

**THE PERCEPTION OF STUDENTS ON THE IMPACT OF
TRAVELING OVERSEAS ON THEIR LEARNING ATTITUDE**

THESIS

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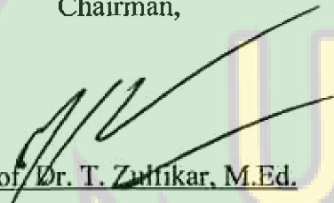
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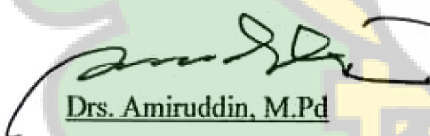
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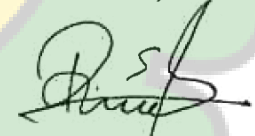
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**The Perception of Students on The Impact of Traveling
Overseas on Their Learning Attitude**

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. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 22 Desember 2022

Saya yang membuat surat pernyataan,



Salma Nurliza Putri

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Firstly, I would like to say thanks to Allah. Because of Him we can live, breath, and taste the sweetness of faith. It is also because of Him I can finish this study until the end, He gives me strength. Shalawat and peace be upon the one and only perfect man in the world, our Prophet Muhammad who has brought us from the darkness into the brightness.

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The last but not least, I hope this study can be beneficial for the readers, and other researchers. I also hope that it can be a part for the improvement of Department of English Education in UIN Ar-Raniry.

Banda Aceh, 13 November 2022

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ABSTRACT

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Major : Department of English Language Education
Thesis working title : The Perception of Students on the Impact of Traveling Overseas on Their Learning Attitude
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This qualitative study was conducted to investigate the perception of students on the impact of traveling overseas on their learning attitude. The participants of the study were eight students from Department of English Language Education batch 2017 who have been to Brunei Darussalam and Malaysia in 2019. The instrument used in this study was semi-structured interview guideline. It consists of ten pre-designed questions. Besides, there were also more questions based on the participants' answers. The findings showed that traveling overseas makes all participants feel happy. Besides, 3 out of 8 students got new knowledge. Moreover, 3 students stated that it opens their mindset. Traveling overseas also makes 5 students get motivated in learning English more and 6 students become confident in speaking English. In addition, through their conversation with foreigners 1 student said that it gives new vocabulary. It was because of their experiences there.

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CHAPTER I

INTRODUCTION

A. Background of the Study

In this modern era, English is used in almost every sector in our life. As an international language, English is used by almost all people around the world. Many scientific journals and books are written in English. Hence, by mastering this language, it enables us to explore many things in this world. To have a good command of English, EFL learners have to master four basics language skills, so called listening, speaking, reading, and writing.

Speaking and writing skills are known as productive skills, while listening and reading are known as receptive skills. Speaking and writing skill can help students to share their ideas. Of the four skills, they can communicate and give their opinion in English directly. However, mastering the speaking skill is not easy for EFL learners to master. Lack of confidence, the fear of making mistakes, the shyness, unfriendly environment make them unable to speak English fluently (Mridha&Muniruzzaman, 2020). Besides, writing in English is also quite challenging for students. The students have to consider the grammar, know many vocabulary and other skills to make a good writing.

In line with that, the receptive skills help the learners to improve their productive skills. Through listening and reading, the students will get more

English vocabulary and it will make the students familiar with English words, including the pronunciation. However, as EFL learners who use English as foreign language, the learners will not often be exposed to English words, especially in public places. Usually Indonesian do not use English outside the classroom, so they have limited exposure to English (Yoestara & Putri, 2018). In other words, most of Indonesian students have difficulty because English is a foreign language for them.

In teaching, teachers should use suitable methods in order to increase students' understanding and knowledge (Munzaki, Suadah & Risdaneva, 2016). Many things can be done to motivate students to improve their English, one of them is traveling overseas. Traveling is an activity of moving to an area or a country. Nowadays, many people are interested in traveling, especially young people. They travel because of some reasons, such as to improve their skills, get new experience, and increase their knowledge.

In 2019, some students and lecturers of English Department at UIN Ar-Raniry went to Brunei Darussalam and Malaysia for 10 days. They went to those countries for educational purpose. In ten days, the lecturers and students visited some colleges such as Sultan Sharif Ali Islamic University (UNISSA), Universiti Brunei Darussalam (UBD), Kolej Universiti Perguruan Ugama Seri Begawan (KUPU SB), and International Islamic University Malaysia (IIUM). Besides, they also visited some tourist attractions such as their mosque, museum, and others. The trip made the students felt new experiences and saw many new things.

Brunei Darussalam is an Asian country that uses Malay language as their official language. But, they also use English in educational and other formal places (Haji-Othman & Mclellan, 2014). This fact made English department students used this opportunity to hone their speaking skill while enjoying the beauty of Brunei Darussalam, especially in their university and college environments. This trip was also utilized by the students to improve their English skills such as speak English with some people right there, both the people inside and outside universities. Obviously it also needed students' listening skill to communicate. Besides, the trip also gave a chance to the students to improve their writing and reading skills through the English writing which can be found in almost every area in Malaysia and Brunei Darussalam.

Malaysia is one of the South-East Asian countries. It is also the neighbor of Brunei Darussalam and Indonesia. Malaysia is an Islamic country that also uses Malay language as their official language. Besides, there are also some other languages used by Malaysian, including English just like Brunei Darussalam (Azmi, 2013). English is widely used in the business environment, tourism industry, radio and television, and also in higher educational environments. Most of them even use English as their second language after their mother tongue. This fact was used by students and teachers in English Department of UIN Ar-Raniry to train their skills and talk with some of them directly.

This study concentrates on traveling overseas and the students' perception on its impacts on their learning attitude. First, the researcher explained about

definition of traveling overseas and skills in English. After that a link between traveling overseas and students' perception established. This study conducted at English Department, at the Faculty of Teacher Training of UIN Ar-Raniry, Banda Aceh. Here, the researcher interviewed eight students who have been to Brunei Darussalam and Malaysia. The researcher asked their traveling experiences in Brunei Darussalam and Malaysia, and found out if it has an impact on their learning attitude.

The result of previous study shows that traveling overseas gives positive impacts. Staffieri, Cavagnaro and Rowson (2017) mentioned on their research towards Italian youth that young people who traveling abroad feel a change more than those who choose a destination close to their home. The information in this research is expected to help students, teachers, and the readers to look at the perception of students on the impact of traveling overseas on their learning attitude. Besides, it gives some information about Brunei Darussalam, Malaysia, and how traveling overseas affects English department students' learning attitude.

