THE PERCEIVED INFLUENCE OF STUDENT'S EXCHANGE EXPERIENCE TOWARDS STUDENTS' ENGLISH-SPEAKING PERFORMANCE
(A Study at Department of English Language Education UIN Ar-Raniry Banda Aceh)

THESIS

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UNIVERSITAS ISLAM NEGERI AR-RANIRY
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adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya.

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Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfillment of the Requirement for
The Bachelor Degree of Education in English Language Teaching

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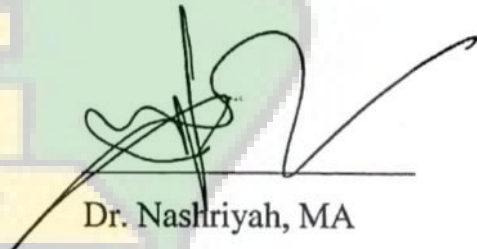Department of English Language Education

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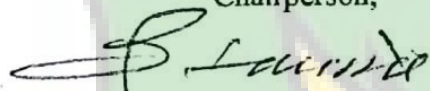for the Bachelor Degree of Education in English Language Teaching

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Thursday, $\dfrac{\text{13 Agustus 2020}}{\text{23 Dzulhijjah 1441 H}}$

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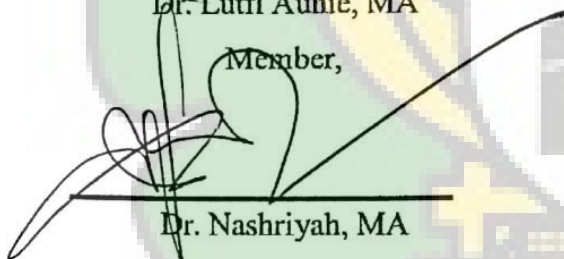
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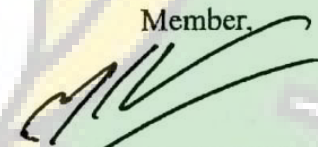Member,   Member,

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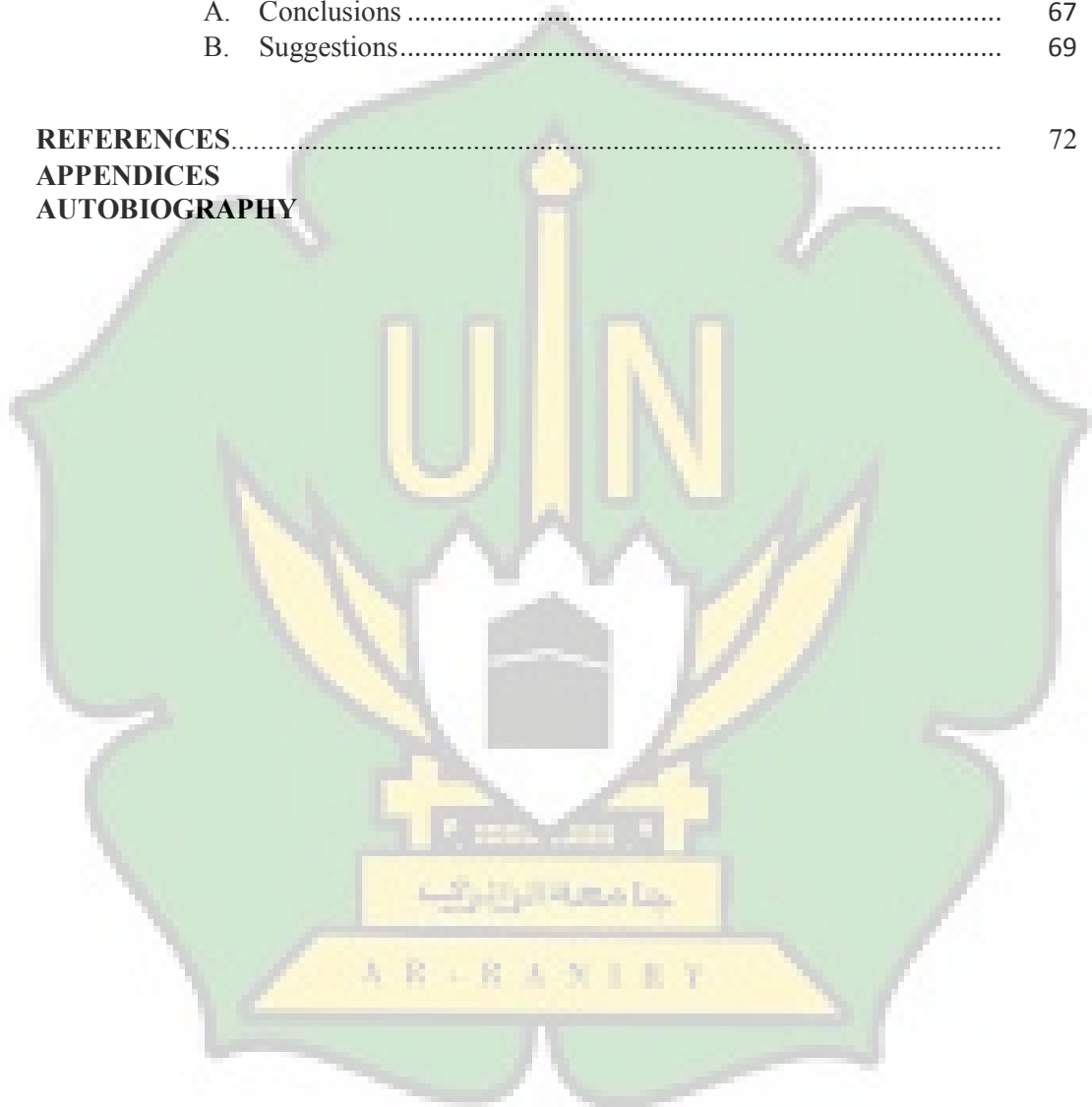Aceh Besar, 25 July 2020
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ABSTRACT

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Major : Department of English Language Education
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Student exchange programs became increasingly popular among university students, where the students can explore new experiences outside their college life. And it is no exception to students of the English language education department of UIN Ar-Raniry. This study aims to investigate the students' perception of the student exchange experience's perceived influence on their speaking performance. The participants of the study were eight students of the English language education department of UIN Ar-Raniry, who had participated in some exchange programs with diverse backgrounds. This research used purposive sampling to opt the participants who fulfilled the criteria of this study. The researcher used qualitative research by using semi-structured interview via telephone to obtain the data. The results of the study revealed that students detected some challenges in English speaking namely; un-confidence, vocabulary problem, and misunderstanding. Nevertheless, they had several ways to resolve their challenges by practicing, habituating, and cooperating with peers. Furthermore, students perceived that the exchange experiences influenced students' speaking-performance on some aspects, those are; improving pronunciation ability, enhancing fluency, better used of vocabulary, better used of grammar, and improving students' comprehensibility. Moreover, students also gained secondary influence on their personal advantages such as international experience, the opportunity to expose to English, fostering self-confidence, and gaining new insight. From this study, the researcher hoped that the university more opens and considers student exchange as a forum that has the potential to increase global competitiveness among students.
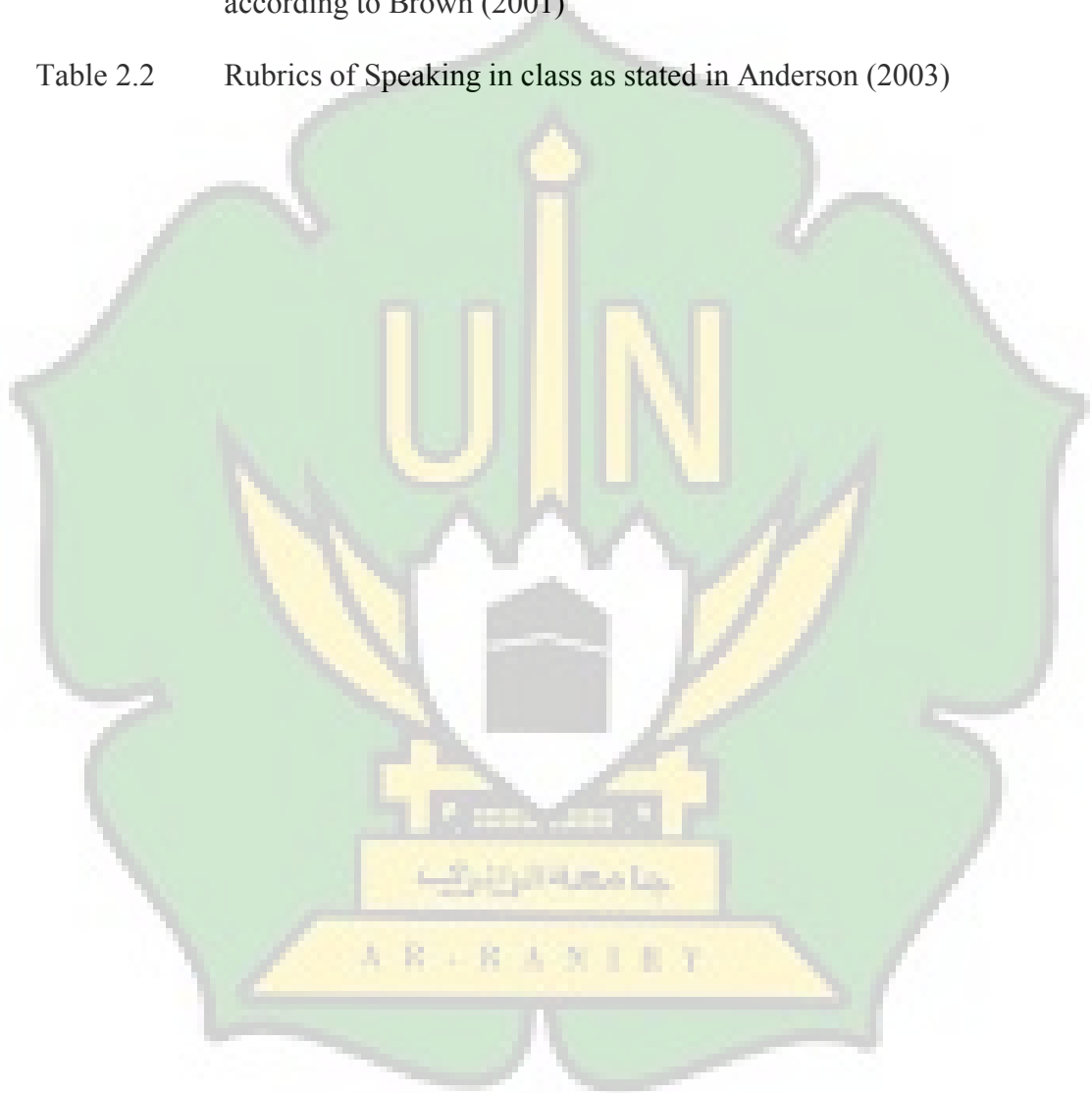
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CHAPTER I
INTRODUCTION

A. Background of the Study

In an attempt to improve the quality of a nation, there is no other way except through improving the quality of education. Moving from that idea, the United Nations (UN) through UNESCO institutions (United Nations, Educational, Scientific and Cultural Organizations) launched four pillars of education declared by Delors in his report for the UNESCO with the title, *The Treasure Within* namely detailed into: learning to know, learning to do, learning to be, and learning to live together (Delors, 2013, p. 321). *Learning to know* means acquiring knowledge and also thirsting for knowledge. It leads to the transfer of new knowledge and information from both the academic and non-academic domains. While *learning to do* is how we can integrate both methods and knowledge learned into a bundle of skills, it is a striving to learn that leads to more stronger experiences in acceptance since they do it directly. *Learning to be* is learning to give full experience because it has the opportunity to be responsible as a person. Moreover, the fourth pillar of education, *learning to live together* is the implementation of their ability to manage themselves carefully, capable of getting along as well as being responsible, and the most important is being able to live harmoniously with other members of the community as social beings.

The four-pillar services described above will certainly not be easily achieved if students only rely on classroom learning. Experiences outside the

classroom play a vital role in someone's life. American educational theorist, David A. Kolb believes that *"learning is the process whereby knowledge is created through the transformation of experience*" (Kolb, 1984, p. 38). Experience is an unstructured learning process, without rules or time constraints and places where everyone sees opportunities for learning naturally outside of the academic bench. It is also one way of learning processes that can be done by all ages, starting from children to adults, undeniable for EFL students. One of the momentums for students to do learning based on the four pillars proclaimed by UNESCO is through student exchange.

Student exchange program is the program where students of both secondary schools and universities study abroad under the management and control of the institution that sheltered them. Student exchange programs for university students, especially EFL students, is not just about seeking experience, but more than that, where the students can implement the four pillars above. Students will learn new various things that they did not get in the classroom, which reflects learning to know.

Further, students also participated in a series of schedules held by the organizers, which were the implementation of learning to do. Successfully qualifying as one of the delegates in student exchanges program means that it is the responsibility of maintaining and carrying out the good reputations of self, family, institutions and regions where the delegations originate from, which is actually a manifestation of learning to be. The most important thing is if the

delegates are able to socialize and participate in all series of actual activities. In short, exchange students have applied the last pillar, learning to live together.

In recent years, student exchange programs, short courses, or such programs involving students who have to leave their universities to participate in activities held in other countries. Even more the arising programs recently, such as student exchange programs, short courses, leadership training programs, comparative study, internships, student conferences, volunteering programs, education tours, and so forth, really attract students' interest. This student's enthusiasm also shown by students of the English education department of UIN Ar-Raniry. Every year, students who are really interested in study abroad (SA) are increased, whether freshman year students or senior students.

It is also in line with several studies that have been carried out on student exchange and study abroad whose notes have a good impact on students. The majority research has shown study abroad programs to be effective in foster in the acquisition of second language skills (i.e., listening, reading, speaking, and writing) (Hernández, 2010; Lindseth, 2010; Peréz-Vidal & Juan Garau, 2011; Taguchi, 2008; Yashima & Zenuk-Nishide, 2008). In this case, the students of the English education department of UIN Ar-Raniry have had an adequate basis regarding their foreign language that they learned, in which for this context of the study is the English language. One of the purposes of joining exchange programs is to experience new life and new experiences in exploring knowledge from somewhere else outside their college. It is essential after the students returned to their original campus, they would obtain something different back to their original

campus life and their ability might be invisibly increased during the program. Therefore, some of them want to challenge themselves to train their English-capability, especially speaking proficiency.

Furthermore, unconsciously, students feel something changes had happened to them after returning from joining the student exchange. Student exchange programs have various impacts on students who participate in a series of activities offered by a program. There are three sides of students that are really influenced by student exchange programs according to the World Education Program (2020), those are; educational, personal, and long term.

From the educational side, at least in three viewpoints, exchange programs will affect how students face the different cultures and communities through international learning and knowledge, enhance interest in global issues and general knowledge, and language acquisition is achieved through real implementation. On the personal side, the recovery is closely related to self-improvement that can be seen by whether it's self-confidence, speaking skills, flexibility in responding to a problem, or offering something new that is not obtained by ordinary students. Students can express more when they have gained more extensive experience than merely moving in their original environment. They can provide ideas from the other perspective and experience they have gone through.

In addition, the other long-term effect, obtained by students who have traveled to join student exchange programs, is the ability to survive in new environments and to build broader relations. The experience of survival in a new

place for the first time brings a significant impact on future life experiences. For instance, when a student leaves their country. However, they must be able to adjust to the destination country. They must be able to communicate with local people of the place, familiarize themselves with all possibilities such as food, air temperature, the treatment they received, lifestyle, etc.

