not need to memorize the flashcard with the picture on it because the back of the card also had the same writing as the text that felt under the picture. The difference is that the writing on the back of the card is small. The consideration is quite legible by the young mother.

The flashcards used in teaching are accompanied by English songs that have existed in the school environment, such as the part of body song (Head shoulder knees and toes), the song is used in conjunction with flashcards that teach about part of body images. The songs used by these young mothers had previously been learned and memorized, which then became a provision for the young mother to teach English to children.

The song teaches the children to learn to pronounce and memorize English vocabulary in a relaxed manner. These children feel that they are not burdened when learning English so that the vocabulary absorption process is maximized when compared to just learning from books.

During learning with the help of flashcards and songs, they could unconsciously say parts of the body, animal names in English, and other basic English vocabulary. This is because children at the time of their study do not feel overwhelmed to learn so that these flashcards are very helpful for mastering English vocabulary.

The young mothers usually make a preparation before teaching the young learner because these young mothers understand that English is a second language which will create difficulties for young learners. At an early age these children are just learning to master Indonesian as the unified language in their schools, so that English as the language that comes after their mother tongue and unified language is not an obstacle for children to learn a foreign language, in this case is English.

The flashcards used can also be applied in conjunction with the game. The game used is a game of hide and seek. In this game, it is not the child who is hiding but the card. The card has two sides, namely a side with pictures and writing and the other side with writing. When the game is in progress, the cards are lined up with the visible position is the writing. Then the child is asked to find or find the correct writing from what the young mothers said.

**Discussion**

**The use of Flash cards has advantages and disadvantages in teaching.**

Flashcards are a learning medium that can be used to teach in various fields of science as it can be seen at (Ardiyanti et al., 2018). One of them is in the field of teaching English, however, the application of flashcards by young mothers in teaching English vocabulary to their children definitely has advantages and disadvantages. This is obtained by examining the application of these flashcards.

**The use or application of Flashcards in teaching English vocabulary by young mothers of Dawis PKK Desa Duabelasan Jombor Sukoharjo**

The flashcards used in Duabelasan Jombor Sukoharjo Village have made children in the village more familiar with English. This can be seen from the ability to recognize basic English vocabulary words that are close to them in accordance with the vocabulary that is usually taught by their mother.

Learning vocabulary recognition using flashcards has created a new perception that learning a foreign language in this case is not difficult. This can be seen from the time it takes children in the area to memorize English vocabulary. This happens because basically children, especially children at an early age, are always curious about new things that are around them. In addition, early childhood, as mentioned in the literature review, they love to learn by playing or moving their limbs. Early childhood still find it difficult to stay in one place for a long time, so the appropriate learning model for early childhood is to give them the opportunity to move as a form of learning or a way to help them learn.

In addition, these children do not appear to be forced to learn the vocabulary. This can be seen from the joy shown by the children during the learning process using the flashcard.

a. The flash cards used in the Twelve have three types of applications. The first is the use of flashcards according to the standard flashcard rules used around the world. The second is a flashcard that is used while accompanied by a song and students can be asked to move as well or we can express it as a sing and dance. The third is a flashcard that is implemented using hide and seek games.

Based on these three applications, children prefer flashcards that are interspersed and combined with sing and dance. This makes students more cheerful in learning and really enjoys the game without feeling overwhelmed, even students often ask for additional time to learn English by using flashcards that are alternated and combined with sing and dance.

**The advantages of Flashcard teaching media for children in Desa Duabelasan.**

The adavantages of flashcard application can be concluded by observing the application of learning by young mothers in

a. Like a game

Young mothers use flashcards to teach English vocabulary to their children during home lessons. The use of flashcards which are used by stacking them into one flashcard which will be used as learning media and then replacing them in no more than 15 seconds, this makes young children like to be invited to play. The game in question which is in accordance with how to use flashcards is hide and seek.

This make the children or young learners happy to learn English because they don't feel overwhelmed. The effect of this is to make it is easier for children to memorize the new vocabulary they get from studying with their mother.

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b. It can be combined with other learning media such as songs

This flashcard is very flexible in its use if you understand how to use it properly and it is not boring for students. This flashcard can be used with songs. Song in this case as an assessment. Learners learn and memorize vocabulary by using flashcards then to check whether the learner, in this case, is an early age child who is the child of these young mothers.

Although the song here serves as a media assessment for young learners but they do not feel burdened.The young learner still feels comfortable and stabs at the ongoing assessment.This can be seen from the joy of the child who does not let go of the smile on their face while occasionally laughing off when realizing his mistake when mentioning the vocabulary of the limbs in English.this will not happen if young learners feel pressured in learning.

At the time of learning english by using the flashcard, young mothers feel relaxed in teaching because their children in learning English does not take a long time in learning.A young learner is not uncommon to ask for more time in learning the English vocabulary.

c. The last advantage is close relationship between mother and children.

Learning English that mothers teach their children has an effect on the closeness of children and parents. This is because every time there is free time when the child does not play out of the house together with his neighbors, young mother will teach as well as play using the flashcards as a learning media.

d. The flashcards used in the dawis of Duabelasan villages had another advantage.

The advantage is to train the creativity of young mothers in the environment. While viewed from the young learners' point of view, the flashcard trains the young learner's fine motor skills to hold a pencil and scratch the pencil with firm strokes. This is done so that young learners can write well in school.

**The lackness of using of Flashcard teaching media for children**

The application of flashcards to teach English vocabulary has several drawbacks.

a. Teachers must be creative and must find ways to integrate with other media on an ongoing basis. This can still attract students to learn.

Not all teachers can be creative. This creativity is obtained from experience and a willingness to learn to develop abilities, and insights, it can be concluded that creative teachers are teachers who want to get out of the comfort zone because they dare to try new things armed with their abilities and insights. The opposite of being creative is laziness. Lazy teachers will not want to leave their comfort zone because they become overwhelmed to learn and do new things.

b. Children feel bored in learning English using flashcards if they are bored if the teacher, in this case their mother, does not always replace pictures with new vocabulary if young learners have memorized the old flashcards.

Flashcards purchased in stores have a fixed vocabulary amount or amount of vocabulary. If the child has memorized it or for certain words, it is not or difficult to memorize even though the text and images that are seen do not change, it will bring boredom.

c. This can be reduced or even eliminated by creating different pictures from recycled materials such as used cardboard and then writing and decorating the pictures to represent the words that have been written. How to decorate pictures can be by inviting your little one to draw and decorate or the young mother directly make a picture that attracts children's attention. Mothers

should always create interesting pictures or often look for interesting pictures either from books or magazines or from browsing the internet

The other word, images must always be updated according to children's learning needs. use of flashcards in addition to learning to read, these cards can be used to learn and deepen foreign languages in this case is English.

## CONCLUSION

From this study it can be concluded that the use of flashcards to teach English can be done in three ways. Flashcards in the standard way, namely quickly changing flashcards in front of the children, then flashcards combined with songs and lastly flashcards combined with hide and seek games. There are two advantages of a flashcard, it is like a game and it can be combined with a sing a song. The children like to learn n to play Flashcards especially for sing and dance. The children have a great courage in practicing sing and dance than to play hide and seek.

Apart from that, there are two weakness of using the flashcard. Teachers must be creative and must find ways to integrate with other media on an ongoing basis. Children feel bored in learning English using flashcards. Both have the problem solving. Solving for the first and second weakness, the young mother should not be lazy and should encourage their selves to look for new picture n new vocabularies.

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