B. Research Question

The research question will be formulated in this sentence: "What is the perceived impact of traveling overseas for English department students' learning attitude?"

C. Research Aim

The aim of this research is to find out the perceived impact of traveling overseas for English department students' learning attitude.

D. Significance of the Study

The present study is useful for teachers who teach English. The information in this study is expected to make teachers understand one of the interesting methods in learning English, and help the teachers to choose the methods that can be applied in the future to make the students learn English better. Then by investigating this study, students as the object of this research are expected to understand the problems in learning English and how to overcome it. Therefore, they can get a better learning process in the future.

This study is also useful for those who read it. It can give information to the readers related to the perceived impact of traveling overseas for English Department students' learning attitude. By reading this research, the readers will know the perception of English department students on the impact of traveling overseas on their learning attitude.

E. Terminology

To avoid misunderstanding of the readers, the terms used repeatedly in this study need clear explanation.

1. Impact of Traveling Overseas

Impact is an action or something that students can do to give a great effect to themselves and the environment around them. In other words, it is an action that students do to make a change in their life or society.

2. **Traveling**

Traveling in this study refers to an activity done by students of English Education Department of UIN Ar-Raniry who went to Malaysia and Brunei Darussalam in 2019 for educational purpose. They have done many activities there, such as visited some universities and places, attended some events, and so on.



CHAPTER II

LITERATURE REVIEW

A. English as an International Language

Language is an important thing that we need for communication in our daily life. There are many languages in this world. Aside from their mother tongue and second language, there are many people who are also learning foreign languages these days. This fact was explained by Göktürk, Çalışkan, and Öztürk (2020) who said that it is important to learn and speak foreign language today, at least one language, because using mother tongue to communicate is not effective, especially with foreigners. The importance of foreign language is also increasing in this globalizing era.

English is an international language that is used by almost all people in the world. Nowadays, English as a universal language should be known because mother tongue is not sufficient in the communication (Göktürk et al., 2020). Theoretically, those who learn English will be taught about four skills in English. The skills are reading, writing, listening, and speaking. Those skills are related to each other and have important roles. Reading is essential to get knowledge through reading English books, newspapers, blogs, and so on. Writing is important to share our ideas through writing to the people around the world. Listening is a receptive skill which allows us to get information through videos,

lectures, and others. The last skill is speaking which allows us to talk about our opinions and share our knowledge orally, so that it can be understood by people who heard our speaking. Moreover, English learners will also learn several supporting skills needed to improve the four skills (reading, writing, listening, and speaking). For instance: grammar, pronunciation, public speaking, and others.

B. Speaking Skill

Speaking is one of the skills that have to be mastered by students who learn English. It involves discussion between two people or more about a topic. It helps us to deliver our ideas and opinions to others orally. Speaking plays an important role in our life, teaching speaking skill has a goal to improve students' communicative skills. Through speaking we can share our ideas, communicate with each other, greeting someone, and others. By using appropriate techniques, students will be able to speak and have a good communication to others. Zain, Refnaldi, and Arsyad (2020) divided speaking into three areas of knowledge:

- 1) Mechanics, it consists of pronunciation, grammar, and vocabulary.
- 2) Functions as transaction and interaction.
- 3) Social & cultural rules and norms. It consists of turn taking, rate of speech, length of pauses between speakers, and relative roles of participants.

Speaking is a challenging skill in learning languages. Speaking is hard for most of them who learn foreign languages, including English. It happens to Indonesians who learn English as a foreign language. Richard (2008, as cited in Zain et al., 2020) stated that speaking is considered as the most challenging skill

than the other skills (reading, writing, and listening) in learning English. There are several indicators that should be paid attention in speaking: pronunciation, fluency, grammar, vocabulary, comprehension, and task accomplishment, in order to make students speak English better and correctly.

Many students are afraid to speak in public, including Indonesian students. Most of them are caused by shyness, lack of confidence, lack of vocabulary, the fear of making mistakes, and so on. Actually, the students can speak well. Practice makes perfect, it is stated in Mridha and Muniruzzaman (2020) that you can improve speaking orally by practicing it as much as possible.

In improving speaking skill, students need to have motivation as well. By having it, students will not give up easily, be more confident, and practice their speaking skill continuously. Besides, it is also necessary for the teachers to know what students' motivations and interests are. It can help teachers to understand the students and help to decide what methods can be applied better in order to develop their speaking skills. On the other hand, Mridha and Muniruzzaman (2020) said that it is possible for students to lose their interests in learning and do not have motivation in learning speaking skill if they do not learn how to speak and also do not have any chances to speak English. The right activities which make students feel comfortable and fun can make them get motivated and improve their speaking skill.

C. Listening Skill

In learning English, EFL students have to learn listening skill. Listening skill helps us to get information from others orally. By having a good listening skill, students will know many things and understand it well. In listening, students need some support techniques to hear the conversation well, focus, and understand the information. It also needed to make the speaker knows that we listen to his/her talks. Some support techniques such as making eye contact, focus on the conversation, and pay attention to body language may help the listener to show the speaker if she/he is heard.

Listening is a necessary skill in our daily activities (Sumalinog, 2018). We can not be separated from listening skill. However, listening skill also considered as one of difficult skills in learning English by some students (Hidayati, Dewi, Nurhaedin, & Rosmala, 2020). There are various problems faced by students in learning listening skill, especially EFL students who use English as a foreign language, such as Indonesia. Sumalinog also mentioned that nervousness, lack of confidence, lack of vocabulary, grammatical problems can affect students' listening skills. In line with this, Chriswiyati and Subekti (2022) explained that mostly, students got annoyed when they can not recognize the grammar well because they think about the grammar necessary in listening.

In line with this, Hidayati et al. (2020) said that anxiety is believed as a negative factor that can decrease students' listening ability in learning foreign language. The data also showed that from 97 students, there were 54.6% of the

students had high level of listening anxiety, 18.5% in the average level, and 26,8% had low level of listening anxiety. In their paper, Hidayati et al. also mentioned that the causes of students' listening anxiety were students' inability to overcome with the rapid speech rate and the background knowledge about the academic content.

