



THE INFLUENCE COLLABORATIVE DRILL OF INTERCULTURAL COMMUNICATION APPROACH FOR UNDERGRADUATE STUDENT IN ENGLISH LANGUAGE LEARNING

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Abstract

Received: 11 Mei 2021
Revised: 05 Agustus 2021
Accepted: 15 Oktober 2021

This study applies quantitative research with experimental of nonequivalent control group design. It is aimed to investigate the willingness of language study through collaborative drill of intercultural communication approach in English language study at Universitas Islam Jakarta. The researcher used the collaborative drill of intercultural communication approach which applied pre-test, treatment and post-test to see the effectiveness of its approach in language learning particularly in English study. The study found that there is significant effect in students' language learning at Islamic University of Jakarta 73,4% or 0,734. Moreover, in coefficient determination was found that Y variation is caused by X from the table can be read in square value (R²) of 0.539. The value of the $S(0.555 \text{ squared}) = 0.539$ or 53.9%. It means that the variation occurring in English learning process is 53.9% due to the collaborative drill of intercultural communication approach and the remaining was 46.1% (100% - 53.9%) it is used by other variables were not discussed in this study. In other words the magnitude of effectiveness of collaborative drill of intercultural communication approach in English learning was 53,9%. In addition, R-test with r_o result was 0.734, then the result is bigger than r_t significant level 5% that was 0,161 and 1% that was 0,207. Thus it can be seen that $r_o > r_t$ either at a significant level of 5% or 1%. It can be concluded that H_a was accepted and H_o was rejected, the meaning it is suspected that there is significance influence in language study through drill collaborative of intercultural communication approach for undergraduate student.

Keywords: English Language; Collaborative Drill; Intercultural Communication Approach; Language Learning

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How to Cite: Marlina, Y., Sulaeman, M., & Iryani, E. (2022). The Influence Collaborative Drill Of Intercultural Communication Approach For Undergraduate Student In English Language Learning. *Research and Development Journal of Education*, 8(1), 13-24.

INTRODUCTION

Language is a tool of communication, by the language we are able to understand what is the meant of the speaker. The ability of the language skill need a process, this process is not for a moment yet need a practice regularly. As well as in English language, English as international language is not only used all over the world but also used as an instruction language. However the ability of Indonesian people in English language is still low and still need to be more attention by the government and the teachers.

According to statistical data the ability of Indonesian society in English learning shows TOEIC conversion value is; Novice: 10 – 250, Elementary: 255 – 400,

Intermediate: 405 – 600, Basic Working Proficiency: 605 – 780, Advance Working Proficiency: 785 – 900, General Professional Proficiency: 905 – 990. By the results of the study, it can be concluded that the average English communication skills of Indonesian people are between Intermediate and Basic Working Proficiency.

It shows that the learning at the primary and secondary level does not have satisfactory results, therefore, need some improvements both in the curriculum and learning. It is true that says "In spite of the many years of English instruction in formal schooling, the outcomes have not been satisfying. Very few high school graduates are able to communicate intelligibly in English ... " (Maghfiroh, 2015).

In Indonesia, at least there are two factors were caused the weak results of English learning, especially in oral communication. First of all, Indonesian government policies still put English as a foreign language in the curriculum. Second, the lack of communication is used in English language learning.

This policy does not have an effectiveness in good language learning as it is suggested that the TOEFL (Teaching of English as a Foreign Language) term is used only in educational situations where learning of other subjects is not given in English. Moreover, English as a foreign language not only give a positive impact, but also have a negative impact in the globalization of life. The positive impact for Indonesian people is Indonesia is one of nation in Southeast Asia that has the identity of the nation with many languages. However, the negative impact is Indonesia should strive fully in the effort to improve their English skills, because it is not supported by the atmosphere in practice and performance.

In other words, English only used in the classroom with specific English major and it is not used for instruction language for the whole major. This clearly difficult for the students because language skills are behavioral or we can call language is a custom. Moreover, the fact shows that Indonesian students who were studying abroad have difficulty in language learning, even though they can complete the TOEFL / IELTS exam well, the facts are they still had difficulties in their communication due to lack of the vocabulary. Other research stated that the student has the weaknesses in terms of the focus of the studies of extensive reading and the variation of the research design (Delfi, 2017)

Because English as a foreign language, there are some problems found in English language learning, there are; (1) less motivation in language learning. (2) less communication in the process of language learning. (3) less in the vocabulary, and unoptimize in the reading skills. These all the problems in the process of English class (Handoko, Parawiradiredja, & Santoso, 2020).

Based on this condition, as a teacher must capable in mastering various kind of methods in learning. Implementation and development of methods not only play a very important role in the learning process, but also one of the aspects that determine the success of a teacher in delivering material to their students. One step on having that strategy is the teachers have to mastery in the presentation techniques or usually called teaching methods.

Many ways of methods in learning that could be done by teacher in teaching process, one of the good method is drill or exercises. Drill can also enhance the learning actively, so the students are not only able to maximize their skills but they are able to change bad habits in learning (Osifo, 2019). In this method learners are required to be active in solving problems, from the ability to read, to listen and to speak in English and can express their ideas in the learning process.

The more teachers give a lot of drill in English study to learners, the more effective the process of learning English. This learning provides an opportunity for students to learn the lesson by themselves or make students become autonomous learning.

Conversely, if the teacher never give the drill or little practice in the language learning, they will face the difficulties in understanding the material. Based on the reason above we can conclude that Language is need practice.

There are hypothesis can be concluded in the study;

1. Nol hypothesis (H_0)

It is suspected that there is no significant influence in the use of collaborative drill of intercultural communication approach in English language learning.

