

CALLING A FRIEND TECHNIQUES TO IMPROVE STUDENT'S CHARACTER AND LEARNING ACHIEVEMENT

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Abstract

Choosing the right learning technique is very important during a pandemic. The use of learning techniques to call friends will make it easier for students to be more active in practicing speaking and listening. The purpose of the study was to provide an overview of the application of learning by using learning techniques to call friends in character learning and to explain how to improve student achievement in listening and speaking using learning techniques to call friends at SMPI Luqman Al Hakim Sumenep. The research method used is descriptive qualitative. The research was carried out in Class VII SMP Luqman Al Hakim who applied the technique of calling friends in learning English speaking and listening for 6 meetings. The research subjects were 2 English teachers and 40 seventh grade students. Learning outcomes using the technique of calling friends can improve the character of students, especially responsibility and discipline, even though the learning process is carried out online and not directly supervised by the teacher. The percentage of learning achievement was 47.5% after the first cycle changed to 62.5%, in the second cycle it increased to 70% and reached 80% in the third cycle, meaning that student learning achievement has increased.

Keywords: *Calling a friend, character, learning achievement*

INTRODUCTION

The covid-19 virus that emerged in 2020 caused a change in the learning process to distance learning (Aulia, 2020; Harusilo, 2020; Kurniawan, 2020; Makarim, 2020; Putra, 2020) online (online/online), teachers continue to teach and ensure that students obtain information/knowledge such as learning done at school. So online learning is learning that is carried out without direct face to face, learning takes place using media that utilizes the internet network (Bilfaqih & Qomarudin, 2015). The entire learning process is carried out online so all subjects including English learning are also conducted online. Language-related lessons in principle have the same focus, namely "a process of getting used to being able to communicate with languages including foreign languages, such as English." The online learning model or learning from home actually has advantages and disadvantages, in online learning students can improve their ability to learn English with a more flexible and more relaxed time, but the effectiveness of an online learning is highly dependent on the student's interest in learning, the activeness and creativity of the teacher in carrying out learning during the pandemic. Teachers are required to study the use of technology as an

online learning medium. Teachers must be creative and innovative in teaching so that online learning has the same effectiveness as face-to-face learning. Teachers must also be sensitive and understand the environmental conditions of students in choosing a method or learning technique which can be done by the students or not.

The Covid-19 virus pandemic that hit our country, Indonesia, had a major impact on all sectors of life, both economic, social, cultural and also the education sector. Giving motivation to students during this pandemic is really needed, because changes in students' habits and activities will greatly affect their interest, enthusiasm for learning and also their character. The habit of online learning makes students too relaxed, undisciplined, and less responsible in doing their assignments. Therefore, teachers are required to be creative and active in teaching. The use of technology as a learning medium is also a way to make students more interested so that the learning process from home has the same or almost the same results as face-to-face learning. In addition to providing motivation, choosing the right method in language learning is also an important factor in achieving student learning success. One method that is quite effective in language learning that requires hands-on practice is the Audio-Lingualism Method (ALM). The rationale of ALM Language is spoken, not written, Language is a set of habits.

In learning English, techniques are needed that are in accordance with the material, because not all materials can use the same learning techniques. The ability of teachers to choose and implement has a major impact on the learning atmosphere, students' interest in learning and also their learning achievement. The application of a technique can be effective in the aspects of writing and reading but not necessarily this technique is effective for the aspects of speaking and listening. Listening learning requires students to be more active and practice a lot for maximum and effective results. Speaking is a language skill that must be learned and practiced (Latha and Ramesh, 2012). Some of the things that become obstacles faced in learning during the pandemic are the learning that is applied does not activate students, students do not understand concepts, students are not disciplined in doing assignments, students only wait for material from the teacher. So it is necessary to choose a method and also a learning technique that is appropriate to the material and interesting for students, for example on the subject of speaking and listening. The use of the calling a friend learning technique will make it easier for students to be

more active in practicing speaking and listening. A learning technique in which the practice of dialogue, answering questions is done by telephone. Telephone conversations for language lessons, especially speaking and listening, are more effective than just giving dialogue texts to students. Repetition and memorization are the dominant activities in the calling a friend technique. With this in mind, the researcher wants to examine these problems in a study entitled The use of the calling a friend technique in improving student character and learning achievement during the pandemic. This research will be conducted at SMPI Luqman Al Hakim Sumenep where the teacher applies this technique in learning English. Calling a friend is a learning technique that is applied and created by the teacher. A technique is a more specific description of a method. This technique is basically the application of the Audio lingualism method, only because the application of this method is carried out during online learning so the procedure for this method is carried out by telephone.