To cope with negative factors in learning listening skill such as anxiety, Chriswiyati and Subekti (2022) mentioned that using socio-affective strategies could be a solution. Furthermore, Sumalinog (2018) said that group work and collaborative tasks could be used to give students more chance to speak. It can also give more opportunity to train students' listening skills. However, the skills can be increased by honing it as often as possible.

D. Writing Skill

Writing, written symbols which is used to represent the sounds, syllables, or word of language (Rao & Durga, 2018) is one of necessary skills in learning English. It is also known as a productive skill, a skill that is needed by EFL students. Productive skills make the students be active and produce language both written and spoken. Toba, Noor & Sanu (2019, p. 59) mentioned that "writing is the hardest skill for the students". It is considered as a difficult skill because it has complicated activities to do and should be done at the same time (Eliwarti & Maarof, 2014). However, writing skill is a must skill to learn by EFL students.

Writing skill has important role in our life, including EFL students. This skill is influential for people, whether they are students, workers, and others. EFL

students need to learn this skill for communication and academic writing purposes (Toba et al., 2019). Besides, Rao and Durga (2018) also stated that students need a good writing skill in order to accomplish their education and job purpose. Furthermore, they also mentioned several reasons why writing skill is important:

1. be able to write various kind of documents, research papers, and others
2. for job requirements
3. be able to make reports and presentations
4. to improve communicative skills
5. to improve creativity

To compose a good writing, students as writers should pay attention to the things that needed in writing skill such as previous knowledge, vocabulary, grammar, syntax, writing style, and so on (Floranti & Adiantika, 2019). These things will make the writing easy to read and the messages understood by the readers. By having more knowledge and vocabulary, a writer will be able to write something better with various word choices. Besides, a writer also needs to use correct grammar in order to make the readers catch the points of the writing.

E. Reading Skill

Reading and listening skill are known as receptive skills. It is called receptive because we receive information from these skills. The skills also needed by students who learn English as their foreign language such as Indonesian students. Through audio such as music, lecture and others, the students will get information by listen to the audio. In line with this, students will get information

by reading a book, magazine and so on. Reading skill also helps the students to improve their writing skill. By reading more sources, students will get more knowledge which can help them in improving their vocabulary, information, and their writing skills.

F. Traveling Overseas

Traveling is considered as a fun and interesting thing to do by most people. It is called traveling when you go somewhere to do something. People travel for different reasons. It can be for a job business, vacation, or just for making a different experience. Traveling overseas is going outside of the country. For Indonesian, it means going to other countries except Indonesia, including to countries such as Malaysia and Brunei Darussalam. Nowadays, there are many people interested in traveling, both inside and outside the country.

Tourism can help you fill your spare time. Hobson and Dictrich (1995, as cited in Chen & Petrick, 2013) believe that tourism is a physically healthy activity to do in our spare time. It also can help us to explore new experiences, improve our skills, learn something new, and open our minds. Nowadays, many people are interested in traveling, especially young people. It is stated in Thurmond (2017) that millennial or young people are more interested in traveling overseas than older people. Besides, studies also have shown that since 2017, young travelers make a trip for longer than two months. It is shown that today traveling is one of the favorite activities to do by most of people around the world, especially the young people.

There are many people who are interested in traveling, but the travellers have different behaviors. In Grzywacz and Zeglen (2016), Cohen said that there are several types of tourists. Those are organized mass tourist, individual mass tourist, explorer, and drifter. Besides, he also said that there are five modes of touristic experience. They are recreational, diversionary, experiential, experimental, and existential. Well, even though they are not same, they still can travel anywhere and enjoy it without disturbing other people.

6.1 Benefits of Traveling Overseas

Traveling overseas is a great thing to do by people. Travellers can take so many advantages from this, it is beneficial. There are common benefits that all travellers can get from this activity, such as improving speaking skill, self-confidence, and cross cultural skills. Scarinci and Pearce (2012) concluded that the more someone travels abroad, the more benefits are gained from that experience. They also found a fact that international travel can help the travellers to increase their soft skills like communication, time management, and problem solving. It is a very good thing to do for someone who wants to get new skills and increase it.

There are many reasons that make someone go abroad. Byrnes (2001) showed that children who learn through travel can get advantages such as developing their life skills, broadening their minds in looking at the world, math, map reading skill, and appreciate other cultures. Besides, there are many students who “take part in academic international travel during their studies. This travel

includes studying abroad, internships, excursions, summer schools, projects, and other study related foreign stays” (Ahlgrimm, Westphal, & Heck, 2018, p. 1136). These opportunities make people interested in going overseas while studying and trying new experiences.

Traveling experience can makes the travellers improve their abilities, gain their knowledge, skills, and others. Kuh (1995, as cited in Stone & Petrick, 2013) said that frequently, travel was a developmental experience. The experience can help travellers develop their abilities. It is beneficial for every one of all ages with different backgrounds. Additionally, traveling is an educational experience that has been proved because it broadens the minds of travellers and makes them learn from the experience (Stone & Petrick). There are many travellers being more open-minded and be able to see the world in different sides after they go overseas.

G. The Advantages of Going Overseas for Students

7.1 Study Abroad

Tourism marketers are interested in international students. It increased their attention because of the growth, substantial scale, and the influence of studying overseas. According to The United Nations Educational, Scientific, and Cultural Organization, international student refers to the students who leave their home country and go to another country in order to study there. In line with this, according to Australian Bureau of Statistics in 2010, international students are those who have student visas or students whose country of birth is outside Australia (Gardiner, King, & Wilkins, 2013).

Nowadays, studying overseas has attracted attention by most students in the world, including Indonesia. There will be many benefits that students can get from studying overseas or studying abroad. Students can get more knowledge, get many international friends and links. Besides, they can also feel something that they never feel in their home country, such as the environment, the weather, the culture, the local people, and many others. These opportunities influenced students who were interested in study abroad.

Many students who go abroad to study in an institution, college, or university take serious action and compete with others to get this chance. They study many things, learn about the country, university, and places that they want to go to. Besides, most of them compete to get a scholarship from many sources. It can help students to pay the outlay that they need such as for tuition, for books, for tickets, and others. Woisch and Willige (2015, as cited in Ahlgrimm et al., 2018) said that the motivations why students travel abroad during their studies are to improve their language abilities, experience different culture, and also many students see important factors such as personal development, higher self-esteem, and self-awareness. These motivations make students study hard to get the chance for study abroad.

