

## ANALYSIS ON THE USE OF GUIDELINE ON STUDENTS' ESC MEETING

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### Abstrak

Bahasa lisan, tidak seperti tulis, sangat kompleks. Bahasa lisan melibatkan banyak fitur seperti intonasi, ekspresi wajah, gerak tubuh, kenyaringan dll. Untuk mahasiswa jurusan bahasa Inggris, berbicara dengan lancar dan akurat adalah kemampuan yang harus dikuasai. Untuk membantu mengembangkan kemampuan berbicara mahasiswa, sebuah program bertajuk *English Speaking Community* (ESC) diluncurkan. Panduan diberikan kepada siswa untuk menjalankan program ini, namun apakah panduan tersebut digunakan atau tidak masih belum jelas. Untuk itu studi analisa untuk mencari tahu apakah panduan digunakan atau tidak dalam pertemuan rutin siswa diadakan. Tujuan dari penelitian ini adalah untuk mengetahui apakah panduan ESC digunakan saat pertemuan siswa atau tidak melalui penelitian kualitatif. Peneliti mengobservasi pertemuan murid dari tiap level ESC dan mengadakan diskusi kelompok terfokus untuk mencari jawabannya. Partisipan dalam penelitian ini adalah mahasiswa jurusan bahasa Inggris grup ESC tingkat satu sampai tujuh. Menurut hasil ditemukan hanya satu kelompok menggunakan panduan secara menyeluruh. Tiga group lain hanya menggunakan sebagian dari panduan dan tiga grup sisanya tidak menggunakan panduan sama sekali untuk pertemuan mereka.

**Kata Kunci:** Berbicara, ESC, panduan.

### Abstract

Spoken language, unlike written, is very complex. Spoken language involves lots of features such as intonation, facial expression, body gestures, loudness etc. For English department students, being able to speak fluently and accurately is a skill that all of the students must have. To help in developing students' speaking skill, a program called English Speaking Community (ESC) is launched. The program gives guideline to the students for their activity, but whether the guideline is really being used or not is undetermined. That is why the researcher conducts a research about the use of ESC's guideline on students' meeting. The objective of the study is to find out whether students use the ESC's guideline or not. The researcher finds out the result of the research in qualitative research. The researcher observes the students' meeting for each level and conduct a focus group discussion (FGD) to find out the answer. The subjects of this research are students' of ESC group from level one to seven of State University of Surabaya. According to the result there is only one group that used the guideline fully, while the other six groups are not. In conclusion, the ESC's guideline is not completely used by the students in their ESC meeting.

**Keywords:** Speaking, ESC, Guideline.

### INTRODUCTION

Speaking is one of the English's four basic skills which many students want to be able to master in order to be able to use English for communicative purposes (Cahyono and Widiati, 2011). It is a process of constructing meaning that involves receiving, processing,

and producing information. This means that in the teaching and learning process, students are trying to give responses using the information they get (Brown, 1994).

For university students, speaking materials are getting even more complicated and the use of vocabularies is getting varied. The difficulties and objectives of the learner are also getting tougher as the materials that they

get are on a different level than their senior high school English material with most of them have the aim on being able to apply for a job after graduation as their motivation, which is one of the reason in acquiring language. In language acquisition, motivation can be seen into four different types, which are: instrumental, integrative, resultative, and intrinsic (Ellis, 1997), in this case it is defined into the intrinsic type.. Motivation also plays part in giving a positive reinforcement and helps building a good habit in language learning (Scarino and Liddicoat, 2009).

In English department of State University of Surabaya (UNESA), students not only learn speaking through their regular speaking courses in the classroom, but also through a special program called English Speaking Community (ESC) which is created by the department.

This program is a mandatory for every student in the English department. Every student undergoes a placement test in the beginning of the year for the freshman students to determine their speaking ability and put them into a group of specific level after that. There are ten levels in English Speaking Community according to the 2016<sup>th</sup> version of ESC level descriptor. Although there are ten levels in ESC, most students know that level seven is the highest level and it is the mandatory level which students need to be at when they are about to have their thesis exam. Materials and topic for ESC are getting more complex the higher the level the students get. Despite the mandatory status of the ESC, students can hold the meeting whenever and wherever they want. This will create a stress-free safe environment for the students, which is one of the five points of teaching-and learning process. Those points are: meaning, interest, new language, understanding, and stress-free (Nation and Newton 2009).

