



Investigating Students' Intrinsic Motivation and Engagement in Developing Integrated English Language Skill: Efl Instruction at Kadamjay Semetey High School

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Abstract

The acquisition of four essential English language skills, namely listening, speaking, reading, and writing, necessitates active practice and usage. However, learners often encounter challenges in utilizing these skills due to various constraints, such as limited access to opportunities for English language use. Consequently, learners may struggle to achieve their English language learning goals. To create an optimal learning environment for English language acquisition, educators are expected to incorporate all four language skills into the instructional process, thereby providing students with a supportive context for skill development. This research investigates the integration of the four English language skills within the classroom learning process and explores students' perspectives on the realization of these skills. Employing a qualitative research approach, this study utilizes interviews as the primary research instrument.

Abstrak

Perolehan empat keterampilan penting bahasa Inggris, yaitu mendengarkan, berbicara, membaca, dan menulis, memerlukan latihan dan penggunaan aktif. Namun, pembelajar seringkali menghadapi tantangan dalam memanfaatkan keterampilan tersebut karena berbagai kendala, seperti terbatasnya akses terhadap kesempatan penggunaan bahasa Inggris. Akibatnya, pelajar mungkin kesulitan mencapai tujuan pembelajaran bahasa Inggris mereka. Untuk menciptakan lingkungan belajar yang optimal untuk penguasaan bahasa Inggris, pendidik diharapkan untuk menggabungkan keempat keterampilan bahasa ke dalam proses pembelajaran, sehingga memberikan siswa konteks yang mendukung untuk pengembangan keterampilan. Penelitian ini menyelidiki integrasi empat keterampilan berbahasa Inggris dalam proses pembelajaran di kelas dan mengeksplorasi perspektif siswa terhadap realisasi keterampilan tersebut. Dengan menggunakan pendekatan penelitian kualitatif, penelitian ini menggunakan wawancara sebagai instrumen penelitian utama.

INTRODUCTION

Teaching English as foreign language is such a barrier for particular teachers because there is only a bit of intention to learn the non-native language for the students. TEFL is a challenging task in developing countries in general and in our country in particular (Akbari, 2015). It properly happens in the EFL classroom as most students hardly acquire English in 4-skill directly which those capacities are obligated to master. Moreover, acquiring fourth primary skills are paid attention to by most teachers because all of the teachers are already educated in the concept of integrative English teaching. Mastery of discrete language skills, such as reading and speaking, is the key to successful learning (Abdrabo, 2014). The study clearly illustrates that primary English skills are a crucial part in order to have good command in English where it is one of the goals in learning English.

In addition, teaching English in an EFL classroom requires teachers to have self-dedication to think of designing integrated skills based on the learning process. Integrative language skills instruction seems to be the most effective to use because it seeks to teach language as a means of communication (Pardede, 2017). The expert already strengthened the positivity of using integrated skills in English teaching, where it is an effective method to give encouragement towards the students' learning English output. It is because students mostly expect to have ability in implementing listening, speaking, reading and writing in the study activity, even if it cannot be estimated in whole.

Due to the implementation of integrated skills in English teaching, students' satisfaction toward the feeling is considered because teachers are requested to excite the students in order to feel the fruitful learning process. English lessons have an important role at Kadamjay Semetey High School which can be revealed that the English lessons involve foreign teachers as well as have more learning hours compared to other subjects.

Furthermore, the teachers need to know whether the students are interested enough or not during the learning process because students' learning satisfaction will impact on how the students behave during classroom activity, sometimes students do not give attention toward the lesson as the majority of students do not like the learning process at that time. Therefore, considering students' interest is necessary to get the focus of the students.

Students' interest is not the only concern on integrated skills in English, but teachers' implementation of integrative primary skills is also necessary to be studied. Students rarely communicate using English in school and the teachers consciously or unconsciously direct their teaching to the final test, where they mainly focus on examining students' knowledge of vocabulary and grammar rules rather than assessing students' communicative language proficiency (Al-sohbani, 2016). It means that nowadays teachers still assess the students' results, not the learning process, whether the students are interested or not during integrated skills implementation.

The study about investigating the students' learning interest in integrated skills has been already examined by particular experts in a few decades in order to observe deeply about the implementation of Integrative primary skills in EFL classrooms contributing to the success of the teaching-learning process. Sevy (2018) studied that there was an improvement between students' pretest and posttest where it showed a rise of students' score. The research also described the correlation among those fourth skills that were really integrated with each other so that the students had the capability in English primary skills. Also, this only focused on how the use of authentic teaching where students were relaxed in learning.