In the application of calling a friend, there are several kinds of activities adapted to the theme, but basically it consists of activities that begin with the teacher preparing a text related to the theme and then distributing it to students. The teacher asks students to practice the dialogue and record the conversation. The teacher divides the students in one class into 3 groups consisting of 7-8 students. The teacher makes a simple summary that is conveyed by telephone to the first student, then the student retransmits the information to the second student and so on, the last student re-submits the information to the teacher. This activity can train children to listen and speak because all telephone communication activities are carried out in English. In addition, because they do not see directly with the interlocutor, students feel more relaxed and confident, this activity also trains students' discipline in carrying out tasks and a sense of responsibility to complete group assignments because if one student does not follow the rules, it will harm the whole group.

METHODOLOGY

The qualitative approach aims to understand the phenomena experienced by the research subjects holistically, and described in the form of sentences. This descriptive qualitative research is intended to determine the use of the "calling a friend" learning technique in learning English in improving speaking and listening skills and improving

the character of students at SMPI Luqman Al Hakim Sumenep. Research will observe in depth the activities of people in certain places (Moleong, 2007:6; Sugiyono, 2010). The data sources are 40 grade VII students and two English teachers.”

The methods used are interviews and documentation studies. Documentation was obtained from the archives of student activities, and seventh grade teachers regarding learning English at SMPI Luqman Al Hakim Sumenep. The instruments used are interview guides and documentation. In this study, to obtain the validity of the data, triangulation was carried out (Arikunto, 2010: 136; Moleong, 2007: 29). The data analysis techniques used are: (1) Data Collection; (2) Data Reduction; (3) Data Display; and (4) Verification and Confirmation of Conclusions (Bungin, 2003:70).

RESULTS AND DISCUSSION

Student Character

The researcher focuses on the teacher's perception of the student's character in the process of applying learning techniques in the classroom. With the application of the technique of calling a friend, the teacher can assess the sense of responsibility and discipline of students. In this case, this research focuses on the collection of the main task, participation and timeliness of the implementation of learning activities using the technique of calling a friend. In the application of the technique of calling a friend the learning process starts from providing explanations and examples. Explanations and examples are given to students and students practice them. Beginning with the teacher holding meeting 1 using the media zoom meeting which was attended by all students in the class. The teacher explains the material according to the theme and for practice the teacher reads a few sentences related to the theme then students listen, students are asked to repeat what the teacher says in turn. This activity is carried out continuously then students will respond with a variety of behaviors, so the teacher will observe student responses, if the student's response is good, then using English terms is quickly trained and becomes a habit.

Teachers have the assumption that language is a habit, so habituation can be achieved by habit. The speaking learning process using the calling a friend technique trains a new habit that involves all students because it is carried out online and via

telephone calls, so shy students feel more relaxed because they do not meet face-to-face with all their classmates. The assignment begins with the formation of a group by the teacher and makes an implementation schedule and is appointed a group leader, the teacher will call the group leader and read a few sentences, the chairman's task is to convey the information to member 1 then member 1 conveys to member 2 and so on, the last member calls teacher and convey the information. And the suitability of the sentences conveyed by the teacher to the master with the sentences that the teacher got back from the students became the benchmark for assessing this activity. Not only the suitability of the sentence but also the participation of group members in conveying information. And this activity has several variations of different activities so that students do not get bored. This study uses the percentage in data processing for the number of students who have collected assignments. In addition, the collection of these assignments becomes a presence on the day the assignment is carried out in a Google Classroom class. Table 1 below shows the percentage in submitting assignments.

Table 1. Percentage of Completion of Tasks

Class	Task 1	Task 2
VIIA	95%	86%
VIIB	88%	70%

There are 2 main tasks taken as initial data in this study in each class of respondents. Task 1 is an assignment for reading text material, and task 2 is for speaking material (students in pairs make phone calls and conversations in English which are recorded and given to the teacher). For class VIIA there are 95 % of students who collect assignment 1 and 86% for assignment 2. For class VIIB there are 88% of students who collect assignment 1 and 70% for assignment 2. the same as face-to-face in an online initial meeting. Therefore, the percentage of assignment 1 is the highest compared to the percentage of other assignments. The teacher makes the percentage of data collection assignments used as material for evaluating student character in terms of enthusiasm for learning during a pandemic, student habits can shape student character (Ladyawati and Rahayuwanti, 2012), the habit in question is the responsibility to collect assignments according to the specified time (discipline).) although not directly monitored by the teacher.