2. Alternative hypothesis (H_a)

That there is a significant influence in the use of collaborative drill of intercultural communication approach in English language learning.

Collaborative Drill of Intercultural Communication

The word method comes from the Greek language, namely *meta* and *hodos*. *Meta* means through and *hodos* means way or way. In Arabic, the word method is known as *thariqah* which means the steps taken by an educator to help students realize a certain goals. Thus, it could be understood that the method means it is used to carry out a job in order to be achieved in accordance on the goals.

In the implementation of methods on education are implicated in the form of strategies (Boud et al., 2016). Etymologically, strategy means the way or intelligence to make or do something. Whereas in terminology, techniques can be defined as more specific or specific ways used by educators to teach some skills or aspects in the form of activities, strategies, or techniques and materials or tools which is associated with them. More implementation techniques are specific activities that actually occur in the classroom (Rahmawati, 2016).

By using a variety of learning method, the teachers will be able to generate and maintain the motivation to learn of the learners. Teachers in teaching methods should have awoken the spirit and passion of learners by the rise of enthusiasm and passion in their learning. So, there will be a desire on students to study with diligence and patience in facing various obstacles and learning challenges.

The word "Drill" comes from an English language, which means repeated practice both in the form of "trial and error" or through certain routine procedures (Nofrion & Wijayanto, 2018). This method provides as many opportunities as possible for students to practice many skills.

In addition, drill method is a method of teaching by providing exercises for learners to acquire a skill. Exercise (drill) is an activity that is constantly repeated, such as training of motor skills through the use of musical instruments, sports, arts, and trained mental skills, through memorizing, digging, and so on (Suyanto, 2018).

From some of theories above it can be concluded that the drill method is a method of teaching by providing skills training repeatedly / continuously to students, and invites them directly to the skill training site to see the process, goals, functions, uses and benefits. In terms of implementation, students have first been equipped with knowledge in theory. Consequently, students are expected to be able to practice it and they will become proficient and skilled by guided the teacher.

Whereas collaborative is teaching uses two or many students in one group. Is that collaborative ? collaborative is built autonomous learning (interest' student, motivation, participation in the class, and sympathy) (Bolatlil & Korucu, 2020), the main point is suitable for a lower-level skill, it is greater where two people are involved and connected in making a decision.

Similarly, the active learning or interaction in the group can be categorized as a group work. This group work will contribute greatly to the learning process (Saihu, 2020). Whereas, in collaborative learning students have the same task without

distinguishing the ability of group members. In this case the collaboration is very nominally united to synergize ideas, thought and opinions of each group member (Kuo, Chu, & Huang, 2015).

Another case, in the research, it was found that there was a significant effect that group work not only improved students' understanding but also create a comfortable atmosphere, confidence, and motivation in classroom learning activities (Marlina Y, 2014).

So, from the explanation above it can be concluded that the collaborative drill method is where group learning is given continuous training to improve students' skills in learning particularly in language learning.

The purpose of the drill method is to obtain an agility, skill about a knowledge that student learns by doing it practically, and ready to be used if at any time is needed. Meanwhile, in teaching and learning strategies this drill method technique is usually used with the aim these are: (1) Having motor / movement skills, such as memorizing words, writing, using tools or making things; carry out motion in sports. (2) Developing intellectual skills, such as multiply, divide, add, subtract, and take a root in the count. Recognize objects or shapes in math, science, chemistry, punctuation and so on. (3) Having the ability to connect between things with other things, such as cause and effect, flood - rain, letters - sounds, and the use of symbols on the map (Made, Citra, & Hadi Nasbey, 2015).

Based on the description above it can be concluded that the purpose of the drill method is to train motoric and mental skills to strengthen the associations made. In other words, the drill method serves to instill habits in order to obtain dexterity, determination, and training skills about something learned in the group work.

An application of the drill method in learning has some advantages, there are:

- a) An advance skill will be built .
- b) The learning process will be solid
- c) Building autonomous learning.
- d) The re-experiment, difficulties must arise.
- e) The correct response must be strengthened.
- f) The learning process more interesting (Kani & Sa'ad, 2015)

While the principle of collaborative according is as follows; (a)Determining how learning groups are formed. (b) Assigning students to form groups based on specific criteria and were randomly assigned. (c) Assigning students to choose teammates. (d) Using the self-assessment of students to form groups. (e) Encouraging students / train students to build a team (Huang, Liu, Wang, Tsai, & Lin, 2017). In sum up collaborative drill can form a solid working group and directed the training process to learn English.

Intercultural communication approach

Intercultural communication refers to the communication between people from two different cultures (Weng, 2015). Similarly, Intercultural communication is a symbolic, interpretive, transactional, contextual process, in which people from different cultures create shared meanings (Koester & Lustig, 2015). In addition, Intercultural communication refers to the effects on communication behavior, when different cultures interact together. Hence, one way of viewing intercultural communication is as communication that unfolds in symbolic intercultural space, and the culture in different country (Volume, 2020).

From the explanation above it can be summarizes that intercultural communication is about how communicate between two people or more with different culture who share

their thought, their perspectives, their meaning in their communication. In this case the researcher used their different background culture in English study.

In addition, intercultural competence has cognitive, affective, and behavioral dimensions (Boud et al., 2016). Practically, in this research Intercultural communication is needed to be practicing in any learning particularly in the process of language learning, it has many advantages there are; (a) Processing study more actively, (b) Growing empathy between student nicely, and (c) Growing cultural understanding among student.

According to Jacobson's model of verbal communication, it's stated there are constitutive factors playing a role in verbal communication situation which is the speaker send a message to the utterance, the message usually in particular context and build a familiar code between them and build the contact continuously. Moreover Jacobson's argued that individual verbal has six function of language such as emotive function, conative function, referential function, poetic function, phatic function, and metalingual function (Boud et al., 2016).