The concept of connection is a pervasive relationship that can expedite all matters. The purpose of spreading here is likened to roots that will constantly continue to grow and produce new roots over time. As well as connections, even though later, when students return from student exchange programs, at least it has succeeded in building relationships that are wider than its initial reach. This connection, if it continues to be built, will lead to broader relations.

The student exchange program, as well as study abroad experience for learning language, is an increasingly important matter in foreign language education. Some studies have investigated the development of oral proficiency (Magnan & Back, 2007; Segalowitz & Freed, 2004), the use of communication strategies (Lafford, 2004), and the acquisition of grammatical (Collentine, 2004; Duperron, 2006; Isabelli, 2004, 2007), pragmatic (Barron, 2003; Cohen & Shively, 2007; Rodriguez, 2001), and sociolinguistic competence (Barron, 2006; Regan, 2003). Research has also examined the development of narrative (Collentine, 2004) and phonological abilities during study abroad programs (Diaz-Campos, 2004, 2006), as well as student perceptions of the study-abroad experience (Douglass, 2007; Kinginger, 2008; Wilkinson, 2002). All previous studies listed

above are about the study abroad experience to be effective in increasing student speaking ability.

This study is limited research on the English language education department students of UIN Ar-raniry, which is one of the major universities in Aceh. By conducting this research, the researcher would like to explore the English education student's perception of the perceived influence of students' exchange experience on their English-speaking performance. This later will be explained in the research questions that cover general information that guides the participants to uncover about their program intensely, the effect on their academic performance especially in the English-speaking reinforcement, self-perceived impact and obstacles their might get from student-exchange program.

B. Research Questions

From the background of the study above, the researcher conducts the research to answer three main questions:

1. What are students' challenges in English speaking performance?
2. What are students' perceptions on the influence of exchange experience towards student's English-speaking performance?
3. What are students' perceptions on the personal advantages of students' exchange experience?

C. Objectives of the Research

Based on the research questions above, the purposes of this study are:

1. To figure out the students' challenges in English speaking performance

2. To discover the English language education students' perceptions on the influence of students' exchange experience towards students' English-speaking performance.

3. To find out the personal advantages that students gain from the students' exchange experience.

D. Significance of the Study

The result of the research can be used as complementary information to conduct further research on student exchange and English-speaking course since this research discusses the exchange experience towards students speaking performance. Also, the benefits of the research can be stated as follows:

1. To EFL Students

This research is to find out the perceptions of the students for more understanding about how they feel and what are their purposes of joining student exchange programs. This study focuses on the perceptions of students on the experience of student exchange programs, and the result of this study is expected to give benefits to students so they can increase their potential and speaking ability.

2. To Teachers

The result of this study is expected to help teachers' methods in teaching, especially the lecturers who teach basic speaking, intermediate speaking, advanced speaking, public speaking and possibly, English for academic purpose. This study will help the teacher in the teaching and learning process to improve teaching methods during speaking class and bring up the novelty idea for English for academic purposes. As we know the English for academic purpose course trains students to sharpen wider skills. Students are required to be creative and innovative to create their own speaking strategy, to conduct a meeting forum and others.

3. To the other researchers

This research is permitted to be used as a reference to other researchers who conduct research in the same field or raise the same topic. On the other hand, I believe this study does not cover all the questions and curiosity of the reader. And I do hope in the future there are other researchers that will re-conduct the same study that can fill the gap.

4. To the Institution

The results of this study will be very useful for the institution as a strengthening. Through this study, it is expected that in the future the institution will support more, aware and ease students to administer the matters related to student exchange. The more students participate in the student exchange program, the better the image of an institution.

E. Terminologies

In order to avoid misunderstanding, I have defined the following operational definitions of this research as follow:

1. Student Exchange Experience

   Student-exchange experience consist of three words, those are; student, exchange and experience. According to Cambridge Advanced Learner's Dictionary, "student" is a person who is learning at a college or university or sometimes at school. According to Merriam Webster 'exchange' is something offered, given, or received in an exchange program. On the other hand, experience is a category of thinking, a minimal unit of analysis that includes people (their intellectual, affective, and practical characteristics), their material and social environment, their transactional relations (mutual effects on each other), and affect (Roth, W. -M., & Jornet, A., 2014). Simply put, experience has meaning as the act or process of directly perceiving events or reality. Thus, Student Exchange Experience is a process of directly perceiving a program in which students from a university study abroad at one institution in a short time or even in a long time period.

2. English Speaking Performance

   According to Brown (2001), speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. And 'performance' denotes the production of actual

utterances as a result of certain psychological processes (De Kort & Leerdam as cited in Hemerka, 2009, p.15). English speaking performance is the term formed by the combination of words which means the ability to process meaningful words or said load, so that the idea can be transmitted to the opponent clearly.

CHAPTER II
LITERATURE REVIEW

This chapter displays a literature review related to this research. This section discusses five major issues; the nature of speaking, the aspects of speaking performance, the concept of the experience and some components related to the student exchange program. The nature of speaking explains the universal meaning of speaking. Aspects of speaking performance include fluency, pronunciation, vocabulary used, grammar used, and comprehensibility. In the concept of experience section, there are reinforcements related to the experience concept according to the experts. The researcher also provided speaking band descriptor as the standard of consideration. In the last discussion, the components that might students got from the program they experienced will be discussed with concern on the concept of experience.

A. The Nature of Speaking

In any language learning, there are four essential language skills needed to fulfill; those are listening, reading, speaking, and writing. The four language skills are classified into two criteria, in which the direction of communication and the method of communication. The direction of communication is divided into two, namely, input and output (Husain, 2015). Input or receptive skills is where a language learner receives information from outside through the process of listening and reading, so that, in the direction of communication of input through

two process, namely listening and reading. Otherwise, the output or productive

skills is the result that is ejected from the inside through the process of speaking

and writing. As a result, there are two language skills in the direction of output

communication, namely speaking and writing. In another case, the method of

communication means how a language is presented, whether it is written

(involving reading and writing skills) or oral (involving listening and speaking
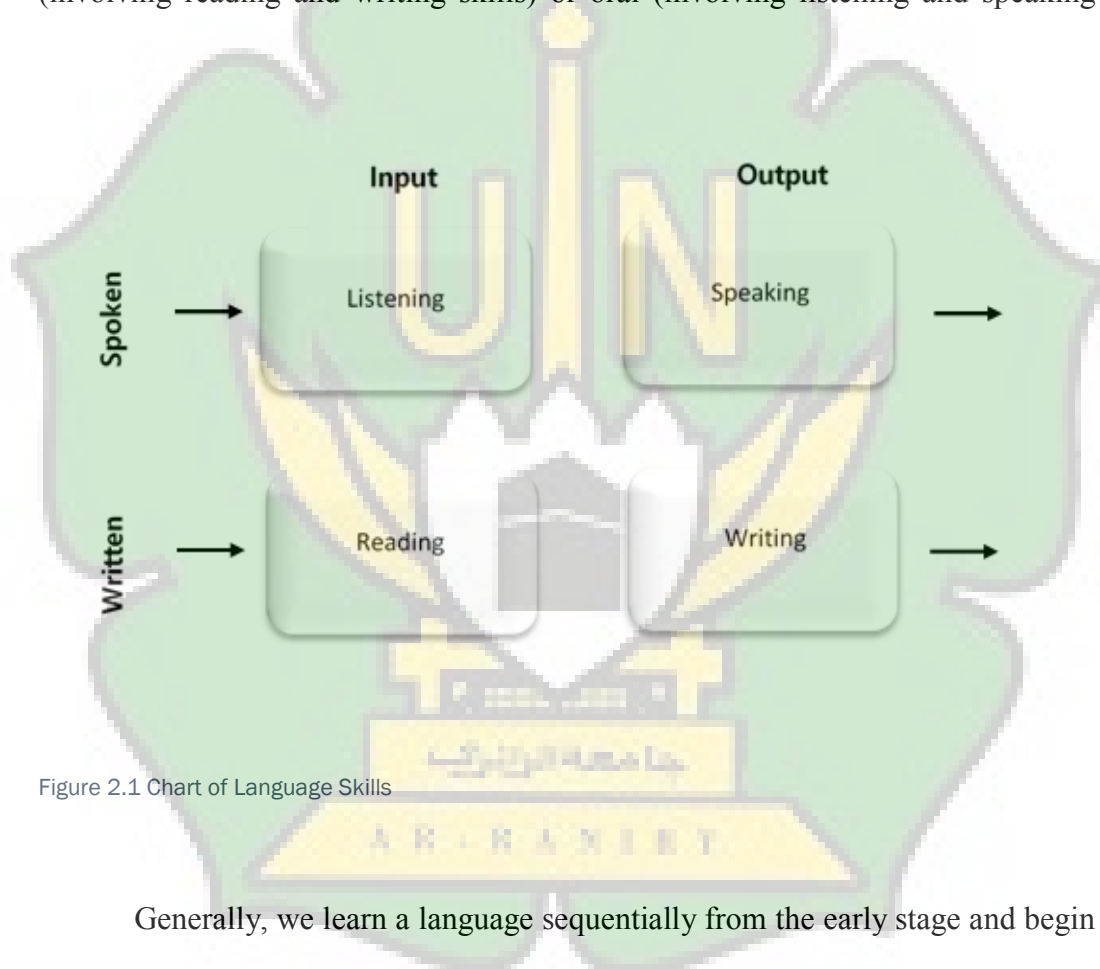
Figure 2.1 Chart of Language Skills

Generally, we learn a language sequentially from the early stage and begin

listening before producing a voice to speak up. We read any information from all

kinds of sources before we pour it into types of writing. Therefore, speaking can

be realized after listening and reading, which are capturing information and

meaning obtained by the human sense of hearing and observing. Speaking is one

of the four skills that must be mastered by language learners. The output of

learning English language will obviously can be recognized by producing good speaking, using a wide range of vocabulary and how someone used the order of the words. Speaking English could not be obtained easily just by an hour or two hours of learning in a class. It needs repetitive habituation, a direct approach to the target language and practical action of interacting with society.

Previous researchers believed speaking as one of the macro skills in the process of teaching and learning the English language because it combines several aspects, including the appropriate accomplishment of communicative functions, use of proper styles, registers, conversation rules, etc. In language teaching and learning context, many definitions of speaking have been made regarding some experts. According to David Nunan, "Speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language" (Nunan, 1991, p. 39). Moreover, Brown (2001:267) confirm that when someone can speak a language, it means that he can carry on a conversation reasonably competently. He also adds that the benchmark of someone's success in acquiring a language is almost always shown by the ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Eventually, based on the definition given by experts above, it can be inferred that speaking is an ability to express ideas in the spoken language, and it is one of the essential aspects of language learning. Further, Luoma (2004) stated that "being able to speak to friends, colleagues, visitors, and even strangers, in their language or in a language which both speakers can

understand, is surely the goal of many learners." The success of someone in speaking can be measured and seen by how they perform and communicate with others. Hence, the receiver understands well about the message.

B. The Aspects of Speaking Performances

Speaking becomes essential in acquiring a language because speaking is the ability to carry out the conversation to make people easily understand messages explained. In some countries such as Indonesia, Students' English-speaking ability is expected to be good because student from non-native English country have learned English as foreign language since early years before college and they also will have many performances related to oral skill in universities. But in fact, even college students' speaking ability is still low. It is difficult for them to fulfill some aspects of speaking performance.

These aspects are believed has an important rule to shape and affected someone' speaking ability. Brown (2004) has defined five components related to speaking. On this occasion the researcher tries to compress these aspects of speaking performance to become more specific which is necessary to be raised in this case, some among them are pronunciation, fluency, vocabulary use, grammar, and comprehensibility.

a. Pronunciation

According to Thornbury (2005, p. 128-129), pronunciation refers to the student's ability to produce comprehensible utterances to fulfill the

task requirements. Harmer (2001, p. 28-33) provides more issues related to pronunciation. He suggests pitch, intonation, individual sounds, sounds and spelling, and stress. Pronunciation becomes important because it gives meaning to what is being said. If we cannot pronounce the word correctly as a native speaker do, at least the words we pronounce are understandable and do not make the different meaning. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.

b. **Fluency**

Fluency is related to using all speaking items in the context of the time-bound nature of speaking. It relies on the speaker's ability to use facilitation skills (fillers, lexical phrases ellipses…etc.) and compensation skills (self-correction, rephrasing or repeating) to cope with ongoing fast communication (Widdowson, 1998 and Segalowitz, 2000). Fluency is the extent to which the learner can speak at an acceptable speed with few false starts and hesitations (Nunan, 2015). Lado (1961, p. 240) points out that speaking ability is described as the ability to report acts or situations, in precise words, or the ability to converse or to express a sequence of ideas fluently. Research into listener's perception suggests that pausing is one of the factors of fluency (Thornbury, 2005, p. 6- 7). Furthermore, Thornbury (2005, p. 8) states that people can be said as fluent speakers if they fulfill the following features:

a) Pauses may be extended but not frequent

b) Pauses are usually filled

c) Pauses occur at meaningful transition points

d) There are long runs of syllables and words between pauses

Foster and Skehan in Nunan (2004, p. 87) propose a model in assessing speaking in which fluency is measured by considering the total number of seconds of silence and time spent saying, 'um' and 'ah,' by subjects as they complete a task.

c. **Vocabulary**

Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, foreign language learners will get some difficulties in developing the four language skills. According to Hatch and Brown (1995: 1), the term vocabulary refers to a list or set of words for a particular language or a list of words that individual speakers use.

Vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meanings of the words. It is needed to communicate successfully in the second language. As cited by Alqahtani (2015), vocabulary is the total number of words (with their meaning and with rules for combining them), making up the language (Hornby, 1995). It becomes the primary thing in learning a language. Therefore, success in learning English requires vocabulary acquisition. An extensive vocabulary cannot guarantee the learner's competence in learning English, but inadequacy of vocabulary will obstruct their chances to make success in learning English. The

acquisition of an adequate vocabulary is essential for successful second language use. Without an extensive vocabulary, someone will be unable to use the structures and functions he/she may have learned for comprehensible communication.

Thornbury (2005, p. 22) suggests three usual things used by speakers in what they say:

a) When people speak, they are involving a high proportion of words and expressions that express their attitude (stance) to what is being said.

b) Speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an interpersonal function. By identifying what people like and dislike, they can express solidarity.

c) A speech also usually employs deictic language, i.e., words and expressions that point to the place, time, and participants in the intermediate or a more distant context.

d. Grammar

Using grammar correctly in speech implies the ability to produce the distinctive grammatical structures of the language and use them effectively in communication, taking into consideration the characteristics of spoken grammar. Thus, simple phrasal structure and purposeful repetition can often be markers of high proficiency (Hughes, 2002:61 and Luoma, 2004:6). That is why grammar is essential to develop students

speaking competence. It is easy for the student to produce sentences, and it helps them to speak fluently if they master grammar. They can combine the sentences systematically in writing and speaking, and understand easily in reading and listening.

Furthermore, According to Brown (2001, p. 62), "Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence." About contexts, a speaker should consider the following things:

a) Who the speaker is

b) Who the audience is

c) Where the communication takes place

d) What communication takes place before and after a sentence in question

e) Implied versus Literal Meaning

f) Styles and Registers

g) The alternative forms among which produce can choose.

