



Encouraging English Language Use through the “Desaku” Project

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Abstract

“Desaku”, is an encouragement project which is held in Dian Nuswantoro University. The research is aimed at describing the activity of the project dealing with the strategies of learning process and the motivation of the participants. The descriptive survey research was designed by preparing the questionnaires provided 15 closed questions. The populations of the survey are the academic staff and administrative staff of Dian Nuswantoro University as participants of the program. Determination of the number of samples applied the convenience sampling technique. 60 respondents were selected based on the criteria that they had participated as participants in “Desaku” project for at least one year and were actively involved. The analysis of the data collected is conducted through statistic descriptive using the percentages (%) then it is presented in the form of chart. Each chart had been structured according to its respective fields, and the frequency and percentage used to analyze and describe the results. The results of the research showed that 91% of the participants enjoyed the program and felt happy with the program. 85% of the participants agree that the various strategies have been applied to encourage the staffs to practice English orally.

Keywords: “Desaku” project; encouragement; learning process; motivation; teaching strategies

Introduction

Nowadays the globalization has made a big change for the world, especially about learning foreign language. The millennial era has made that English is widely used for the international meetings around the world. In Indonesia, English is considered as a foreign language, in fact English is as common matter around people's daily life, such as using computer every day, playing game online and talking to the strangers from different country. In today's modern world, learning spoken English has many advantages. English is fast becoming the international language of many fields, including politics, business, and education (Yang, 2014). English is easily found around us and is easily learnt as well. English is obviously needed to learn as an international language. Learning English as a foreign language will need some strategies.

Teaching English as a Foreign Language is shaped in substantial ways by how the nature of language teaching is conceptualized (Richards & T., 2002). Since the learners do not regularly use the language in their daily activities. It will cause some problems in teaching English for them. English should be practiced regularly as habit to improve the skills. The learners will also learn vocabularies by reading English text. The learners learn how to pronounce and to apply the vocabularies, even learn to listen to other speakers by practicing English. Hence it will make a big problem for most of the English learner if they do not use English quite long time. Some ways are provided to overcome difficulties of learning English as a second or foreign language. Nowadays, learning English language is truly important because English is an international language that is used in many sectors (Mohammed, 2018). In fact, English is absolutely needed to learn nowadays, especially by the academic staff to improve their skill of speaking well. To improve the quality of human resources, the staffs need to have time to learn English in their office. By learning English, they will get easier to access the knowledge from any sources. English is still a horrible thing for Indonesian learners. They assume English is hard learn, such as the patterns, the tenses, the vocabulary, listening also speaking for the problem of pronunciation (Sormin, 2018). However, to communicate well in another language, we must make ourselves understood by the people we are speaking with, and this is not an easy task—especially at the beginning and intermediate levels. There is some need to be accurate in speaking the target language (Bailey, 2003).

The interest is an important matter to learn English. There are problems in learning English. They are internal and external. Ariastuti et al., (2014) said that the interest of learning English is low because of there are some problems which are found by the learners. The interest provides the motivation.

Those factors affect the participants' motivation. The examples are facilities, tutors, and teaching strategies. Moreover, motivation is the successful aspect for

learning English deals with the speaking skill (Ihsan, 2016). Dian Nuswantoro University as a reputable university has been running the program of learning English for lecturers and administration staff. "Desaku" means Daily English-Speaking Atmosphere at "Kampus Universitas Dian Nuswantoro". It is the program for the staffs not only the academic staff but also administrative staff to learn English in the campus for free. The goal of this program is that speaking English will be daily used by the participants. There are some problems faced by the participants in learning English, since they do not use their English regularly and daily. They may have accumulated a rather large stock of vocabulary and learned numerous grammatical structures, but they don't seem to be able to put this knowledge into practical use so they forget much about English such as the pattern, vocabularies, and pronunciation (Renandya, 2013). Getting the goals needs the encouragement of English language use by performing in the specific strategies in a certain program. This paper is aimed at describing the activity of "Desaku" project dealing with the strategies of learning process and the motivation of the participants.

