



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

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Abstract

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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 ro result was 0.734, then the result is bigger than rt significant level 5% that was 0,161 and 1% that was 0,207. Thus it can be seen that $ro > rt$ either at a significant level of 5% or 1%. It can be concluded that H_a was accepted and H_0 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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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) (Bolatli & 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

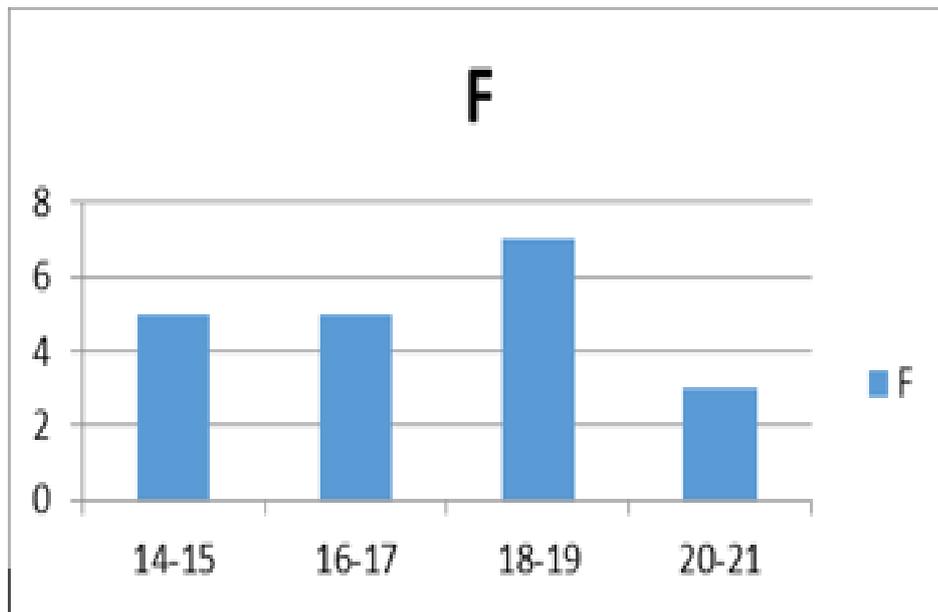
Source: SPSS

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 (Kumpikaitè, 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.

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