These below the distinction between Written grammar and Spoken grammar, Brown (2001)

Written Grammar	Spoken Grammar
• A sentence is the basic unit of construction	• A Clause is the basic unit of construction
• Clauses are often embedded (subordination)	• Clauses are usually added (coordination)
• Subject + Verb + Object	• Head + Body + Tail Construction

Construction
• Reported speech favored
• Precision favored
• Little ellipsis
• No question tags
• No performance effects
	• Direct speech favored
	• Vagueness tolerated
	• A lot of ellipsis
	• Many question-tags
	• Performance effects, including
	
	    • Hesitations
	    • Repeats
	    • False Stats
	    • Incompletion
	    • Syntactic Blends

Table 2.1 The distinction between written grammar and spoken grammar According to Brown (2001)

e. **Comprehensibility**

Comprehensibility is also needed in speaking since it reflects how much the speaker understands what he is talking about and how well he captures the utterances produced by the other speakers in the communication circumstances. If someone says something beyond the topic discussed or cannot get in to the topic being discussed, it can be said that someone has no comprehensibility towards the topic. In other words, comprehensibility determines how well the speaker interprets and responds to the message received. Harris (1974: 82) adds that comprehension for all communication certainly requires a subject to respond to speech as well as initiate it.

C. The Speaking performance band

There is a standard used to measure something that should be conducted in examining someone's ability. Similarly, in speaking performance, there is a standard that can be used as a reference. In any language assessment, such as IELTS or in speaking class ordered by teachers, has put a standard on how the test-takers or students are required to fulfill.

In IELTS test-taking, participants are required to take on some sections of the test, including; listening, reading, writing and speaking interviews. British Council reveals its IELTS speaking band descriptors for the public as reference for test-takers to know to what stage their speaking ability in. The band descriptor can be seen in the appendix.

In language class, especially speaking class, there is also a rubric for speaking with a description. Rubrics with description is judged as an effective assessment to value something that is unrestricted. Research conducted by a researcher from an open university in Srilanka, Radhika Da Silva (2014), showed that the group which received rubrics plus explanations of what is meant by each criterion and how the grading is done performed significantly better than the group with the rubric without explanation. The study about rubrics above, also supported by the previous researcher, Andrade (2005), stated that rubrics are not self-explanatory. Students need a clear explanation to help them in understanding rubrics and their use. Also, Anderson (2003), added that rubrics help students in

goal-setting and planning which are crucial metacognitive strategies which

support students' learning. Here below, the example of rubrics of speaking

in class.

	4	3	2	1	0
Content and Relevance Support Focus	Fully satisfies the requirements of the task. Understands the audience. Supports the points with enough examples. Clear focus is maintained throughout the speech.	Mostly covers all the requirements of the task. Understands the audience. Supports most of the points with examples. Clear focus.	Addresses some of the requirements of the task. Some points are supported with examples. Some digression from the topic.	Attempts to address the requirements but few relevant information. Digresses often from the topic. Structure not clear.	Does not attempt the task/ Insufficient and irrelevant information
Structure	Clear structure starting with an attention getter, introduction to the topic, body which supports the topic and a conclusion which summarizes the main points.	Uses an introduction, body with some supporting examples, and conclusion but there may not be an interesting attention getter.	Attempts to structure with an introduction but fails to maintain structure.	Attempts an introduction. No clear structure.	No structure
Delivery Eye contact Audibility Pace Gestures	Maintains good eye contact. Speaks with appropriate volume and pace. Uses appropriate gestures.	Maintains eye contact. Audible. Uses appropriate gestures.	Audible but there may be little eye contact.	May have considerable strain on the listener. Lot of pausing and hesitation.	Speech incomprehensible
Word Choice	Word choice	There may be	Some	Inappropriate	Totally

	appropriate to the audience.	occasional inappropriacies in word choice.	inappropriacies and inaccuracies in word choice.	and inaccurate word choice	inappropriate.

Table 2.2 Rubrics of speaking in class as stated in Anderson (2003)

D. An Overview of the concept of experience

Experience is very closely related and cannot be separated from education. These two terms have inseparable links and will always go hand in hand. Education is a lifelong process carried out by humans to obtain knowledge that exists and is formed from within the human soul and mind obtained from the reactions around it, while the experience is the result obtained from direct contact with nature by the five human senses.

A concept of experience which was declared by Dewey emphasizes the interaction between humans and the world. Experience is a central aspect of the interaction and thus a communicative, historical and cultural phenomenon rather than an individual or mental one (Dewey, 1916,1925). Basically, there are three modes of Dewey's concept of experience 1) Conceiving the world: presentation and simplification. 2) Feeling the world; Action, emotion, communication, and cognition as original unity; and 3) Enliving the world – proximity and distance, fiction, and non-fiction.

E. Components of Student Exchange

Student exchange program is a forum for students to improve themselves through some activities that they might not get during their time in the university.

Some of the components that might students perceived during their time following student exchange activities, as follows:

a. Language exposure

Language is a communication tool used to transfer ideas, information, feelings, and thoughts from one to another. Unequal to the ancient era, the people conveyed a purpose by using odd sounds and gestures that hard to understand the meaning. As time passing by, the human began to use languages to deliver their thoughts. The language takes a significant role in the success of negotiations, asking and offering something, refusing the policy that discriminating against a party, and easing in all affairs done by the human being. Related to these matters above, Grosjean & Miller (1994) strengthened that half of the world's population is multilingual. So that, as proof, those are a lot of bilateral relations happen among countries.

Nowadays, the English language is considered an essential language is widely known and used worldwide as a means of communication. Good English command is the stepping stone to better educational, and job opportunities and higher social status (Charise, 2007). Preparing children with English communication skills required for the better education, good career opportunities, etc.

Learning language, especially the English language for non-native English speakers, is not as easy as flip the palm. To master a language, it needs to encourage both inside and outside of the student. In this case, I need to thank Dorney for his endless study of Language and Motivation. Dorney (2011) said, motivation is a word that both teachers and students widely use when they are talking about the success or failure of learning a language.

Motivation is responsible for *why* people decided to do something? *how long* are they willing to sustain the activity? *How hard* are they going to pursue it? A person's effort to get what they want is driven strongly by motivation. Similarly, motivation also establishes consistency in learning a language. Consistent is closely related to habituation. where every student who is accustomed to accepting or direct exposure to the target language studied. Al-Zoulbi (2018) said that exposure to language could be defined as the contact that the learners have with the target language that they are attempting to learn.

The ability to master the first language skills influence the success in learning a second language. If learners are exposed to the L2 in the same way as they are enrolled in the L1, the better accomplishment will be attained. Learners gain English proficiency through direct contact with the target language. It can also be said how much he can earn every day by dealing directly with the target language through reading books, reading broadside written in English, talking with friends, watching movies,

listening to music, and even playing games with English usage settings. Simply put, the more a person is exposed to English, naturally, the more that is captured by the human brain.

Zoulbi (2018) studied on 42 EFL students from the department of English language and Literature at Ajloun National University of Jordan. This study aimed to discover the outcome of exposure to language acquisition. The results from this study showed that there are some positive relationships between exposure to English language and language acquisition as well as developing the four language skills. The researcher recommended that movies and programs, surfing the internet, listening to the radio, reading English books, magazines, newspapers, and practicing the English language with native speakers on a daily basis to encourage them to overcome their weaknesses and improve their fluency as well as proficiency in acquiring the English language.

b. Negotiation of meaning

The second item of the components of student exchange is the negotiation of meaning. It has become a common knowledge that language is not an absolute item that cannot be measured accurately. As mathematics, one plus one is two, which means, without any doubt it has an accurate answer. Language literacy has more than a way to express certain intention. For instance, when we try to order foods in a restaurant, we could say, *"may I have this?"* or *"could you bring me this"* or *"I want*

this one, please." Even though we use three ways to order the food we wanted, but literally we want to indicate the meaning when we want something.

Ebrahim (2015) said, *"In the process of interaction as problems in communication arise, the learners modify their speech linguistically in an effort toward making it comprehensible."* In learning a foreign language, or second language, sometimes in certain situations, a person will find difficultly in expressing the real intent of what is to be conveyed, so the person must replace the language used. On the other hand, when speaking English with friends, we sometimes tend to confirm the message we receive, or elaborate with other words, some forms such as confirmation, clarification, elaboration and others, which included to negotiation of meaning. Learning can only occur when the meaning is involved and that meaning must be negotiated in any interaction (Trimino, 1993).

Language acquisition can be thought of primarily as a function of meaning. It deals with the negotiation of meaning; the transaction of meaning; the understanding of meaning; the assimilation and internalization of meaning; the response in meaning. In 2015, AIAC (Australian International Academic Centre), Australia published a journal about Patterns of Negotiation of Meaning in English as Second Language Learners' Interactions. Ebrahim conducted a research to determine the types and frequencies of negotiation of meaning in Malaysian students' interaction as English as the second language learners.

From the research conducted on fourteen participants of the English as second language learners at University Putra Malaysia (UPM), it was involved in a series of discussions over selected short stories. Using computer-mediated discourse analysis (CMDA), we know that this study yielded ten types of functions in the negotiation of meaning. Those are: request, confirmation, confirmation check, correction or self-correction, elaboration, elaboration request, reply clarification or definition, reply confirmation, reply elaboration, and vocabulary check. Furthermore, according to this study's findings, the most regularly used functions of the negotiation of meaning were: confirmation, elaboration, elaboration request, and the least frequently used functions were vocabulary check, reply confirmation, and reply clarification. The findings of this study were in line with previous studies' findings in that the participants' proficiency influences the amount of negotiation for meaning strategies that occur.

c. Cultural diversity and personal identity

The other components of student exchange are cultural diversity and personal identity. Díaz-Rico and Weed (2006) defined culture as the explicit and implicit patterns for living, the dynamic system of commonly agreed-upon symbols and meanings, knowledge, belief, art, morals, law, customs, behaviors, traditions, and habits that are shared and make up the total way of life of a people, as negotiated by individuals in the process of constructing a personal identity. Culture as a process undermines the idea that culture can be learned through superficial aspects such as food,

costume, and holidays, it is experienced through language. However, because language is inseparable from culture, learning a second language requires learning the target culture's linguistic aspects.

CL Spackman (2009) added second language acquisition is second culture acquisition. It is true, even if the culture in which the learners are studying is not the culture of the target language. Even students learning English as a foreign language in Japan still requires some sort of English cultural underpinning. Obviously, it applies to Japanese learners of English as a second language as well. There are several linguistic ways that differentiates between British /American English culture and Japanese culture. For example, Japanese culture is hierarchical, and the language reflects this. There is no word corresponding to the English for "brother." Instead, the Japanese have four words for "brother," used to distinguish between older and younger brothers as well as in different situations: addressing the brother needs one form, and talking about the brother with someone else requires a different form.

In addition, culture is closely related to certain symbols that indicate some purposes. A common one is shaking hands, which is done in some societies but not in others. It commonly conveys friendship and is used as a sign of both greeting and saying good bye. Moreover, sometimes the usual norms that apply in a region may seem unfamiliar and unstable for some other regions. For example, burping is considered normal and commonly done by Korean or German people after eating a

meal to signify them eat well, or the food is delicious. But it is different in other parts of the world who regard burping as an impolite habit. Naturally a culture can affect one's identity. Culture forms the way a person acts, dresses, behaves, and sometimes is the basis for someone to decide.

CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses the research design, the population, sampling and sample, data collecting method and instrument.

A. Research Design

This research is processed qualitatively due to one of the fundamental characteristics of qualitative research that involves naturalistic data. Qualitative research is more holistic and often involves a rich collection of data from various sources to gain deeper understanding of individual participants, including their opinions, perspectives and attitudes. (Nassaji, 2015). Qualitative method is used in this research since the researcher used the interview to collect the information from the interviewee. I believe that a qualitative method would provide the multidimensional data necessary to gain understanding of the dynamics of students' perceptions toward student exchange experience. Data come from semi-structured interviews with selected participants from English Language Education Department of Universitas Islam Ar-Raniry Banda Aceh. In addition, the researcher provided some open-ended questions to gain the information needed. As the interview takes place, it does not rule out the possibility of a follow-up question given to interviewees to fulfill or complete the required information.

B. Research Sites and Participants

The research site is a place where the researchers take as the place to conduct research. This study takes places in Universitas Islam Negeri Ar-Raniry Banda Aceh, which is one of Islamic Universites in Aceh Province. Universitas Islam Negeri Ar-Raniry Banda Aceh, which located on Lorong Ibnu Sina No.2, Kopelma Darussalam, Kec. Syiah Kuala, Kota Banda Aceh, was inaugurated on October 5th, 1963. At the golden age, precisely on October 1st, 2013, this university changed its status into a university, from IAIN Ar-raniry Banda Aceh to UIN Ar-Raniry Banda Aceh. This university headed by Prof. Dr. H. Warul Walidin AK, MA, has ten faculties, one of the faculties is faculty of tarbiyah and teaching sciences. Recently, the faculty consists of thirteen departments or study programs under its authority; one of them is the Department of English Language Education or Pendidikan Bahasa Inggris (PBI) where this study was conducted.

The department of English language education as part of the faculty of Tarbiyah and Teaching sciences, generally, has a vision to educate and prepare its undergraduate students to be educational experts and professional teachers, especially the English teachers in the future. In order to achieve the desired result, the curriculum has been developed for that purpose. As a proof, there are many important subjects offered for students to strengthen their knowledge and skill, such as four language skill (listening, reading, writing and speaking). Speaking as one language skill subject demanded to fulfill, has been taught for 4 sequences of semesters included, Basic Speaking (in semester 1), Intermediate Speaking (in

semester 2), Advance Speaking (in semester 3) and Public Speaking (in semester 4).

The participants who acted as the informants of this study are eight active students of English language education department of UIN Ar-Raniry. There was no differentiation in gender, because the researcher focus tended to collect the information needed from various perspectives without any consideration based on gender. The target participants of this study are the students who have experienced an exchange program or short course in overseas or the program that required the participants of the program to speak in English.

The participants are selected by using purposive sampling. Purposive sampling technique is an intentional choice from the researcher to choose participants based on their qualities in order to achieve a depth understanding which correspond with the study (Etikan, 2016). In which purposive sampling is one of the non-random sampling techniques, where the researcher determines the sampling by specifying specific characteristics that are suitable with the objectives of the study so that it is expected to answer the research problems.

Furthermore, based on purposive sampling technique used, the researcher stated several criteria for the research participants, such as:

1) The students of the department of English language education of UIN Ar-Raniry

2) The students who have attended program (short course, exchange program, MUN, etc.)

C. Research Procedures

In collecting the data, the researcher used interviews to gain the data of the research. In this research, researcher used semi-structured interviews in which interviewees are free to answer the questions where they have experienced the Student Exchange program. The instrument used for this research is eleven open-ended questions in total, regarding exchange program and the improvement of their current speaking performance, which is the five first questions focus on the nature of the program that the participants have followed. The rest of the questions consist of the possible six questions to seek the perceptions of the participants to their current English-speaking performance, that the researcher inserted in the appendix. The total 11 questions used are about the language used, experience, concerns and the effects obtained they might get from the program as the answers of those 11 questions. The answers are recorded and transcribed to make the researcher easier to analyze the answers.

Since the data of this study is partly based on interview, doing interview via telephone has become the best way to collect the data due to the covid-19 pandemic. The sample must be the English language education department of UIN Ar-Raniry students who have already joined any kind of student exchange programs in overseas or they are who had experience in exchange programs who are appropriate to give the information toward this study. The sample will be chosen by using the purposive sampling technique. It means the researcher needs specific characteristics of participants to be involved in this study. After the

requirements for the participants are fulfilled, the participant will be contacted and the researcher set a time to give a briefing about the questions to the participants. It also helps participants to be more comfortable and freer to answer questions, because they have preparations to answer the questions that will be asked. In addition, the role of the researcher is to ask the questions and record the response to the interview.