The motivation of learning English as a foreign language is the interesting issue. It attracted researchers to investigate about the problem, difficulties and the strategies in learning English. It attracts Mohammed H Mohammed (2018) F. Tanjung (2018) and Ihsan(2016) to conduct the research about learning English as foreign language which deals with the problems, strategies and the student's motivation. The research shows that learning process needs a proper time and a good management; as teachers' role, learning methods and strategies (Mohammed, 2018) while Tanjung has conducted the research learning strategies related to gender and age. Ihsan(2018) found that the students' desires in speaking run high although the troubles happened. This research of "Desaku" program has been conducted differently with the previous research, since the data was taken from the questionnaires filled by the participants, the administrative staff and education staff of Dian Nuswantoro University, Semarang, Central Java, Indonesia.

Method

This paper is a descriptive study which employed a qualitative methodology. This research emphasized on the method of learning process and the motivation of the "Desaku" participants.

Survey

In order to reach result, the researchers developed a descriptive survey research design by preparing the questionnaires. The researchers underwent some steps to gather the data: identified the objectives of the questionnaire, chose the type of question understandable for the respondents, prepared questions for the questionnaire, determined respondents, distributed the questionnaires, analyzed and interpreted questionnaires results, and had final research results. The questionnaire provided 15 closed questions which questionnaires' indicators were the difficulties in learning English; using English in daily work; getting a help from the tutors; materials from tutor; a need of English native tutor; "Desaku" as a long

term program; participants' interest to learn English; using English in the work. The participants were asked to choose the answer presented by using 5 options which were a) very often; b) often; c) neutral; d) sometimes; e) never; or a) strongly agree; b) agree; c) neutral; d) disagree; e) strongly disagree; or a) very happy; b) happy; c) neutral; d) not really; e) unhappy.

The populations of the survey were the academic staff and administrative staff of Dian Nuswantoro University as participants of the program. Determination of the number of samples was using the convenience sampling technique. It was used based on consideration of accessibility that can be reached by researchers. Respondents were selected based on the criteria that they had participated as participants in "Desaku" project for at least one year and were actively involved in all "Desaku" project programs. Questionnaires were distributed to respondents by the tutor when they delivering the "Desaku" project. Among 118 participants, 60 staff were met the requirement as respondents.

The analysis of the data collected was conducted through statistic descriptive using the percentages (%) and the analysis was presented in the form of chart. Each chart had been structured according to its respective fields, and the frequency and percentage used to analyze and describe the results.

Results

The results of the research are presented in the table below:

Table 1. Research results

RESULT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Option 1	25	23	27	18	16	22	24	21	25	21	15	23	24	28	26
Option 2	30	23	18	29	34	28	29	30	17	24	30	29	30	25	27
Option 3	3	2	4	4	6	1	1	3	3	5	3	1	3	5	3
Option 4	1	11	9	8	2	9	6	6	13	9	10	7	3	1	4
Option 5	1	1	2	1	2	0	0	0	2	1	2	0	0	1	0
TOTAL	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60

There were 60 respondents who answered 15 question in the questionnaire. The respondents were active in joining the class of "Desaku". From the table above, it can be seen that option number 1 and 2 got the highest scores of the other options. The option 1 stated about the strongly agree and strongly happy, while the option 5 stated about disagree and unhappy. Only few respondents had answered for the option 4 or 5. The questionnaires given to explore about the teaching strategies and the motivation of the participants

Discussion

Teaching Strategies

Teaching English as a foreign language needs some strategies to encourage the

students. In Dian Nuswantoro University, the staffs were passive English learning. They did not use English for daily speaking as the result they didn't remember much about the vocabulary. “Desaku”, is a program which has been created to provide the chance for the staffs to improve their English especially speaking skill. There are about 200 participants who joined the program, and the schedules were arranged in faculties of Dian Nuswantoro University. This research has found some results dealing the program of “Desaku”. Here are some tables representing the participants' idea about the program.

The figures below tell about the result of the research. The first chart is about whether the participants have some difficulties to learn English.

