Enhancing EFL Speaking Skill Through Student Mobility Program
(Case of Non English Department Students)

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Abstrak

Internalization program especially student mobility program in campus is important not only to improve the quality of the campus but also to improve the students' quality. By joining the program, the student can learn many thing, such as culture, all about SDGs, ect. The main thing of the student mobility program is the EFL has chance to practice their skill to speaking during the program. The program done virtually for 2 weeks. This research aims to describe the speaking improvement through student mobility program. This research belongs to pre-experimental design with pre-test and post-test. The population and sample is 10 students as the representative of Indonesia campus, and the sampling technique used is total sampling. The data was analysed statistically and provided the qualitative data to strength the research. There are five indicators that have been improved, such as pronunciation, grammar, vocabulary, fluency, and comprehension. It can be concluded that there is a significant different before and after joining student mobility program.

1. INTRODUCTION

Nowadays, internationalization program becomes the answer of how the higher education can apply globalization. Globalization phenomenon can be characterized by the economic and social activities that influence in all of daily life, and one of them is higher education. The term of 'globalization and internalization' can not be separated, because they describe the trends of global relations of interaction and exchange, global networking and transnational harmonization models and social structures. Internationalization becomes one of the strategic plans of universities to be existence in the education field and also to response the challenges and need of stakeholder. (1).

Dealing with the internalization, it is near from the economic consideration. Several universities think that how the university deals with the internationalization that can create benefits income for the institution. But the internalization will run more than that. Internalization will give not only 'coin' but also 'point' for the institution because internalization related to the cultural and intellectual exchange, mutual enterprise, human resource development, improving the education quality especially in the teaching and learning process, improving the institutional reputation enhancement, etc. (2). There are several internalization programs in the higher education, such as student exchange, study a foreign

language, mobility of academic and staff, international students, international lecturers, conference and also visiting professors (1).

The internalization programs also become the way how the universities promote themselves to get students, from their country and foreign country. One of the internalization programs that becomes the 'queen' is student mobility program. Student mobility program is the simple internalization program because it needs shorter (a few weeks). With the shorter time, the cost will be cheaper (2). The student mobility program gives them more than knowledge related to the education background. The students will learn how to socialize with their friends from different socioeconomic and cultural background. To legalize the programs and give benefits for students, they will get academic credits or certificate as the appreciation from the host institution (3)(4).

In doing internalization, speaking English is a must for students. Speaking English for EFL especially for non English department needs some efforts. Speaking for foreign language viewed as the most demanding of the four skills; listening, speaking, reading and writing. When they speak, means they do communication that not only to interact with others but also to solve their problems (5). Therefore, speaking is more complicated than the other skills because it focuses not only pronouncing words but also interacting with others well. To be a speaker, he needs knowledge and skill. Knowledge means the speaker should know that it talks about, and understand it well. And skill means the ability to perform their knowledge. Both of knowledge and skills must run together to create a good communication (6).

The similar study done by Ariyani, that the result is all of the exchange students have improvement in their oral proficiency, vocabulary as well as pronunciation. The athmosphere support them to learn English naturally (7).

In the process of student mobility or student exchange, the students learn the diversity of their country, in term of culture, gender, language, etc. They also learn the topic or subject given by the host institution. They usually divided into small group to discuss several topics. The group comes from several universities and countries(2). Therefore, speaking English is a must for them because English used as the daily communication among people in the world. This paper aims to deal enhancing speaking skill through student mobility program.

2. METHOD

This research belongs experimental research with pre-post one group design. The population and sample of the study was 10 students from Universitas Muhammadiyah Kudus who join international student mobility program for 2 weeks. In this program, there are 10 students from Indonesia, 10 students from Malaysia and 10 students from Singapura. To make the program run well, they had big group (30 students) every Monday and Wednesday and small group (6 students in every group) in the other days. The sampling technique was total sampling. The data of this research was pre-test, post-test, observation and the interview to support the data. The students who join in the program are the representative student from Universitas Muhammadiyah Kudus. Before the participants join in the student mobility program, they need to pass pre-test in form of interview. Scoring and evaluating based on some indicators that can show their improvement in English, such as pronunciation, grammar, vocabulary, fluence, comprehension and the speaking content(8)(9).

