

STUDENTS' READINESS ON THE USE OF MEDIA IN LEARNING PROCESS

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Abstract: In this era, English plays an important role in opening access to education and career. Regarding the significance, universities in Indonesia not only include English subject in the curriculum, but they also use the English media for other subjects such as books, presentation slides, and video. This application has been a complaint from students, especially the first-year students who are used to using Indonesian media. Therefore, this study aims to see first-year students' readiness in using English media for the learning process. This study adopts mixed-method approach using questionnaires and interview. The result shows the students feel that they have good English skills, but the learning process using English media has not been optimized. Furthermore, this condition has affected the learning process.

Keywords: students' readiness, learning media, English learning media, learning process

In the globalization era, a lot of countries compete to be the leading nations in the world. One way to reach the goal is by mastering the international language, English. This language ability shows that it can give a broader access to the best education and career. That motivates advanced countries like Japan and Germany to adapt English to their education curriculum. Japan tries to improve their nation English skill to promote their universities to the international level (Rose & McKinley, 2018; Yamagami & Tollefson, 2011). Similarly, Germany declares 'Englization' to

catch up students from English-speaking countries who always lead crucial sectors around the world (Earls, 2016).

Although English has been taught from the elementary level of education, it does not mean that the language learning in the higher level runs easier. English learning in university still leaves some challenges. In Turkey, few people can use English fluently because English is only used in pedagogical context (Demirel & Kazazoğlu, 2015). In Iran, English is used as a foreign language and the gap of the learning phase is too

far so that English is easily forgotten (Akbari, 2016). Besides that, English learning in Thailand focuses more on the teaching process (Kunasaraphan, 2015). Moreover, English learning in Indonesia faces challenges like teachers' quality, the lack of learning media and access to education (Cirocki & Farrell, 2019; Setiadi & Piyakun, 2019; Tulung, 2020).

Despite all the challenges, what should be the focus of language learning is the strategy of the learning used by the university students (Gardner, 2010; Gilquin, 2015). One of learning approaches that can be apply is content and language integrated learning (CLIL). This approach is applied by combining content subject with English learning. With this regard, the language learning can be more effective when the language is used as a means to understand a content (Richards & Rodgers, 2014). By applying this approach, the learners find the learning process more meaningful that they can acquire the content subject and the language at the same time. Furthermore, Richards and Rodgers (2014) add that vocabulary should be considered in applying CLIL.

Since vocabulary mastery is essential in CLIL, the learning media like books, presentation slides, and videos would be the source of the learning. The use of English media gives exposures for the language learning that can enrich learners' vocabulary. However, reading English media would be very challenging for students although they realize that reading helps them comprehend the content subject (Kartika & Mastuti, 2011). Besides that, reading English material allows them to the language exposure that can be beneficial for their language acquisition. Krashen (as cited in Lightbown & Spada, 2009) states that comprehensible input will greatly affect the learners' language acquisition. In other words, the more students read English material, the more vocabulary they obtain. With adequate vocabulary, they can understand the material of the subject well.

On the university level, students should have got adequate basic vocabulary. In Bangladesh, university student candidates might fail the admission test if they do not fulfil the English standard (Chowdhury & Kabir, 2014). The test is used to assure that the candidates are ready to use English as one of the languages in the learning process. If the candidates do not have

minimum requirement of English acquisition they might get difficulties in the use of technical vocabulary, understanding lectures, applying appropriate academic approach, and fulfilling institutional and disciplinary obligation (Evans & Morrison, 2011). When English standard is not used as a requirement of the university admission, it emerges curiosity whether the students can understand the material, regarding the use of English materials. This problem occurred to some Indonesian students that they need to improve their English skill (Cao, 2011; Poedjiastutie & Oliver, 2017).

The studies above show how English is used as a media of instruction. Few studies discuss the university students' readiness to use English media in the first language medium of instruction context. Therefore, the study aims to see the students' readiness to use English media and the effect of students' readiness to their learning process.

METHOD

This study applies qualitative-descriptive approach that describes student's readiness in using English material for all learning subjects. Qualitative analytics focuses on the meaning presentation, description, clarification, and data distribution that is usually in the form of words instead of numbers (Mahsun, 2012).

The data sampling uses purposive sampling technique. The participants were 465 first-semester students of six study programs in a private university in Yogyakarta. The data is obtained by distributing questionnaire and interviewing the representatives of the study programs. The questioner uses closed questions in Lickert scale consisting of (1) totally disagree, (2) disagree, (3) agree, and (4) totally agree. The reasons of using the scale 4 is to avoid the respondent's tendency to answer the middle answer when the options are in odd numbers (McKay, 2006).