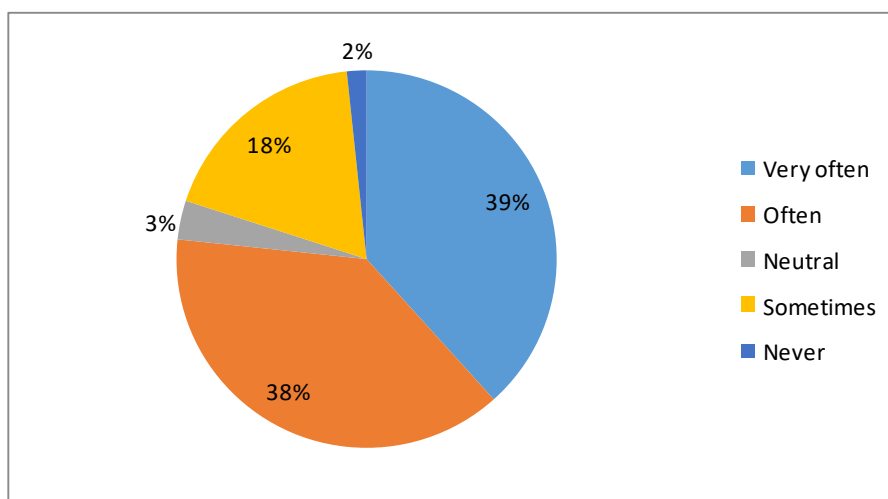


Figure 1. Difficulties to learn English

The first figure shows that 77% of the participants said that they felt difficult to learn English, and it became a such motivation for them to join the “Desaku” program since the program has been delivered for free in their campus. English has been learnt for years, but they do not use English in their daily life. The difficulties were not only about the grammar, but also pronunciation. However, to communicate well in another language, we should make ourselves understood by the people we are speaking with, and this is not an easy task—especially at the beginning and intermediate levels. There is some needs to be accurate in speaking the target language. This goal of this program is to encourage the participants to speak English more. 2% only of the participants said that English was not difficult for them. As the result, the difficulties of learning English might become the motivation for the participants to learn English. Joining the program was not a must for the staffs, so that only some staffs joined the program to improve their English skill, especially speaking skill, although English is not often used in their daily even in their work. For the academic staff, English is often used not only in written but also orally.

This matter in line with the research findings that non-native language, English is not easy to learn by the non-native speaker. The root of that challenge is because they are not taught formally about learning strategies. Thus, although Indonesian students have already been learning English subject for multiple years, they have low level of proficiency (Lie, 2007; Marcellino, 2008; Imperiani, 2012, Larson, 2014; Oktaviyanti, 2017).

It strengthens the finding of this research why 77% of the respondents said that they got difficult to learn and practice English. According to Mohammed (2018) the difficulties are because of the linguistic and cultural matters.

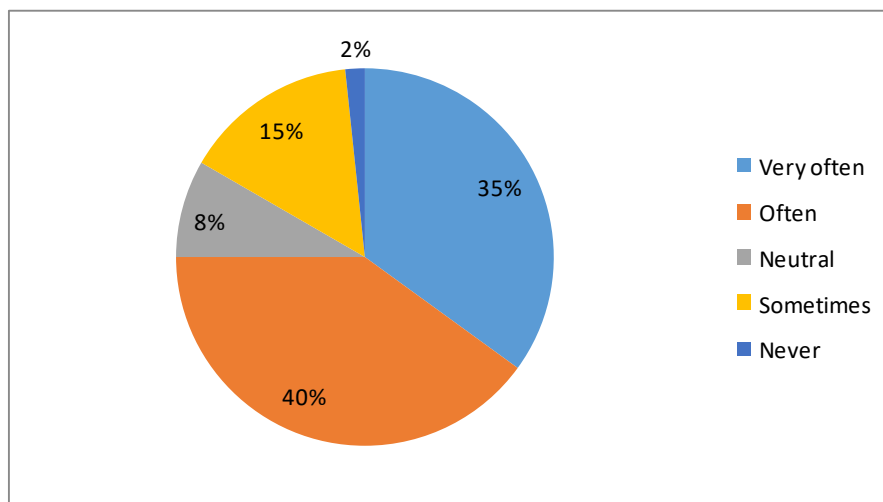


Figure 2. Using English in their work

In using English in their work, the chart shows 75% of the participants stated they felt difficult to use English in their work environment. In other words, English was rarely used to communicate with others. Most of the participants were passive English speaker. Some of them used English passively. They usually use English for writing assignment such as understanding the programs of computer, writing journals, or attending the International conferences. During the work hours, the staffs do not use English in their daily activities. They do not speak English with others. As the result 75% of the participants stated that they felt difficult to use English with their colleagues. Most of them were lack of the motivation to improve their English especially speaking skill. Only 17% out of the participants stated that they didn't feel difficult to use English in their work environment. There are many reasons why they didn't practice English a a lot as that people don't want to speak in English because they are afraid of making mistakes, such as grammar and pronunciation. They can't express their real meaning easily, they are shy, they are afraid people will laugh at them. (Yang 2014). It is said about the difficulties such

as internal and external problems, moreover the problems should be solved by building the learners’ self-confidence first to practice English