The Interview was designed for the English students who had experienced in the student exchange program. The interview takes time after the researcher gives a description of questions. The researcher makes the appointment with the participant to do the interview. Then the researcher records the interview by making notes or using a recording instrument. The researcher analyzes interview data used Creswell (2014) concept about qualitative data analysis with the narrative research design. The narrative research design was used in this research in order to analyse the phenomenon based on the view of chosen participants by asking them several question in order to gather the data and then present the analysed data in form of words.

Furthermore, Creswell (2014) suggested seven steps in analyzing the qualitative data as: (1) Start from the raw data (2) Organize and prepare data for analysis. (3) Read or look at all the data. (4) Start coding all of the data. (5) Use the coding process to generate a description of the setting or people as well as categories or themes for analysis (6) Advance of how the description and themes will be represented in the qualitative narrative. (7) A final step in data analysis involves making an interpretation in qualitative research of the finding or results.

CHAPTER IV
FINDING AND DISCUSSION

This chapter presents the result of data interview analysis. This study aims to investigate the perceived influence of students' who have participated in students exchange program on their English-speaking performance.

A. Research Findings

The following responses of the interview were the result of the research. In this research, there were 8 participants of the department of the English language education of UIN Ar-Raniry who have followed student's exchange programs with the different background of programs. The participants consisted of seven females and a male. The details are as follows: 3 participants were the alumni of Lithuanian Language and Culture Winter Course 2020 in Lithuania, 1 participant was the alumni of Lithuanian Language and Culture Summer Course 2019 in Lithuania, 1 participant was the alumni of Lithuanian Language and Culture Winter Course 2019 in Lithuania, 1 participant was the alumnus of Asian World Model United Nation (AWMUN) 2019 in Thailand, 1 participant was the alumna of Comparative Study 2020 in three countries Malaysia, Singapore, Thailand. The last one was an alumna of International Visitor Leadership Program in USA.

The interviews with eight students of the English language education department of UIN Ar-Raniry who have participated in the exchange program was conducted on 11th-17th June 2020. The selected interviewees are in initial of AA, AK, SA, F, FD, S, and YA. The eight selected informants were chosen from 25

students who are known to have participated in student exchange programs. The others students who were not selected as participant in this study because of several reason, those are: 1.) The program did not support to use English as a communication tool. 2.) not willing to participate in the interview. 3.) without further information.

The technique of data collection used was semi-structured interview by phone calling due to the unstable conditions during COVID-19 Pandemic. There were 11 main questions and several follow-up questions to obtain a depth information from the participants.   After analyzing the data, the researcher presents these points:

1. **Students' challenges in English Speaking and the way to deal with the challenges**

The first analysis is of this study is to discover common challenges faced by the students in their performance in speaking English, including un-confidence, the problem related to the vocabulary and misunderstanding in interpreting the meaning. Further, the students found some ways out to deal with the challenges such as: practice the language, make it as habit and do it continuously and cooperate with friends.

a) **Student challenges**

During the student exchange program, the participant might interact with the people with various backgrounds. They speak in English during the exchange program abroad because English is as the International language and well known in almost countries in the world.

Although they have a same background of study that is the students of English language department of UIN Ar-Ranry, but still they are the learners which is still in the learning phase. This study found out some challenges that students faced during their experience in abroad and how they overcome that challenges.

1) Unconfident

When someone laid his/her foot abroad, it is not immediately s/he can speak English without any hesitation. They were worried about the people they are dealing with; will it be easy for others to understand what they are saying or vice versa. They also feel worried about their English skills. They do not feel fully confident when interacting in the early of the arrival. As Participant 6 mention:

> "At the first time, I were there, I am afraid that if they did not get what I said, because honestly, I am not really good at grammar. And my speaking is not really good before I am joining that program." (Participant 6, June 12th, 2020).

The other participant also has same perception about this case. Participant 4 said that self-confidence become the common obstacle while speaking, however, it because of the judging from the surround about producing a bad English or wrong grammatical.

> "I think the common barrier when we want to speak English is the confidence. When I want to speak English with the people I also wonder about my English speaking. Do they understand me? I am afraid about the wrong grammar, because when you speak with Indonesian and you did a mistake they will judge you. But after I joined the

program, I feel more comfortable when I speak".
(Participant 4, June 11th, 2020).

Based on the data interview showed above, can be concluded that Although the participant had joined the exchange program, they still felt unconfident talking to the foreigner. They are worried if they produced wrong grammar so the other did not get the intention of the conversation. In addition, Bad judging from their friend during learning also can affect their confident.

2) Vocabulary Problem

The barrier that is often found while speaking is not finding suitable words for expressing the intent to be conveyed. Forgetting a few words while speaking can affect the quality of the message delivered by the speaker. Speakers need more time to think, even the message delivered can be paused or stammered. Participant 1 mention as followed:

> *"I do of course I do. I think I worried to lose the vocabulary, when I am speaking. It's kind of like so many pauses in the middle of the sentence, because I forgot what is the English words for this. For example, I already knew about the vocabulary in Indonesia, but I forget the word in English".* (Participant 1, June 17th, 2020)

The other participant noticed that in creating a good communication, we need to use suitable vocabulary in order to make the audience understand. As participant 3 said:

> *"I think my obstacles when I speak during the time I do research around marina bay, the audience sometimes*

misunderstanding me, and I need to think first what is the
suitable vocabulary that I use to communicate with them".
(participant 3, June 11th, 2020)

The data showed above can be concluded that the participants had joined the program in International level and met people from different backgrounds, but still they have struggle with the vocabulary. As we know, the most crucial part in producing good English speaking is the vocabulary mastery. With a bunch of vocabulary, it will ease students to produce sentence and make conversation.

3) Misunderstanding

Misunderstandings in interpreting meanings expressed also often occur in everyday conversation. Considering the participants were all students majoring English language education at the State Islamic University of UIN Ar-raniry. And not all people they met with were native speaker of English. There they were intended as international students. As participant 6 and 7 said:

> *"I have a friend from India, she said a word that make me*
> *and my friend confuse about it. And I asked her for*
> *repetition. In another chance, when I talked to my turkey's*
> *friend. "Please let me know when the exam ready to star"*
> *But she got wrong with the meaning. She thought I asked*
> *her to tell me when the exam is finished".* (Participant 6,
> June 12th, 2020).

> *"It's a condition when I say something, then my friend said*
> *"pardon? What did you mean by that?" It's whether my*

pronunciation is no really clear or she don't get my words". (participant 7, June 11th, 2020).

Based on the data of the interview above, it could be inferred that the participants already have the basic knowledge about the English language that their learned in the college, but when they met and talked to foreigner sometimes there is misinterpreted the intent still become a concern in speaking of the participant. It can cause of the different background of the participants of the program.

b) The way to deal with challenges

From some of the challenges above that are often experienced by participants while they speak in English during the program across the country, researcher found a number of interrelated solutions undertaken by participants to overcome and reduce the intensity of the problems that participant faced in speaking. Those are practice, habituation, continuity and cooperation:

1) Practice

All participants believed regular practice can improve their both ability and confidence in speaking. Being able to speak in English is a skill that need to be maintain, without practice and repetition how much knowledge we have would not be useful. As participants 4 and 6 mention:

"Practice, because if we do not try to practice our knowledge about English will means nothing, so for me to

overcome is always practice more and more" (Participant 4, June 11th, 2020)

"I believe practice can make our English better, because speaking English is a skill, if we never practice, it will be lost" (Participant 6, June 12th, 2020)

In addition, participant 7 added that, practice not only can be takes in certain set of agenda. But we can start from the simple way like practice in front of the mirror or try to speak by yourself. As participant 7 said:

"I practice more, and sometimes I practice in front of the mirror in bathroom and for example I forget the vocabulary, I tried to find out other alternative to explain what do I mean from my words. I tried to explain in the different way." (Participant 7, June 11th, 2020)

Considering the characteristics of language such as language is productive and creative and also language is a system of communication. As long as the speakers know what they want to deliver to the audience, they can make improvisation of it and practice continuously can strengthen the speaking performance.

2) Habituation & Continuity

From the interviewed from this research, almost all participants mention that habituation help them to be more confidence and to maintain the knowledge they already have. As Participants 3 and 8 mentioned:

> *"I worried sometimes about the pronunciation, So, I usually do search in the internet how or pronounce it correctly, and I repeat for many times for hours so I can remember how to pronounce it, that's how I learn".* (Participant 3, June 11th, 2020)

> *"Every night before sleep, I take time to listen on podcast in English, or short story in English, and I tried to not translated it from English to Indonesia, and I try my best to make is as my new habit before sleep"* (Participant 8, June 13th, 2020)

Participant 2 stated that practice as often as possible can enhance his speaking English

> *"At least when I try to speak I have practiced my English and I do more gradually to get more improvement in English speaking".* (Participant 2, June 12th, 2020)

Based on the statements above, can be conclude that the participants have their own way to familiarize themselves to English. They do the activities as searching for words and repeat it for several time also listening to English audio before sleep as their new habit to improve their English-speaking skill.

3) Cooperation

In this case participants believe, two are better than one. Having friends to practice is the other way where the participants can learn and exchange their knowledge. The participant can learn together and get feedback from their friends. As participant 4 said:

> *"…. And the other thing is having a friend to learn together. It will help us a lot. When we have friend that capable more in some aspects, so we can share and asked for advices".* (Participant 4, June 11th, 2020).

The statement from interviewee above showed that sometimes we can learn and practice alone to improve our speaking ability, but in another way, learn and practice together with peers or frequent friend, may help to improve the speaking ability two times because there are feedback and constructive advices from other.

2. **Students' perception of the influence of exchange program on their speaking-performance.**

The second analysis was focused on students' response toward the influence of the students exchange program they joined on their speaking performance. There were several aspects of the speaking performance to be concerned; improving pronunciation ability, enhancing fluency, better used of vocabulary, better used of grammar, and improve students' comprehensibility.

a. **Improving pronunciation ability**

According to the result of the interview, the researcher found that all the participants believe the experience during student exchange program offered the positive influence to themselves both in the side of the capability of self-management and also their speaking ability considered all of the participants majoring in English education language Department. Some participants agreed, the program give good impact on their

pronunciation. During the program they heard about and interacted with the native and the other people from around the world. As the participant 1 said:

> *"There is a big improvement I think, Because I heard a lot about native pronunciation, I can compare which is the right when I did wrong. So that I can fix that once I was in the program. Is such as learning by doing"* (Participant 1, June, 17th 2020)

In similar way, participant 6 believed that the interaction she made to the people which are not native speakers but use English language as their second language, affected her pronunciation. According to participant 6, incorrect pronunciations can lead to misunderstanding and the communication does not occur effectively. As she stated:

> *"I think my pronunciation changes, it becomes better, because if we produce a bad pronunciation the people will misunderstand us. My international friend come from Georgia and Turkey. They have better English skills than me. So, I feel shame and afraid if I produce wrong articulation, that is why, sometimes when I get doubt, I try to find out in the dictionary how to pronounce it before I speak to them."* (Participant 6, June 12th, 2020)

In another point of view, they were not really sure about their pronunciation. According to participant 4, there is unconscious improvement in their pronunciation because English widely used as International language and we cannot see it as the separated item. And she already known about it before she went abroad. As the participant 4 said:

"I think there is any improvement but is not really significant, because the pronunciation is a part of speaking. And actually, pronunciation is not really influence when I was got there. Because, before I joined the program I used to watch in YouTube how to pronounce some words correctly. When I spoke to my roommate from Cameroon, there is a little differentiation in pronunciation, maybe it can be said the different laid on the accent of us". (Participant 4, June, 11th 2020)

The data showed that the opportunity to go abroad benefited the students of Department of English language education both consciously and unconsciously on the aspect of pronunciation. According to the participants, sometimes pronunciation is not really a concern, because as English language departments students, they already learned English thoroughly. The participant also used mobile application device such like online dictionary and google translate to help them to ease the way they speak to the foreigner necessary use to avoid misunderstanding. In addition, the prior knowledge and background of the students also influence students' ability to deliver the words clearly.

b. **Enhancing Fluency**

The result of the research showed that the student exchange experience gave an increase in participants' fluency in speaking. They were able to speak because there is encouragement inside themselves.

Being in outside of our origin area or country became a challenge for all the participants. Therefore, speaking in English become a compulsion. So, they encourage themselves to speak in order to survive, to gain new insight and to mingle with others participant during the program. As Participant 7 said:

> *"Concerning about fluency, I think there is an improvement. I speak every day and everywhere with others, and it becomes a must because no one can help us there. Along with it, the learning process were like cooperative learning, where we were divided into several small group to discuss and do presentation in English and everyone has the opportunity to speak up".*
> (Participant 7, June 11th, 2020).

In addition to this view, participant 4 explained:

> *"When I arrived in Lithuania, no one speak in Indonesian language. The only way to communicate with all the people is using English. And I was not in Indonesia anymore, so I ought to speak in English. The most influential part to my fluency was in the dormitory. I met a lot of international students and I did like to tell them about the condition and all other things of my country. From that daily communication I feel that my fluency in speaking English was getting better because I can speak formally and informally in that program".*
> (Participant 4, June 11th, 2020).

Participant 5 also added the fluency in someone also affected by the confidence and familiarity. As she said:

> *"It already made impression. Every morning, we discussed about what to cook today? And have small talk, also played game, and have shopping together, because of lot of interaction we made, my fluency*

become better. and I think, Fluency also influenced by the confidence and the habit. If we believe in ourselves, all vocabularies on our mind and what we want to say automatically come out when we feel confidence. And also, even a small talk, but if it used daily, we really get in to it." (Participant 5, June 13th, 2020).

In the other hand, the participant 3 has another view in this case. As she said:

"I don't think this program brings much improvement to my fluency, because we were no really focusing in English for this program, but yeah it is. During the program, I think I can manage the speed when I speak. I can say maybe here is 20% influence of this program to my fluency and English Improvement". (Participant 3, 11th, 2020).

As the explanation above, it could be concluded that, the students were participated in international exchange program naturally get used to speak fluently in English. Those are several reasons, they used to speak daily both in formal dan informal conditions, they have no option unless to speak in English, encouraged themselves to speak, made interactions and communicate a lot by using English language to the other people every time and everywhere and became familiar with it. Naturally, when the participants used to expose to English language and circumstance, it eases them to speak English better.

c. **Better Used of Vocabulary**

All participants believed there is improvement on their vocabulary aspect of speaking. They assumed that vocabulary aspect is the significant

improve among other aspects. Some participants found out the new vocabulary during the program that they never used before uttered by the native. As the participant 1 mentioned below:

> *"Vocabulary is the greatest improve aspect in this exchange program, because I learn a lot of things which are commonly used by native. Because here what we learn in Indonesia, some words not really used there. One example, when I was on the plane then I asked them for tissue, but then actually that is commonly use in U.S is 'napkin' no tissue. And I learn that way"*. (Participant 1, June 17th 2020).

Furthermore, the participants also gain new vocabulary during the learning process. They learned by using English language as the communication tool. They listened to the lecturers during the study and jotted down some unfamiliar vocabulary then they tried to arrest by knowing the meaning of the context talked about. As participant 5 said:

> "*During the thirty day I speak fully English every day regardless no one can speak Indonesia. We were required to speak up. In the history class also, sometimes there is a detail explanation and used some unfamiliar and new vocabulary for me. And I try to understand it by the context and try to find it out after or during the class*". (Participant 5, June 13th 2020).

