The Use of LMS and Talking Stick Method to Improve Reading Skill for ESP Students

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ABSTRACT

The Muhammadiyah University of Mamuju has been using LMS since the beginning of the pandemic, called SIMAK UNIMAJU. Learning processed can be accessed with an internet connection via mobile phones, notebooks, or by visiting internet cafes. In face-to-face learning after the pandemic, University lectures of ESP need to rethink student motivation strategies). This study combines the talking stick learning method and SIMAK UNIMAJU LMS technology in teaching reading. The objective of the research are the talking stick combine LMS Simak Unimaju improve the students ability, create students activity in acquiring intellectual skills and attitudes besides motor skills. Mix method design applied by using triangulation by one group pre-test and post-test design. The quantitative data were obtained by students' scores in English reading pre-test and post-test of recount text. Meanwhile, the qualitative data were obtained from classroom observation and interviews. The study was conducted at Class F Management Students in Universitas Muhammadiyah Mamuju, which involved 24 students. The findings showed that the hypothesis testing proved that t count ≥ ttable 14,29 ≥ 1.714. Therefore, the null hypothesis was rejected. It means using LMS and the talking stick method could improve students' ability in English reading comprehension. Another finding also showed that students' responses were positive. They responded that combining LMS and talking sticks is more enjoyable, motivating them to study. Furthermore, it helps them understand recount text and LMS combine talking stick method could be applied as one of the teaching readings to be implemented in the following semester.

1. Introduction

At the university level, students are expected to know English grammar and can then apply this knowledge in communicating and interacting. English For Specific Purposes (ESP) is an approach to teaching and using English for specific fields and studies that follow the needs of the areas of science and professions of English users. Hamidah and Yanuarman (2019) mentioned that the objectives achieved from this program are: Providing an introduction to mastery skills about English for Specific Purposes to students majoring in management at the Faculty of Economics, Universitas Muhammadiyah Mamuju in speaking English according to their needs, where each ESP teaching indeed uses English related to each field, and has its essential competencies that students must master at the end of the learning process (Dewi, 2015).

Learning in this ESP class sometimes has obstacles, one of which is in the current New Normal Era where face-to-face classes have been re-enacted, causing problems with the number of students who do not attend campus, as well as the length of time needed to achieve learning objectives due to a reduction in course hours. Ninda et al., (2021) mentioned that the most students feel comfortable in their respective hometowns while doing distance learning which seems more relaxed. The author realizes the need for more exciting learning in class so that students can be more eager to attend face-to-face meetings. An English learning method is the key to learning. If a teacher uses an inappropriate and boring method, the class is finished. (Prihandoko et al., 2022; Andini et al., 2022) On average, learners tend to get bored and dislike English classes that last almost two hours. Learning is a complex process that involves various interrelated aspects (Rahman & Weda, 2019). Therefore, various skills are needed to create active, innovative, creative, and fun learning (PAIKEM). Among these skills are teaching skills, moreover teaching skills are quite complex professional competencies (Yamin, 2017).

Several studies mention that the Learning Management System (LMS) integrated online learning management system has a positive impact on learning, so it is considered one of the effective technologies to help learners and teachers in the teaching and learning process. The intended online learning is based on ICT by using the internet as the primary media. (Munir, 2010) stated that learning English using electronic (multimedia) results is more significant than conventional learning. In addition, the findings (Irawan and Surjono, 2018) showed that the learning outcomes of students of class X UPW 2 SMK Negeri 4 Yogyakarta have increased after using e-learning. However, some things need to be considered in its application: understanding students' potential in encouraging their learning and focusing on how teachers support students learning in the transition phase from online to offline learning models. The learning Management system SIMAK UNIMAJU has features for uploading materials and assignments, collecting assignments and quizzes, student assessment, and class attendance. This LMS is beneficial for the classroom learning process during the pandemic, and I hope it will continue to be utilized during face-to-face class meetings.