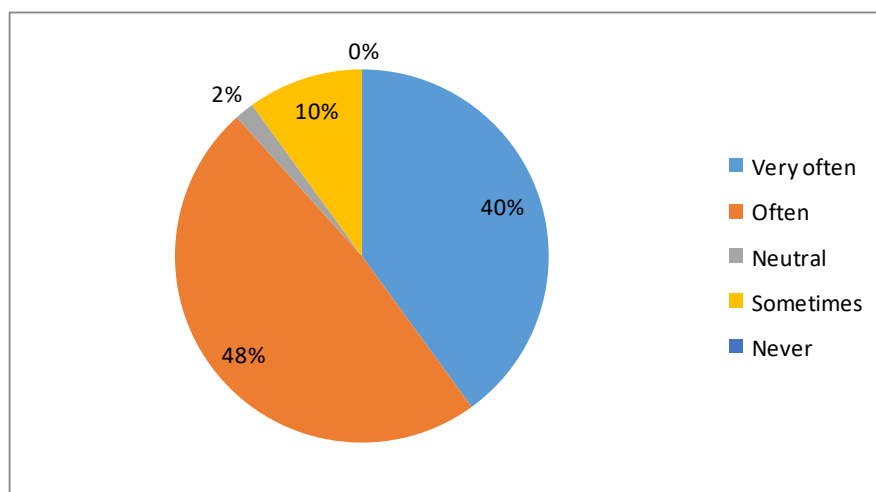


Figure 3. Getting a help from the tutors

The participants felt difficult to learn English and practice the speaking skill. In fact, they tried hard to learn well by joining the program “Desaku”. they tried to practice English orally and they tried hard to overcome the difficulties by asking help from the tutors. Based on the research finding in this context, observable in figure 3, we can see that almost the respondents often get a help from the tutor when they have got problems in learning English. Most of the respondents (88%) often get a help from the tutors when they got the difficulties. In every meeting the tutors are kindly helpful. They teach patiently in the class and encourage the participants to practice their skill. The problem that mostly happens is about vocabulary and pronunciation. The respondents have agreed that the tutors are kindly helpful them to overcome the problems in learning language. By joining the program of “Desaku”, they can enhance their skill of practicing English language. The direct learning process takes the important thing in this program, and it took the process in a class to see face to face, listen carefully and speak confidently to improve the speaking skill. The finding of the study by Razmjoo and Ardekani (2011) also supports the idea taht

It was revealed that most EFL learners use strategies for two main reasons: to help them convey themselves more effectively at the time of speaking and to develop their oral production ability before or after the time of speaking.

