



The Effectiveness of English Dialogue Study for Agricultural Business Students in the Language Laboratory at Pangkep State Agricultural Polytechnic

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Abstract

Learning the English language is not easy, but it is also not as difficult as turning one's hand. What matters is willingness and perseverance. The aim of this research is to enable students to learn English easily and quickly. The method employed in this study is experimental (action research). The analysis utilized involves processing the data obtained in this research through scoring, assigning a score of ten to each word eliminated in the dialogue. The total number of words eliminated in the dialogue is ten. The results of English Language Teaching at Pangkep State Agricultural Polytechnic are still considered a challenging subject for students, encompassing aspects of content, methodology, and the evaluation tools used to assess their mastery of the taught material.

Key words: Effectiveness, Learning, Dialogue, English Language, Laboratory.

INTRODUCTION

Many people face challenges in the field of education and obtaining employment after completing their education, not because they lack ability or opportunities, but simply due to insufficient English language skills (Bedir, 2019; Tran et al., 2020). In an increasingly global business world, more Indonesian local companies are entering the international market, and an increasing number of international companies are entering the local market (Dewi et al., 2020). The use of English as the language of business is becoming a necessity. However, the number of business professionals in Indonesia who are comfortable using English in their daily business interactions is still limited (Widiastuti et al., 2021).



Learning English is not easy, but it is also not as simple as flipping one's hand. What matters is willingness and perseverance. English language learning expert, Ba'dulu, identified five effective principles for learning English. "Way of life" is the first principle (Asmirawanti, 2018). If we learn English in a country where English is the native language, we will generally master the language faster because we are surrounded by English every day, from waking up until going to bed. This is because English has become an integral part of our lives. Similarly, if we want to learn English effectively in Indonesia, we must make it a part of our daily lives. This means we should try to use English whenever possible, whether it's reading, listening, or speaking.

In essence, surround our lives with English on topics that we enjoy or need. The second principle is "total commitment." To make English an inseparable part of our lives, we must commit to involving English physically, mentally, and emotionally. Physically, we can try to continuously and repeatedly listen, read, write, and practice English pronunciation. Mentally or intellectually, we can try to think in English whenever we use the language. For example, when understanding English, don't focus on individual words, but rather grasp the overall meaning.

One breakthrough in understanding English easily and quickly is through listening (Davies & Pearse, 2000; Lems et al., 2009). This has a significant impact on students' success in school (Voltz et al., 2010). Typically, English is only taught in classrooms focusing on writing and speaking dialogues. Students sometimes feel bored and lack enthusiasm due to the lack of variation in the learning system. Listening lessons often involve listening to a text or dialogue presented via a tape recorder, which is then transcribed as an assignment and assessed by the subject teacher. This approach is deemed less beneficial for students because, on the other hand, they must go through the learning process to obtain passing grades. On the other hand, as mentioned above, for graduates to secure jobs, they are expected not only to understand English but also to be able to communicate effectively in English based on what they have heard without needing to write it down first (Sweetser, 1990).

Therefore, the researcher invited several students from the Agribusiness Fisheries Department to learn English at the Language Laboratory of Pangkep State Agricultural Polytechnic.

The aim of this research is to enable students to learn English easily and quickly. The significance of this study is that besides improving English communication skills, students can gain learning experiences in the English language laboratory, eliminate

boredom in their school learning environments, and create a fresh atmosphere in a dedicated language learning space.

LITERATURE ANALYSIS AND METHODOLOGY

Time and Research Location

This research was conducted in May 2023 at the Language Laboratory of Pangkep State Agricultural Polytechnic. The research instruments used include the language laboratory, computer, headset, cassette/CD player, microphone, and LCD.

Research Method

The method used in this research is experimental (action research). The researcher utilized two classes: Class A in the Language Laboratory of Pangkep State Agricultural Polytechnic and Class B in a regular classroom in the Agribusiness Fisheries Department, without using the language laboratory.