In addition to using technology, the proper learning method will create PAIKEM learning. One of the learning methods that can be used is the talking stick method, with the assumption that by applying this method in ESP Reading class, learning will be more interesting to increase student understanding in following the learning process. The selection of the talking stick method is based on various considerations, among others: because the talking stick method is a learning that is packaged with game activities, where students are actively involved in the presentation of lecture material. In addition, this method is also a learning model that, in the learning process, uses a stick as a turn indicator, and the stick contains a question that students must answer. Talking Stick is one of the cooperative learning methods. Cooperative learning involves students working collaboratively to achieve goals. Collaboration is a philosophy of personal responsibility and respect for others. Learners are responsible for their learning and try to find information to answer the questions posed to them while the teacher acts as a facilitator (Wantu, 2018). In the results of Wantu's research, with the title of the application of the talking stick method in improving understanding of recount text material in English language learning, it was found that the talking stick method was proven to increase student understanding in English language learning. This improvement can be seen from the class average value achieved, namely the average class value from the initial observation of 58.50 with less understanding. In cycle, I increased by 7.5, namely to 66.04, with the category of understanding enough. In cycle II, again, experienced a significant increase of 13.38 with achievement of 79.42 in the category of understanding. Another study was conducted by (Triana, 2021), who found an increase in learning achievement for students in English lessons in class XI IPA B SMA Negeri 1 Singosari Malang using the talking stick learning model. In addition, (Syamsia and Rusdy, 2021) also conducted a class action research where in cycle II, they found that students' vocabulary scores increased so that the use of the talking stick method was said to encourage and motivate students to enrich their vocabulary.

From the explanation above, the author formulates the title " The Use of LMS and Talking Stick Method for ESP Students in Reading" with the hope that this combination of technology and method will be the best formula for teaching reading for ESP students.

a. Teaching Reading for ESP classes

Of the four skills in English learning, reading is one of the skills that learners must master. By reading, they will understand detailed information from a reading text which is an excellent example of English teaching. In the reading text, some structures and data support learning. By understanding a reading, learners are expected to capture the main idea, understand pronouns, and capture implied and explicit meaning in reading (Rahayu & Widiansyah, 2019).

In English for Special Purposes classes, learners need reading materials as specialized English learning that can support them in understanding knowledge based on their majors (Prihandoko et al., 2022; Rahman et al., 2019). English, for particular purposes, is an approach to teaching and using English for specific fields and studies that are under the needs of the areas of science and professions that use English (Hasnia et al., 2022). The objectives of this program are: Provide an introduction to the skills of mastery of English for a Specific Purpose. The semester learning plan for teaching English at the Faculty of Economics, Universitas Muhammadiyah Mamuju, is still focused on teaching general English or using the General English (GE) approach. Each time using the same lecturing plan, the lecture material is not oriented to each department's field of study, while the SSP's suitability to the student's field of study is one of the factors that affect the success or failure of learning. Thus, the creativity of English lecturers is needed to design English courses that follow the professional needs that students will undertake after they graduate by applying English for Specific Purpose (ESP). Teaching English through ESP is one of the efforts to equip students with English language skills that align with their fields of expertise so that it will be very beneficial for them in carrying out their professions in the future (Hamidah & Yanuarmawan, 2019).

b. Learning Management System

Advances in science and technology have affected the use of teaching aids in universities and other educational institutions. With technological advances, education development is increasingly experiencing changes and encourages various efforts to change to improve the quality of education. With the advancement of technology, there are still many learning processes in educational institutions that use static learning media such as PowerPoint slides. Learning media used in schools pay less attention to the representation of information conveyed via the media. The model of data on media that is often used tends to be less attractive and less motivating. With less attention to students' interests, the information conveyed using the media needs to be captured correctly. Currently, almost all universities are supported by internet facilities. The internet is generally widely used as a medium of communication. However, the subsequent development is that the internet is also very the potential to be utilized for educational and learning purposes.

Learning Management System (LMS) is one form of software that implements the concept of electronic learning. The development of this LMS uses PHP as the programming language and MySQL as the database manager. While the software development process model used is the waterfall model to produce a web-based Harbun LMS that can provide convenience for students and educators in interacting to support learning activities (Ni'am et al., 2014). Currently, many LMSs support various educational institutions in their learning systems. There are paid and unpaid LMS spread over the world. From each developer, there is a purely independent LMS; some are dependent on other applications. There are also LMS that are purely open source, and various vendors have commercialized some.

A learning Management System has a basic understanding as a software application that can automatically handle the administration, implementation, and reporting of a training activity. LMS has functions including a) Able to provide services and guidance that can be done by users themselves, without involving others, b) Assemble and present learning content regularly, c) Centralize and automates administration, d) Managing reuse learning content. Organize reuse learning content, e) Supporting better portability and standardization, e) Use a web-based platform as an application platform. Using a web-based platform as its application platform.