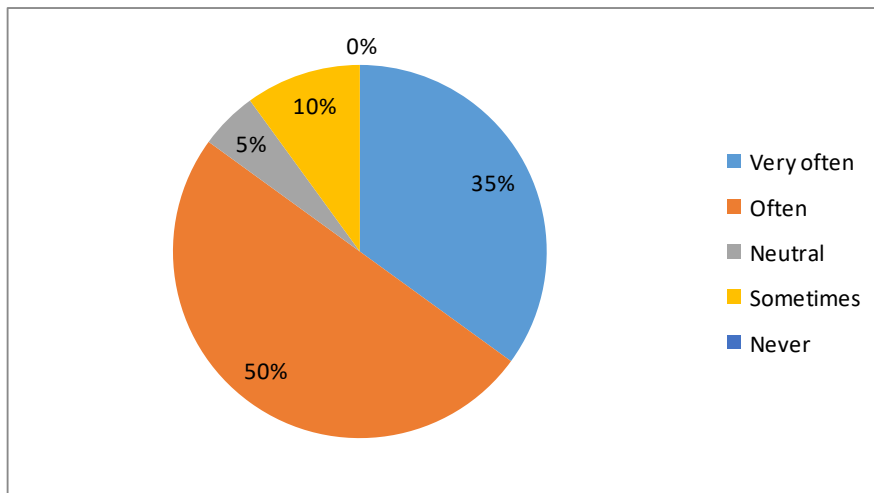


Figure 4. Materials from tutor

To encourage the participants in learning English, the tutors have prepared the material well variously. The figure4 shows that the participants agree whether the tutors have given the various material when they teach in a class. 35% of the participants said that the diverse strategies are very often applied in every class. 50% of the participants also agreed that they have got various topic and strategies. In other words, 85% of the participants agreed that the various strategies of teaching are applied in the class. The strategies which are used such as, discussion, playing games, and the tutors have prepared by using the internet, for the updated topic. Thus, Internet sources help them to learn grammar, vocabulary which is an indispensable aid in language acquisition (Sivaranjani & Ajitha, 2016). Internet based material are performed by the tutors such as the “Quora Digest”. the various material and strategies are applied in every meeting to make the class fun and the participants will feel happy to join the class. The participants try hard to practice their English without feeling afraid of making mistakes.

Materials of English learning process is very important as Mohammed (2018) says that findings propose some crucial and important material and way to overcome those difficulties. As the results “Desaku” tried to find best material for the participants

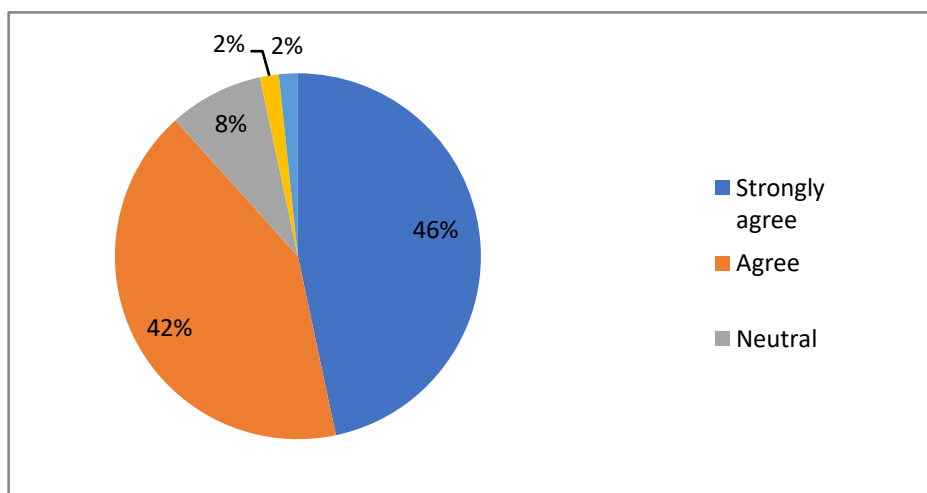


Figure 5. A need of an English native tutor

Some tutors have delivered the English class in every unit of this university. The staffs have joined the class where they have an urgent duty in the office hours. The tutors are Indonesian, while the participants agree that the native teacher would better teach them sometimes. From the figure 5 above, it shows that 88% of the participants agreed for the native speaker to teach them. Only 12 % of the participants disagree about the English native teacher. In other words, the participants do not matter about who the tutors are if the tutors are really helpful and communicative although the teacher of native speaker of course will attract the participants to communicate and speak English. The participants are really interested in learning English and try hard to use it much.

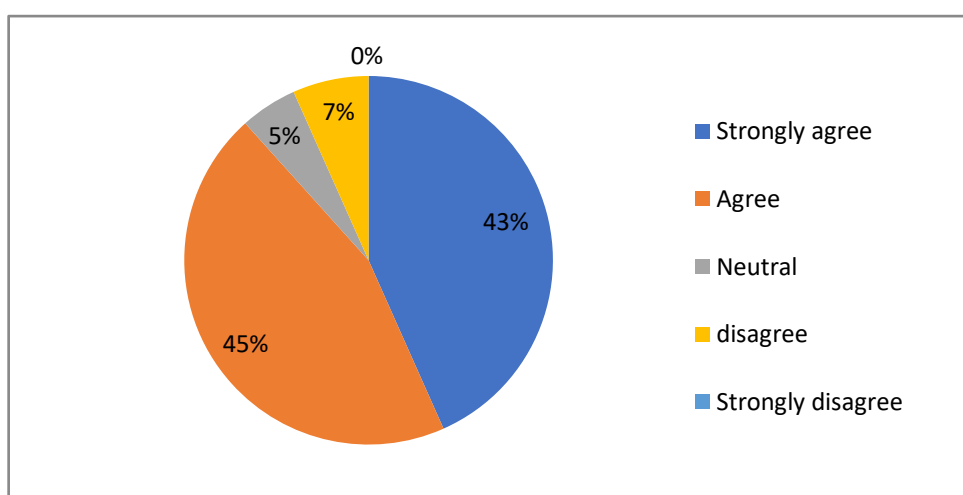


Figure 6. "Desaku" as a long term Program

The figure 6 above, it shows that 88% of the participants agreed that "Desaku" program was a good way to motivate and encourage the participants. As the result,