7.2 Indonesian Students Who Study Abroad

The interests of studying abroad have increased since 1999. It has proved that between 1999 and 2007 there was an increase of 53% of students enrolled for study abroad (an average annual increase of 5.5%). Furthermore, in 2009 it

increased until 2.8 million (Gardiner et al., 2013). It shows that study abroad is increasingly in demand by students.

In Indonesia, there are also many students who are interested in study abroad. According to the data in Indonesian education statistics, in 2019 there were 7.5 million University students in Indonesia. Besides, according to International Trade Administration (2021), Indonesia also has 49.900 students who are studying abroad. These students are separated in some countries, including Australia, Malaysia, and Brunei Darussalam.

There are many countries that Indonesian students are interested in. Australia is the most popular country chosen by Indonesian students. There are more than 12.000 Indonesian students studying in Australia higher education institutions. There are some courses that Indonesian students choose there. One of the courses that have significantly increased is education. Additionally, in 2017 Malaysia became the second most popular country that was chosen by Indonesian students (International Trade Administration, 2021). Malaysia is ASIAN country that has some similarities to Indonesia, such as in culture and language. In line with this, Brunei Darussalam is also targeted by Indonesian students who want to study abroad.

Both Malaysia and Brunei Darussalam are Asian countries. They have some similarities to Indonesia, including in culture and language. Both Malaysia and Brunei Darussalam use Malay as their official language. Besides, they also use some other languages, including English. English is often used in business

environments, government, travel, radio, television, and school environment. This fact is beneficial for foreigners who speak English and want to train their speaking skills.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

To conduct this study, the researcher used qualitative approach. Qualitative research aims to study about people's experiences. This study helps the researcher to explore and understand the social or human problems faced by individuals or a group of people (Creswell, 2009). Besides, Cropley (2020) stated that this research investigates people's minds about their life experiences. The data is called 'narratives', which needs speaking or writing. The present study investigated the perception of students on the impact of traveling overseas on their learning attitude.

B. Setting and Research Participants

a. Setting

This study was conducted in the Department of English Education in UIN Ar-Raniry.

b. Research Participants

The participants of this study were eight students of English Department. They are English Department students of UIN Ar-Raniry batch 2017. Five of them are already graduated while the rest are still studying in English

Department of UIN Ar-Raniry. They were selected purposively, because they have been to Malaysia and Brunei Darussalam in 2019.

C. The Method of Data Collection

This qualitative research used semi-structured interview as the instrument for collecting the data. Interview is an instrument that makes the researcher have to speak to the respondents orally. It is a face-to-face conversation between the researcher and the respondents (Kabir, 2017). Specifically, in-depth interview were used in this research. In-depth interview is a method for data collection that is needed to get more information about people's opinions, thoughts, experiences, and feelings. Showkat and Parveen (2017) stated that in-depth interview is a method used to get more detail information and deep understanding of an issue.

In order to get information about students' experiences, there were ten pre-designed questions asked to the participants in the interview. The following questions prepared by the researcher before the interview:

1. Have you been to Brunei Darussalam and Malaysia?
2. Did you enjoy your traveling?
3. What experiences did you get by going overseas?
4. What language(s) did you use in Brunei Darussalam and Malaysia?
5. Was there a language barrier while traveling overseas?
6. How did you overcome the barriers?
7. Did traveling overseas give an impact to you?
8. How is your feeling after spending some days overseas?

9. Did traveling overseas change your speaking skills?
10. What are the differences between your speaking skill before going overseas and your speaking skill after spending some times in Brunei Darussalam and Malaysia?

Moreover, researcher also asked some other questions to the participants, they were based on participants' answers. These questions were asked to get more detail and clear information from the participants. The participants answered the questions based on their own experiences in Brunei Darussalam and Malaysia. The researcher asked them separately and it took 5-20 minutes for each participant to answer the questions, it was recorded by the researcher. By using the recording, the researcher wrote the transcript. Then, the researcher analyzed it.

D. Method of Data Analysis

After doing in-depth interview with the participants to get their information, researcher wrote the transcript by using the recording. In addition the researcher analyzed it based on the goals of this study. The aim of this research is to find out the perceived impact of traveling overseas for English department students' learning attitude.

The researcher analyzed the data related to the aim of this research using narrative analysis method. Here, the researcher identified the relationship between English Department students' experiences in traveling overseas and their learning attitude. After the data has been analyzed and the connection has been found, the researcher interpreted data and explained the findings.

CHAPTER 4

FINDINGS AND DISCUSSION

In this chapter, the researcher elaborated the analysis result of English department students' interview. The students have been to Brunei Darussalam and Malaysia in 2019. They went to those countries for educational purpose. In ten days, they visited some colleges and tourist attractions such as the mosque, museum, and others. This analysis is used to find out if there is perceived impacts of traveling overseas for English Department students' learning attitude. To simplify the explanation, the researcher used codes for each participant. For example, P1 referred to participant 1, P2 referred to participant 2, and so on.

A. Findings

The data in this research were collected through semi-structured interview with some English department students who have been to Brunei Darussalam and Malaysia in 2019. Based on the interview answers, the findings can be divided into six themes namely: make students happy, improve knowledge, open students' mindset, motivate students, becoming confident, and added vocabulary.

1. Make Students Happy

Traveling overseas is an activity of going to other country for various purposes. Some people go overseas to get new experiences, vacation or

doing something fun. Some others go overseas for job business and so on. However, this activity is considered as a fun thing to do by most of people, especially young people. They feel happy and excited to go overseas, meet new people and experience many new things. It also happened to English department students who have been to Brunei Darussalam and Malaysia.

All participants' answers showed that they felt happy after spending a few days overseas as stated by P1 who said "I feel happy, we travel for fun". This statement shows that traveling overseas gives a positive impact for the student. It makes the student felt happy and have fun while going overseas. P1 is not the only participant who said that the traveling experience makes them feel happy.

The second participant (P2) also mentioned "Happy, if I have time or a chance, I want to go there again". From this statement, it shows that traveling overseas also makes P2 happy. Even, the experiences of going overseas makes the students wanted to go back to Brunei Darussalam and Malaysia.

The third participant also agreed that traveling overseas makes them happy. P3 said "I feel highly happy because there are many experiences and lessons that I can take from that program". Not only it makes them happy, but P3 also stated that traveling to Brunei Darussalam and Malaysia made them experienced many things and got many lessons.