In English Speaking Community itself, there are specific guidelines that are used for the scheduled meeting by the students. The topics for the ESC meeting is called guideline. It consist of the full topic specific for each level of the students. For each topic in the guideline, it is usually used for three meetings which have different activity for each meeting. The first meeting starts with a discussion of a certain topic. The second meeting is game and the third meeting is a study group which is based on the topic. Students are given a report book to keep record on all of the activity in each meeting to be shown in the final test later on conducted by the department in the final week of every semester.

Although list of topics are given by the department, the preliminary study conducted by the researcher found that there were some groups in ESC that did not use the guideline which was given by the department for their

session. Most of the students used their own topics that they found on the internet or they often used the hot topics which were trending at that time. Related to providing guidelines for the meeting, Cahyono and Widiati (2011) stated that an approach by providing a good input for the students firsthand will more likely to trigger students' response which will make them more spontaneous and more natural in conveying their message in a form of speaking, rather than the traditional way which based on the students' own way of finding the material and practice it firsthand.

During the meeting, although students are already given the guideline to help them whether they use it or not in their meeting, there are problems that still hinder students' oral performance. Regarding the topic, many students are having difficulty in discussing a topic with a brief situation (Folse, 1996). Despite that, according to Harmer, 2007, each individual is gifted with a good response mind that can formulate their proper speech in a brief moment and also in sequence.

The guideline for ESC itself, for freshmen, the guideline that is provided is different from guideline for their upperclassmen. The topic for freshmen usually consists of topic related to their college life, for example like "What do you want from college" or topic which ask about their skill like, "identify the skills that you have now". While the guideline that are provided for the upperclassmen usually consists of topic that are happened in everyday life, like topics about travelling, having jobs while being a student, sport, social life, etc.

In general, ESC is one of the English Club activity to help students practice English in a friendly and a relaxed setting (Ewens, 2015).

According to Ewens, to ensure a successful English club activity, it should be a participant centered activity. The steps of the acitivity that can help are having the participants brings in their topic first. Next, to begin the activity by having an in ice breaker talk about participants' life. After the ice breaker, the main activity can be conducted by dividing clubs into smaller groups for the main discussion and other activity like role play, storytelling, and poetry for participants to express themselves.

In other situation, according to Virgiyanti (2013) in her study on whether the English club help the students on the English regular class or not, the activity on the English club was various and the mentor of the club gave the material based on his/her own syllabus. Although the syllabus was prepared, the material used in the real meeting was not in line with the syllabus due to the classroom situation.

In this study the researcher investigated whether ESC students' use the guideline properly in each of their meeting.

## **METHOD**

This research uses a qualitative method, specifically descriptive qualitative. Descriptive qualitative is a method which is used to describe the situation and condition (Susanto, 2000). The data of this research was a qualitative type because it focused on the students' meeting and students' opinion toward the ESC guideline.

The subjects of the research are the people who are the participants for the research. The researcher here took one group from each level of the ESC program. By having subjects from each level of the group, the researcher is trying to gain a more reliable data to prove. Each group usually consists of six to seven members. The selection of this group is random.

This study was conducted in the English department of the State University of Surabaya during the ESC meeting, which is going to be the main focus of the study. This meeting provides students with the practice of speaking outside the classroom system, which also can be held whenever and wherever students want. In this program, lecturers are not directly involve in every meeting, but group leaders are appointed by the department to guide and manage the routine meeting for every group.

In this research, there are two main instruments that was used by the researcher. The first one is observation checklist, and the second one is focus group discussion (FGD).

The observation checklist here was used for observing how students conducted their meeting by observing the discussion session. The second instrument used was a focus group discussion question. Focus group discussion focuses on a specific topic with a predetermined group of people participating in an interactive group discussion (Hennink, 2014).

The focus group discussion notes and session's tape recorder were used for determining the students' opinion toward ESC's guideline in the program and whether they use it or not in each meeting also to find their opinion towards the ESC program itself. The data was in the form of description of the students' answer on toward the FGD question.

In collecting the data, the researcher attended the meeting of group's representative of level one until level seven in a whole month of November 2017, and also invited all the representatives for an FGD session in the first week of December.