Likewise, another participant also gaining the new vocabulary that unrelated to their previous major of study. As participant 3 said:

> "*So, in this program, of comparative study, I learned about technology, engineering, and also about the culture of the countries. I got several new vocabularies*

in technology, digital and start-up filed, which basically it was not familiar on me, because it's not related to my major of study. Such as the term of 'bounce rate', it really new for me and rarely encountered in my field". (Participant 3, June 11th, 2020).

As the data showed above, it could be inferred that the students who participate in students exchange program frequently found the new insight regards to the vocabulary through several ways as;1) when the participant faced accidental event and were in unpredictable condition; 2) during the lecturer explained about the learning topic in the class, the student tried to figure out by understanding the content of the topic; 3) new circumstance for the participant, so they might gain new vocabulary.

d. Better Use of Grammar

After analyzing the data, all participants assured that the grammar did not become the considerable problem when they spoke during the exchange program. They assumed that language is a mediator to convey the intent. As long as the receiver understand what the speaker said. the communication is considered run smoothly.

"During our study in the University, we used English in the formal situation (in the class) but, we do not use in daily activity. When I was in the program, I don' think so much about grammar when I speak in front of the people. when it in academic purpose, I will try to speak to determine grammar as the important thing. But as long as the forum understand what I want to say or they

got my idea, so, I don't think so much about grammar"
(Participant 2, June 12th, 2020)

"I think It doesn't give a very significant impact. But I consider it when I spoke to make sure the audience know what I mean. Because when we speak with different tenses, it indicates different situation, and sometimes it can make someone misunderstanding. And in order to have a good fluency in English I need to use a good grammar. That's what I learn from the program, I used a proper English and a simple level one, as long as the audiences understand" (Participant 3, June 11th, 2020)

"The most important thing is as long as the information is conveyed. If we talking with other and so much considering about grammar we will lose the chance and never have a try". (Participant 7, June 12th, 2020)

In addition, some others argue that, the grammar might not significantly improve while speaking. Habituation to used proper grammar while speaking will help participant to have lasting impact in their speaking performance.

"In the term of grammar, I do think that as a student need learn it more in depth by reading, listening or anything else. But I try to get use to the grammar without really thinking about it, I just speak to them, to the native then the grammar goes along ways. It just flows, yeah, I think there is also improvement on myself." (Participant 1, June 17th, 2020)

"All of the English aspects I think there have an improvement, no exception to grammar. We did not learn in the class perfunctorily. I can say, we learn

English in direct ways, there. In daily communication we don't really care about the grammatical but we tried to use the proper one in speaking. Not only just speak up, but also concern on the at least 3 main tenses like past, present and future. The basic at least must be mastered in order to not cause misunderstanding during we talk." (Participant 5, June 13th, 2020).

The data showed that the exchange program might not provide a specific way to absorb good speaking with grammatical structure. In that kind of condition of the exchange program, students have an opportunity to speak idea not to concern about the grammar their used while speaking. The participants had no chance to think or make notes their thought whether they spoke in right or wrong grammatical. In the other hand, basically, all of the participants already known the basic concept how to speak in English. So, it will help them to speak without any consideration about grammar.

e. **Improving Students' Comprehensibility**

Several participants on this research mentioned that the opportunity to speak during the program enhanced their capability to manage the topic discussed and also, they can receive, process, define and respond to the message well.

As participant 4 Said:

"Since I joined this program, Alhamdulillah I can understand 90% about what they were talking about. Yeah, sometimes I got confuse when they used slang

words, but over all I can handle it and understand it well". (Participant 4, June 11th, 2020)

In addition, the condition also required them to speak and engage in the conversation, as mentioned by participant 7:

> *"I have no friend of mine from Indonesia, but when I was there, I felt like reflexes, we seem like required to speak, and it was kind like I got used to it. During this program, I feel more easier to speak, I am be able to speak, whether I want or not, I mastered the topic or not, I just speak up. And the words automatically show up in my mind like we recall back or memory. And It seems like I almost forget bahasa there, because I talked a lot in English"*. (Participant 7, (June 11th, 2020)

Participant 1 assure that, being in overseas for a certain period of time, does not indicate the participant will comprehend overall of conversations because in some situation she might get lost the vocabulary to be told, but already in mind. As she mentioned:

> *"I interacted a lot to the native and pretend like force to speak English 24/7. But I think I worried to lose the vocabulary, when I am speaking, it's kind of like so many pauses in the middle of the sentence, because I forgot what is the English words for this. For example, I already know about the vocabulary in Indonesian language, but I forgot the word in English."*
> (Participant 1, 17th, 2020)

From the data above it can be inferred that, the program they followed contributed to the comprehensibility in speaking performance of the participants during the program. It happened because the situation

demanded them to use English as the communication language almost in every situation.

3. Personal Advantages of Students Exchange Experience

From the data collected, the researcher discovered some positive impacts on their personal improvement simultaneously with the improvement in their speaking performance aspects that might student obtained during the period of student exchange programs. The researcher tries to categorize the positive influences into four highlights, those are International experience, the opportunity to expose to English, foster self-confidence, gain new insight.

a) International experience

Since the program that participants joined held in several countries abroad such as: Malaysia, Singapore, Thailand, Lithuania and The United State of America, obviously the participants tasted the international experience including culture, language, customs and the lifestyle of foreigner which are totally different from their origin area. During the program they ought to adapt with the condition where they were in without forgetting their own identity. As participant 2 said:

> *"I have a lot of interesting experiences from that conference program. After the conference took place, I was so tired because of the committee section till night, and we must gather back tomorrow. After 8 at night, the others asked me to went out to take swimming with*

them. This is not a good Idea because I can catch a cold after take swimming in the night. Also, I think Bangkok has a free culture. As a Muslim, I should know who is ourselves and should know the limit. (Participant 2, June 12th, 2020).

Similar to participant 2, the other participants also have their own memorable experience during the program related to their identity as a Muslim. Participant 5 had to celebrate the Eid celebration during the program and participant 1 found the difficulty to find the place for praying and halal food.

"At that time, I have to pass the Eid celebration in Lithuania, so, at that moment, I told my friend about the Eid celebration in Indonesia, and what we're going through. So, we celebrated the Eid Fitri dormitory and the others followed us and they also wore veil just to put on their head. Whatever we have been through here, become unforgettable experience and it will be very useful in the future, because after we finished the study over there, we got certificate that ease us to apply for job in the future." (Participant 5, June 13th, 2020).

"The hard time but something challenges mostly religion related, because in the program in the schedule doesn't include praying time, so we need to find by our initiative the praying time as well as the praying places, and also halal foods. It's quite difficult, because here were no like a small place provided to pray. Also, in the airport. We do need to find the solution by my own, because the non-Muslim don't understand." (Participant 1, June 17th, 2020).

During the program, there is a lot of unpredictable condition where we as the participant feeling anxious and uncomfortable. Since participants

were in abroad and they would have predicted all the possibilities, and found the way to make deal with that all. International experience not solely offer the heart-shocking experience, but usually the committee of the program has arranged the schedule that comfortable and suitable to the participant.

As participant 3 mention:

"We do a lot of Visiting, we visited MAGIC (Malaysia Global Innovation & Creativity Centre) where is a place which people focusing in IT and programmed internet, technology and start-up. In Singapore we have Campus tour in NTU, do market research in Marina bay, went to Sentosa Island and also visited University in Thailand and traditional floating market which I never met that kind of market before in Indonesia".
(Participant 3, June 11th, 2020)

Based on the data showed above, the exchange programs offered new experiences to their participants both predictable experience as the agenda that has been arranged by the committee of the program, and also unpredictable experience as the possibilities might be happened beyond their expectation. As Bunch et.al said Education abroad has been designed to provide students a full concentration experience by way of a semester or year-long study at a foreign university (Bunch, Rampold, Cater & Blackburn, 2018). However, the experiences gained during the exchange program might give a big benefit to the participants to support their college life and also will be important for them when they enter the working world.

b) The opportunity to expose to English

From the data obtained, since this study concerning on the English-speaking performance of the participants who joined the exchange program in foreign countries. The events there definitely presented the opportunity to expose o English wider and deeper. The participants had a direct chance to interact with the native of the U.S. As participant said:

> "... I think, the most valuable schedule is volunteering, because we are able to interacted with U.S native which are the young people, which are the growth, and I think that is the one that give the biggest influence there, I am able to practice my English to the native". (participant 1, June 17th, 2020)

As the learning process and other activities during their live abroad period, significantly help them to encourage themselves to speak no other languages except English to mediate them to the world where they were at that time. They met not only friends in the same ages, but also the expert one.

As participant 5 and 4 mention:

> "By the program, outside the college as excursion and dormitory, we often communicate each other. By chance, I am the only one of student from Indonesia. No one can speak bahasa. They all spoke in English and almost of them are expert in English I think. And some of them also the educational background is as "master". So, I gain a lot of big impact for me in acquiring English language." (Participant 5, June 13th, 2020)

"I really grateful because this program really helpful to improve my speaking and why did I say so? Because the whole classes in this program they used English to teach us and it is my chance to practice my English, even though it held in Lithuania, the people speak English as their second language besides their mother-tongue Lithuanian language". (Participant 4, June 11th, 2020)

From the result above can be conclude that Student exchange program that held outside the country will open the way for students to learn and practice more deeply to enhance their English ability. The experiences and opportunities that they might not get while in college life. Therefore, they use this opportunity as well as possible.

c) **Foster self-confidence**

Base on the data of the interviews the other positive influences that they attained from the exchange program was self-confidence. The data found is not unreasonable data. All participants believe that during their time abroad which is neither so long nor so short and all the experiences their face from the first day of arrival to the last day, has helped them increase their belief on their self to be braver. The situation they have to face alone outside their county became a stepping-stone to them to encourage their fearlessness. As Participants 7 and 6 Mention:

"By joining the program, I encourage myself to become braver and confidence and also improve my English. I am myself from Indonesia. I speak almost all the time with the foreigner and It helps me a lot. After back to Indonesia, to my origin University, I feel like I become an open person." (Participant 7, June 11th, 2020)

The belief of the participant there is will never come the second chance also become a factor that help them to be more confident. They did not waste a chance to improve themselves during abroad.

"This is the best chance to me to practice my English skill. I have to improve my confidence in order to make my speaking much better. And when I stood up there. I thought this is will only happen once in my life to go here and will never come the second chance. And this the chance for me to improve my English. I don't want to take it for granted". (Participant 6, June 12th, 2020).

Advice and motivation to be more confidence from a lecturer who has taught in the class also boosted their confidence as participant 8 mention:

"I used to embarrass and felt insecure when I spoke in English. I am motivated to join this program because there is a lecturer of our department once said, if we want to speak English fluently and boldly, please once tries to lost in abroad, Definitely and automatically we'll be brave and it can by itself. And I was challenged, did she say right or wrong? And after I arrived there, I pay for it, I feel like no more insecure when I am speaking in English." (Participant 8, June 13th, 2020)

The explanation above represented the causality of the student exchange program to self-confidence. Student exchange program strongly

influenced students' self-confidence to value themselves and take a part to challenges their ability to involve during that international program they joined. The participants believe that student's exchange programs became one of the ways to them to increase and maintain their confidence.

The participants had a chance to think beyond they used to be, to challenges themselves to be involve in international agenda, to mingle with people from different background, to speak up in front of the forum, and to deal with any condition, which all this will help them to face their future life successfully.

d) Gaining new insight

Other positive influences, received by participants is new insight. Participants not only go abroad to practice their speaking skills. They follow several programs that have a specially designed agenda such as conferences, learning about leadership, volunteering or even learning new languages and so on. From these programs, participants obtain new knowledge that they had never been obtained before.

> *"It's a short exchange program, entitled: International visitor leadership program, Participants will be invited to USA to learn about leadership that from its aspects such as diplomacy, globalization, and the literature education in USA we also learn little bit about the financial and do volunteering".* (Participant 1, June 17th, 2020)

> *"The program is the part of the Asian World Model United Nation (AUMUN). It was like conference, where you can express your Idea, and try to speak a lot about the issues*

from the country we present. I am as the representative of a country in Africa, so I have to do a research about the country". (Participant 2, June 12th, 2020)

"I participated in Lithuania language and culture course, at the program I learned about the Lithuanian language and culture approximately for a month, we also have excursion in the weekends to visit some historical places". (participant 8, June 13th, 2020)

Based on the statements of the three participants above, it can be inferred that each program attended by each participant offers a variety of new experiences that can add insight to the participants. And every participant who joins the program has a specific reason in determining what program they will follow, for example, as to learn the language and culture of a country, to participate in a conference to express their thoughts, to foster a sense of solidarity and share with the others under the volunteering activities.

B. Discussions

The purposes of this study are to investigate students' perception on the influence of student exchange program to student English-speaking performance, and to discovered the challenges of students while speaking. Based on the interview result conducted on June, 11th – 17th 2020, the data showed that the eight participants as alumni of the exchange programs with different background of programs indicated to respond positively in order to improve their English-speaking performance. Afterward, the result also pointed out that there are

significant aspects which become a concern on speaking performance. Those are pronunciation, fluency, vocabulary used, grammar used and comprehensibility.

Based on the first research question "What are students' challenges in English speaking performance?", the result showed that there are three very common challenges felt by the participants which is influenced by the new environment or from themselves those are; sometimes they felt unconfident when begin to speak to the others, the losing vocabulary in the middle of speech and misinterpreting the point of the conversation. But the learners always have ways to dealing with the challenges.

Participants believe there are some strategies that can overcome the challenges regard to their English-speaking performance. They did practice more often, found some activities that can maintain their skill and make such the activities to foster their English-speaking performance as habit then they do it continuously, and found some friends that they can do practice together with, which brings feedback for even better improvement. The participants also suggested that integration learning Speaking with excursion can bring significant impact for the improvement of students speaking ability. In addition, direct speech at the beginning of the learning process in the class which is triggered by the global issue to be discussed also help student to think broadly and reinforce the student speaking performance.

Furthermore, the second research question "What are students' perceptions on the influence of exchange experience towards student's English -

speaking performance?", the result indicate that participants believe student'
exchange experience has impacts on improving students' speaking performance.
Participants argued that during their student exchange program they saw
significant improvement in aspects of fluency, vocabulary used and
comprehensibility. As Richards (2006) said that the uses of language, that occurs
naturally when a speaker engages and maintains in meaningful communication,
allows the good influence for fluency and the intention becomes understandable.

The improvement was felt by the participants because they became more
capable in speaking during the program both in formal and informal situations.
Participants are also more capable to manage the using of language base on the
situation and their speaking performance is getting better. This is obtained
because it is laid on student exchange experiences that provide new experiences
and some new terms for students, so that with the new terms they got, it allowed
them to be able to use them in other conversational contexts. As Harold
mentioned "in learning English, mastering vocabulary becomes the primary thing
that every student should be acquire" (Khairil R & Irhami R, 2013). In addition,
participants more easily respond to and understand the contents of the
conversation when communicating with foreign people. As Hilario (2018) said
that the main interest of students learning English is excellent proficiency skills in
using the language. This aptitude could be gained with an adequate preparation
within an appropriate environment to get concentration without any kind of
interruption.