The questionnaire consists of two sub-sections namely students' readiness to use English material and the effect of students' readiness to their learning process. The questionnaire was distributed in the end of the first semester, so that students had experienced the learning in the university. The questionnaire showed students' perception towards English

ability and comprehension, English material use, and Indonesian material use in the learning process. Besides that, it also revealed students' readiness to use English media and learning material. Then, interview was conducted to obtain further information that has not been revealed in the questionnaire, such as the reasons and challenges in using English material.

The data obtained from the questionnaire was then analysed using descriptive statistics to see the percentage of students' readiness to use English materials. The scale is calculated then generalised to draw the conclusion.

RESULTS AND DISCUSSIONS

Results

The following is the result of the questionnaire distributed to the first semester students.

Table 1 shows that the first semester students thought that they had a good command of English. As many as 72.47% of the students feel that they understand written English texts, which leave 27.53% that do not understand written English. In line with the first statement, 69.89% students agree that they have a good English reading skill and 30.11% disagree that they have a good reading skill. Furthermore, the survey shows that 55.70% say that they have a good English listening skill. It means 44.30% feel that they do not have a good listening skill.

Table 1. Students' English Ability

No	Statements	Disagree (%)	Agree (%)
1	I understand English writing	27.53	72.47
2	I have a good English reading skill	30.11	69.89
3	I have a good English listening skill	44.30	55.70
4	I understand English material quickly	61.72	38.28
5	I am ready to use English media	52.26	47.74
		43.18	56.82

The students' ability affects the pace of their understanding. The survey shows that 52.26% said that they cannot understand English material fast, while 47.74% of the students can understand the material quickly. This shows that students experience difficulties in using English material although they feel that their English ability is good enough. This aligns with the data that 52.26% of the students claiming that they are not ready to use English material for the learning process. Conversely, 47.74% state that they are ready to use English material.

Based on the data on Table 1, the students feel that they have good skills in English. The skills include English comprehension skills, reading skills, and listening skills. However, they experience difficulties in understanding the English material quickly. As the consequence, they do not feel ready to use English material in the learning process. In other words, the students have a good ability on English but are not ready to use English material for learning activities in the class.

The use of English materials has affected student's comprehension on the learning subjects. 56.34% state that they understand the material from PowerPoint slides and 55.27% from English videos. Unlike the other two media, 52.90% of students think that they do not understand English material delivered through books. It implies that most of the students cannot understand the English material in the form of English books.

Table 2. Students' English Comprehension

No	Statements	Disagree (%)	Agree (%)
1	I understand the materials delivered in English PowerPoint slides	43.66	56.34
2	I understand the materials delivered in English video	44.73	55.27
3	I understand the materials delivered in English books	52.90	47.10
		47.10	52.90

The condition shown from Table 2 is closely related to the data from Table 3. The higher comprehension from the use of PowerPoint slides and video is caused by the fact that most of the students prefer to learn using the two media. 63.87% learn the material by reading PowerPoint slides and 62.58% students watch the video given by the lecturers. Furthermore, the lower comprehension from English books media is caused by the lower use of English reference books by the students. The data shows that only 41.51% read the English books. Despite the percentage, Table 3 displays that students use the three English media in the learning process.

Table 3. English Material Use in Learning Process

No	Statements	Disagree (%)	Agree (%)
1	I read the English reference books	58.49	41.51
2	I read the English PowerPoint Slides	36.13	63.87
3	I watch the English videos	37.42	62.58
		44.01	55.99

Table 4. Indonesian Material Use in Learning Process

No	Statements	Disagree (%)	Agree (%)
1	I read the Indonesian reference books	21.51	78.49
2	I read the Indonesian PowerPoint Slides	6.24	93.76
3	I watch the Indonesian videos	6.02	93.98
		11.25	88.75

Contrary to the use of English material, Table 4 shows that the students prefer to use Indonesian media. Most of them use the Indonesia PowerPoint slides and videos for their learning process. As many as 93.76% read the Indonesian PowerPoint slides and 93.98% watch

the Indonesian videos. Although the use of Indonesian reference book still dominates the percentage with 78.49%, the number is still lower than the other two media.