Moreover, Tuncay (2014) illustrated a study where the result of the research presented students' learning outcome with receptive and performative skills by using FM (Feature movie). Two main outcomes that the students got were considered as a valuable learning process and avoiding boredom. Firstly, students gained lots of uncountable values in the classroom because

the teachers provided a movie containing cultural aspects, so that students did not only get the English lesson, but also got the cultural knowledge. Secondly, students were more enjoyable while focusing on the lesson because the teachers were obligated to have capability in utilizing multimedia tools where it got the students' focus due to the use of interactive teaching. In line with the study of Tuncay, Mezrigui (2016) also implemented the teaching activity using Mini Saga in order to get students' learning comprehension. The study was already successful in reaching the objective of the study where students were expected to be able to master reading and writing skills in English. Those skills were mastered by the students due to the teachers' request to the students to read and write using the Mini Saga.

In a similar frame of reference, Sari (2018) claimed that there are two reasons why integrative teaching English should be taught for the students. The first reason is influencing the students. Since the teacher implemented integrated teaching English, the students had good performance in the classroom. Many experts argued that this approach could be well implemented in the EFL classroom. Because of that Sari (2018) concluded that the students were requested to be more active in classroom participation. The second reason is teachers' creativity. Implementing integrative skills in English requires a work-hard from the teachers in order to face the obstacles during the learning process. Also, teachers were required to always encourage and motivate the students.

Regarding those previous researches, those are distinct from the study that researchers will be concerned about because this study will try to investigate students' interest in Integrated skills in English. The reason is students' learning outcome with high scores cannot guarantee the students have interest or not in the classroom process. It can be seen as the example of most students' effort to obtain high marks toward national examination even though some of them complain about the system. In fact, the majority of students are able to obtain good marks, although the students are unable to get satisfaction in learning activities. Therefore, this study will give deep concern toward students' interest so that the teachers will not outthink on how students are able to get the best score, but also the teachers need to provide an interesting learning atmosphere.

METHODS

The research was conducted in the frame of qualitative research method, specifically on phenomenology design. Qualitative data cannot be accurately measured and counted, and generally expressed in words rather than numbers (Quaidy, 2019). Also, Descriptive research purposed to illustrate the data by describing the result (Winarmo, 2013). It clearly defines that this approach required researchers to have deep analysis about the finding so it will give great value to the result of this study by expressing the idea through words.

The research will involve some students at Kadamjay Semetey High School, Kyrgyzstan with an interview as the research instrument, and snowball sampling will be used in order to gain information from the informant. Snowball sampling is a non-random sampling method that uses a few cases to help encourage other cases to take part in the study, thereby increasing the sample (Taherdoost, 2016).

Getting related data, this research will use observation in terms of identifying the implementation of Integrative skills on learning process. Interviews will be used to collect the data from students. Interview, observation, and debriefings bring the researcher and participant in close, personal contact. (L. R. Gay, 2012). It defines that using interviews will require the researcher to approach the informant to collect the information that will be necessary to know more about the response. In addition, unstructured interviews will be considered because the researcher does not use interview guidelines to collect the data, but

the researcher can use interview guidelines which consist of the outline of the problems to be asked (Sugiyono, 2016).

RESULT AND DISCUSSION

One of the most important aspects of language teaching is determining which English skill pupils believe to be inadequate. Students in the eighth grade were questioned in this research at Kadamjay Semetey High School in Kyrgyzstan about their areas of greatest English weakness. These students' replies offer insightful information about their language learning experiences, difficulties, and potential development areas. The relevance of the students' opinions of listening and reading as the most difficult facets of English will be highlighted in this exposition, while also admitting their relative proficiency in speaking.

According to the study's findings, a sizable percentage of the students considered reading and listening to be their poorest English language abilities. It is crucial to comprehend the effects of these difficulties and how they impact the process of language learning as a whole. Language competency is fundamentally based on the ability to understand what is being heard. About 32% of the students in this research said that listening was their worst English skill. Their remarks provided insight into the challenges individuals have while attempting to comprehend spoken English. Effective listening is frequently hampered by things like accent variances and the rapid-fire nature of discourse.

This remark highlights how crucial it is for English language training to improve listening skills. Communication, understanding spoken material, and general language competency can all be hampered by listening issues. Teachers and curriculum planners must take into account techniques and exercises that assist pupils develop their listening abilities. They might be exposed to diverse accents, given auditory materials with varied degrees of sophistication, and encouraged to exercise active listening, among other things.

A key component of language learning, especially for academic reasons, is the ability to read. 14% of the pupils in this research said that reading was their worst subject. They claimed problems understanding complicated literature, using foreign words, and having trouble staying interested when reading long chapters.