3. RESULT AND DISCUSSION

Before the students join the program, they had pre-test in form of interview. In pre-test, the students should describe their selves, their purpose joining the international student mobility program, cultural knowledge and project (challenge in the business innovation as topic in the international student mobility). While in the post test, they need to present what they have done in that program such as the

cultural presentation and project presentation. There are several indicators to measure their speaking skill, such as pronunciation, grammar, vocabulary, fluence, and also comprehension.

The first indicator that can be measure in speaking skill is pronunciation. Based on pronunciation rubric, it has been classified into five levels 1-5. The highest level is the pronunciation equivalent to and fully accepted by educated native speaker, and the lowest level is errors in pronunciation are frequent but could be understood. Based on the analysis, the result of pronunciation can be seen in table 1

Table 1 The Statistical Analysis of Pronunciation

No	Type	Mean	Variance	P value	T critical
1	Pre-test pronunciation	3.6	0,26	0,024	2,1
2	Post-test pronunciation	4.1	0,32		

Based on the analysis above, the mean of pre-test is 3.6 and the mean of post-test is 4.1. It means that the difference mean in pronunciation is 0.5. The score in pre-test and post-test shows the different level in pronouncing something. The mean of pr-test 3.6 shows that errors never interfere with understanding. It is quite different with the mean of post—test 4.1 that shows errors in pronunciation are quite rare. Moreover, the variance between pre-test and post-test are different. In pre-test, the variance is 0.26 and the variance in post test is 0.32. Dealing the pronunciation used in pre-test and post-test, it has significant difference. It can be seen from the p value 0,024, and the T critical 2.1. It can be said that the students have improvement in pronunciation after joining the international student mobility program for 2 weeks.

The second indicators in speaking skill is grammar that divided into five levels. The highest level is the grammar equivalent to an educated native speaker and the lowest level is error grammar frequently. Based on the analysis, the result of grammar in pre-test and post-test can be seen in table 2

Table 2 The Statistical Analysis of Grammar

No	Type	Mean	Variance	P value	T critical
1	Grammar in Pre-test	3,6	0,26	0,01	2,1
2	Grammar in Post-test	4,2	0,17		

Based on the quantitative data above, the mean of grammar in pre-test is 3,6 and the mean of grammar in post-test is 4,2. The differences of mean between pre-test and post-test is 0,6. It shows that their grammar skill has improved. After the treatment, the students' grammar is error grammar rarely and the students are able to speak accurately. The variance is also different between before and after giving treatment. Therefore, it can be concluded that there is a significant difference between grammar in pre-test and grammar in post-test with p value less than 0.05. The p value of this item is 0.01 and the t critical 2,1.

The third indicator in speaking skill is vocabulary. The high level in vocabulary is speech on all levels is fully accepted by educated native speakers while the lowest level in vocabulary is inadequate to express anything. Based on the result of pre-test and post-test in vocabulary, it can be seen in table 3

Table 3 The Statistical Analysis of Vocabulary

No	Type	Mean	Variance	P value	T critical
1	Vocabulary in Pre-test	3,7	0,23	0,012	2,1
2	Vocabulary in Post-test	4,3	0,23		

Based on the quantitative data above, the mean of vocabulary in pre-test is 3,7 and the mean of vocabulary in post-test is 4,3. It means that the differences between before and after program is 0.6. Moreover, the p value between the result if pre-test and post-test in vocabulary is 0,012. Because it is less than 0,05, it means that there is significant differences between the vocabulary skill in pre-test and post-test in the international student mobility program.

Fluency is the fourth indicator to measure the speaking skill. There are five levels in fluency; the high level is complete fluency in the language. The analysis of pre-test and post-test in fluency can be seen in table 4.