In pronunciation and grammar, they also find the improvement, but the perceived influence is not as significant as the other three aspects. Even though intelligible pronunciation is an important component of communication competence, but still as Laurea (2015) said pronunciation is one of the neglected features of English language learning. It is not because pronunciation is judged as insignificant feature in English language learning, but sometimes learners, during learning English language process, do not put a big concern on the pronunciation, as long as they say the word clearly and understandable.

In addition, during the interaction they made with the people in the program, the participants had no chance to make notes, to think in case they used correct grammatical to satisfies themselves and others. The participants do not have time to arrange the words to be told. They only had a change to transmitted the intention to make audiences understand, ensure they can manage the good conversation with the people and go with the flow during the conversation they've made. As Crystal (2003; cited in Semakadji 2015) argued that in everyday conversation, speakers have no time to make notes, plan, reflect, change his/her mind, start again, revise, proofread and polish the language to satisfies the speaker. Speakers do not have the opportunity to plan what they want to say, and thus they have to allow for false starts, interruptions, second thoughts, words on the tip of the tongue, repetitions and a set of other disturbances which take place while the speaker is in full flow. But the process during they do interaction to other people they met which can help them to maintain their capability regarding to grammar.

Moreover, the researcher cannot neglect the background of initial knowledge of all the participants, who joined the exchange program is notably student of English language education department. This may become the reasons why participants do not feel any significant improvement in pronunciation and grammar. Before they took part in the program, they had learned grammar on the college and were able to communicate well with the peers and lecturers. In addition, they were also hearing and being familiar with English sentences, readings, listening material and other kinds of audio. During the program they found that pronunciation and grammar is not very influential in their speaking as long as the interlocutor understand the contents of the conversation so the purpose of the communication has been fulfilled.

In addition, the results obtained showed that student exchange experience does not only affect their speaking performance but also gave personal benefits to participants, including; 1) International experience; international experience is something that obviously received by the international students during the exchange program. It is confirmed by Lai (2018) as she said that by participating in student exchange program, the participants could gain competitiveness by having developed knowledge and skills in global environment. Student exchange program in international scale will provide good profits for the participants both in the college life and when they enter the work life in the future. 2) The opportunity to expose to English; Students have the opportunity to directly expose to an environment that provides wider access for participants to deepen English. 3) Fostering self-confidence; Participants also have the opportunity to train

themselves to boost their self-confidence and they did not want to miss this valuable opportunity to increase their capacity. As brown (2000) and Skehan (1989) (cited from Al-Hebash, 2012) mention that self-confidence is one of the most influential variables of personality aspects which affect learning. It is one of the central drives in human beings and can exercise a determining influence on a person's life, for good or bad. And; 4) Gaining new insight; participants gain new insight from the different focus of program they participated in.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provided the conclusion and the suggestion. The conclusion will explain about the summary of the data analysis and the discussion. Furthermore, the suggestion will present the benefit of this research that latter on is beneficial for future study in the same field by other researchers.

A. Conclusions

An Exchange program is a program which is the event permitted the students to study and gain new knowledge in Abroad. An exchange program allows students from a university to spend a specific period of time in the other institution while taking courses in other countries to increase their international exposure and new insight. This present study aims to investigate the influence that students of the English language education department of UIN Ar-Raniry gain from student exchange programs on students' speaking performance. Student exchange programs provide opportunities for students to explore further insights and have a personal, educational, and long-term impact.

After analyzing the data by coding the result of a semi-structured interview, the researcher presented the summary of the findings. Regarding to

the research question, the researcher found out that by following the student exchange programs, there are improvements in the aspects of student-speaking performance including improve pronunciation ability, enhancing fluency, the better used of vocabulary, the better use of grammar, and improve students' comprehensibility. Further, students also impressed on International experience, gained new insight, increased self-confidence and had an opportunity to expose English.

The data showed the students of the English language education department of UIN Ar-Raniry who had joined student exchange program gained the massive benefits from joining student exchange programs and positively influence their speaking performance especially in the aspects of fluency, pronunciation, vocabulary and grammar used while speaking as well as the comprehensibility in their speaking performance.

According to the result of the research, the participants perceived a highly positive influence on the aspects of vocabulary use, fluency and the comprehensibility of their speaking performance. It was because during the short-term program, most of the time during the program, they spoke in English. They also have interacted with the native and international students every day. The participants noticed on themselves they become more fluent in speaking and more confident about what they say. Then, they not only gained new vocabulary but also recalled back the vocabulary they have mastered. Besides, participants felt confident in mingling and conversing with the people during the program.

However, In the grammatical and pronunciation aspects, some of the informants did not really find a significant impact on their grammar used while speaking and the pronunciation, because they believed that their educational background, which is the students of English language education department, affected how they perform their English speaking and they have learned the basic knowledge about the grammatical and used to familiar with the articulation of general English use. However, the way they arranging the words and their utterance become better.

In addition, the participants also obtained other positive influences, namely international experience, exposure to English, encouraging self-confidence, and gaining new insight. But still, the participants found out some challenges and tried to deal with it. Therefore, the researcher believes that the international exchange program positively affects the students especially their speaking performance to support them to succeed in college life and the workplace in the future.

B. Suggestions

Based on the findings of the research, it could be concluded that student exchange program gives positive influences on student speaking performance to the EFL students, especially the students of English language education department of UIN Ar-raniry Banda Aceh. Therefore, here are

some suggestions from researcher to EFL students, lecturers, stakeholders in the university and further researcher, as follow:

1. EFL Students

This research is expected to give EFL students more insights and motivated them about the benefits that could be gained through international exchange programs. The researcher suggested that EFL students try to take student exchange opportunities and participate in student exchange activities/programs as much as possible because the participants will learn new knowledge and also build their hard skills and soft skills to increase their competence in order to compete in a globalized environment.

2. Lecturers

The researcher highly recommended lecturers, especially the lecturers of the English language education department of UIN Ar-Raniry to consider how important international experience for students in this era and provide them with multi-cultural learning and broader thinking. The researcher also hoped the lecturers to arrange a global concept in Speaking-learning process in the class, in order to strengthen the better speaking performance of the students.

3. Stakeholders in University

The researcher recommended stakeholders in the university to provide information about the international exchange programs and facilitate students in registering available programs. Besides, the researcher craved stakeholders to build more collaborations and partnerships with universities abroad, thus, more opportunities for students to engage in student exchange programs. Due to the international programs really affect the students' better competencies, so that, the university will graduate students who have broad-insight and global competitiveness.

4. Further Researcher

The researcher believes this research has limited discussion and scope focuses on the influence that students gain from the exchange experience on their speaking performance. It is suggested for future researcher to enlarge the focus, or change the focus on other variables related to students' needs. In addition, the research may also be conducted focus on a specific program to obtain more provable answers from the participants. Finally, the research could also be conducted on the advantages and challenges of the program because it will be beneficial for the lecturer and the stakeholders in determining, designing and improving future programs.

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Appendix A   Appointment letter of supervisor

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan **Nomor: B-3733/UN.08/FTK/KP.07.6/03/2020** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Juni 2019

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-3733/UN.08/FTK/KP.07.6/03/2020** tanggal 06 Maret 2020

KEDUA : Menunjuk Saudara:
1. Dr. Luthfi Aunie, MA   Sebagai Pembimbing Pertama
2. Dr. Nashriyah, MA   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   : **Nisrina**
NIM   : **160203004**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Perceived Influence of Student's Exchange Experience towards Students' English Language Performance (A Study at English Language Education Department of UIN Ar-Raniry)**

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2019;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 15 Juli 2020
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

Appendix B   Recommendation letter from the Fakultas Tarbiyah dan Keguruan to conduct field research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-7221/Un.08/FK.1/TL.00/07/2020
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris

Assalamu'alaikum Wr.Wb.
Fakultas Tarbiyah dan Keguruán UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM	: **NISRINA / 160203004**
Semester/Jurusan	: VIII / Pendidikan Bahasa Inggris
Alamat sekarang	: Jl. Bandara Sultan Iskandar Muda Gampoeng cot Alue Kecamatan Ingin jaya Kabupaten Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *The Perceived Influence of Student's Exchange Experience towards Students' English Language Performance (A Study at English Language Education Department of UIN Ar-Raniry)*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 27 Juli 2020
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 27 Juli 2021   M. Chalis, M.Ag.

Appendix C Confirmation letter from the Department of English Language Education

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id. Website http://ar-raniry.ac.id

SURAT KETERANGAN
Nomor: B-240/Un.08/PBI/TL.00/08/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-7221/Un.08/FTK.I/TL.00/07/2020 tanggal 27 Juli 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:
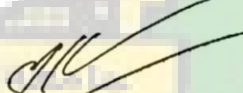
Nama   : Nisrina
NIM   : 160 203 004
Fak / Prodi   : FTK UIN Ar-Raniry Banda Aceh / PBI

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

"The Perceived Influence of Student's Exchange Experience toward Students' English Language Performance (A Study at English Language Education Department of UIN Ar-Raniry)".

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 06 Agustus 2020
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

Appendix D   Interview instruments

List of Interview Questions

1. Do you have any challenges or worries in produce good English-speaking? What do you do to overcome your worries when speaking by using English language?

2. What kind of program have you participated in? How is the program?

3. How about the agenda of the activities during the program? What is the most crucial part of the program which is really helpful for you as student of English language education Department? Why did you say so?

4. Do you think the program gives a positive or negative influence to your English-speaking performance? Please explain why?

5. What obstacles did you face during the program? Please explain how did they become your obstacle?

6. What did you really expect from the program?

7. Regarding to English speaking performance, what do you think about your pronunciation? Do you think there is any improvement before and after you join the program? Please explain it!

8. How do you think about your Fluency? Is there any improvement regarding your fluency after joining the program? What is your view!

9. What do you think about your vocabulary used? Do you see the improvement on your vocabulary used? What is your opinion!

10. How do you think about your grammar used while speaking? Do you think there is any improvement before and after you join the program? What is your view!

11. What are your recommendations and suggestions to other students, to the lecturers and English department for improving speaking performance regards to the experience during the exchange program?

Appendix E   Samples from data ollection

Interview transcript of Participant 1

1. What kind of program have you participated in? How is the program?
   Answer:

   It's a short exchange program entitled: (IVLP) International visitor leadership Program. For actually, annually held by the USA government. So that in the short list its participants will be invited to USA to learn about Leadership that from their aspects such as diplomacy, globalization, (the name of topic) and the literature education in the USA then the government hold the government work the policy as well, and also, we learn little bit about the financial how they did in the department of treasury they said. And It Is the program where we learn that aspects in leadership in exchange. It's about one month. I went there on October to November.

2. How about the agenda of the activities during the program? What is the most crucial part of the program which is really helpful for you as student of English language education Department? Why did you say so?
   Answer:

   Mostly, the program schedule are visits, so we do a lot of visits to the universities or to departments there like Department of stated like Ministry it's like Ministry of Foreign Affairs, but in the U.S. nation we also go to research place. And I think most of the program are really helpful, we also do volunteering. And I think the most valuable Schedule is volunteering because we are able to interacted with U.S. native which are the young people which are the growth, and I think that is the one that give the biggest influence there, I am able to practice my English to the native. We are ten participants from around Indonesia, from Aceh to Papua. And I'm the one and only delegate from Aceh. About the registration. The first one is the documents process, so we need to submit essay, also all form then we passed it, the next process is the interview by skype. That is depend on interview which is process by 5 questions. And then after that where the one who has

announced to passed the test are invited to Jakarta. There are 20 participants will be invited there. In Jakarta we do like formulation like diplomatic training but for used diplomacy and kind of things like that. We also did psychology test, focus group discussion. And after that we are interview again in U.S embassy basically it was quiet like a long process. Well this is because I am taking an International Law and the diplomacy still little bit from my field.

3. Do you think the program gives a positive or negative influence to your English-speaking performance? Please explain why?

Answer:

It actually gives a big impact to my English-speaking performance because, there we are interacted with the native and pretend like force to speak English 24/7. So, I think there are a big improvement there when I am joining the exchange. But I speak to my friend from Indonesia with In Indonesia language. Because we like kind of tired to speak English all the time so we when we meet fellows from Indonesia it's time to speak Indonesia. He percentage 7/3. We visited 4 states and, in each state, we received new schedule every week.

4. What obstacles did you face during the program? Please explain how did they become your obstacle?

Answer:

The obstacles mostly religion related, because in the program the schedule doesn't include praying time, so but we need to find by our initiative the praying time as well as the praying places. And they don't also provide halal foods, so it is quite struggle for me to find one there. Actually, there are six of participants are Muslim, but none of the committee there like the L.O, they are non-Muslim. So, it is quite difficult. We do an initiative like finding halal restaurant or even looking for the place to pray, even we pray at Starbucks one, because there were no like Mushalla, or no Praying places

and we are forced to pray there. Or also in the airport. We do need to find the solution by my own, because the non-Muslim don't understand.

5. What did you really expect from the program?

Answer:

I do expect new insight, because I read about the program provide abroad political insight, economic as well as education there, how they educated student there, the education system there as well as law and governmental system in the U.S. so that I can compare once when I get back home, and I also expected from the program, the cultural exchange because I think the U.S also have unique cultures they're like the melting part there. A lot of cultures are met in the state. Which is the big influenced by the immigrant.

6. Regarding to your speaking performance, what do you think about your pronunciation? Do you think there is any improvement before and after you join the program? Please explain it!

Answer:

Yes, there is a big improvement I think. Because I heard a lot about native pronunciation, I can compare which when I did wrong. So that I can fix that once I was in the program. Is such as learning by doing.

7. How do you think about your Fluency? Is there any improvement regarding your fluency after joining the program? What is your view!

Answer:

Since we listen to English 24/7, we ought to speak English 24/7 and I think the fluency also significantly improve. Because I think like before I joining the program I used to think first before I said, and then I joined it, when I get used into English speaking environment, It's kind like more fluently. I am not saying that it's perfectly fluence, at least it is more fluent. I can once more improve it more latter on.

8. What do you think about your vocabulary used? Do you see the improvement on your vocabulary used? What is your opinion!

Answer:

Vocabulary is one of the greatest improvement aspects in this exchange program, because I learn a lot of things which are commonly use by the native because here, what we learned in Indonesia, some words not really used there. One example, when I was on the plane then I asked them for tissue, but then actually that is commonly use in U.S is Napkin not tissue. I learn that way.

9. How do you think about your grammar used while speaking? Do you think there is any improvement before and after you join the program? What is your view!

Answer:

Well yeah, but in term of grammar, I do think that as a student need learn about it more in depth by reading or anything else. But I try get to use the grammar without really thinking about it, I just speak to them, to the native then the grammar goes along ways. It just flows, yeah, I think there Is improvement there.

10. Do you have any challenges or worries in produce good English-speaking? What do you do to overcome your worries when speaking by using English language?

Answer:

I do of course I do, I think I worried to lose the vocabulary when I am speaking. It's kind of like so many pauses in the middle of the sentence, because I forgot what is the English words for this. For example, I already know about the vocabulary in Indonesia, but I forget the word in English. Tend to look up for the vocabulary, there is specific vocab that is I familiar,

and Then I can, put it in the right sentence and I do not lose the focus in the middle of speaking.

11. What are your recommendations and suggestions to other students, to the lecturers and English department for improving speaking performance regards to the experience during the exchange program?