The rapid advancement of information technology supports the implementation of electronic-based learning, one of which is the SIMAK UNIMAJU LMS, owned by Universitas Muhammadiyah Mamuju. SIMAK UNIMAJU has several advantages, including students can share information and access learning materials at any time and evaluations that can measure students' understanding of concepts. With conditions like this, students are expected to be able to solidify their understanding of the concept of learning material. SIMAK UNIMAJU can train student independence in technical and experience use. In addition, SIMAK UNIMAJU can also assist lecturers in monitoring student activeness with various assignments given, discussion forums, and other activities so that it can describe student character through this LMS. The procedure for using SIMAK is as follows:

a. Lecturers prepare lecture materials that lecturer will upload

b. Lecturers login to the LMS

c. Lecturers upload lecture materials on the lecture material menu

d. Lecturers give Quizzes or Assignments on the Lecture Assignment menu

e. Students log in to the simak according to the predetermined schedule

f. Students read and study the material uploaded by the lecturer

g. Students work on Quiz and upload their learning results on the task menu in their respective account

h. Lecturers check student work and provide assessments through the lecturer's account.
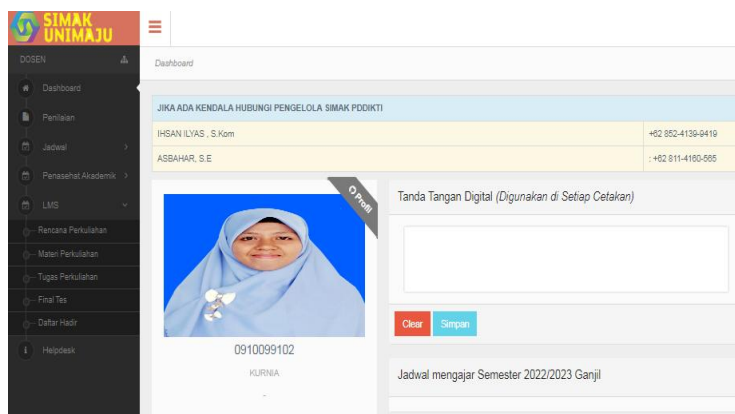
i. Lecturers and students take attendance.

Figure 1. LMS display on the lecturer account

c. Talking Stick Method

The talking stick method is learning that is packaged with game activities, where students actively present the subject matter (Wantu, 2018). In addition, the form is also a learning model that, in the learning process, uses a stick as a turn indicator, and the stick contains a question that students must answer. Then the stick is relayed to the hands of other students in turn after being filled with different questions by the lecturer. And so on until all students get a stick and answer the question.

The application of this method is that the teacher provides a stick and music and when the music is playing, then the level of the relay rolls from one learner to another. When the music stops, then the stick also stops. When the stick contains one of the learners holds the stick, then the one holding the stick is given a question from the teacher, and so forth. This method is different from traditional learning, where in conventional education, the teacher only focuses on delivering lectures, impressed monotonous so which can make students feel bored and sleepy.

In conclusion, Talking Stick is a type of learning that provides opportunities for students to express opinions and answer questions from the teacher. Where this learning is done with the help of a stick, learners who hold the stick are required to answer questions from the teacher after the learners have learned the subject matter. The following is a comparison of traditional learning and the talking stick method.

Table 1. Over view of learning activities in Talking Stick method compare with a conventional learning

	Beforetheclass	Duringtheclass	Shortlybeforethe Exam
Conven tional	Surface learning:(compulsory)reading	Surfacelearning: listening to thelecture,takingnotes	Construct understanding:studyingmaterials
"Talking Stick combine LMS"	Constructunderstanding viaassignments:watching video clips,reading text andpreparing/submitting Questions from LMS	Constructunderstanding:answering(clicker)questions, peer-instruction, anddiscussion by talking stick	Reinforcement ofunderstanding:studying andrecappingdiscussedquestions andproblems

d. Learning Activities with a Combination of SIMAK UNIMAJU LMS and Talking Stick Method