So, communication has many elements in society, in other words intercultural communication is interaction of two or more people who have different cultural backgrounds.

The purpose of Learning English.

Based on the Ministry of Education and Culture that learning English as a subject of academic interest in the senior high school (Gunantar, 2016)

1. Communication in English Language.

The use of English is aimed a variety purposes and cultural contexts, students develop communication skills that familiarize them to interpret and express their thoughts, feelings and experiences through various spoken and written English texts, to expand their interpersonal relationships to the international level and to obtain access to the world of knowledge, ideas and values in English.

2. Understanding an English language as a system.

Learners reflection or contemplation of the English language that is used and the usefulness of English, and to develop awareness of the nature of the English language, and the nature of their mother language through comparison. They increasingly understand the language work system, and finally recognize the language power for humans as individuals and citizens.

3. Cultural understanding.

Students develop an understanding of the relationship between language and culture, and expand their capabilities to cross culture, involve themselves in diversity.

4. General knowledge.

Learners expand knowledge of the language and it is associated with various ideas related to their interests, problems of the world and concepts derived from a series of learning region. In order to learn a foreign language, someone should have strong motivation to be able to achieve the expected level of success. Failures in communication can be more encouraged them to be more active in trying to overcome the frustration caused by these activities. Therefore, student must be learnt more actively and they must be used the language in the classroom, for example, how to understand the directions such as preparing books, opening pages, and understanding on questions (Mappiasse & Bin Sihes, 2014).

Meanwhile language competency divided into two; grammatical competency and communicative competency (Maghfiroh, 2015). In other argument stated that competence is non observable ability in doing and in forming something (Brown, n.d.), based on these

explanation it is clearly stated that language competency is emphasized on the rules whether grammar, vocabulary and all the parts related to the language.

- a. Grammatical competence, contains knowledge of lexical elements and morphological, syntactic, semantic, and phonological rules.
- b. Discourse competence, contains the ability to connect the sentences to form a discourse and to establish the meaning of a series of utterances.
- c. Sociolinguistic competence includes the socio-cultural norms of language and knowledge of discourse.
- d. Strategic competence, in the form of verbal and nonverbal communication strategies used to eliminate barriers to communication both caused by lack of performance and lack of competence (Brown, n.d.).

So, the author draws the conclusion that language has a central role in the intellectual, social, and emotional development of students, including on the key of the success in all fields of study. Language is expected to help students recognize themselves, both their culture and the others cultures, express their ideas and their feelings, participate in society that uses that language.

With language, they are expected to be able to make responsible decisions on personal and social level, find and use the analytical and imaginative abilities.

METHODS

The type of research is experimental of nonequivalent control group design. it presented the different methods of data analysis, area of study, population of study, instrument, and data collection procedures.

1. Design

Table 1.
 Research Design The Experimental Design

Group	Pretest	Treatment	posttest
Experiment 1	Xn1	x	Xn2
Experiment 2	XCDIC1	CDIC	XCDIC2

Sources: Boud et al. (2016)

- Xn : Observation in the pretest of the first experimental group
 Xn2 : Observation in the posttest of the first experimental group
 XCD1 : Observation in the pretest of the second experimental group
 XCD2 : Observation in the posttest of the second experimental group
 X : no treatment

2. Variables

This study takes the title “ The Influence Collaborative Drill of Intercultural Communication approach for undergraduate Student in English Learning” which has two variables;

- Independent variable (X), is collaborative drill of intercultural communication approach
- Dependent variable (Y), is learning English

3. Population and sample

The population in this study amounted to seventy-eight of students at Universitas Islam Jakarta in the second semester. This population is the entire object of the existing research and used as a data source that has certain characteristics of this study.

The sample in this study amounted to 20 students of a total population of seventy-eight students of the Islamic University of Jakarta. The researcher used non-random sampling technique with purposive sampling method. This method is used by researcher with some reasons. First of all, the sample has the same educational and language background. Second, the sample has same range age 19 up to 21 years old.

4. Data collection techniques

In obtaining sufficient data about this research, there are three procedures or stages was carried out in this experiment;

- a. Pre-experimental, in this stage, the activity is selecting a sample to be designated as the experimental class and the control class using the purposive sampling method.
- b. Treatment, at this stage the experimental group² was given treatment using the CDIC approach based on the table below

Tabel 2.
The procedure of CDIC

No.	Activity	Class	
		CDIC	No treatment
1.	Pre-discussion 10-20 minutes	a. The class reads and discusses about the topic b. Course members form pairs. They were used the cooperative learning technique .	a. The class reads and discusses about the topic. b. Course member read alone
2.	during drill discussions 45 minutes	a. They were used their course book to find a lesson to transform b. Each person worked alone to write an ideas c. Course members paired and discussed their ideas with their partner	a. They were used their course book to find a lesson to transform b. Each person worked alone to write an ideas c. The discussion was taken between teacher and student
3.	Post-drill in the discussion /outcome 25 minutes	a. Course member shared some of their pair's ideas with the class b. asking every group to present what they found in the text and highlight based on the material discussion	a. Course members shared some of their pair's ideas with the class. b. asking everyone to present what they found in the text and highlight based on the material discussion

- c. Post-experiment, in this stage, the pre-test and post-test data were analyzed and then the results of the analysis were used to answer the hypothesis.

5. Research instrument.

Validity is used to verify the items and to find out the item has proper to use or not, and $r_{table}=0,388$ with 5% significant. The researcher made the matrix based on the output of SPSS. The result showed that the items which number of pre-test 1, 3, 5, 6, 11, 15 are invalid due to less than r_{table} 0,388. In addition, the items which number of post-test 5, 6, 7, and 9 are invalid due to less than r_{table} .