Answer:

I think we do need to encourage more students to do exchange program, or the campus itself well I know our campus already provided the student exchange, for two time, to Brunei and Korea, if I am not mistaken. I think that we do need make more such as this exchange program. Held by campus, organize by campus. And if it is possible to the English native country, because I think it just more valuable impact to the English students. And for student try to look up to the many opportunity as many as possible out there, because there are a lot of many student exchange program. And do your best. To past the program. To lecturer, I think they should cooperate more with the campus, to held some kind like event, like exchange program that will be crucial for the student. And besides the exchange program, I recommend student to practice every day, listening and speaking and reading to expose our self to English 24/7 so we can get used to it. Try to watching movie or speaking to your fellows in English. If there is no partner you can start practice by yourself to the mirror or you can record your pronunciation so you can listen after it.

Interview transcript of Participant 4

1. What kind of program have you participated in? How is the program?

   Answer:

   I participated in Lithuania government scholarship. And the program I learned the Lithuanian language and culture for 1 month, I got the information from WhatsApp group, like someone send a random announcement like this scholarship is open or something like that, and I just give a try for it. And luckily, I passed it. Alhamdulillah I can't believe it until today. First the registration process: In this LGS (Lithuanian government Scholarship), we just have one stage of registration, for example the others scholarships have two or three steps, but LGS only has one step. So, all we need to do is attached our personal information, academic transcript, TOEFL certificate, and motivation letter, I attached a lot of documents last years. And then all we need to is wait for the announcement, so when you got the email it means that you're selected, but if you're not got an email you should try in the next year. I wait for the announcement about almost two weeks.

2. How about the agenda of the activities during the program? What is the most crucial part of the program which is really helpful for you as student of English language education Department? Why did you say so?

   Answer:

   The agenda in the general are in the morning we're going to the language class and in the afternoon, we were going to the cultural class. And in the weekend, Saturday we went to historical places and this excursion as favorite part of this program. And I really grateful because this program really helpful to improve my speaking ability and why did I say so? because the whole classes in this program they use English to teach us and it is my chance to practice my English, even though it held in Lithuania, the people speak English as their second language besides their mother-tongue

Lithuanian. It easy to find the people who speak English. If you don't know what to say just go on.

3. Do you think the program gives a positive or negative influence to your English-speaking performance? Please explain why?
    Answer:
    Yes. Exactly this program gives a really positive influence to my speaking performance. As I say before because I need to use this the English language every day, even if I have stuck and don't know what to say but in the I need to speak up. Yap, even if I just said random things go on, day by day its works. So, I think he common barrier when we want to speak English is the confident. I think we do not really need grammar. I mean, Grammar is important but in our daily communication we don't really need it.

4. What obstacles did you face during the program? Please explain how did they become your obstacle?
    Answer:
    The obstacles come from the weather, because I went to Europe in winter. And the Lithuanian is next to ocean, so the Lithuanian is of the countries with the extreme snow I think. I don't know about the other countries, but I think Lithuanian is the extreme one. And I need to adapt with this environment that's is why it's become my obstacles. Because in the Indonesia the general temperature is about 37 degree Celsius. But in the Lithuanian the most extreme temperature is -25-degree Celsius. And the other obstacle is the time. If in the Indonesia, the morning start at 6 am. While in the Lithuanian the morning start at 9 am. So, the jetlag is a real nightmare I think because I late several times went to university because of this confusing time. I've confused for several day because It's really weird for me, because it my first time to go abroad, and the night 4pm is the night started. So, I need to adapted with the weather and the time, but in university itself, I think I don't get any obstacle because I think I can follow the

program well. Mmmm… Because in that time is the winter, and I seldom meet the local society, I meet my friend and I lived in the dormitory, and in that dormitory, I seldom meet origin, but I met other students from other countries. So, international Students. This is one of my regrets because I can't make friend with local society because I could not find them. Dormitory is really fun, because I met a lot of people from other countries and then I also met another student from another program like Erasmus, So, I can like make a friend and share our culture from in the Indonesia, especially from Aceh and I think dormitory one of the best parts of this program also. My roommates are Sister tiara and the second one is Laila is from Cameroon, Africa. At first time, it bit awkward, because we don't know what to say, and you know like African is tall and big also for the first day and second, we still awkward and don't know how to build the conversation but day by day we can share our story, our idea and I think it's really nice to have roommates from another country. So, in one room mixing three students.

5. What did you really expect from the program?
Answer:

Honestly, I don't expect anything. Because actually, I just cannot believe that I went to the Europe for Study in my really young age I think. Because I went to Europe when I was 19 And I don't expect anything from this program because I think I did not pass the selection. So, I just go there without an expectation and yes impress by the country and the culture and the society. But I don't expect anything but I returned to Indonesia with a lot of new insight and new knowledge which is really influence me to do a better thing when I came back. When I was accepted of the program, I don't know how to say because it's not my first time applied for kind of this program because I was register myself for lots of programs. And I didn't pass it. It's like a become a habit, if I am not selected or being rejected it seems like an ordinary thing because I've not selected for several time. And

suddenly, I pass this program, It's like really? I cannot believe that, so that night after the announcement I was still wonder (Surprise) and after realizing I got that chance, I went back to the reality and when I was there I just thought like oh God, actually is not an easy thing to go Abroad like we're being selected and fly. But actually, there's lots of preparations that we need before we leave such as documents we need to prepare, and also other stuff that must be considered and not as easy as turned back the palm. Anyway, preparation for the program is quite complicated and tiring. And After arriving in Lithuania, I felt like, I have flown far away from home to this place, So I will not neglect it. Because I've spent a lot of money and also effort so I should utilize this moment as well as possible. At least there is something improve after we return back home.

6. Regarding English speaking performance, what do you think about your pronunciation? Do you think there is any improvement before and after you join the program? Please explain it!

Answer:

Regarding pronunciation, I think there is any improvement, but it is as not significant as the improvement of my speaking ability. Because the pronunciation is a part of speaking. And actually, pronunciation is not really influence when I was just got there. Because before I joined the program I used to watch in You tube how to pronounce some words. Or we can say I am unconscious regarding to pronunciation whether it is improved or not. When I spoke to my roommate from Cameroon, there is the differentiation in pronunciation, maybe it can be said the different lay on the accent of us. So, all of us there was international students. There was not a native of Lithuanian. And about the native from America. Maybe there is, but we not even met. So, the friends that I met from the other countries, about the pronunciation that I heard just still so. I can catch what they said and maybe just the accent was difference. And according to me, I can understand them and there is no like "Oh, this's how to pronounce it"

7. How do you think about your Fluency? Is there any improvement regarding your fluency after joining the program? What is your view!

Answer:

Fluency. I can say yes. Because I went there when I was on my third semester as University student, I can say it as new students in University. Even still a little bit afraid will making mistake about the grammar, how to say this or that? And many others. But, when I arrived there no one speak in Indonesian except the same awardee from Indonesia. The only way to communicate with all the people is using English. Because I am not in Indonesia anymore, I should speak in English. But day by day it is become something that I have to do more and more. Because I did it every day and always try to practice it, I think y fluency getting better even not as pro as a professional but I feel the improvement. If someone asked me about what part that make my English become more fluency, I would say the class activities which learned about language, culture and tourism that oblige us to go to some places. But the most affecting place for me to learn language was in dorm. I met a lot of international students and I am the type of person who really love to promote my own country and of course the cultures too. I did like a story telling, tell them about the condition of my country. From that daily communication I fell that my fluency in speaking English was getting better because I can speak informally with them not academically.

8. What do you think about your vocabulary used? Do you see the improvement on your vocabulary used? What is your opinion!

Answer:

Regarding vocabulary use, I think there is improvement. Every day I gained new vocabularies and I felt that I should not let it go. When I was in Lithuania I can use it, because when I got a new vocabulary, I use I really often so that way made me easier to remember the vocabulary. The percentage of speaking bahasa and English was about 30/70. I actually lived

with the Indonesian, there is uti in my room but I try to reduce my frequency in speaking bahasa. I can speak bahasa later when I arrived in Indonesia. So, I always try to join the international students just for a small talk just to used my English. I try to speak in English even sometimes I did a mistake but I just want to use it. But when it comes to speak with the Indonesian, I used Bahasa.

9. How do you think about your grammar used while speaking? Do you think there is any improvement before and after you join the program? What is your view!

Answer:

Ok grammar. Actually, I'm not really good at grammar. I hate that subject. I was learned English by speaking, so actually I like speaking more than grammar. When I comes to grammar, even though I was not joined he program, my grammar's ability is still very low. May be, it because I have no willing to learn it seriously so I feel that my grammar is just so so. But I know that my speaking ability is improve. Grammar is really important to learn, but it doesn't mean that it can make us stuck when we want to speak in English. For instance, when we want to say a sentence we need to think first whether it is fine or not. Nah, because of that our speaking ability can be stuck and we can probably pass a valuable chance.

10. Do you have any challenges or worries in produce good English-speaking? What do you do to overcome your worries when speaking by using English language?

Answer:

I said it before. My concern is grammar. Because when it comes to the speaking itself in informal way I already can handle it. But I think I need to make my English better because I am an English department student. So, the grammar is really important because I do not use it only for daily but also for my academic. When I want to speak English I also wonder about

my grammar, so that's why I feel more comfortable when I practice to speak English with people from another country, because when you speak English with Indonesian and   you did a mistake they will judge you. Since I joined the program, Alhamdulillah I can understand 90% about what they were talking about. Yeah, sometimes I got confuse when they use slang words, but over all I can handle it and understand it well.

I do practice. Because if you do not try to practice your knowledge about English will means nothing, so for me the overcome is always practice more and more. Then, when the grammar was very absurd I learn again and again in sites the comprehensible and easy to understand. And the other thing is having a friend to learn. It will help you a lot when you have friends that more capable in grammar, so we can share and ask for advices.

11. What are your recommendations and suggestions to other students, to the lecturers and English department for improving speaking performance regards to the experience during the exchange program?

Answer:

According to me, if you already got a chance to do exchange program you need to do it as well as you can. Just like what I have explained before if you are in a country that make you can practice to speak English, just do it and never afraid of making mistake. it can be a mistake but then it could be a problem because you don't want to practice it. Just being confidence and keep practice even if we only speak to a person only. Another advice from me is read some books or watching a movie which speak in English. When you got a new vocabulary from the book or the movie you need to use it. For the lecturer should create a communicative way of study because a lot of students still speak in bahasa fully. I think it is not a problem if the lecturer lecturing by using English because when we learn we need become usual o he thing. If a person can be familiar in listening the English words or sentences automatically they will easier to use it. Just like the system that use in boarding school, firstly they can't speak English, but because of I

becomes familiar to them then at the end they can handle it. At least they have a confidence to speak in English.

And for the English department, as my suggestion can having a collaboration with EDSA just like you-talk, debate or other activities that can improve the students speaking ability. So far so good, our department also has held student conference dan it is very good. Then, from my experience during the program, the excursion can be used as the other alternative to improve student speaking skill. For example, field trip to historical places, museum and the other places. Because, actually for learning English it is more comfortable if we start from the daily communication. Whereas there are a tour-guide which is try to explain about the places. And In my sight, casual conversations more effective to improve speaking ability than watching news and heavy reading. As it is, relaxing and entertaining it is easier to absorb.

Interview transcript of Participant 6

1. What kind of program have you participated in? How is the program?
    Answer:

    The name of program is Lithuania language and culture of winter course 2020. And the program about 45 days total. And we lived in dormitory. Actually, the agenda about 1 month and we spent time from the preparation till we went back about 45 days. The special about the program we learn about culture and Lithuanian language and we like student exchange about culture. I promoted about Indonesian culture and the university about introduced the Lithuanian language and culture to us as the participant of that program. Besides, we get like excursion, we get like actually how to learn language and how to tolerant to others people or others country because it's like international class so we can meet other people from other countries. Actually, one of my friends have promoted about this program and I asked her how about this program. And I ask the information from her. And she told me that every year this program is opened twice. Those are winter course and summer course. And I choose winter course because as we know that Indonesia has no winter season so my friend recommended me to open the website and apply the program. The requirement file is like transcript, recommendation letter, motivation letter, passport, visa. It just took one step to follow the program that is submitted the required file, when we get the announcement from e-mail after 2 weeks of waiting. Then we must to prepare to make visa and boarding pass etc.

2. How about the agenda of the activities during the program? What is the most crucial part of the program which is really helpful for you as student of English language education Department? Why did you say so?
    Answer:

    To be honest, the agenda is so full. Because every day we must to attended the class. In the morning we have a Lithuanian language class and after noon,

we have culture class, then in he evening we have dinner with our lecturers and until nigh we have the time and, in the weekend, we have the agenda to visit some buildings like historical building and gathering with other people. The special part for me, when I met some of my friends from other countries. We talked more and discussed more maybe about the education culture and we have meet like famous people of Europe. She is very critical and she is very tolerant about Muslim. Because as we know that we are wearing hijab, so they were very nice girl and they are very interesting about Muslim among Nasrani. It is an outdoor agenda and also part of the program called as excursion. When I and Muslim' friend from Indonesia want to perform salat, my Nasrani friend gave us a bottle of water for wudhu and waiting for as to pray. And I feel so touched, they are so tolerant to us I stayed in a same room as my friend from Indonesia and also from the same collage as me, and till now I still keep in touch with my friend from another country. My friends from Georgia, Russia, and Spain. We talking more about anything a lot maybe discussing about Lithuanian language. I use English in communication with my friends and my lecturer in almost all situation. In the class my lecturer use English as the tool to teach us about the Lithuanian language. I sometimes use Indonesian language when I come back to my room and talked to my friend from Indonesia. I have stuck when using Indonesia language. I use English about 80% in daily communication.

3. Do you think the program gives a positive or negative influence to your English-speaking performance? Please explain why?
   Answer:
   This program helped me to upgrade my English, it seems like positive influence. Because I must be practicing my English and sometimes I get scared because I don't believe in my English-speaking skill. Bu this is Europe, so I should try my English. So, it's good to upgrade my English to be better in the future and I can recall back about my vocabulary.

4. What obstacles did you face during the program? Please explain how did they become your obstacle?

Answer:

The obstacle that I faced there, sometimes the Lithuanian people doesn't know English language. And when I was in station, suddenly we did not know the direction to go. And then we ask about the direction to the people around there, but they cannot explain it in English. While we don't know the other languages except English. While inside the agenda, we were talking in English and the program provided English teacher which help us a lot. I think the Lithuanian people love their language very much.

5. What did you really expect from the program?

Answer:

My expectation about the program, first may help to improve my English. The second one is to promote our culture, the third one is to meet people from different background, gaining new experience because each country has different culture and seeing the world from different sight. The improvement that I got after coming back from Lithuania is from surround me that is the cleanness and discipline, tolerance, togetherness and the enthusiasm in learning.

6. Regarding English speaking performance, what do you think about your pronunciation? Do you think there is any improvement before and after you join the program? Please explain it!

Answer:

Yeah, I think my pronunciation is change to be better because if we produce a bad pronunciation the people will misunderstand us. So, before we speak, if I find doubt about how to pronounce a word, I will try to find out in the dictionary how to pronounce it well. My international friend come from Georgia, turkey and they have a better English than me. They didn't correct me directly and never judging. And they performed a good English, so I feel

shame if I produce a wrong pronunciation, that's why I try to find out in the dictionary how to pronounce it before I speak to them. I had an experience, regarding to this. I have a friend from India, she said a word that make me and my friend confuse about it. I also have experienced when I talked to my turkey's friend. Please let me know when the exam ready to start (Please tell me when the examination will be held). But she got the wrong means. She thought I asked her to tell me when the exam is finished.

7. How do you think about your Fluency? Is there any improvement regarding your fluency after joining the program? What is your view!
Answer:
At least, it has improved my fluence when I speak to the others. Willy-nilly, we have to speak. My friends and my lecturers speak in English so, unconsciously we follow the way they speak.