Three steps were done in analyzing the data, and those were organizing and familiarizing, coding, and interpreting and representing. For the first step which was organizing and familiarizing, the data that was gained through observation, and FGD were broken down from audiotapes and were transcribed into a description written data. The next part is coding. The researcher read all the data and examine all of the data thoroughly. The coding of the data in the transcription are "S" stands for students, while the naming of the group for example "Group A.6." means that it is the group A level six. The alphabet code A means it is the first group that is observed. Other code like A1, A2, A3, A4, A5 are the code for students number that spoke in the discussion, so A1 is student 1 in group A, A2 is student 2 in group A, and so on. The code "ALL" means that all member of the group spoke simultaneously. The researcher determined the phenomena that happen and support the research and describe the research to avoid the biased in the research by dividing the major thing and the minor thing in the research. The focus point in this research is on the use of the ESC guideline for the students' meeting. The last part is interpreting. In interpreting, the researcher will generalize all the findings and give explanation to the whole research and put it into a narration. In this part of analyzing the data, the researcher analyzed the transcription of students' meeting in observation stage and FGD. By analyzing the transcription of FGD, researcher was able to determine whether the guideline was used or not, and it was supported by the analysis of transcription in observation stage. After getting the result, to ease the researcher in presenting the result, those result was grouped into three groups, the first one is "Full guideline use". The full guideline use here meant that the participant used the guideline topic completely in their ESC meeting. The second one is "partially used". The partially used meant that the participant used only part of the guideline topic or the framework activity in their ESC meeting. The third one is "No guideline use". The no guideline use meant that the participant did not use the guideline at all in their ESC meeting.

## **RESULTS**

In this chapter, the researcher elaborates the finding and discuss the results of the data derived from the subject of the study.

### **The use of ESC guideline in the process of student's meeting**

#### **a. Full guideline use**

The full guideline use here meant that the participant used the guideline topic completely in their

ESC meeting. There was one group that matched the criteria based on the observation that is conducted. Based on the observation, the leader was able to guide the group to begin the session. The group leader told the title for the discussion and gave a brief info of the title. Later on, the leader asked the group to give opinions toward the topic.

The leader said, "Okay today our topic is our goal in college? As we know that just like school, we need to have a goal for our college. For me, my goal is to have a good friendship and continue my study."

It showed that the leader told the topic to the group which according to the leader was based on the guideline for freshmen level three and four. Other than the topic for discussion, the leader also gave explanation during the group discussion that his group use the game for game session activity that is provided by the guideline.

He explained, "According to our group, we usually use the topic that is given to us, we also use the board game that is also provided for us. After sometime, we are more often to talk about topics which are trending at the moment."

It is proven that the group used the guideline fully from the topic and the game activity that is provided by the department.

#### **b. Partially used**

The partially used here like it was mentioned before, meant that the participant used only part of the ESC guideline topic or the framework activity in their ESC meeting.

There were three groups that matched the criteria based on the observation that is conducted. Based on the observation's result, one of the groups did the game session. This group combined two game topic that is provided by the guideline, and those were "Let's Talk about Fashion" and "Let's Talk about English" guessing game. The "Let's Talk about Fashion" game contains some questions about choosing outfits, styles of outfit, where do you usually buy your clothes, and anything that is related to fashion and stuff. While the "Let's Talk about English" game contains questions about how many vocabularies are there, do you think native English speakers are hard to understand, and talks about English basic skills. During the discussion the leader prepared the game in a form of question card deck, and she also told the group that at the moment they are going to play game. While on the focus group discussion session, the leader told the researcher that for the questions about "If you already knew about the ESC guideline, what do you

think about the topic, and have you tried the media web link for the topics?"

She answered with, "according to our group, the list of topic that are given to us are quite boring, so we are more often to use our own topic or we only use the game."

The other two groups for this category had a discussion session. The first group talked about "How to reduce academic pressure" for their discussion, while the second group talked about "Impression for ESC program"

According to the list of topics on the guideline, "How to Reduce Academic Pressure" topic is not included in the group's level guideline topic which was level four for freshmen. Although during the focus group discussion there were no representatives for this group to attend, but during the observation, the leader said that,

"We always decide our next topic together so that we can prepare our opinion before the meeting and we often talk about our daily problem, our college life and the trending topic. Other than discussion, we also use the ESC session for game, and we use the board game from the guideline."

Based on the leader's statement, it showed that this group use the game from the guideline but not the topic. Now for the second group, they had a discussion about "Impression for ESC program." According to the group leader for the way her group used the guideline, she said,

"Our group uses the list of topics that is provided for us at first. As time goes by, we started to not focus on the list of topics that is provided for us, and use our own topic." She also stated, "Some of our meeting, we did not use any topics from the guideline at all, and we decided our own topic. We sometimes used our ESC session like a pronunciation class to improve our pronunciation."

By saying that, the leader implied that they only used some of the topic was given.