P4 said the same thing, "I feel happy, because I can experience new things, I can also speak many things with people right there, especially in Brunei". The answer from P4 shows that traveling overseas also gives the students a chance to

speak English with foreigners in Brunei Darussalam and Malaysia. It was a memorable experience for the students and it also makes them feel happy and excited.

Another participant mentioned “Very happy, very satisfy, I like it and I want to go back. I want to go every year”. Just like the other participants, P5 also stated that the experience of going overseas makes P5 feel happy. It made the participant satisfied and wanted to go back to Brunei Darussalam and Malaysia every year.

The feeling that felt by P5 is the same as the sixth participant who stated “Very pleasant, I want to go back there”. The experiences of traveling overseas make some students want to go back to the countries just like P6 mentioned. It is because of their feeling of happiness, satisfy, and pleasant to go there. It was fun for them and being a memorable experience for the students. Moreover, P7 also told her feeling as above.

I feel happy because I have experienced it directly, I can visit universities there. Because if we traveling alone, we won't get it. But, with this traveling overseas, we can meet friends in universities right there.

In addition to the above reasons, English department students also feel happy to go to Brunei Darussalam and Malaysia because they had a chance to visit the universities there and met the students in the colleges as stated by P7 above. These chances made the students excited to hear the story about their college life.

The last participant who has gone to Brunei Darussalam and Malaysia said “I feel very memorable. If possible, I want it longer so that I got more things”. P8 also agreed that the 10 days experiences of traveling overseas are very memorable. In other hand, P8 hoped that the trip could be longer, so that the students can get more things to learn there.

Based on participants’ answers, it can be conclude that traveling overseas gives positive impacts on the students. They feel very happy because they can get pleasant and memorable experiences while traveling to Brunei Darussalam and Malaysia. The experiences also make them want to go back again to the countries. Besides, the students believed if they can stay longer, they will get more experiences and learn more new things. However, the new experiences of traveling overseas give happy impact on the students.

2. Improve Knowledge

Traveling overseas gives a chance to the travellers to explore many things in the foreign countries, feel the new things that they never felt before, and learn new knowledges overseas. The English department students who have been to Brunei Darussalam and Malaysia in 2019 also got these chances while traveling there. They got new knowledges there and learned many things.

It can be proved by the statement that mentioned by the fifth participant. P5 said “Firstly, of course I got to feel new atmosphere, the culture and the environment, and also new knowledge”. The statement from P5 showed that traveling overseas improves students’ knowledge. Besides, the students can feel

new things that they never had in Indonesia, such as the atmosphere, the cultures, and the environments. Even though Brunei Darussalam and Malaysia are the neighbors of Indonesia, the students still can felt the different aspects there. This impact also felt by the other participant who said:

For me, this traveling gives impacts such as I feel it increases my knowledge about the countries. I've never gone to Brunei Darussalam before, but then I knew how life in Brunei Darussalam. Because we also joined a class and study there, taught by lecturers in there with a material we've never study in here, it improved my knowledge. Such as we learned about law that day, it improved my knowledge about law.

P7 agreed that the traveling increases their knowledges, especially about the country. Their experiences abroad make them know how is abroad. Besides, the study experience that taught by foreign lecturers also gives a new knowledge for the students and hone their skills in English. It can be seen by the statement above

The other participant also argued "Yes, I really enjoyed it because I got many new experiences, many new knowledge there". P8 also agreed that the experience of traveling overseas gives new knowledge to the students. The statements from three participants above can be conclude that traveling overseas gives the travellers new knowledge, learn new things, and feel some things that they never felt at their home country, such as the culture, the weather, the environment, the people and their habits.

3. Open Students' Mindset

Traveling overseas allows the travellers to meet many people with various characteristics that perhaps they never met in their home country. It also gives

them the experiences to feel something new, such as the air, the cultures, the view, and others. The experiences give them something new in the way of thinking. Sometimes, travellers got a new knowledge and feel refresh while traveling, it opens their mindset. This impact also happened to the English department students who have been to Brunei Darussalam and Malaysia, as stated by the first participant:

Perhaps it gives impacts to me like open my mind in how international students' life is, how is life over there, how is their culture and how is the process of their education such as the life in their campus. I am not just look at the things in Aceh, but also look at other countries such as Brunei and Malaysia. By visiting in person I know more, because I have seen it with my own eyes.

Traveling overseas gave a chance for the students to visit the universities.

They met the students and lecturers, felt the view in the universities and talked to some people there. The students know how students' life over there, how they study in the college, and their cultures in the countries. Through the experiences, it opens students' minds.

This positive impact also felt by the fourth participant who argued "It doesn't change, but it gives new perspective. So, be more confident". P4 said that the experience of traveling to Brunei Darussalam and Malaysia gives her a new perspective. In other words, traveling overseas gives P4 a new way of thinking and how to see the world. It is a good impact for the students. It opens their minds and will help them to think about something critically. Besides, another participant also answered that:

I think everything is same, I mean I can not choose one of it. Because, everything was amazed me as a student. I also have a chance to join a meeting with important people in Brunei and Malaysia. Then, the

experience of visiting resident houses really helped me to improve my knowledge, to make my mindset wider about this world.

Visited colleges in foreign countries and talked to the students and lecturers are nice experiences for students. It also gives them positive impacts. Besides, visited residents house in foreign countries is also a memorable experience and gives an impact to the students as stated by P8 above. The experiences help the students to improve their knowledge and open their minds about this world.

4. Motivate Students

Motivation is needed for everyone, including for student. It makes students know what they want and passionate about learning. This also applies in mastering English. Students who motivated to learn the skills will be more diligent in learning. The interview showed that traveling overseas motivated students in learning English as the third participant who said that:

Yes, sure. Come back from Brunei feel my English speaking skill is still not enough. So, I try to communicate more often, often practice in the class. Try to often talk to friends in campus so that my speaking skill is being better.

Traveling to Brunei Darussalam and Malaysia makes P3 felt motivated to learn English more. P3 felt unsatisfied with her skills in English. The experiences overseas made her realize about her skills. It makes P3 have a motivation to learn English and communicated in English more, so that her skills can be better than before. Talking about motivation, p4 also stated that:

Yes, I do. Because after come back from there, there is a wish to at least back to that country or even try to explore other countries. Surely English will be very necessary.