6. Data analysis

Looking for correlation number by formula;

$$r_{xy} = \frac{N \cdot \sum XY - (\sum X) \cdot (\sum Y)}{\sqrt{(N \cdot \sum X^2 - (\sum X)^2) \cdot (N \sum Y^2 - (\sum Y)^2)}}$$

RESULTS & DISCUSSION

Results

In analyzing the effectiveness data of the collaborative drill of intercultural communication approach on English learning. The researcher submitted a question to 20 children as many as 25 questions for the pre-test and 25 questions for the post-test. The data regarding the influence of CDIC on learning English using statistical analysis of correlation formulas and using SPSS 21. The following is the total score of the total number of questionnaires, the results of which can be seen as follows:

Table 3.
 Questionnaires Score Results variable X (CDIC) against Variable Y (English Learning)

Responden	X	Y
1	19	21
2	20	22
3	18	21
4	16	19
5	17	18
6	15	17
7	14	18
8	18	19
9	19	24
10	20	23
11	20	22
12	19	20
13	19	23
14	17	24
15	18	21
16	16	20

17	15	18
18	14	19
19	17	19
20	15	18

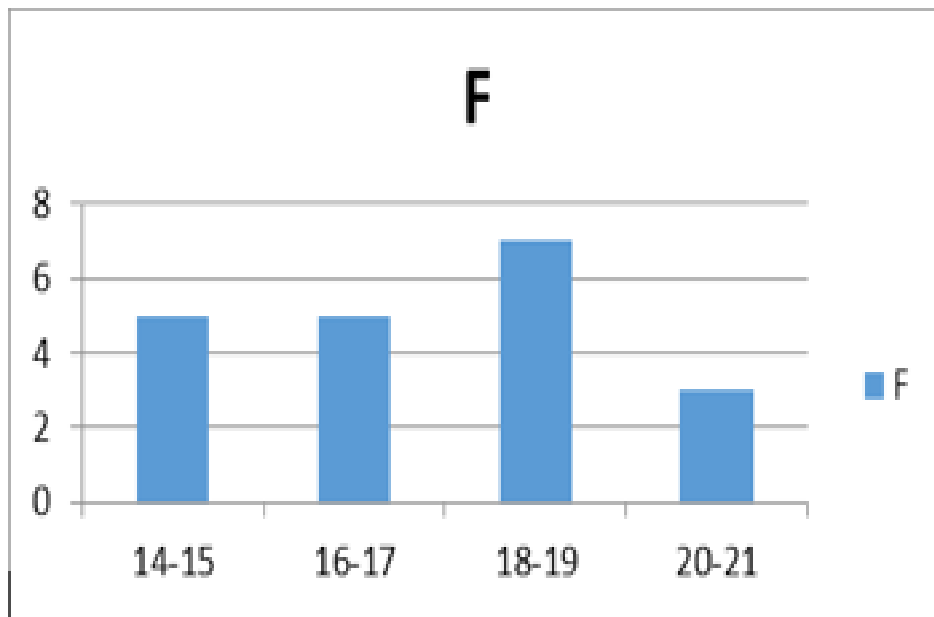
Source: SPSS

Table 4.
Frequency Distribution Variabel X (CDIC)

No	Interval class	F	Middle Score
1	14-15	5	15,5
2	16-17	5	17,5
3	18-19	7	19,5
4	20-21	3	21,5

Sources: SPSS

From the table above shows the score that has the highest frequency is in the interval class 18-19 with a middle value of 19.5 as many as 7 respondents. And the smallest frequency is in interval classes 20-21 with a middle value of 21.5 as many as 3 respondents. It will be cleared by histogram below.



Sources: SPSS

Grafic 1.
Histogram CDIC

The histogram draws that filling out a questionnaire on variable X (CDIC approaches) shows that the highest frequency is in the range of 18-19 as many as 7 respondents. And the smallest frequency is in the 20-21 range of 3 respondents

Table 5.
 Everage Results Variabel X Through Variabel Y

	Mean	Std. Deviation	N
CDIC	17,30	2,003	20
English Language	20,30	2,155	20

Source: SPSS

Based on calculations using SPSS 21, we can find out the mean (mean) of the two variables above, these are; the X variable of 17.30 and the Y variable of 20.30.

Table 6.
 Correlation analysis Variabel X Through Variabel Y

No	Model	value
1	R	.734 ^a
2	R Square	.539
3	Adjusted R Square	.514
4	Std Error of the estimate	1.397

Source: SPSS

The table have represented that R described the extent of the influence of the independent variable on the dependent variable Y. X is based on the table above can be seen the value of the correlation coefficient of 0.734. The coefficient of determination explains several variations This means that variations that occur in the learning process of English are 53.9% caused by variations in CDIC approach and the remaining 46.1% (100% - 53.9%), the magnitude of the influence of the CDIC approach on English learning is 53 , 9%.caused by X. from the table can be read the square value (R^2) of 0.539 (53.9%). So, based on the theory that the intercultural communication refers to the communication between people from two different cultures is very useful and appropriate with the drill in the group. As stated the drill not only gives the new experience for student but also gives the good atmosphere in language learning process.

Based on the research found that the willingness' student on English learning is known have a positive and significant influence with a strong correlation level of 0.70 to 0.90. So it can be concluded that the influence of CDIC is 0.734 towards English study and the remaining 46.1%

Discussion

Communication is described as relation in humans' life where a culture and language are main part in communication, however as a society some of people can not accept the other culture or despise on other cultures. The research was analyzed contextual meaning of learning, especially English language learning. On how the student see three perspectives of culture? firstly, Emphasizing sharing the meaning between group. Secondly, viewing culture as a resources. Or the last, understanding culture as hegemony (Kumpikaité, Ramírez, & Ribeiro, 2012).