8. What do you think about your vocabulary used? Do you see the improvement on your vocabulary used? What is your opinion!
Answer:
 Regarding my vocabulary, actually there is improvement. If there is sometimes I forget a word, I try to find it again then I try to used it more often. Especially daily conversation even a simple thing.

9. How do you think about your grammar used while speaking? Do you think there is any improvement before and after you join the program? What is your view!
Answer:
Honestly, I don' really capable in grammar. But when I speak among them, I feel confidence with my English, so I just speak up. Because according to me as long as they understand what I said, and I understand them. There is no problem. May be there is sometimes I use a wrong grammar, but they still understand me. I though in speaking grammar is not necessary to

consider. And I use a simple grammar to ease myself and also the listener. But when I got back to our origin university, my friends say my grammar become better from before.

10. Do you have any challenges or worries in produce good English-speaking? What do you do to overcome your worries when speaking by using English language?

Answer:

I am afraid that they did not get what I said, because honestly, I am not really good at grammar. And my speaking is not really good before I am joining that program. After leaving Lithuania I think there is improvement in my speaking and also my grammar become better. All the aspect mentioned above have improved. My lecturer in UIN Ar-Raniry said as long as our friends understand what you said, and you also understand them, just do it. Because English is a skill, if you never practice, it will be lost. This is the best chance to you to practice your English skill. You have to improve your confidence in order to make your speaking much better. And when I stood up there. I though this is will happen once in my life to go here and will never come the second chance. And this is the change for me to improve my English. I don't want to neglect it.

11. What are your recommendations and suggestions to other students, to the lecturers and English department for improving speaking performance regards to the experience during the exchange program?

Answer:

For my friends who still in university, Now is a globalization era, maybe some of you don't know about the information about the exchange program or the others programs which is improving your ability. Because from my experience I got a lot of experience from this program. Back to yesterday, I'm not confidence to speak English and my grammar as not good now but now on I am much better, and it gives benefit to me in a speaking side. Don't

be afraid to try, and never lose hope. If we failed once, the victory getting closer to us. I suggest to the lecturer to give an attractive learning, especially to speaking lecturer, like provide hot issue or topic to be discussed in the class. Which improve the critical thinking of the students. There is a lecturer of my speaking class which is the method he applied I like so much. He gave the topic directly on the day the class start, not a week or a day before. So, it encourages the student mentality, recall back our vocabulary and train our speaking. And sometimes to give a constructive feedback to improve the speaking ability. And also provide a fun learning so it much easier for student to catch the material. Recommendation for the department to held an organization where the student divided into several group and each group has professional could be lecturer or native to they ask information about anything, if there feel like they gain improvement they must report it to their lecturer. Or debate in a small scale in each unit to discuss about new hot issue to increase the fluency and all aspect of good English performance.

Appendix F   Explanatory Consent

Explanatory Consent

June, 2020

Dear alumni of student exchange program

I am Nisrina , a student of UIN Ar-Raniry Banda Aceh. I am conducting a research entitled 'The Perceived Influence of Student's Exchange Experience towards Students' English-Speaking Performance." The objective of this study is to explore the influence of student exchange program on the speaking performance of Students of English language education department .
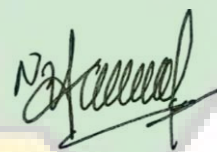
As you have participated in any kind of exchange program, I ask permission from you to participate in in-depth interview as my research participants. All of information will be handled with care, secret and professional. All names and information about your other identity will not be included in result discussion.

If you are willing to participate, please sign in this consent form.

I really appreciate your help in this research. If you have any question, feel free to contact me: +6281375007975 or E-mail: nisrinaarzha@gmail.com.

Thank you very much.

Best Regards,

Nisrina

Student of UIN Ar-Raniry

Appendix G   Letters of Consent

CONSENT FORM

I am who signed below
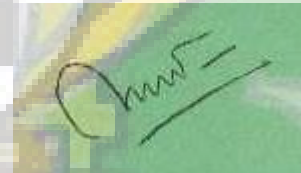
Name   : Aulia Agusdi
University   : UIN Ar-Raniry
Semester   : 6
Name of the Program   : Asia World Model United Nation
Country of The Program   : Thailand

Stated that I am ready to participate as a participant on the research entitled "The Perceived Influence of Student's Exchange Experience towards Students' English-Speaking Performance." I have read the explanatory statement and I am signing this letter with the full knowledge of the nature and the purpose of the procedure.
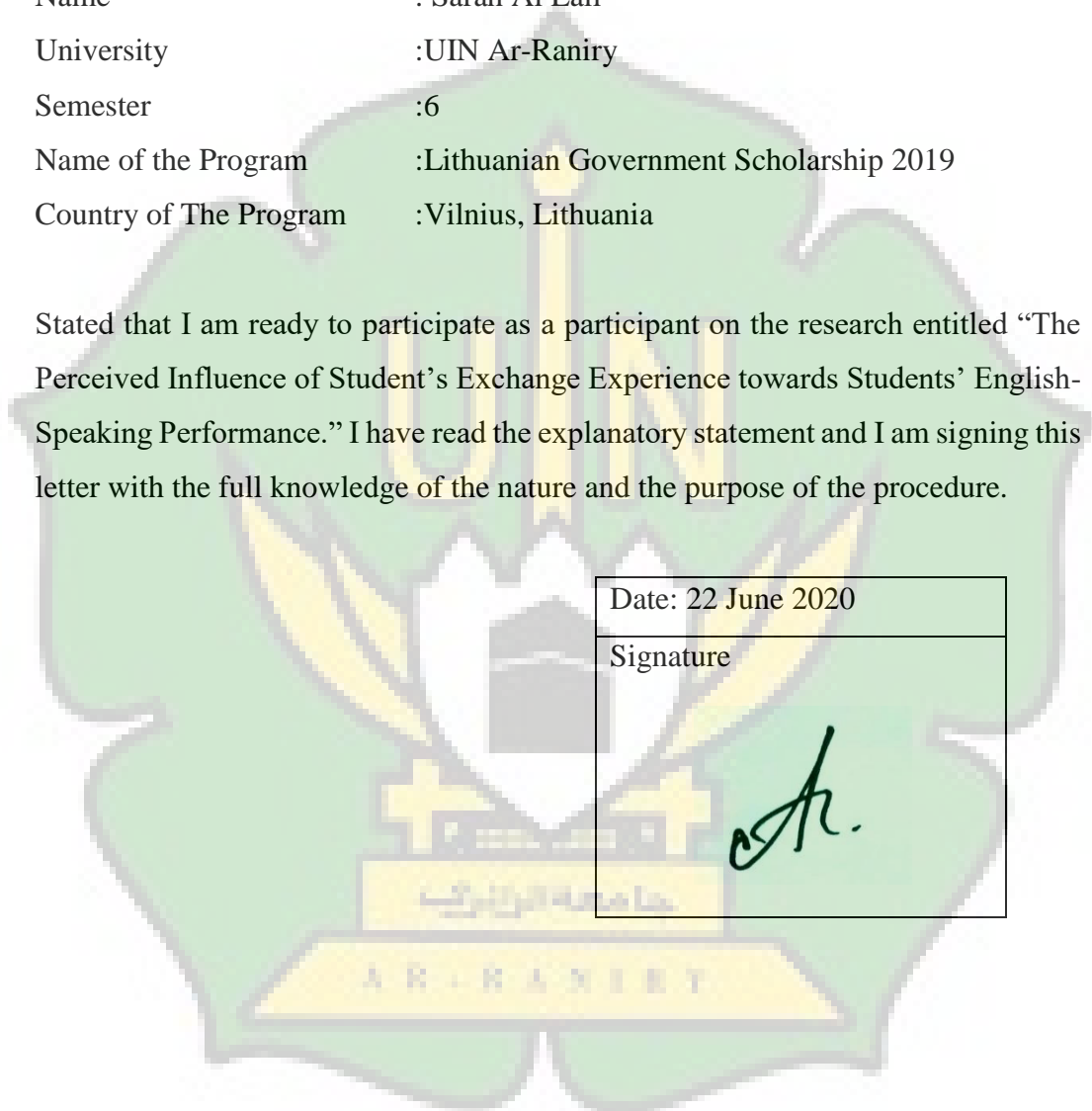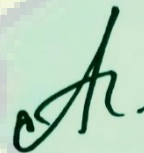
| Date: 10 June 2020 |
| Signature |
| |

CONSENT FORM
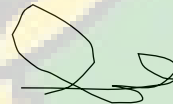
I am who signed below

Name   : Farhah
University   : UIN Ar-Raniry Banda Aceh
Semester   : 8 Semester
Name of the Program   : Comparative Study in 3 Countries
Country of The Program : Malaysia, Singapore and Thailand.

Stated that I am ready to participate as a participant on the research entitled "The Perceived Influence of Student's Exchange Experience towards Students' English-Speaking Performance." I have read the explanatory statement and I am signing this letter with the full knowledge of the nature and the purpose of the procedure.

| Date: 10 June 2020 |
| Signature |
| Farhah |
| 160203006 |

CONSENT FORM

I am who signed below

Name	: Sarah Al Lail
University	:UIN Ar-Raniry
Semester	:6
Name of the Program	:Lithuanian Government Scholarship 2019
Country of The Program	:Vilnius, Lithuania

Stated that I am ready to participate as a participant on the research entitled "The Perceived Influence of Student's Exchange Experience towards Students' English-Speaking Performance." I have read the explanatory statement and I am signing this letter with the full knowledge of the nature and the purpose of the procedure.

Date: 22 June 2020

Signature

CONSENT FORM
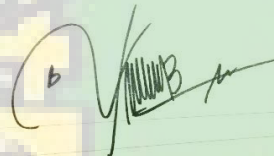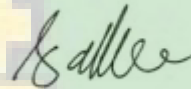
I am who signed below

Name   : Ricky Sriyanda
University   : UIN Ar-Raniry
Semester   : 6
Name of the Program   : Lithuanian Language and Culture Winter
                                       Course 2020
Country of The Program : Lithuania

Stated that I am ready to participate as a participant on the research entitled "The Perceived Influence of Student's Exchange Experience towards Students' English-Speaking Performance." I have read the explanatory statement and I am signing this letter with the full knowledge of the nature and the purpose of the procedure.

Date: 10 June 2020
Signature

CONSENT FORM

I am who signed below

Name   : Shafira

University   : UIN Ar-Raniry

Semester   : 8

Name of the Program   : Lithuanian Language and Culture Winter
                                        Course 2020

Country of The Program : Lithuania

Stated that I am ready to participate as a participant on the research entitled "The Perceived Influence of Student's Exchange Experience towards Students' English-Speaking Performance." I have read the explanatory statement and I am signing this letter with the full knowledge of the nature and the purpose of the procedure.

| Date: 10 June 2020 |
| Signature |

CONSENT FORM

I am who signed below

Name	: Yulia Afnidar
University	: UIN Ar-Raniry
Semester	: 6
Name of the Program	: Lithuanian Language and Culture Winter Course 2020
Country of The Program	: Lithuania (Klaipeda University)

Stated that I am ready to participate as a participant on the research entitled "The Perceived Influence of Student's Exchange Experience towards Students' English-Speaking Performance." I have read the explanatory statement and I am signing this letter with the full knowledge of the nature and the purpose of the procedure.
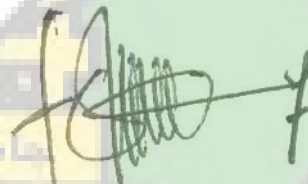
Date: 10 June 2020

Signature

CONSENT FORM

I am who signed below

Name	: Ainna Khairunnisa
University	: UIN Ar-raniry
Semester	: VIII
Name of the Program	: International Visitor Leadership Program
Country of The Program	: USA

Stated that I am ready to participate as a participant on the research entitled "The Perceived Influence of Student's Exchange Experience towards Students' English-Speaking Performance." I have read the explanatory statement and I am signing this letter with the full knowledge of the nature and the purpose of the procedure.

Date: 10 June 2020
Signature

CONSENT FORM

I am who signed below

Name	: Fadhliati
University	: UIN Ar-Raniry Banda Aceh
Semester	: VIII (Eighth)
Name of the Program	: Lithuanian Language and Culture Summer course 2019
Country of The Program	: Lithuania

Stated that I am ready to participate as a participant on the research entitled "The Perceived Influence of Student's Exchange Experience towards Students' English-Speaking Performance." I have read the explanatory statement and I am signing this letter with the full knowledge of the nature and the purpose of the procedure.

Date: 10 June 2020

Signature

IELTS

SPEAKING: Band Descriptors (public version)

Band	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
9	• speaks fluently with only rare repetition or self-correction; • any hesitation is content-related rather than to find words or grammar • speaks coherently with fully appropriate cohesive features • develops topics fully and appropriately	• uses vocabulary with full flexibility and precision in all topics • uses idiomatic language naturally and accurately	• uses a full range of structures naturally and appropriately • produces consistently accurate structures apart from 'slips' characteristic of native speaker speech	• uses a full range of pronunciation features with precision and subtlety • sustains flexible use of features throughout • is effortless to understand
8	• speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language • develops topics coherently and appropriately	• uses a wide vocabulary resource readily and flexibly to convey precise meaning • uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies • uses paraphrase effectively as required	• uses a wide range of structures flexibly • produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors	• uses a wide range of pronunciation features • sustains flexible use of features, with only occasional lapses • is easy to understand throughout; L1 accent has minimal effect on intelligibility
7	• speaks at length without noticeable effort or loss of coherence • may demonstrate language-related hesitation at times, or some repetition and/or self-correction • uses a range of connectives and discourse markers with some flexibility	• uses vocabulary resource flexibly to discuss a variety of topics • uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices • uses paraphrase effectively	• uses a range of complex structures with some flexibility • frequently produces error-free sentences, though some grammatical mistakes persist	• shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8
6	• is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation • uses a range of connectives and discourse markers but not always appropriately	• has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies • generally paraphrases successfully	• uses a mix of simple and complex structures, but with limited flexibility • may make frequent mistakes with complex structures though these rarely cause comprehension problems	• uses a range of pronunciation features with mixed control • shows some effective use of features but this is not sustained • can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times
5	• usually maintains flow of speech but uses repetition, self correction and/or slow speech to keep going • may over-use certain connectives and discourse markers • produces simple speech fluently, but more complex communication causes fluency problems	• manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility • attempts to use paraphrase but with mixed success	• produces basic sentence forms with reasonable accuracy • uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems	• shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6
4	• cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction • links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence	• is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice • rarely attempts paraphrase	• produces basic sentence forms and some correct simple sentences but subordinate structures are rare • errors are frequent and may lead to misunderstanding	• uses a limited range of pronunciation features • attempts to control features but lapses are frequent • mispronunciations are frequent and cause some difficulty for the listener
3	• speaks with long pauses • has limited ability to link simple sentences • gives only simple responses and is frequently unable to convey basic message	• uses simple vocabulary to convey personal information • has insufficient vocabulary for less familiar topics	• attempts basic sentence forms but with limited success, or relies on apparently memorised utterances • makes numerous errors except in memorised expressions	• shows some of the features of Band 2 and some, but not all, of the positive features of Band 4
2	• pauses lengthily before most words • little communication possible	• only produces isolated words or memorised utterances	• cannot produce basic sentence forms	• Speech is often unintelligible
1	• no communication possible • no rateable language			
0	• does not attend			