

MASTERING ENGLISH: A COMPREHENSIVE GUIDE TO LEARNING, SPEAKING AND TEACHING EFFECTIVELY FOR UNIVERSITY STUDENT

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Abstract. The research guide to learning, speaking, and teaching effectively for university students has a purpose to improve students speaking skill and used qualitative descriptive which data from interviews 3 students on some university. It discusses about mastering English exactly on speaking skills in university. In the university, students must possess English standards or English proficiency the teacher only delivers material and topics in writing, and it is difficult to imagine. In this case, the researcher tries to explain the gap in information activities of students speaking skills. The students who answer the interview and tried to describe 3 topics on the cards some of them continuously transferred the written and oral and several of them had barrier such as vocabularies, pronunciation, grammar, accent. In the classroom use communication language teaching approach that mean student center as learner and guide so is the topic from them, the teacher is only as control the role of class. Student has success for communication and build up the vocabularies, accent, grammatical and pronunciation are similar with foreigner.

Keywords: Learning, Speaking, Teaching

Abstrak. Penelitian yang mengusung judul panduan belajar, berbicara dan mengajar secara efektif bagi mahasiswa memiliki tujuan untuk meningkatkan keterampilan berbicara mahasiswa yang mana penelitian ini menggunakan deskriptif kualitatif dan data dari wawancara 3 mahasiswa di beberapa universitas. Artikel ini membahas tentang penguasaan bahasa Inggris tepatnya pada keterampilan berbicara di universitas. Di universitas, siswa harus memiliki standar bahasa Inggris sesuai dengan yang digunakan ketika bekerja akan tetapi guru hanya menyampaikan materi dan topik secara tertulis dan sulit dibayangkan. Pada kasus ini, penulis mencoba untuk mengisi tantangan yang dihadapi untuk melancarkan speaking dan dari hasil jawaban mahasiswa yang diberikan 3 kartu dengan topic yang berbeda bisa mengembangkan kemampuan dalam penggunaan bahasa inggris.

Kata Kunci: Pembelajaran, Kemampuan Berbicara, Pengajaran

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INTRODUCTION

Since Plato and Aristotle, learning has captivated intellectuals due to its importance in human conduct and its mysterious nature. A lot of the current research on learning that psychologists and educators perform is based on the ideas of these two thinkers. The volume of knowledge that has been created, researched, and written about the process of learning over

the years indicates how complicated the subject (Murphy, 2015). Learning was once the domain of philosophical studies into the nature of knowledge, the workings of the mind, and the definition of knowledge. Introspection or self-analysis can help us discover the abstract forms that correspond to the physical objects in our everyday lives, according to Plato. "We can only hope to gain true knowledge by turning away from the physical impure world to the world of ideas, pondered by the mind's eye"(Hergenhahn & Olson, 2020).

Starting from the comprehensive guide to learning, students can speak fluently and understand the meaning the context of statements because the student has learned language. Since language is the method of communication, it plays a crucial role in our daily life. Speaking is frequently seen as the most crucial component of an EFL course. Speaking is the most important skill in teaching and learning foreign languages because it is the foundation of communication. A student's ability to speak is one of their productive skills and a measure of their language competency (Zyoud, 2016). Moreover, speaking is the primary mode of communication. To put it succinctly, the acquisition of language skills is not complete without proficiency in speech. Speaking is the most common way to communicate with others, hence it is important for English education to emphasize excellent communication skills as a fundamental prerequisite (Azadi et al., 2015).

According to (Ibrahim & Adnan, 2019) Speaking describes the discrepancy that exists between educational approach and linguistic expertise. Language structure and content are the focus of linguistic expertise. Teaching speaking is different from teaching writing, reading, and listening. Since speaking is a productive skill and requires actual conversation, habit-building is necessary, so practice speaking as much as you can. In Indonesia, students get English courses when they are in 4th grade or elementary school, but in university, the student must on English proficiency. It is one of the occupation requirements and they must take interviews using their competence based on English standards. In addition, Speaking is a useful ability that uses speech as a vehicle for conveying ideas (Arvizu, 2014). Accent, grammar, vocabulary, fluency, and comprehension in conversation performance are the five stated components in the proficiency rating. These five elements are more crucial for establishing communication or conveying information, even though there are a few more oral communication components that complement speaking abilities.

Then, when the students learn speaking in the classroom, the teacher always as center and only observe the topic on the written or book. Even thought, speaking must natural topic and material such as news issue around the circumstance or social. Exactly, the theme is real and easy to illustrate and imagine. Besides that, the challenges learners might face for instance

pronunciation, vocabulary expansion, confidence building, fluency and flow, cultural context and practice opportunities. Therefore, the proponents of CLT contend that teaching language should focus on building students' communicative competence in order to enable them to communicate with one another through language aside from specifying the language that needs to be taught in the classroom (Rambe, 2017).

Furthermore, the learner is the center of attention in the Communicative Approach. To achieve functional competence, the program's framework is provided by the learners' communicative demands. Moreover, the program is also determined by the sociocultural variations in learning styles. Berns' explanation of the eight CLT principles is cited by (Santos, 2020). The foundation of language instruction is the idea of language as communication. Orally or in writing, speakers use it to convey meaning and communicate for a certain goal, language use and development involve diversity, competency isn't absolute; it's relative, language varieties can serve as role models for instruction and learning, a speaker's communicative proficiency in their first and subsequent languages can be shaped by their culture, different approaches and methods are accepted, the use of language is linked to the development of competence in each of these domains and is used to express ideas, communicate with others, comprehend, and create texts, throughout the learning process, learners should employ the language in executing tasks for a range of goals.