One of the perspective is emphasizing sharing the meaning between group was influenced in the language learning process for undergraduate student by strong correlation level of 0.70 to 0.90. However, other perspectives still need to be researched in the future remaining 46.1%. Finally, individual differential was affected students intercultural communicative in language learning process where Indonesia is one of multicultural country that still aware to their culture.

CONCLUSION

Based on the finding research above, it can be concluded that;

1. There is a significance influence or strong relation on English learning through collaborative drill of intercultural communication approach
2. Collaborative drill of intercultural communication approach has many advantages for Jakarta Islamic University students in language learning, there are; (a) the process of study more active, (b) growing more empathy between student, and (c) growing cultural understanding among student
3. The principle of learning language is not about score its self, but the principle of learning language is about how to build the willingness' student to learn and to practice it.

Intercultural communication approach could be applying in the whole subject not only in language learnings but also in other subject to build the willingness of students in the learning process.

ACKNOWLEDGEMENT

First of all, the author praise is to ALLAH, Who blesses us for completing this research. This research paper is made possible through the help and support from everyone, including my students, especially please allow me to dedicate my acknowledgment of gratitude toward the following significant advisor colleagues and contributors:

First and foremost, I wish to acknowledge my profound gratitude to all my students and my colleagues for their valuable assistance and support they have given me for completing this research. Second, we are so grateful to the rector of Islamic University of Jakarta Prof. Ir.Raihan who always support us being a researcher. The last, thank you for all of us.

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PENERAPAN MEDIA SNACK VIDEO DALAM MENINGKATKAN KEMAMPUAN *SPEAKING* MAHASISWA BAHASA INGGRIS

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Received: 18 Mei 2022
Revised: 21 Juni 2022
Accepted: 27 Juni 2022

Abstract

Pembelajaran online yang berjalan selama pandemic covid 19 mendorong dosen untuk menciptakan pembelajaran yang inovatif dan kreatif. Hal ini agar capaian belajar tercapai dan kelas pembelajaran berjalan efektif, sebab Ketika pembelajaran online berjalan, kemampuan mahasiswa terlihat turun dalam akademisnya. Salah satu kreativitas dosen dalam mengajar adalah memanfaatkan media pembelajaran, salah satu media yang bisa dimanfaatkan adalah media social. Dalam hal ini peneliti tertarik menggunakan media social Snack Video untuk meningkatkan kemampuan berbicara mahasiswa pada matakuliah speaking. Tujuan penelitian ini adalah untuk mengetahui peningkatan kemampuan berbicara Bahasa Inggris mahasiswa melalui penggunaan media belajar Snack Video. Metode yang digunakan pada penilitan ini adalah kualitatif dengan pendekatan ADDIE. Adapun hasil penelitian ini bahwa penggunaan media Snack Video mampu meningkatkan rasa percaya diri mahasiswa untuk berbicara Bahasa Inggris, nuansa belajar dikelas dengan metode belajar Role Play, Diskusi dan Colaborative Learning yang menggunakan media belajar Snack Video menjadikan pembelajaran online yang efektif dan menyenangkan bagi mahasiswa. Keberanian dalam mengeluarkan ide dan berani berkespresi menggunakan Bahasa Inggris meningkat dibandingkan sebelumnya (pembelajaran tanpa media Snack Video). Kesimpulan dari penelitian ini adalah pemilihan media belajar menjadi salah satu unsur penting dalam pembelajaran online, dan media belajar Snack Video mampu meningkatkan rasa percaya diri mahasiswa dalam berbicara Bahasa Inggris.

Keywords: Media Pembelajaran; Speaking; Media Sosial

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How to Cite: Iryani, E. (2022). Penerapan Media Snack Video Dalam Meningkatkan Kemampuan Speaking Mahasiswa Bahasa Inggris. *Research and Development Journal of Education*, 8(2), 491-497.

INTRODUCTION

Pembelajaran online pada saat pandemic covid 19 memberikan tantangan tersendiri bagi pengajar, termasuk diperguruan tinggi. Dosen harus membuat pola pengajaran yang menarik yang mampu menjaga perkembangan kognitif, afektif dan psikomotorik mahasiswa. Sebab kendala yang terjadi pada saat pembelajaran online adalah kesulitan sinyal, permasalahan ekonomi yang menjadi penyebab tidak bisa mengikuti pembelajaran, banyak siswa kurang memahami dari pelajaran yang disampaikan oleh pengajar dan terjadi kesulitan dalam mengerjakan tugas (Fajriyah, 2022). Hambatan-hambatan ini terjadi dikarenakan belum siapnya pembelajaran online di dunia Pendidikan Indonesia, baik secara kurikulum, fasilitas dan kesiapan atau kebiasaan peserta didik belajar secara online.