Learning Achievement

In measuring student learning achievement using the calling a friend technique, the teacher gives practice questions in the form of a google form related to the material that students have practiced while calling a friend and also the results of recording students' telephone conversations. The learning activities carried out during the research were: 1) students followed the learning process in online classrooms; 2) students study the material in google classroom; 3) Students practice calling a friend according to the schedule made by the teacher; and 4) Students work on evaluation questions, both directly in online classes and during the practice of calling a friend, the data is in table 2.

Table 2. Student Learning Achievement

	Learning Achievement	Initial Condition		Cycle I	
		f	%	f	%
1	31 - 40	2	5	1	2,5
2	41 - 50	4	10	2	5
3	51 - 60	8	20	6	15
4	61 - 70	7	17,5	6	15
5	71 - 80	10	25	11	27,5
6	81 - 90	6	15	8	20
7	91 - 100	3	7,5	6	15
Lowest value		36	-	40	-
The highest score		92	-	97	-
Percentage completed		-	47,5	-	62,5
Percentage unfinished		-	52,5	-	37,5
Grade average		68,3		74	

The average grade value of students shows 68.3 while the Minimum Completeness Criteria is 70.00, students who complete learning are 47.50%. After the learning of calling a friend was carried out, the percentage increased to 62.50% in cycle I. The teacher continued to apply the technique of calling a friend to students with different materials but with equal levels of difficulty. The teacher gives new material, asks students to practice again with the calling a friend technique and table 3 shows the students' learning achievements in each cycle.

Table 3. Student Learning Achievement in Each Cycle

No	Learning Achievement	Initial Condition		Cycle I		Cycle II	
		f	%	f	%	f	%
1	31 – 40	2	5	1	2,5	1	2,5
2	41 – 50	4	10	2	5	1	2,5
3	51 – 60	8	20	6	15	5	12,5
4	61 – 70	7	17,5	6	15	5	12,5
5	71 – 80	10	25	11	27,5	12	30
6	81 – 90	6	15	8	20	8	20
7	91 - 100	3	7,5	6	15	8	20
Lowest value		36	-	40	-	60	-
The highest score		92	-	97	-	100	-
Percentage completed		-	47,5	-	62,5	-	70
Percentage unfinished		-	52,5	-	37,5	-	30
Grade average		68,3		74		76,5	

The average value in the first cycle showed 74 and 62.50% of students who finished studying. After the calling a friend learning was carried out, it increased to 76.5 in Cycle II with a percentage of 70%, following the recapitulation of student achievement.

Table 4. Recapitulation of Student Achievement

No	Learning Achievement	Initial Condition		Cycle I		Cycle II		Cycle III	
		f	%	f	%	f	%	f	%
1	31 - 40	2	5	1	2,5	1	2,5	0	0
2	41 - 50	4	10	2	5	1	2,5	0	0
3	51 – 60	8	20	6	15	5	12,5	2	5
4	61 – 70	7	17,5	6	15	5	12,5	8	20
5	71 – 80	10	25	11	27,5	12	30	12	30
6	81 – 90	6	15	8	20	8	20	8	20
7	91 - 100	3	7,5	6	15	8	20	10	25
Lowest value		36	-	40	-	60	-	67	-
The highest score		92	-	97	-	100	-	100	-
Percentage completed		-	47,5	-	62,5	-	70	-	80
Percentage unfinished		-	52,5	-	37,5	-	30	-	20
Grade average		68,3		74		76,5		80,2	

The average grade 80.2 in the third cycle with a percentage of 80%. The research success indicator (75%) was achieved in cycle III. The use of the calling a friend technique can improve student achievement and student character, as explained by Irjanti and Setiawati (2018) that character has a significant effect on student achievement.

CONCLUSION

The calling a friend technique can improve the character of students, especially responsibility and discipline, even though the learning process is carried out online and is not directly monitored by the teacher. The percentage of complete classical learning increased from 47.50% to 62.50%, 70.00%, and 80% in the third cycle, meaning that there was an increase in student achievement.

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