#### **c. No guideline use**

The no guideline use like it was mentioned before meant that the participant did not use the guideline topic at all in their ESC meeting.

There were three groups that matched the criteria based on the observation that is conducted. According to the observation's result all three groups had a discussion with their own topic. The first group talked about "The Royal Wedding" topic. The second group talked about



"International Father's Day", and the third group talked about "Thesis Proposal's progress". From all those topics, they are not included in any guideline topics that was given to the group leaders. For their discussion topic, during the focus group discussion that was prepared by the observer, the group's representative told the researcher,

"For me, I personally don't know about the guideline and only my group leader knows it. My group leader usually also use free topics or we decide our own what is the topic." He also said, "Our group almost never use the guideline topic because it is not so interesting, so our topics were usually given by our leader or we decide our own topic for each of our meeting."

The second group also had a discussion session and like it was mentioned before, they talked about "International Father's Day". Before the leader went straight to the discussion, she first made sure to her members about the topic whether they all agree to the topic or not. Once her members agreed to the topic, she let the group to speak their opinion to the topic. Regarding the guideline, the representative of the group said,

"I actually knew about the list of topics from the guideline, but those topics are not quite boring and mostly it can't be developed into something more. We usually only able to give not so much explanation about the topic, so we decided to use more up to date topics so that members can give more explanation on the topic."

The third group's discussed about their "Thesis Proposal's Progress." On the focus group discussion the representative of the group told the observer,

"Our group is a little bit different, because we were more often discuss sempro because we are in the final semester. We often find problems while doing it, so we create a session to talk or discuss about each of our advisors. The reason we discussed sempro itself also because we anticipate the questions that will appear in the test later. So if not our sempro, we discussed about lecturers. Sometimes we also discuss the condition of the campus or discuss politics if there were friends who wanted to discuss politics."

From the situation of all three groups, it could be implied that they did not use any of the guideline topic at all.

### **The ESC students' opinion toward the ESC's guideline in the program itself**

In the focus group discussion there are six main questions and one additional question. The first question is how do you choose the topic that you used on your ESC meeting. The second question is Do you know that the department already give the guideline list that can be used for your ESC group meeting, give reason if you do not know about it. The third question is If you know about the ESC guideline, what do you think about the topic's eligibility for the student's meeting, and if there is a web link in the guideline, have you tried the link. The fourth question is Do you have any critics and/or suggestions for the guideline list that is provided by the department for the ESC meeting. The fifth question is, what is the benefit that you get from the topic that you choose by your own that is not based on the guideline for your ESC meeting. The sixth question is, what is the disadvantage that you get from the topic that you choose by your own that is not based on the guideline for your ESC meeting. The last additional question is do you have any critics and suggestion for the whole ESC program itself.

The concluded result for the first questions is most of the groups use random topics or topics which were popular or trending around the time they conducted their ESC meeting. Some of the groups also used the provided guideline in the beginning, and later on they used random topic or trending topic also.

For the second research question, the result is all of the participants had the same answer that they knew there is a guideline that is provided by the department, although there was one answer which indicated that only the group leader know and the group leader decided not to notify the group member about the guideline.

Next is the third question. The result for the third question is majority of the answers told that most topics in the guideline are boring and could not be elaborated into something more. The web link that is provided in the guideline was not used by the group, and one of the participant said that he did not know if there is a link provided in the guideline.

For the fourth questions, the result is that most participant said that the ESC guideline needs to be more flexible and up to date to the current topic and situation that is talked about in the society and ESC students could be given a preview about the final test, also ESC supervisor could have a big group gathering to have a big group discussion. The following table is the proof of the answers.

Next is the fifth question, and the answer is that ESC students tend to be more talkative and more

creative with the topic that they choose outside the guideline topic. They said that because they exactly knew about the topic they could understand and spoke more detail about the topic.

The answer for the sixth question is using topic outside of the guideline had some disadvantages like losing focus to the decided topic, joking around during the meeting, unnecessary debate about the topic and also technical disadvantages like no gaining new vocabulary or more knowledge because the topic that were used were only the topic that is mastered by the participants, so the variety of the vocabulary that the participant used was not much. Using the topic outside the guideline also created a situation where the dominant person outspoke the quiet member in the group meeting.