Sisi lain, pembelajaran online ini menggiring dosen dan mahasiswa untuk sadar akan pentingnya kehadiran teknologi dalam pembelajaran. (Arista Aulia Firdaus, Unik Hanifah Salsabila, 2021). Sebelum kehadiran covid 19, sedikit masyarakat Indonesia mengetahui tentang zoom, tapi setelah terjadi pandemic covid 19 dan keharusan pembelajaran online, zoom menjadi media belajar yang familiar, bahkan dalam sebuah penelitian menghasilkan bahwa 77,7% pengajar memilih zoom sebagai media karena memiliki kemudahan dalam penggunaan aplikasi dan memiliki manfaat yang signifikan bagi pengajar dan peserta didik untuk menciptakan metode pengajaran yang kreatif (Fitriyani et al., 2020). Selain itu, pembelajaran online ini menggiring dosen untuk kreatif dalam metode pengajaran agar capaian pembelajaran dapat tercapai sesuai dengan tujuan dari silabus. Setidaknya ada tujuh item yang harus dimiliki pengajar dalam pembelajaran online, yaitu 1) Mampu mengoperasikan aplikasi-aplikasi yang terhubung ke internet, 2) menguasai materi ajar dan pendukung materi ajar, 3) memiliki nilai inovatif dan kreatif dalam pengajaran, 4) kemampuan dalam memotivasi siswa 5) Kompetensi pada desain pembelajaran online, 5) memiliki kompetensi dalam mengoperasikan perangkat system pembelajaran online, 6) kemampuan dalam memilih bahan ajar yang sesuai, 7) kompetensi dalam kelas online. (Aminuddin et al., 2021). Sebab, pembelajaran online ini memberikan dampak negative pada peserta didik, yaitu hilangnya kemandirian dalam belajar dan mengerjakan tugas, juga ada rasa ketidak pedulian terhadap tugas yang diberikan oleh pengajar (Sutrisno, 2021).

Dampak negatif dari ketidakpedulian terhadap tugas ini tentunya akan memberikan hambatan dalam capaian pembelajaran mahasiswa, terutama pada matakuliah Speaking yang lebih banyak menerapkan praktik dibandingkan teori. Sebab, permasalahan kemampuan Speaking dalam Bahasa Inggris pada mahasiswa Indonesia didominasi oleh rasa kurang percaya diri dalam berbicara. Padahal produk akhir dari pelajaran speaking sama seperti writing yaitu adalah produk dari mahasiswa terhadap matakuliah tersebut (Supiningsih, 2018). Sehingga, pada pembelajaran online ini perlu adanya metode pengajaran yang mampu meningkatkan kemampuan mahasiswa dalam speaking melalui pemanfaatan media yang disukai oleh mahasiswa. Karena metode dan media pembelajaran adalah dua unsur yang sangat penting dalam kegiatan belajar mengajar (Prastika et al., 2019).

Salah satu media yang mampu meningkatkan motivasi belajar mahasiswa saat ini adalah media sosial. Media berbasis internet atau aplikasi berbasis internet merupakan pilihan wajib bagi setiap pengajar dalam pembelajaran online. (Negeri et al., 2021). Banyak penelitian yang membuktikan bahwa media online ini sangat efektif digunakan pada pembelajaran online, seperti hasil penelitian dari Putri Habibillah bahwa media sosial memberikan dampak signifikan terhadap motivasi belajar mahasiswa yang bisa meningkatkan kemampuan belajar mahasiswa (Habibillah et al., 2021). Penelitian lain yang dilakukan oleh Euis Meinawati bahwa facebook yang digunakan sebagai media pembelajaran writing mampu meningkatkan kemampuan writing mahasiswa dan menjadikan kelas lebih menyenangkan karena pembelajaran disukai oleh mahasiswa. (Meinawati & Baron, 2019). Berdasarkan gambaran tersebut, penelitian ini bertujuan untuk melihat penggunaan Snack Video sebagai media sosial dalam peningkatan kemampuan berbicara Bahasa Inggris mahasiswa pada matakuliah Speaking. Snack Video merupakan sebuah Aplikasi yang dirilis oleh Kuaishou Technology sebuah perusahaan di Tiongkok, fungsinya mirip dengan TIK TOK namun fitur dari Snack Video lebih lengkap dan menarik sehingga aplikasi ini disambut cepat oleh para penikmat media sosial. Sama dengan TIK TOK, video pendek yang dibuat oleh pengguna Snack Video, bisa dilihat oleh semua orang yang memiliki aplikasi ini. Sehingga Ketika mahasiswa membuat video speaking pada snack video diharapkan mampu memunculkan rasa percaya diri mereka yang akhirnya meningkatkan kemampuan speaking.

METHODS

Metode penelitian yang diterapkan untuk menganalisa penggunaan media belajar Snack Video terhadap mata kuliah Speaking adalah Research and development model ADDIE (*Analysis, Design, Development, Implement, Evaluation*). Tahapan yang dilakukan dalam penelitian ini adalah (Agustien et al., 2018): **Analysis**. Peneliti melakukan analisa terkait pembelajaran online pada mata kuliah speaking disemester lalu dan mengidentifikasi permasalahan. **Design**. Peneliti mendesign pembelajaran speaking dalam bentuk lesson plan dengan memasukan snack video sebagai media pembelajaran. Data dari analisis pembelajaran sebelumnya menjadi landasan dalam Menyusun materi dan membuat metode belajar secara aktif pada pembelajaran online. Pada tahap ini juga disusun instrument sebagai rancangan evaluasi berupa tes summative dan formative. **Development**. Tahap ini peneliti melakukan validasi materi dan instrument penilaian media belajar dengan meminta para ahli untuk menilai, memberikan saran dan masukan terhadap rancangan yang disusun. Selain itu, peneliti memodifikasi media tersebut kedalam capaian kemampuan speaking mahasiswa dengan membuat format video yang terdiri dari durasi waktu, ketentuan tema atau topik video, frekuensi penggunaan snack video. **Implement**. Peneliti mengimplementasikan rancangan tersebut pada kegiatan belajar yang terdiri dari 9 pertemuan, dengan 5 pertemuan merupakan sesi kontrak belajar, formative dan summative dan pendalaman tugas. **Evaluation**. Tahapan ini peneliti menghitung hasil capaian mahasiswa secara kuantitatif dari pretest dan posttest.