To minimize the challenges for lecturers and students, researchers designed learning activities using SIMAK UNIMAJU and the Talking Stick method. This combination will revise this activity according to the results of the interviews and questionnaires distributed. The learning activities are as follows: a) Lecturers prepare teaching materials in the form of reading texts that the materials will study later in class. 2) Lecturers upload the material through SIMAK Unimaju LMS. 3) Students download the material that the lecturer has uploaded. 3) During face-to-face meetings in class,

lecturers provide stimulus and guidance on understanding reading texts to students. 4) Students are given 20 minutes to understand the reading text. 5) The lecturer prepares a talking stick and then turns on the music. 6) The stick is passed from one student to another; when the music stops, the student must answer the lecturer's question. 7) Students who have answered are allowed to ask the next student. 8) This activity continues until all students have had their turn to answer questions and receive the stick. 9) Students record the results of the day's activities and upload them to the SIMAK UNIMAJU LMS page using their respective accounts. 10) Lecturers summarize the learning outcomes and provide input to students

2. Methodology

This study employed mix method design with a triangulation design. It means quantitative and qualitative methods are used in this study. Research designs are types of inquiry within qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in a research design (Cresswell, 2014). Regarding qualitative data, this study conducted classroom observation and interviews. Meanwhile, this study employed one group pre-test and post-test design in the quantitative data. The pre-test was given to the students before conducting treatments. Meanwhile, a post-test was given to the students after conducting the treatments. The research was conducted in four meetings.

The study was conducted at Class F Management Students in Universitas Muhammadiyah Mamuju, involving 24 students, including boys 11 and 13. Regarding the sample size, it affected the accuracy of representation. A larger sample means less chance of error. The minimum is 30, and the upper limit is 1000. In this study, the selection of participants used purposive sampling.

This study collected data from several sources. Polit and Hungler (1999, p. 267) defined that data information is obtained during an investigation or study. The researcher used some techniques for collecting the data. The first is through classroom observation. The second is through test pre-test and post-test of reading comprehension of recount text which consisted of 2 parts, namely multiple choice consisting of 10 questions and essay consisting of 5 questions. The third is through interviews.

Every meeting conducted classroom observation in every meeting. Meanwhile, For interview was conducted in the last meeting after doing the post-test. Both of the purposes are to answer the second research question. Then, for the pre-test and post-test were conducted before and after giving treatments. Those tests were done in the first and last meeting of this study. Both of their purposes are to answer the first research question.

The data analyses were conducted to answer all the research questions. The data obtained from classroom observation, tests (pre-test and post-test of reading comprehension), and interviews are analyzed, categorized, and then interpreted into three themes based on the research questions.

3. Result and Discussion

a. Combining LMS and Talking stick method Improves the Students' Ability in ESP Reading Comprehension

To acquire the data, the researcher used a test. The test consisted of pre-test and post-test. The pre-test was conducted in the first meeting. Meanwhile, the post-test was conducted in the fourth meeting. This study used one group pre-test and post-test design. It is purposed to measure students" ability and knowledge for understanding text in ESP reading comprehension before and after giving treatments.

The researchers gave the students the paper of reading test of recount text. After checking their job, the researcher found out the result of students' scores in the pre-test, the highest score (maximum) and the lowest score (minimum) should be possible for the sample were 70 for the highest score which student got, and 20 for the lowest score. The total score from the whole students was 865, and the average mean from the total score was 36,04.

Then, the researcher gave treatments during four meetings. The students did a post-test. This post-test purposed to know their understanding of ESP reading comprehension by combining LMS and the talking stick method.

The researcher found out that the students who got the lowest score of 20 on the pre-test became to improve their score to 70 on the post-test. It meant that the minimum student score was 70. In addition, the students who got the highest score on the pre-test was 70 became 90 scores on the post-test. It meant that the maximum students score in the post-test was 90. On the other hand, the average of the students" total score was 74, 79. Meanwhile, the full total score was 1.795.

To examine the normality test, statistical results were tested used by SPSS (the computer application for statistic tests) version 22. The data's normality test is obtained using paired sample t-test (match t-test). The data from the match t-test on SPSS version 22 could be compared with the manual calculation. If there was a null hypothesis (H0) was rejected. It is because if the tcount>ttable in d b = 24 with the significant level 0.05. The resulting ttable was 1.714.