Table 4 The Statistical Analysis of Fluency

No	Type	Mean	Variance	P value	T critical
1	Fluency in Pre-test	3,8	0,17	0,024	2,1
2	Fluency in Post-test	4,2	0,17		

Based on table 4, the mean between pre-test and post-test are quite difference. The mean of vocabulary in pre-test is 3.8 and the post-test is 4,2, with the same variance 0.17. However, the variance is same, the result of fluency is there is a significant difference in fluency between pre-test and post-test. It can be seen from p value < 0.05 and the t critical 2,1. After the treatment, the students can participate in any conversation within the range of the experience.

Comprehension is the fifth category in assessing speaking skill. Comprehension shows how well the students understand a language. They are able to speak, listen and response the conversation. There are five levels in comprehension, with the high level is equivalent to the educated native. The result of statistical measurement can be seen in table 5.

Table 5 The Statistical Analysis of Comprehension

No	Type	Mean	Variance	P value	T critical
1	Comprehension in Pre-test	3,9	0,17	0,017	2,1
2	Comprehension in Post-test	4,4	0,26		

Based on the table above, the mean of comprehension item in pre-test and post test are different. The mean of comprehension in pre-test is 3,9 while the mean of comprehension in post-test is 4,4. It indicates that after joining the international student mobility, their comprehension competence is increase.

The variance between both pre-test and post-test is also different, they are 0,17 for pre-test and 0,26 for post-test. The result of analysis between pre-test and post-test in comprehension item is there is a significant different in comprehension between before and after joining the international student mobility. It can be seen from p values 0,017 that is less than 0,05.

Table 6 The Statistical Analysis of Comprehension

No	Type	Mean	Variance	P value	T critical
1	Pre-test	18.5	1.16	0,0001	2,17
2	Post-test	21.2	2.17		

After measuring the five indicators in speaking, measuring pre-test and post-test is needed. Based on the analysis in table 6, the mean of pre-test and post-test is improved. The mean in pre-test is 18,5 and the mean in post-test is 21,2. The variance is also different; 1,16 for pre-test and 2,17 for post-test. To make sure how significant of international student mobility program can be seen from p value 0,0001 that is less than 0,05. Therefore, the result is there is a significant different before and after joining the international student mobility.

Based on the interview, the Indonesia students are trigger to adapt the situation that need English as the medium to communicate. They need to discuss and finish the project with their team that come from different country. When they speak, automatically they need to fulfil the speaking indicators, they are pronunciation, grammar, vocabulary, fluency and also compression. (2). In pronunciation aspect, before the program, the students still do the mistakes in pronouncing words, however sometime it can be guessed by the partner. After the program, they have a better pronunciation, however there are several words still error in pronouncing for example student and introduction. Moreover, in grammar, students sometimes forget use present and past tense. When they tell the experience or past event, sometimes they still forget to use V2 to indicate past event. In vocabulary, fluency and comprehension, after they join the student mobility program, their vocabulary is improved. The student mobility program is one of the international programs that very useful to improve their speaking competence.

4. CONCLUSION

Someone able to have communication if they are able to speak. Speaking becomes the main concern in the communication. It is not only pronouncing the words, but also more than that. In speaking, someone need knowledge and skill to speak. Knowledge becomes the parametric their understanding in the topic while the skill becomes the key how to persuade and explain something to the other people. One of the ways to improve speaking skill is by joining the student mobility program. This program forces the students to speak English because they are divided into several groups, and each group consists of one Indonesian, one Malaysian and one Singaporean. In speaking, there are five indicators such as pronunciation, grammar, vocabulary, fluence, and also comprehension. All of indicators shows there is a significant different before and after joining the program with p value less than 0.05. Moreover, based on the result of pre-test and post-test, there is a significant different between pre-test score and post-test score, with p value 0,0001. Therefore, it can be concluded that joining the international student mobility program is useful to improve the speaking skill especially for non English department students.

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