Discussion

Nowadays, universities require students to have skills and readiness in using English language. Universities see that the language is essential to internationalize the institutions and prepare the graduate to face the global environment (Rose & McKinley, 2018; Yamagami & Tollefson, 2011). However, students' condition varies from one another, including the English proficiency and readiness to use the language. This study aims to see how first-year students perceive their English skills and their readiness to use English in the learning process. The skills required here is more on the receptive skills such as listening and reading since a lot of the learning media (books, PowerPoint slides and video) are in English.

Good skills in reading becomes an essential basis for students to comprehend the material during the learning. If the students reading ability is low, the students' comprehension will be low too. On the other hand, when they have sufficient reading literacy, they will be able to follow the process better. The text comprehension process starts from understanding the words in the text (lexical comprehension), then followed by sentential comprehension, and the ability to interpret the meaning of the sentences (Cain & Oakhill, 2014; Perfetti & Stafura, 2014). Therefore, vocabulary mastery should be the considered when preparing students to follow the lesson using English learning media (Chowdhury & Kabir, 2014; Evans & Morrison, 2011).

The survey shows that the students have a positive perception on their English capability. This should be a positive indicator that they can follow the English-media classes well. However, their perception does not align with their comprehension pace. Most of the student found difficulties to understand English texts. This is in line with Student FD saying that:

“Kalau menurut saya sih sebenarnya saya senang tetapi juga deg-degan. Karena

kemampuan bahasa Inggris saya bisa dibalang kurang bagus. Saya Ketika menggunakan bahasa Inggris bingung, karena dalam PPT sedikit berbeda dengan langsung." [I actually like to use English, but I feel nervous. Because my English is not that good, I'm usually confused when using English, because the language in the PPT is quite different from teachers' explanation]

This shows that the motivation to study English does not align with the speed of the comprehension during the learning process. The claim is supported by Student DS' interview answer saying that in the beginning she was eager to learn from the English media. However, after some time, Student DS felt that she wastes too much time to translate the words in the learning materials.

From Table 1 and the interview, it can be concluded that most of the students are not ready to use English learning material.

The comprehensn on the English material during the learning process is affected by the type of the media. Table 2 shows that more students can find it easier to learn from English PowerPoint slides and video compared to English reference books. However, it is important to note that the difference between the supporters and opponents of English material is not significant. 52.90% support and 47.10% oppose the use of English media for learning process. This indicates that a big number of students still need intensive guidance related to the use of English media. This should be a concern of lecturers especially lectures using English media for the class.

In other words, the students felt that understanding English material from PowerPoint slides and video was easier compared to English books. They said that understanding book content was not easy. The PPT was said to have the least exposure on the use of English words so the students found it easier to understand. In line with the media of PowerPoint slides, the visual in the video indirectly helped students enrich and visualize the English vocabulary. This condition does not go along with the use of English books as learning media. English books require a certain level of vocabulary so that the learners can interpret sentential and contextual meaning. To add, Student GT stated that

"Saya mengalami sedikit kesulitan bahan ajar berbahasa Inggris jika dalam bentuk buku, karena saya kurang memahami kosakata yang baru. Jika PPT dan video lebih mudah dipahami. Biasanya, dalam suatu materi saya akan mencari materi yang sama dalam bahasa Indonesia kemudian saya compare dengan materi yang ada di dalam buku." [I found difficulties in learning if I have to use books because I don't really understand the new vocabulary. Compared to the book, reading PPT and watching video are easier to understand. Then, I compare my comprehension from the PPT slides and video to the material inside the book]

The results in Table 1 and Table 2 indicate that most of students understand English material. However, it should be a note that the percentage of students facing difficulties is considerable. This should be taken into account, and solution should be proposed to solve this problem.

Based on Table 3 and Table 4, the difference on the preference to Indonesian and English. The use of Indonesian-delivered PowerPoint slides and video compared to English media. Most of the students read the PPT and watch the movies provided by the teachers.

In the interview it was stated that students preferred using Indonesian-mediated media given by the teachers. Not only was it easier to understand, the using of Indonesian learning media accelerate the comprehension process. When using English learning media, the students need to go through two processes: translating and comprehending the content of the learning material.

In terms of the media choice, there is a difference on the trend of English and Indonesian media use. For English media, students' preferences consecutively are PowerPoint slides, video, and reference books. Meanwhile the Indonesian media choices are consecutively video, PowerPoint Slides, and reference books. Although they show different trend, it should be taken note that the preference to use PowerPoint slides and video does not show significant difference for both languages. The use of English PPT slide is 63.87% and English video is 62.58%. Meanwhile, the preference to use Indonesian video reached 93.98% and Indonesian PowerPoint slides 93.76%. Despite the different trend, this indicates that these two media are more practical than the use of reference books.