RESULTS & DISCUSSION

Results

Analisa

Berdasarkan analisa dari pembelajaran speaking sebelumnya pada pembelajaran online bahwa mahasiswa kurang aktif dalam belajar dan cenderung hanya mengikuti kegiatan belajar berdasarkan intruksi dosen tanpa mampu mengembangkan kemampuannya. Bahkan hasil akhir summative mahasiswa pada semester lalu untuk matakuliah speaking jauh dibawah rata-rata Ketika belajar offline. Rasa ketidakpercayaan diri masih terjadi dalam diri mahasiswa yang menyebabkan tidak mampu mengekspresikan kemampuan speaking karena guiding pembelajaran speaking secara online tidak berjalan efektif seperti pembelajaran offline. Selain itu, terkendalanya sinyal yang menjadikan pembelajaran harus selesai sebelum waktunya, akhirnya materi pembelajaran tidak tersampaikan secara sempurna. Tentunya ini menyebabkan tidak tercapainya pembelajaran speaking, yaitu mahasiswa mampu melakukan conversation sesuai dengan konteks selain pada topik akademik, jurnal dan Pendidikan.

Desain

Design pembelajaran dilakukan dengan melakukan perancangan pada media ajar Snack Video, yaitu salah satu media social yang ramai digunakan oleh kalangan remaja dan mahasiswa. Perancangan ini dimulai dengan penerapan metode belajar Role Play, Diskusi dan Collaborative Learning. Ketiga metode pengajaran diterapkan secara sistematis dengan tujuan pembelajaran tersendiri; metode Role Play agar kelas online aktif, metode ini menggiring mahasiswa untuk memainkan peran dengan temannya dalam suatu dialog pendek yang divideokan menggunakan snack video. Metode diskusi diterapkan agar mahasiswa bisa mengeluarkan ide dan kreativitasnya dalam

pemanfaatan Snack Video Ketika membuat video practice speaking. Sedangkan metode collaborative learning diterapkan agar mahasiswa bisa bekerjasama dengan baik dan saling mendukung satu dan lainya dalam praktik speaking.

Selain merancang pembelajaran dengan media Snack Video, pada tahap ini juga dilakukan penyusunan instrument observasi peserta didik, soal latihan yang terdiri dari pre-test dan post-test. Hal ini untuk melihat sejauhmana pengaruh media Snack Video meningkatkan kemampuan speaking mahasiswa yang diuji pada tahap evaluasi. Adapun aspek-aspek penilaian speaking adalah sebagai berikut:

- a. Pronunciation, aspek ini menilai pengucapan bahasa inggris dengan tepat dalam ejaan yang sesuai aturan bahasa inggris.
- b. Grammar, aspek ini menilai struktur kalimat yang sesuai dengan kaedah bahasa Bahasa inggris.
- c. Vocabulary, aspek ini menilai ketepatan dalam memilih kosakata.
- d. Fluency, aspek ini menilai Kelancaran dalam berkomunikasi.
- e. Comprehension, aspek ini menilai pemahaman dalam berkomunikasi.

Development

Tahap pengembangan dilakukan dengan cara validasi materi dan media. Materi yang dikembangkan divalidasi oleh Dosen Bahasa inggris dalam hal Ketua dan Sekretaris prodi Pendidikan Bahasa Inggris Universitas MH Thamrin dan media divalidasi oleh Dosen Teknologi Informasi Universitas MH Thamrin. Validasi ini dilakukan agar materi yang disampaikan pada pembelajaran speaking sesuai dengan tujuan pembelajaran speaking dan sesuai dengan karakteristik kompetensi mahasiswa, sedangkan validasi media untuk mengetahui apakah instrument penilaian video yang sudah disusun sesuai dengan kriteria penilaian teknologi informatika atau belum, sehingga peneliti bisa secara objektif menilai bagus dan tidak bagus nya dari Video yang dibuat oleh mahasiswa. Selain itu, tehnik validasi ini untuk mendapatkan saran atau masukan agar media pembelajaran berbasis Snack Video yang dikembangkan menjadi produk yang berkualitas dari segi materi, pembelajaran dan media pembelajaran. Hasil dari validasi para ahli bahwa materi yang disusun pada pembelajaran speaking sudah sesuai dan instrument penilaian terkait media video disempurnakan berdasarkan saran dan masukan ahli.

Implementasi

Peneliti menerapkan hasil rancangan pembelajaran kepada mahasiswa dengan skema:

Pertemuan pertama, peneliti menggunakan metode diskusi untuk membahas kesepakatan pembelajaran dan pemberian soal pre test.

Pertemuan kedua, peneliti menggunakan metode role play, dimana topik pembelajaran yang sudah disusun dibuat menjadi sebuah dialog kecil yang divideokan oleh mahasiswa. Mahasiswa melakukan peran pada short story menggunakan snack video.

Pertemuan ketiga, peneliti menggunakan metode diskusi untuk mereview hasil video yang sudah dibuat oleh mahasiswa. Pada pertemuan ini mahasiswa mengeksplorasi pemikiran dan pendapatnya agar praktik speaking berikutnya lebih bagus. Pada pertemuan ini juga membahas durasi, topik video yang menjadi tugas speaking berikutnya.

Pertemuan keempat, peneliti Kembali menggunakan metode role play untuk praktik speaking yang telah didiskusikan pada pertemuan sebelumnya. Mahasiswa membuat video Kembali berdasarkan ide dan topik mereka.

Pertemuan kelima, peneliti melakukan evaluasi pembelajaran dengan cara peer review. Dimana mahasiswa menilai teman sebayanya dengan melihat video praktik speaking.