The last is the additional question, and the answer is showing that other than guideline, participants said that ESC needs to have its own competition. They also said that group leaders for ESC need to be trained and have the capability to really manage the group whatever the situation is. Other answer is that ESC starting point in every semester needs to be held earlier and immediately to avoid the rush to complete the mandatory twenty five meeting to participate in the final test. Competition for the ESC activity can be created to encourage the students and to give excitement for the activity according to the participants. Also students could be considered to involve in the team management for ESC because participants believed that students know the real situation of ESC and have some insight for the activity to be better.

## DISCUSSION

There are several things that can be discussed from the results

There were seven groups that was observed, and those seven groups were representatives of each level in ESC program. Among those seven groups there is one group that is considered using the guideline fully which is one of the groups from level three. Next, there are three groups that are grouped into the partially used, and those are the groups from level one, two and four. The last three groups are grouped into the no guideline use, and those groups are from level five, six and seven.

For the first group that is considered in a full guideline use category, according to this group's representative during the FGD session stated that, this group used the topic from the guideline and also used the board game that is provided. During the observation, this group was discussing a topic which is listed in the guideline and able to have a smooth and clear discussion

without any long pause from all members. This result is in line with what Cahyono and Widiati stated in 2011 about providing a good input firsthand for the student is more likely to trigger students' response which will make them more spontaneous and more natural in conveying their message in a form of speaking, rather than the traditional way which based on the students' own way of finding the material and practice it firsthand.

While what Cahyono and Widiati stated applied for the first group, it does not completely apply to the other six groups. The next three groups which are categorized into the second category which is the partially used guideline stated during the FGD session that most of the time for their discussion session, they create their own topic, but they still use the board game that is provided by the guideline. The topics that they usually used are based on the trending topic at the moment of their session, or topics that were decided together directly during the session.

The last three groups which are categorized into the no guideline use did the same like the partially used category. They decided their topic own topic, but they also did not use the board game that is provided by the guideline. The topics that were decided usually based on the trending topic at the moment of their session, or topics that were decided together directly during the session.

For groups that are categorized in the partially used and no guideline use, the way they conducted their session is contradictory to what Folse stated in 1996 about the difficulty that students faced in discussing a topic with a brief situation. Despite being in contrast with what Folse stated, those groups' situation were in line with what stated Harmer in 2007, which is about each individual is gifted with a good response mind that can formulate their proper speech in a brief moment and also in sequence. They were also in unison with the situation that is shown in Virgiyanti's study in 2013 about English Club as an Extracurricular Program. Although guideline for the ESC program has been prepared for the students' meeting, some changes happened on the topic during the real meeting for the partially used and no guideline use categories. The differences between this study and Virgiyanti's are the activity which is an English club in general and a specific English speaking community and the control the topic. For this study, even though the guideline is prepared by the department, students are the one who have the control on whether they use it or not, while in Virgiyanti's study teachers are the one in full control of the materials and the club's session.

The guideline itself, it seems like there are no differences between guideline for freshmen level one and two and guideline for level three and four. Also for level four of non-freshmen level, guideline that are given is incomplete.

## CONCLUSION AND SUGGESTION

### Conclusion

The first is about how the ESC's guideline is used for students' meeting. From all seven groups from each level that was observed gave their clarification on the FGD session, it can be found that there is only one group that used the guideline fully that contains topics and the board game which are provided by the department. The other six groups are categorized into two categories, and those are the partially used and no guideline use. For partially used, there are three groups that are categorized into the partially used. According to these three groups, they only used the board game on the guideline, and for their discussion, they used their own topic that were chosen during the discussion session by the agreement of the group leader and his/her members. For the last three groups, they are categorized into the no guideline use. According to the result these groups only conducted their discussion without any game session and any topic that are provided by the department. They chose topics that are trending during the moment or discussion topics that are happening on their inner circle, for example like politics, discussing about their thesis or their lecturer. Other thing about the guideline is also related with the group leaders which according to the FGD session, there were some group leaders that are not to competent to be a group leader, and needed to be trained.

The last is about their opinions toward the guideline in the program. The result shows that the guideline topics are mostly cannot be expanded during the discussion, and mostly boring for the students. Also according to the junior and senior year students, most of the guideline topics and they are not suitable for them and more suitable for freshman and sophomore year.

### Suggestion

From the result and the conclusion that are presented above, there are several things that can be stated. For the ESC program's coordinator, a more flexible and more up to date guideline can be made for the students' convenient. Including some students to be delegations for them to give suggestion for more convenient ESC's guideline and more intriguing program can also be considered. Group leader's training can also

be conducted for more competent group leader, so that all groups can have the same comprehend and capable leader to lead the discussion.

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