From the data, it is revealed that the preference to use English media is not as high as Indonesian media. The students even pointed out

that they use English media when there is no Indonesian media provided. However, the practicality becomes the students' concern, as Student KV stated:

"Jika materinya hanya diberikan dalam bahasa Inggris, maka yang digunakan adalah ppt karena lebih singkat. Visual dalam video sangat membantu pemahaman saya sehingga lebih cepat mengerti." [If the material was only in English, what is used is PPT because it is briefer. Visual in the video really helps me understand the content better]

Among the three media used in the learning process, reference books are the least medium used by students for studying in both English and Indonesian context. English books are preferred by 41.51% and Indonesian books are chosen by 78.49% students. The reason for such situation is the level of efficiency and practicality. Books are considered to be inefficient and impractical. The students need to read very long text that they might not understand, and they should spend a bounty of time to read the texts.

This situation is not surprising regarding the level of reading literacy. From time to time, students willing to read has been decreasing (Huang et al., 2014; Mokhtari et al., 2009; Rose-Wiles et al., 2020). Since students are not keen on reading as before, the reading literacy level is not improving. Even more, Indonesian students were categorized to have low level of reading literacy (OECD, 2016). Consequently, a lot of students find it difficult to read and comprehend the content. They also need more time to complete the materials reading for their learning. This can be seen in the statement of Student DS as the following:

"Buku ada di urutan terakhir bukan karena buku tersebut menggunakan Bahasa Inggris, tetapi karena tidak suka membaca buku. Apapun bahasanya, buku tidak jadi yang utama karena teks yang harus dibaca sangat banyak." [Books are the least choice not because the books are in English, rather we don't like reading. Whatever the language, books will not be the main reference to read because the texts are too long]

Student DS's statement support the claim that the reading literacy of the students are not that high, and her statement was supported by other students. She feels that students are not keen on reading and whatever the language of the books, students will use them as the least learning media. Reading requires a lot of time and energy

and pragmatically they can get good result just by reading PowerPoint Slides or watching video.

Reading comprehension is very much related to vocabulary mastery. In order to comprehend text, people should cover 95%-98% word families (Nation, 2006; Webb & Macalister, 2013). When students do not have the vocabularies, it would be difficult for them to understand the texts. This explains why the students prefer using Indonesian books than English books. They must have better mastery on Indonesian vocabulary to English vocabulary regarding Indonesian to be their first or second language.

The previous notion explains why students prefer the use of the language they usually use for daily conversation as the learning media to foreign-language learning media. This kind of preferences occurs in all level of education (Marsella, 2020; Sundoro, 2020; Wang & Kirkpatrick, 2012). The study of Sundoro (2020) also showed that students found it communicative to be taught using local languages because the process would be more organic, meaning that the interaction is like daily conversation. There was lower stress that they have had the properties (vocabulary, grammar, etc.) for the interaction. This results into communicative and active learning process.

The ability and readiness to use English has positive and negative effects. The positive effect is that the students find it easier to follow the learning process through the learning material and through the lecture. Besides that, the students can improve the English vocabulary which later increases their English proficiency. The learning process triggers to learn English more intensively. This claim aligns with Student CY:

"Mahasiswa harus lebih dewasa dan harus bisa belajar sendiri. Perkuliahan yang ideal itu ketika materi yang diberikan dosen itu dapat memacu semangat belajar dan memberikan pengetahuan hal baru." [Students should be more mature and should be able to learn individually. The ideal learning process serves when the material given triggers students motivation to learn and give new knowledge]

On the other side, the negative effect is that the learning process spends more time for reading and comprehending. The students need more time to open the dictionary every time they find new vocabulary. Then, they have to interpret the meaning of the sentences from English to

Indonesian. From the interview, the students stated that they used dictionary like Google Translate to find the meaning of new vocabularies. With some stages that they have to do, the study process becomes inefficient.

CONCLUSION

Based on the results and the discussion, it can be concluded that the students do not have the

readiness to have learning process using English learning materials. The positive effect of having the readiness to use English learning material is that the students comprehend the material easily, enrich their vocabularies, and improve their English skills. The negative effects of the unreadiness to use English material are ineffectiveness in the learning process, misunderstand or fail to understand the material, and the low students' participation in the learning discussion in class.

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