P4 mentioned that traveling to Brunei Darussalam and Malaysia for ten days motivated her to learn English more. Besides, P4 wished that she can come back to the countries or go to other countries. P4 believed that English is necessary. English will be useful for travellers who go to foreign countries, because English is an international language that used by almost all people in this world.

Moreover, when the researcher asked about motivation in learning English, P5 admitted “Very influential”. P5 said that the experiences of traveling overseas are very influential on her motivation in learning English. By traveling overseas, the students had a chance to meet foreigners and talked to them. It helped the students to improve their speaking and listening skills. Besides, they can also practice the other skills by reading the writing on the street. The experience motivates the students to learn English more as stated by P5. Furthermore, p6 also admitted that:

For me it is very motivated, these two countries prioritize English, even though they mixed English. So, other countries are also like that especially the countries that use full English, definitely I am motivated. I am motivated to go to neighboring countries that use 2 languages. Moreover, I have a goal to the country such as America, France. Obviously I am motivated to learn English.

Brunei Darussalam and Malaysia are two countries that use Malay as their first language. Besides, they also use English as their second language. English often use in work environment, such as in government, radio and TV, university,

school, and so on. They also often use Malay and English in the same time (switch language). The students who have gone to the countries met the local residents and saw how they speak there. They often use English and this fact is useful for the students to train their English skills. It also makes them motivated to learn English more like P6 said above. In the other hand, the experiences motivated students to go to other countries too, including western countries such as America and so on. In addition, another respondent also stated that:

Yes, traveling overseas is very motivated me in learning English to improve my speaking skill, because I rarely talked with local residents there. At that time my speaking ability was not really good, so back from there I want to improve my speaking ability again so that I can communicate with them in English directly. They also still understand what I said.

In Brunei Darussalam and Malaysia the students had a chance to speak to the local residents using English. The experience makes the students realized their ability. Those who did not satisfied with their skills got motivated to improve their English skills as stated by P7 above.

Based on their responds above, it was found that traveling overseas gave an impact on students' motivation in learning English, including speaking skill. Traveling to Brunei Darussalam and Malaysia motivates students to learn speaking skill more. It is because of their experiences there. While in Brunei Darussalam and Malaysia, students met many foreigners who did not speak Indonesia or students' mother tongue. It made the students have to use English to communicate with them. This experience makes the students feel more comfortable and accustomed to using English when speaking. So, when they come

back to Aceh, they want to go back to that countries or go to other countries that use English and other languages. It is being a motivation for them to learn English more and improve their skills.

5. Becoming Confident

English has four essential skills to learn, namely reading, writing, listening, and speaking. Speaking is one of challenging skills in learning English. So that it is necessary for English learners to have confidence in speaking English in front of other people. Based on participants' responds, it was found that traveling overseas reduced students' nervousness and made them be more confident in speaking English than before.

It can be seen by the second participants' statement who said "Yes, my confidence is higher than before when I have been traveling there". Through the statement, it can be seen that traveling overseas gives positive impacts to the students. One of it is increasing their confidence. P2 confessed that after traveling to Brunei Darussalam and Malaysia, she has higher confidence in speaking English than before. It is a positive thing that is needed by students who learn English. By having confidence, students can express their ideas easily and help them in teaching and learning process. Besides, P3 also argued that:

Yes, of course. Because I feel I can speak with friends in other country. Even though we are still one tribe, I can speak English quite good. It means when I am in class or other meetings I will be able to speak English fluently if I keep practicing.

In Brunei Darussalam and Malaysia, English department students visited the universities and met the students and lecturers there. The students need to speak English to communicate with them right there. It was a beneficial experience for the students to train their speaking skills. The experience makes the students realized their ability and motivated students to learn English more and speak fluently. It increased students' confidence in speaking English, because they have realized and believe that they will be able to speak English fluently as stated by P3 above, of course it will also need some times to practice because practice makes perfect.

Moreover, p4 responded "It doesn't change, but gives new perspective. So, be more confident". P4 argued that the experiences make her confident in speaking English than before. It happened because they got a chance to train their skill in Brunei Darussalam and Malaysia. They spoke with foreigners and communicated with English. Moreover, p6 admitted that:

Like I said before, back from there the most influential impact is confidence. I become confident to speak in public. I was nervous before, now I'm not.

P6 also mentioned that being more confidence in speaking is the most influential impact for her. The students got a chance to speak English with foreigners there. The experiences make them get used to English and realize their ability. This feeling makes them become more confident in speaking English. This can be seen in p7 statement who said that:

Yes, this traveling overseas is very influential for my confidence in speaking English, because in there I talked to local residents in English

directly. When come back to Aceh and use English I become more confident because I have experienced speaking English directly even though with Brunei and Malaysia people.

Speak foreign language to foreigners is a memorable experience for the students. There is a feeling of happiness and proud of our own self after talking to the foreigners directly. This happened to English department students who have gone to Brunei Darussalam and Malaysia. As stated by P7, talking to foreigner directly made the student confident in speaking English. In addition, p8 stated that:

Like I said before, this traveling really makes me braver to speak English. Because, when we met foremost people there, mostly they explained by using English. Indirectly, our ears get used to the new accent in Malay and Brunei version. So, because our ears get used to hear English, it makes us be more confident to speak.

Practice makes perfect. If we want to understand other speech and speak in English easily, we have to get used to English words and the pronunciation. By going overseas, students have a chance to speak to the students and lecturers in the universities. It is stated by P8 that the experience makes the student get used to hear English. It is helpful for the students to build their confidence in speaking English and other skills. P8 also mentioned that the chance makes the students be braver in speaking English.

6. Added Vocabulary

English is an international language that used by Indonesian as foreign language. Those who learn English have to learn 4 skills and other things that should be learned to help the learners express their thoughts in English correctly,

one of it is remember English vocabulary. Understanding English vocabulary as much as possible can help the learners to communicate in English easily. There are many methods that can learners do to improve English vocabulary, including for those who learn English as a foreign language.

Those who travel overseas will meet foreigners and the local residents who speak foreign language. Brunei Darussalam and Malaysia use Malay as their first language and English in their daily life. By going to those countries, students have a chance to communicate in English with them as stated by P4:

Firstly, be brave. Secondly, be better because there are some words that we didn't know at that time, but after from there, after speaking a lot we improve vocabulary.

Students got a chance to speak English with the local residents and international students in the university. It was beneficial for them to train their skills. However, as stated by P4, there were some words that they did not understand when they talked to the international students and others. It was beneficial for the students. Because through the conversation, they can get new vocabulary, find the meaning and remember it. Besides, they can also know where to use the words because they have heard it from others. It is one of the positive impacts of traveling overseas for students.