In this case, the researcher observed the study speaking learning used communication language teaching because the approach supports for development ability of students' speaking and cracking the gaps in speaking so that the students can catch English proficiency level for university students.

METHOD

This research uses qualitative descriptive. The data from survey and interview from student on some university. Then, descriptive method uses to describe the data from the research. The data from several university, a university consist of the best 3 students and the other 3 the low of level. The technique take data is random from other major especially except of humaniora and English education major. Random technique sampling is used to take the samples.

RESULTS

▪ Fluency

The student gives 3 cards that it has topic beginner, intermediate and advance. Each cards have instruction describe the topic use their own words and additional of topic, they

allow to search interesting topic based on them. When, the student read topic number 1 (beginner topic) is shoes. It describes about color, function, brand, material, shape, shoes store. Besides that, the pronunciation is good and close to the native, grammatical is easy using simple present and comfort use to daily communication, accent does not bring the mother tongue. Then, topic number 2 (intermediate topic) is cabinet. Some of students still blind and think about what cabinet, how the shape, color, function, store, and price. They still confused. One of the students can answer that cabinet refers to cupboard. Moreover, describe function, material and using past tense due to relate when they were child her mother always invited her to follow shopping.

Topic number 3 (advance topic) is temple which is one of the side supports of a pair of glasses jointed to the bows and passing on each side the head. They give argument it is a holy place for Hindus and Budists to pray, the history of the kingdom and gate. Temple is side our eyes. In this case, the students need treatments using communication language teaching.

- Meaning and communicating for a certain goal

Based on the 3 cards' vocabularies, the students have different points of view. They delegate that written and illustrate one of the things difficult to connect.

- Information gap activities

The gap information activities, the student is easier natural topic than the topic has written on the book.

DISCUSSION

One essential aspect of speaking skill is fluency. In this instance, we will use three cards with titles or discussion topics from speaking class to demonstrate communication fluency. Three students from each campus received the three cards comperizing pupils ranging in speaking ability from the best to the beginner. The first card has a topic about shoes. when faced with this topic, many students were able to answer and explain in detail starting from color, in terms of color they also explained commonly used colors such as white and black, apart from that they also explained about shoe models such as lace-up and lace-up shoes, shoe quality expensive and cheap, materials for making shoes from leather and synthetics are also mentioned. The reason they can explain it is because the vocabulary, sentence structure is easy, and the accent used is also close to native. The reason their answers are very easy is because the topics discussed are still very easy or neutral and are encountered every day so that students can describe and explain very easily. Besides that, based on meaning. The word shoe has only

one meaning and the speaker and listener imagine the same things and objects. There are also difficult challenges in discussing shoe making materials (Nisa et al., 2023).

For the second card, the vocabulary given has a medium level of difficulty, namely temples. Temples are only explained, they are explained only by definition in brackets and are not explained in detail or given keywords to explain, temples (located next to the eyes). If it is only written about temples, the students assume it is a place, an object, some even describe it as a place for praying from Hinduism and Buddhism as well as an entrance gate. From one vocabulary thing that is given a shorter meaning, they put more effort into imagining natural things and vocabulary around their environment. They don't think of anything strange, for example, eyelids.

In terms of the vocabulary used to explain it is also more difficult and the flow of sentence structure is one level more difficult. Apart from that, it is very difficult to pronounce vocabulary one by one because it is not used to explain very difficult things. So, introducing familiar vocabulary and topics through students, not just teachers, is very useful for developing thinking patterns and opening structured thinking patterns (Nurteteng, 2022). For the last card, it may be more difficult to explain, as initially it only gives the keyword for an object. This object resembles a cupboard, where this cupboard is not for storing clothes, blankets, or towels, but is located at the back of the house and has various shapes and has high selling power and is unique for lovers of collecting items in the kitchen.

Let's call this object a cabinet, this object is in the kitchen and is used to store kitchen utensils to make it more practical. When it is explained in detail, many students cannot imagine this object, especially its shape, where it is located and its function. Students think of only a box cupboard to store kitchen utensils and spices, namely a kitchen set. Apart from the word kitchen set, they are still taboo and think that cabinets are not something common for them. When learning kicking using a communication language approach, they understand better and can apply it in any aspect because the concept of this method allows students to become leaders and provides topics for continuous discussion. Also, lots of information from various speaker sources to complement the challenges of their obstacles to hone daily conversations and presentations in class. So, from the results of interviews with several students from several universities, the results can be obtained that by developing the communication language teaching method it is easier to learn and develops the mindset of students who so far still have vocabulary and grammar problems. Then, from a social perspective, being more dominant can lead students to be more confident in expressing thoughts that will be expressed in a speaking context.

CONCLUSION

Gaining proficiency in English requires a multifaceted approach that incorporates speaking, learning, and efficient instruction. Finding and filling in these areas' inadequacies is essential to become proficient in the language. People can effectively bridge these gaps and speak fluently and confidently in English by adopting varied tactics, creating a supportive learning environment, and realizing the significance of cultural context. This discussion page seeks to clarify the complex nature of acquiring the language by highlighting the connections between speaking, learning, and teaching as well as providing advice on how to successfully close these gaps. The research summary is that communication language teaching influences developing student ability, especially in speaking. They are more confident when class conversation even if their accent and pronunciation as close to the native. Next, the grammar soon follows the content, and they are easier to think about the lexical and the failure language is smooth. Fluency, goal communication, and information gap activities have been covered by their confidence.

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