Treatment

The treatment applied in this research is as follows:

Class A received treatment in the Language Laboratory of Pangkep State Agricultural Polytechnic. A dialogue was played, and students listened to it using headsets. On the other hand, Class B learned the dialogue through regular classroom teaching and learning activities. After the process, both classes were given a test consisting of a dialogue with certain words missing, which the students had to complete within 30 minutes.

Data Analysis

The data obtained in this research was processed using a scoring system, where each word omitted in the dialogue received a score of 10. The total number of omitted words in the dialogue was ten.

Score		Classification
Letters	Number	
A	85 – 100	Very Good
B	70 – 84	Good
C	55 – 69	Fair
D	40 – 54	Poor

E	≤ 40	Very Poor
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RESEARCH AND RESULTS

Learning is the process of interaction between learners, educators, and learning resources in a learning environment. Learning is the assistance provided by educators to facilitate the acquisition of knowledge and understanding, mastery of skills and habits, and the formation of attitudes and beliefs in learners. In other words, learning is a process to help learners achieve effective learning.

On the other hand, learning has a similar definition to teaching but carries a different connotation. In the context of education, teachers teach to enable learners to learn and master the subject matter until achieving specific objectives (cognitive aspect). It can also influence attitude change (affective aspect) and develop skills (psychomotor aspect) in learners. However, teaching gives the impression of a one-sided activity, mainly the teacher's role, while learning implies interaction between the teacher and the learners.

The quality of learning depends greatly on the learners' motivation and the creativity of the educators. Learners with high motivation, supported by educators who can facilitate that motivation, will lead to successful achievement of learning targets. Learning targets can be measured through changes in attitudes and students' abilities throughout the learning process. A well-designed learning approach, supported by appropriate facilities and the creativity of the teacher, will make it easier for learners to reach their learning targets.

Each individual has a different learning style, which is shaped by their environment and daily habits. If we understand our learning style, we can choose effective learning strategies that align with our individual learning style. "Auditory learners" prefer learning through listening, so they can increase their learning by listening to English lessons on tapes, their favourite songs, news, or speeches in English. They can also listen to English conversations in their favourite movies at the cinema, on television, or on DVDs. Pay attention to the expressions used, the context, and the situations in which the words or phrases are used. By doing this repeatedly, learners will encounter similar expressions that they can practice regularly, enhancing their ability to speak and use them. "Visual learners" prefer learning through visual input such as images and writing.

There are many strategies that can be implemented. We can read important and interesting articles in English from newspapers, magazines, or the internet, and then

retell them using our own words, either in writing or orally. We can also read and study sample letters, proposals, and brochures that are commonly encountered in our work. To understand abstract concepts, we can visualize them using flowcharts, tables, or other visual forms. "Kinesthetic learners" prefer learning by doing or being active. They can learn by using computers (pressing keys on the keyboard or using a mouse) to avoid getting bored. They can also join English clubs or groups that involve activities and games that require movement. Another approach is learning through writing (using hand movements to write) or trying to understand a word or phrase by imagining movements associated with the meaning of those words.

Each person may have more than one learning style (e.g., auditory and visual, or visual and kinesthetic). Regardless of our learning style, once we understand it, we can search for and apply learning strategies that are tailored to our individual learning style, leading to more effective outcomes.

The research results reveal significant differences in the grade comparison between the two classes. In Class A, only two students obtained a grade of 6, classified as "C" (fair). There is a difference in English vocabulary recognition ability between students who use instructional materials through the laboratory and students who only learn inside the classroom. Therefore, students who receive instructional materials through the laboratory have better recall abilities compared to those who only learn in the classroom. Students who receive instructional materials through the laboratory have better recall abilities than students who learn in the classroom. This is based on the students' recognition ability, which increased 2.5 times in the laboratory group. Meanwhile, in the classroom group, it increased 1.7 times, and the control group did not experience significant improvement. By using effective vocabulary visuals, students experience improvement, and it also prevents them from getting bored while learning in the classroom.

CONCLUSION AND RECOMMENDATIONS

English teaching at Pangkajene Kepulauan State Agricultural Polytechnic is still considered a very difficult subject for students to comprehend, both in terms of the material, the methods used, and the assessment tools used to measure their mastery of the taught material.

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