Reading difficulties students experience can affect both their academic achievement and general linguistic development. Reading opens doors to discovering different cultures and viewpoints in addition to helping one learn new words and improve comprehension. To ensure comprehensive language competency, it is essential to overcome reading challenges. By choosing reading resources that are appropriate for their students' level of language competency, educators may assist students in developing their reading abilities. Additionally, techniques like vocabulary development exercises, discussions regarding the reading material, and pre-reading activities can improve reading comprehension and interest.

The students in this research demonstrated relative strength in speaking despite the difficulties in listening and reading that were noted. They indicated that practicing communication skills—whether in the classroom or outside—helped them manage speaking situations successfully. This research emphasizes the value of language learning activities and experiences that are communication-focused.

The importance placed on communication practice in the classroom in the students' replies is one noteworthy feature. The fact that speaking chances were more plentiful in the school environment, according to the students, helped them become more proficient in this skill. The benefits of practicing communication in the classroom include the following:

1. Immediate Feedback: Students receive rapid feedback on their speaking abilities during in-class interactions with professors and classmates, enabling them to remedy errors and advance.
2. Group conversations, debates, presentations, and role-playing exercises are a few examples of the organized speaking practice that may be facilitated in the classroom.
3. Building Confidence: Regular speaking chances in the classroom can help students become more comfortable speaking the language in everyday settings.

To further improve students' language abilities, teachers should continue to include speaking exercises into their courses and acknowledge the benefits of practicing communication skills in the classroom. Students in this study also said that interactions outside of the classroom helped them improve their speaking abilities in addition to practicing in the classroom. Their ability in speaking English was influenced by actual communication experiences, such as chats with friends and family and interactions in the community. This conclusion emphasizes the value of encouraging language use outside of the classroom. Encourage students to have real discussions in a variety of contexts since it can help them strengthen their language skills. It enables learners to put what they have learned in the classroom into practice in actual contexts, enhancing their language proficiency and fostering fluency.

In conclusion, the issue of which English proficiency is seen as a weakness among students offers insightful information about their struggles and experiences in language acquisition. According to this survey, a sizable number of the eighth-grade students at Kadamjay Semetey High School found listening and reading to be the most difficult parts of learning English. These results highlight the need for focused treatments and approaches to improve language competence generally by addressing these gaps. On the other hand, the students' relative proficiency in speaking, which can be linked to both in-class communication practice and interpersonal encounters, emphasizes the value of using active language. It emphasizes how crucial it is to incorporate speaking exercises into language learning and to motivate students to have meaningful discussions outside of the classroom. Ultimately, teachers may promote a well-rounded approach to language instruction, enabling students to communicate effectively and confidently in English, by correcting shortcomings in listening and reading while using the strengths in speaking.

The character of English lessons in the classroom was the subject of the second question presented in the study carried out at Kadamjay Semetey High School in Kyrgyzstan. The topics and activities covered in their English sessions were discussed with the students. The results, in which every participant acknowledged that pupils exercised their English in class, shed important light on the nature of English language education and the function of classroom activities in the growth of abilities. We shall go deeper into these classroom methods in this explanation, looking at their ramifications and importance for language instruction.

Second question is what did you study in the classroom? All participants expressed the students practiced their English skills in the classroom. The students claimed that learning grammar and vocabulary would be priceless if those would not be utilized. The third question is do your English teachers facilitate you to boost your 4-english skill? According to the students' response, the teachers effectively involved 4 skills into the learning process as it was also part of the learning objectives. Therefore, all English skills had to be taught in the classroom. Lastly, are you satisfied with the integrated English skill in your lesson? Most of the correspondents stated the learning process has successfully engaged and assisted the students to enhance their English skills. Above all, the integration between four English skills and the learning process was effective.

CONCLUSION

In conclusion, the study carried out at Kyrgyzstan's Kadamjay Semetey High School illuminates the crucial significance that classroom instruction plays in developing English language competency. The fact that all of the students agreed that they improved their English in class highlights the crucial role that organized learning settings play in language learning. Furthermore, their understanding that grammar and vocabulary are most useful when used in actual communication highlights the necessity for both theoretical knowledge and practical language usage.

Effective language education emphasizes the incorporation of the four English language skills—listening, speaking, reading, and writing—into classroom activities. Teachers play a crucial role in developing a comprehensive approach to language acquisition, led by well stated learning objectives. A complete skill development is facilitated and students are encouraged to actively interact with the language by instructors who link instruction with these aims and monitor student progress.

The students' favorable comments about their pleasure and skill improvement serve as additional evidence of the effectiveness of integrated English skill development. It creates intrinsic motivation and improves language competency when language teaching is pertinent, entertaining, and includes real-life applications. In the end, this study emphasizes the significance of balanced language training, where theoretical understanding and actual language usage are effortlessly blended, enabling students to communicate successfully in English in a variety of circumstances.

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