most of the participants agreed that “Desaku” should be continued and planned as a long-term program for the staff of UDINUS. The respondents think that English is important nowadays. They were very interested in using English more in their daily life. Based on that reason, the program has given the advantages for the participants in learning English. The program will end in July 2020, unfortunately because of the Corona virus outbreak, the program has been stopped for a while.

The Motivation of Participants

Motivation plays important role in learning foreign language. It will drive the leaners to achieve the goal. Motivation needs an interest and a will to learn, without anyone else’s force. Brwon (2001) stated, that Motivation is the extent to which you make choices about (a) goals to pursue (b) the effort you will devote to that pursuit (2 :72) It is such a process of leaning which need actions or effort. If the one has a will and interest in learning English, he will surely make a progress. Thus, learning strategies is one of crucial things to recognize, use and improve to reach high achievement theoretically and practically (in all four language skills) (Tanjung, 2018). It will also affect how the motivation exists, especially about how to influence the participants to practice their English orally.

In this research, the respondents have fulfilled the questionnaires which some questions in it. The results about the motivation can be seen as follow:

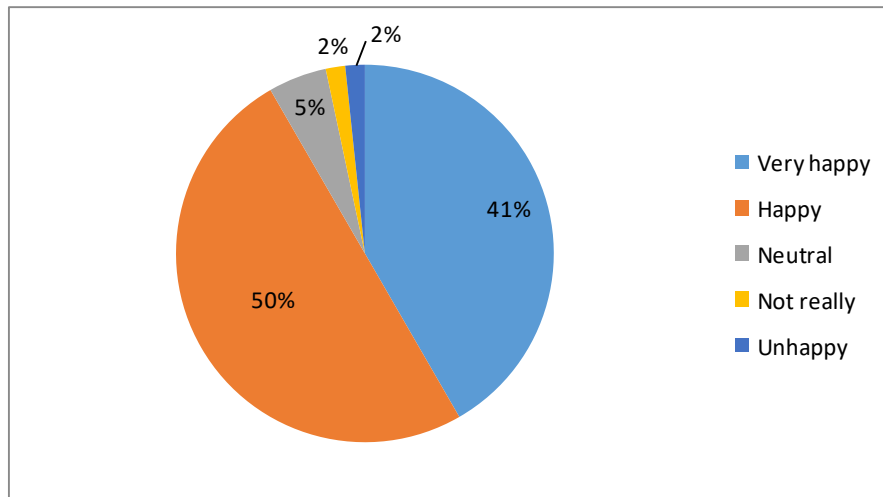


Figure 7. Participants’interest to learn English

The figure 7 tells about how the respondents are interested in learning English. 91% of the respondents said that they were happy and interested in learning English so that they felt excited to join the program to improve their skill, especially speaking skill. The participants were able to learn and practice their English although they have some difficulties since they have not practiced their English for years. By joining the program, they were excited and eager to learn and

use many English vocabularies. They also tried hard to practice their skill by coming to the class regularly. One of the motivations why they joined the program regularly was because they concerned on using English most, such as in the campus, or in academic environment. Only 8% of the participants were not really interested in learning English, in fact they still tried to join the program although coming to the class was not a must.