Hypothesis testing was tcount>ttable was14,29≥1.714. In addition, the result showed mean of the pre-test is 36.0416 and the post-test is 74.7916. The standard deviation of the pre-test is 15.17859, and the standard deviation of the post-test is 5.41318. The 2-tailed is 0.00. So, the null hypothesis is rejected. Therefore, we assumed that combining LMS and the talking stick method significantly improves students' ESP reading comprehension ability.

b. Students' Response to Using LMS combine talking stick for ESP reading classroom

As a result of observation, the students could have been more clumsy. However, they could learn more comfortably and actively in learning the ESP Reading text material using the LMS combined talking stick method. When the researcher asked them to present what they had read, the students were ready to do it without caring about their mistakes in pronunciation or correct or incorrect arrangements of what they spoke and read. The researcher gave a question to each student who got the stick. They answer each other using English and Indonesian language. In the last session, several students summarized the material they had learned. In the last meeting, the students were ready to do the test, and students did it more severely and did not chat or ask each other. It was a different condition from the first meeting (pre-test); in the last meeting, they could answer the question as carefully as possible. They used the technique that the researcher gave. They only read it in a short time. However, they used their time wisely. It meant they tried to comprehend the text and use the time as wisely as possible to answer the questions. Therefore, they could do the post-test on time.

From student's interviews of using LMS combined time token technique in teaching reading for ESP Students. The researcher chose 12 students who became respondents by using purposive sampling. It was based on their score in the pre-test and post-test. The questions for the interview consisted of 10, which had been prepared.

The first question was about whether students liked English or not. The data showed that 9 liked English as an essential lesson in this world. Meanwhile, 3 of them still needed to like English. Students" reasons who liked English, "Because if we can English hmmm...I can communicate with other people who can speak English". The second question was if learning English by combining LMS and the talking stick method could improve their ability in English reading comprehension. These 11 students responded that they liked to learn English. It meant that using LMS as technology and talking sticks as a method made the students active in the classroom and confident when reading English texts. There is a student's response, "yes, it can improve, miss."

The third question was whether they had difficulties reading English texts. Nine students had difficulties reading English text. Because they rarely read it every day. Meanwhile, 3 of the students did not have difficulties, "there were more difficulties miss, because I seldom to read English text, hhe." The fourth question was whether the use of LMS combined talking stick method motivated and interested them in learning English. The student's responses were interested in cooperative learning and motivated them. "I felt happy miss, so I wanted to study more and more hheeee."

The fifth question was whether using LMS and the talking stick method improved their ability to learn ESP reading text. Ten students answered that their ability improved after using this method. "so, it improved miss." The sixth question was about strengths by using LMS combined talking stick method in understanding an ESP reading text based on students' perceptions. A student responded, "I became to understand about economic text, miss."

The seventh question was whether the researcher's explanation of ESP reading text could be understood and improve their reading comprehension ability. The student responded, "thank goodness, I understood and quite to improve, miss." From Eighth question was whether combining LMS and the talking stick method could make them easy to understand ESP reading text and answer the questions provided. There were students' responses, "yes, miss, it was quite easy to answer the question."

The ninth question was whether students often used a dictionary after learning with LMS and the talking stick method if they needed help to find the meaning. There were students' responses to it. "I preferred to use a technique which miss taught, so I did not too often look the dictionary." Last, the tenth question the researcher asked the students was whether combining LMS and the talking stick method could be used in other reading texts. Some students responded, "yes, miss, and it was good for other text."

4. Conclusion

Reading comprehension is reading that gets and acquires information as effectively as possible. Reading comprehension in this study is about the reading of ESP text using the LMS combined talking stick method to improve students' ability. The data were collected using pre-test and post-test reading tests, classroom observation, and interviews.

First, after analyzing the test, it could be looked at the student's score on the pre-test was the lowest; 20 became 70 on the post-test, and the students who got 70 on pre- test became 90 on the post-test. The use of LMS and the talking stick method could improve students' ability significantly in English reading comprehension of ESP students. Second, after analyzing the classroom observation, the researcher found that students increased from the first meeting until the fourth meeting. In the first meeting, the students got bored with learning English. Meanwhile, from the second meeting until the last meeting, they were more spirit in learning English text. Third, after analyzing the data from the interview, it showed that students needed help reading English text because they needed to understand the English text and lacked vocabulary and grammar. How to read English text, and needed more motivation to comprehend English text.

From the explanations above, there are several suggestions that the researcher offered as recommendations for this study. Hopefully, these suggestions are helpful, especially for the lecturers, students, following researchers, and readers. The lecturer will be better if they can use this method in teaching English to make students more happy, active, and confident in learning English. Then, the students should like this method to share, help, and work together to achieve goals. Then, the following researchers can use it to contribute to school at every level, especially toward ESP Students. Last, the readers can benefit from this study that LMS can use the talking stick method in teaching reading to improve students' ability in English reading comprehension, particularly in ESP classrooms.

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