B. Discussion

This section discusses findings of the study. Based on the findings above, it can be seen that traveling abroad has positive impacts on students. There are six positive impacts felt by the students that could help them improve their learning

attitude. All of eight students feel happy with the experience of traveling abroad which is their first experience. Besides, it also makes three out of eight students know some new things, so that it improves their knowledge. Also, three out of eight students mentioned that the experience opens their mindset.

Moreover, traveling to other countries gives the students a chance to speak foreign language with the local residents and foreigners. It motivates them to learn English more, it was told by five participants who have gone overseas. The speaking experiences also make six students become confident in sharing their ideas orally. It also makes one student get new vocabulary that they can use in the future. These positive impacts felt by the English department students who have been to Brunei Darussalam and Malaysia in 2019.

There are researchers who previously worked on the impact of traveling. The result of previous study also shows that traveling overseas gives positive impacts. Staffieri et al. (2017) mentioned on their research towards Italian youth that young people who traveling abroad feel a change more than those who choose a destination close to their home. Traveling overseas strongly changes their openness on the other cultures and people. It also gives them a chance to learn other cultures and how to communicate with others.

It can be seen from the study above that traveling overseas gives positive impacts on people's mindset, knowledge, and their communication skills. It is in line with the findings of this study. The finding of this study found out that traveling to Brunei Darussalam and Malaysia gives six positive impacts on the

English department students' learning attitude. Traveling overseas makes the students feel happy. It also improves their knowledge, opens their mindset, motivates them, makes them become confident, and gives them new English vocabulary. The impacts might not as big as the previous study, because they went to Brunei Darussalam and Malaysia just for ten days, it was a short time. But, these positive impacts are still beneficial for the students.



CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter focuses on conclusion and recommendations which are drawn from the exploring the perception of students on the impact of traveling overseas on their learning attitude.

A. Conclusion

The present study aimed to find out the perceived impacts of traveling overseas for English Department students' learning attitude.

Based on the findings, this study found out that the students who have been overseas got six impacts from their experiences in foreign countries. The impacts are positive. The first finding shows that traveling overseas makes the students feel happy. The feel of experiencing new environment, new culture and other foreign things make the students feel happy. Secondly, it improves students' knowledge because they faced many new things there. By traveling overseas, students got many things that they can learn, so that the experiences improve their knowledge, especially about the country. Traveling overseas also gives new perspective to the students and it opens their minds.

In line with this, the finding also shows that traveling overseas gives positive impact in students' motivation in learning English. Traveling experiences

make the students want to go back to that country or other foreign countries. It becomes a motivation for students to learn English more, because it is an international language that used by most of people in the world and it is useful in foreign country. Understanding English and be able to speak English fluently can help the students and other people to explore foreign countries, especially the countries that use English in their daily life. The findings also show that traveling overseas makes the students being more confident in speaking English. It makes the students be more confident in speaking English with others, even though they have returned to their home country.

Moreover, traveling to foreign countries requires the travelers to speak English to communicate with foreigners. It is needed to get information from other people or to tell our ideas or opinions to others. The interview result shows that the experiences make the students get used to English and be more comfortable when speaking in English. By experienced it, after they spent ten days in other countries, the students being more confident in speaking English. Talking to foreigners also gives new vocabulary to the students. The conversation with foreigners makes the students realized new word, understood the meaning of the words, and where to use it.

B. Recommendations

Here, the researcher would like to present several recommendations for students, teachers, and other researchers.

For students, traveling overseas can be an interesting thing to do. It is recommended because it can make the students happy. It also gives improves the students' knowledge, open their minds, and motivates the students. Besides, the experiences will make the students confident and got new English vocabulary. Moreover, the students can also enjoy the view of foreign country that is different to their home country. The researcher would like to give a suggestion for the students to take some time to go overseas because by meeting foreigners, students can take an advantage to speak with them in English, including native speakers. It can improves students' skills and give them many other advantages.

For the teachers, the researcher recommended to take several times to goto other country. It gives them an advantage to explore the country, and also discuss with local residents. It can also give them a chance to hone their abilities in a new environment. Moreover, teachers can also use traveling overseas as one of their fun methods in teaching English.

Furthermore, the researcher would like to give recommendation for the future researchers. The present study was only took eight participants from English Department of UIN Ar-Raniryand used semi-structured interview as the instrument of data collection. For future research, the researcher recommended to take more participants from other places and other instruments to collect the data.

It also recommended to find out what is the impact of traveling overseas which takes longer times, such as 1 month, 3 months or even longer.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B - 997/Un.08/FTK/KP.07.6/01/2023

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

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-18625/Un.08/FTK/KP.07.6/12/2021** 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 Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **30 November 2021**

MEMUTUSKAN

Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-18625/Un.08/FTK/KP.07.6/12/2021** tanggal **29 Desember 2021**

KEDUA : Menunjuk Saudara:
1. Prof. Dr. T. Zulfikar, M.Ed. Sebagai Pembimbing Pertama
2. Drs. Amiruddin, M.Pd Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : **Salma Nurliza Putri**
NIM : **170203123**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Perception of Students on The Impact of Travelling Overseas on Their Learning Attitude**

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda

Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2023/2024

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: 11 Januari 2023
Dekan,


Saiful Huluk

Tembusan

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



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh

Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-7197/Un.08/FTK.1/TL.00/06/2022

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
2. Mahasiswa Leting 2017 Prodi Bahasa Inggris

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **SALMA NURLIZA PUTRI / 170203123**

Semester/Jurusan : X / Pendidikan Bahasa Inggris

Alamat sekarang : Jln. Rawa Sakti Timur 7, Meulagu 3, no. 2. Kec. Syiah Kuala, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Impact of Traveling Overseas in Improving Students' Speaking Skill***

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

Banda Aceh, 27 Juni 2022

an. Dekan

Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 27 Juli 2022

Dr. M. Chalis, M.Ag.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
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SURAT KETERANGAN

Nomor: B-22/Un.08/PBI/TL.00/07/2022

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-7197/Un.08/FTK.1/TL.00/06/2022 tanggal 27 Juni 2022, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : SALMA NURLIZA PUTRI
NIM : 170203123
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

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

"The Impact of Traveling Overseas in Improving Students' Speaking Skill "

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 22 Juli 2022
a.n Ketua Prodi Pendidikan Bahasa Inggris,
Sekretaris Prodi,

Syarifah Dahliana

APPENDIX D

INTERVIEW PROTOCOL

Project : The Perception of Students on the Impact of Traveling Overseas on their Learning Attitude

Date : -

Place : -

Interviewer : Salma Nurliza Putri

This research is about the perception of students on the impact of traveling overseas on their learning attitude. The aim of this research to find out the perceived impact of traveling overseas for English Department students. This study use semi-structured interview guideline which is asked through phone call and it will be recorded. The interview will take 5-15 minutes.