Pertemuan keenam, peneliti Kembali menerapkan metode role play untuk mahasiswa bermain short story yang menggunakan snack video.

Pertemuan ketujuh, peneliti melakukan evaluasi dengan cara diskusi dengan mahasiswa terhadap hasil-hasil video sebelumnya.

Pertemuan kedelapan, dilakukan evaluasi summative.

Evaluasi

Evaluasi dilakukan oleh peneliti dengan metode kuantitatif dimana melihat hasil capaian belajar mahasiswa melalui instrument Latihan yang sudah diberikan dalam bentuk pre dan post test. Untuk memperkuat hasil evaluasi ini, peneliti mengisi lembar observasi yang disediakan oleh peneliti. Observasi dilakukan disetiap pertemuan pada sesi berjalannya kelas.

Diskusi

Berdasarkan hasil penerapan media Snack Video pada matakuliah Speaking dengan pendekatan model Analisis Desain Develop Implementasi Evaluasi(ADDIE), terlihat sangat efektif untuk meningkatkan kemampuan speaking mahasiswa. Secara antusias mahasiswa membuat video dengan durasi 10 menit untuk setiap praktiknya karena mahasiswa merasa tidak sedang belajar tapi bermain media social. Walaupun pada awal praktik speaking mahasiswa masih kebingungan dengan topik yang diberikan yaitu dampak negative dan positif belajar online, tapi setelah praktik speaking berikutnya dengan topik bebas, mahasiswa berani mengekspresikan ide dan kreatifitasnya dalam membuat video berbahasa inggris. Hal ini sesuai dengan hasil penelitian yang dilakukan oleh Nurul Afidah dalam penelitian penggunaan media sosial untuk peningkatan pembelajaran Bahasa inggris sangat efektif untuk meningkatkan kemampuan pronunciation (Nurul & Mutiara, 2021).

Analisis belajar yang dilakukan sampai dengan Middle Test (MIDTES), terlihat bagaimana mahasiswa mampu menunjukkan rasa percaya diri Ketika berbicara menggunakan Bahasa inggris walaupun terhambat dengan mekanisme pembuatan video dikarenakan teman sebayanya berbeda wilayah. Hal lain yang muncul pada penggunaan media ini, adanya dorongan atau paksaan bagi mahasiswa untuk berekspresi berbicara Bahasa inggris, sehingga sebagian mahasiswa yang masih merasa tidak terbiasa dengan pembuatan video mampu keluar dari zona ketidakpercayaan dirinya. Perubahan sikap pada mahasiswa bisa disimpulkan bahwa Snack Video bisa menjadi inovasi dalam pembelajaran dan ini merupakan salah satu bentuk dampak positif dari sebuah media sosial (Fitri, 2017).

Berdasarkan hasil evaluasi dengan pre dan post test, terlihat adanya peningkatan yang signifikan pada kemampuan speaking mahasiswa ketika menggunakan media belajar Snack Video. Hal ini senada dengan penilitan Ruski, bahwa media online memberikan dorongan yang bagus dalam peningkatan capaian belajar siswa.(Ruski & Sholeh, 2019). Hal ini terlihat dari hasil pretest menunjukkan bahwa 7% mahassiswa pada kategori baik, 16% pada kategori rata-rata dan 60% pada kategori kurang dan 20% pada kategori sangat kurang dan hasil post test menunjukkan bahwa kategori sangat baik meningkat menjadi 10% dan baik menjadi 50%, kategori rata-rata dan kurang menjadi menurun.

Tabel 1.
 Hasil statistik

		frekuensi	persentase	frekuensi	Persentase
86-100	Sangat Baik	-	0	2	10%
71-85	Baik	1	7%	10	50%
56-70	Rata-rata	3	16%	2	10%
41-55	Kurang	12	60%	5	25%
<41	Sangat Kurang	4	20%	1	5%

Merujuk pada hasil analisis dengan menggunakan paired sample t-test diperoleh nilai $t = 10.808$, $p < 0.00$ ($N = 20$), sehingga dapat disimpulkan bahwa adanya peningkatan yang signifikan pada kemampuan speaking mahasiswa sebelum dan sesudah penerapan media Snack Video. Penerapan media pembelajaran online Snack Video memberikan dampak positif pada peningkatan kemampuan speaking mahasiswa. Fungsi Snack Video sebagai media pembelajaran mampu menjadikan komunikasi efektif antara dosen dan mahasiswa dalam proses pengajaran sebagaimana fungsi dari media yakni perantara atau pengantar komunikasi antara Pendidikan dengan anak didik (Sembiring & Waruwu, 2020).

CONCLUSION

Penggunaan media belajar yang sesuai dengan karakteristik mahasiswa pada pembelajaran online ternyata memberikan nilai positif. Snack Video yang digunakan untuk meningkatkan kemampuan speaking mahasiswa mampu mendorong rasa percaya diri mahasiswa untuk berbicara menggunakan Bahasa Inggris, dan memberikan motivasi kepada mahasiswa dalam mengerjakan tugas yang diberikan dosen. Fitur video pendek pada Snack Video menjadi media yang tepat pada pembelajaran online yang memiliki keterbatasan pada praktik speaking Bahasa Inggris. Selain itu, metode pengajaran yang dinamis mampu memberikan dorongan semangat belajar mahasiswa karena adanya perubahan gaya belajar. Keterbatasan dari penelitian ini adalah tidak tercapainya rasa Chemistry ketika melihat hasil video masing-masing mahasiswa karena pembelajaran dilakukan secara daring. Akan tetapi media Snack Video ini dalam pembelajaran mampu menghidupkan suasana kelas yang aktif dan efektif.

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