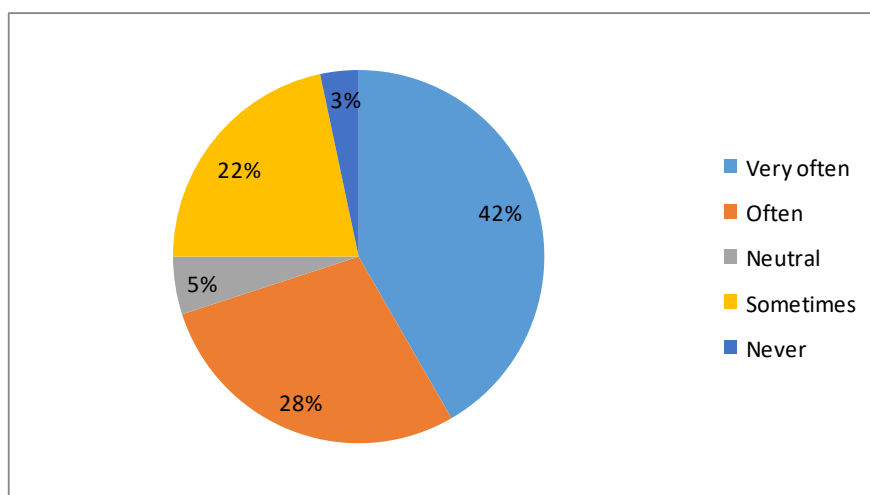


Figure 8. Using English in the work

In the next figure 8, it shows about the use of English in their work. 42% of the respondents have answered English has been used in their work. English is very often used, and 28% of the respondents said they English was often used in their office. Only 3% of the respondents said that English was never used in their work. The participants of “Desaku” projects were not only academic staff or lecturer but also administrative staff. For the administrative staffs, English is not a must to use every day. For the academic staff, English is used to write the international journal, even to speak in the international seminar. Although English is not daily language use here, but English has been recently used for International academic conferences even journals. The participants realized that English is important for them as an International communication.

Brown (2001: 72) wrote; One of the more complicated problems of second languages learning and teaching has been to define and apply the construct of motivation in the classroom

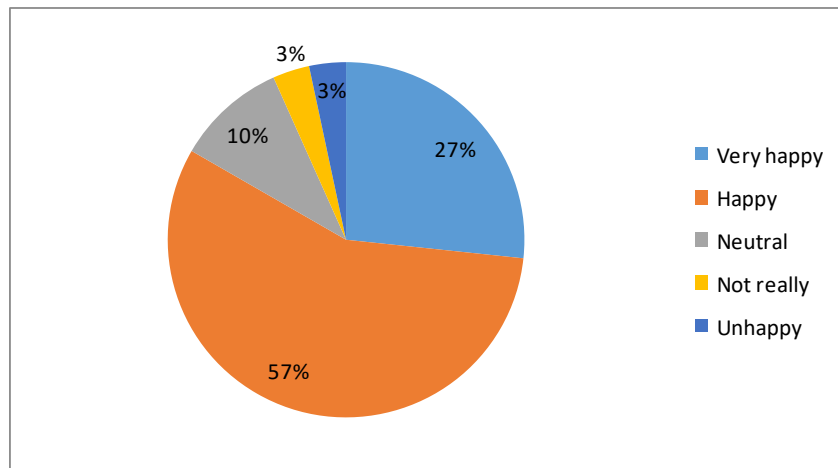


Figure 9. Participants' happiness to join "Desaku"

From the figure 9 above it tells about the response of the respondent due to the program of "Desaku". By joining the program, the respondents were asked about how happy they were. Surprisingly 84% of respondents felt excited about the program. They felt fortunate because they could learn English for free in the office hours. The rector had supported totally for the program, to enhance the staff, not only for academic staff and for the administrative as well to face the disruption. In other words, good teaching can often lead to high motivation, which in turn drives them to become more enthusiastic, more engaged, and more committed to their learning (Renandya, 2013). Based on that reason, the happiness of learning English can probably be a motivation for the participants to join the program and improve their skills of English especially, speaking skill.

The Strategies of Learning English

Based on the previous findings, the strategies can be defined as the good ways which were applied in the learning process of the "Desaku" project. Hence there are some strategies which are done by the tutors to make the learning process fun. Razmjoo defined there are two kinds strategies, On-line and offline. The online strategies consist of interference of mother tongue, error correction, importance of mistakes and body language and substitution, while Off-line includes educational-aid methods and instruments, memorization and summary, and sensitivity toward chances (Razmjoo & Ardekani, 2011). The participants have not studied English quite long time, nor used English in their daily life. There are some difficulties which the participants have in learning English, such as vocabulary and pronunciation. The strategies which are used in delivering the class is communicative teaching language. Communicative Language Teaching (CLT) is the newest pedagogic approach. It is based on the principles of motivation enforced learning. CLT provides the idea of interaction. It considers as an essential element not only of the whole process but also output (Khan, 2013). In applying the

communicative language teaching, the teacher become a facilitator in a communicative situation, by monitoring students’ attempts to communicate in English (Larenas, 2011). Communicative here means that the tutors and participants perform the communication well in class. The tutor and the participants do the interaction by giving and taking turns to speak up, practice the skill of speaking. Hence the teaching English language has been performed communicatively. It is for the improvement participants’ ability such as improvement of English-speaking skill for the staffs of Dian Nuswantoro University. The diagram can be seen below:

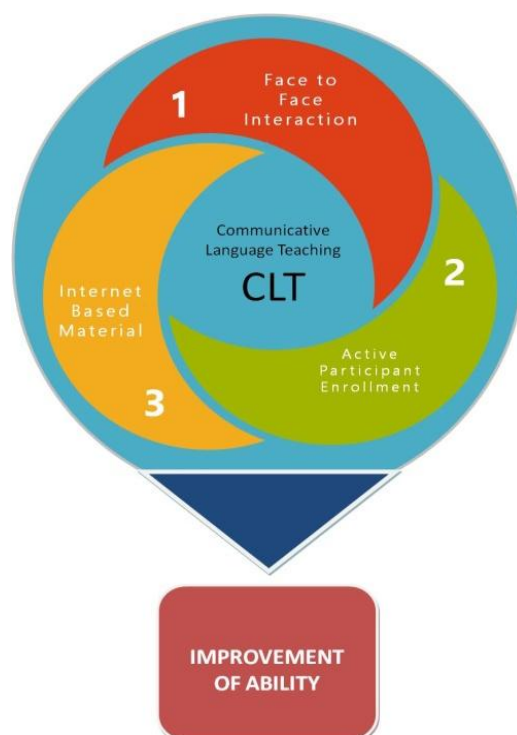


Figure 10. The Strategies of “Desaku”

a. *Face to face interaction*

Face to face interaction is the process of delivering ‘Desaku’ class when a tutor and participants are in the same room and do the interaction directly. The tutor comes to the class, greets the participants, and encourage them to respond by using English without feeling fear of making grammar mistakes. The presence of the tutor obviously provides the motivation for the participants to speak up.

b. *Active participants enrollment*

When the tutor has been ready in the class, the interaction has been started. The tutor then will give the participants to take turns in practicing their speaking skill. The participants will be active in taking turn by giving comments and responds in the class. The participants’ enrollment is an important matter in

delivering the process of learning process in this program. They are motivated to speak up without feeling fear of making grammar mistakes. They are supposed to boost self-confidence first in speaking English.

c. Internet based material

The tutors have been preparing the various material and topic for the classes. The tutors are challenged to provide interesting topic each day. There is no handout for this program, as the result the tutors are totally free to be creative to choose the material even the topic. Many up dated topics can be found on internet to attract the participants. By using the internet, the tutor will obtain the news or pictures on internet then the participants will express their idea about the topic or about the picture.

Those strategies above are the important matter to apply the communicative language teaching, as the important things to achieve the goal of 'Desaku', the improvement of ability. Nunan (2004) Said that learners learn to communicate by communicating. The ends and the means become one and the same. The participants have practiced their English-speaking skill and improved their vocabulary by discussing some topics and performing the interaction with the other participants and the tutor regularly. As the result, the participants get more self-confidence in using English orally, such as being a presenter in International seminar. Some various materials and strategies are provided by the tutors to drill the vocabulary and speaking skill. In fact, the students still have many problems and difficulties to practice their skill, for that case, the tutors help the students in learning process.

Conclusion

"Desaku" means Daily English-Speaking Atmosphere at "Kampus Universitas Dian Nuswantoro. It is a special program which has been running for the staff of Udinus. Overall, the program has encouraged the participants to speak English without feeling afraid of making mistakes. There some strategies in teaching have done by the tutors to improve the skills of speaking by using many vocabularies such as exploring the internet-based materials, playing games, etc. The various materials have been prepared in every meeting which are updated and downloaded from the internet, as the result the participants learn many vocabularies and the pronunciation. Face to face interaction is also always applied in the learning process, so that the tutors really focus on the participants practicing English in class. The good interest and the correct teaching strategies are the important factors in the program of "Desaku". to reach the goal of improving the speaking skill.

Most of the participants feel happy with the program of "Desaku", as the results the participants are also getting a motivation to join the program regularly. They also hope that the program will be long term program for them since they have enjoyed and made the progress by speaking English without feeling afraid of

making mistake. Based on the findings above, the suggestions may be described that the other research will carry out the research about the strategies of learning and teaching English for non-native learners, especially about the encouragement of speaking English

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