Questions:

1. Have you been to Brunei Darussalam and Malaysia?
2. Did you enjoy your traveling?
3. What experiences did you get by going overseas?
4. What language(s) did you use in Brunei Darussalam and Malaysia?
5. Was there a language barrier while traveling overseas?

6. How did you overcome the barriers?
7. Did traveling overseas give an impact to you?
8. How is your feeling after spending some days overseas?
9. Did traveling overseas change your speaking skills?

What are the differences between your speaking skill before going overseas and your speaking skill after spending some times in Brunei Darussalam and Malaysia?



APPENDIX E

INTERVIEW TRANSCRIPT

Project : The Perception of Students on the Impact of Traveling Overseas on Their Learning Attitude

Interviewer: Salma Nurliza Putri

Interviewee: P1

Q: baik, pertanyaan yang pertama apakah anda pernah pergi ke Brunei Darussalam dan Malaysia?

A: pernah, dalam program educational tourism (edu tour).

Q: pertanyaan selanjutnya apakah anda menikmati perjalanan ke Brunei Darussalam dan Malaysia?

A: ya saya sangat menikmati perjalanannya.

Q: pengalaman-pengalaman apa saja yang anda dapatkan selama pergi ke Brunei dan Malaysia tersebut?

A: ada sangat banyak pengalaman yang saya dapatkan. Seperti saya bisa melihat bagaimana kondisi, suasana, kehidupan, dan budaya orang Brunei dan orang Malaysia yang mayoritasnya hampir semua orang-orang Melayu. Pernah menjalin silaturahmi dengan kampus-kampus yang ada disana, pernah berkunjung ke beberapa kampus yang ada di Brunei dan yang ada di Malaysia, seperti ke Universitas Sulthan Syarif Ali, KUPU College Seri Begawan, Universitas Brunei

Darussalam, dan kalau di Malaysia ada UIA atau IIUM, International Islamic University of Malaysia. Kami pernah mengunjungi beberapa kampus disana juga, pernah mengunjungi beberapa tourism destination yang ada disana seperti museum dan tempat wisata yang lainnya.

Q: dari beberapa pengalaman yang anda sebutkan tadi, menurut anda pengalaman mana yang paling berkesan bagi anda dan kenapa?

A: kalau bagi saya pengalaman yang paling berkesan mengunjungi tempat-tempat wisata, karena itu bagi saya asik, seperti mengunjungi museum, mengunjungi beberapa wisata yang ada di Brunei seperti Bandara Seri Begawan. Mungkin itu yang berkesan bagi saya seperti mengunjungi masjid Kubah Emas, saya lupa nama masjidnya. Mengunjungi istana raja Brunei, mungkin itu saja yang sangat berkesan bagi saya.

Q: pertanyaan selanjutnya, bahasa apa saja yang anda pakai di Brunei dan Malaysia?

A: bahasa yang saya pakai di Brunei dan Malaysia ada bahasa Melayu, bahasa Inggris. Tapi kalau sesama kawan yang dari Indo tetap bahasa Indonesia.

Q: bahasa Inggrisnya dipakai dengan siapa biasanya?

A: dengan international students yang ada disana.

Q: apakah ada kendala bahasa selama disana?

A: tidak ada sedikit pun.

Q: baik, pertanyaan selanjutnya apakah traveling ke Brunei dan Malaysia ini memberi dampak kepada anda?

A: mungkin memberi dampak kepada saya, ya membuka pikiran saya dalam hal bagaimana kehidupan international students itu, bagaimana kehidupan disana, bagaimana budaya mereka dan bagaimana proses pendidikan mereka misalnya bagaimana kehidupan yang ada di kampus mereka itu. Saya tidak hanya memandang yang ada di Aceh, tapi juga memandang yang ada di daerah-daerah lain seperti di Brunei dan Malaysia. Dengan berkunjung secara langsung saya jadi lebih tau, karena sudah liat secara langsung dengan mata saya sendiri.

Q: bagaimana perasaan anda setelah menghabiskan beberapa waktu disana?

A: perasaan saya bahagia, yang namanya kita traveling itu memang buat kesenangan.

Q: apakah pengalaman traveling ke Brunei ini berdampak pada motivasi anda dalam belajar bahasa Inggris, terutama dalam speaking skill nya?

A: kalau dalam belajar bahasa Inggris, memang saya sudah niat mendalami bahasa Inggris. Tapi kalau dalam speaking skill, kalau berdampak tidak tahu saya bilang bagaimana karena program ini hanya sekitar 10 hari. Kalau speaking mungkin akan lebih berdampak jika programnya setahun atau 6 bulan.

Q: ada tidak termotivasi untuk lebih belajar bahasa Inggris?

A: memang dari sebelum itu sudah ada.

Q: apa mungkin bertambah lagi?

A: bisa jadi.

Q: menurut anda apakah ada perbedaan yang anda rasakan antara speaking skill anda sebelum pergi ke Brunei dan Malaysia dengan speaking skill anda setelah menghabiskan beberapa waktu disana?

A: sama saja. Saya rasa karena programnya sedikit singkat, kalau dalam hal speaking dalam pandangan saya tidak berubah, tetap seperti biasa karena programnya hanya 10 hari. Setelah itu sudah kembali lagi kesini. Tapi jika dibuat programnya 6 bulan atau setahun, itu otomatis pasti akan berubah speaking nya karena kesehariannya juga akan berbeda. Kalau waktu sesingkat ini masih dalam proses akan berubah, tapi belum.



Project : The Perception of Students on the Impact of Traveling Overseas on Their Learning Attitude

Interviewer: Salma Nurliza Putri

Interviewee: P2

Q: pertanyaan pertama apakah anda pernah pergi ke Brunei Darussalam dan Malaysia?

A: pernah.

Q: apakah anda menikmati perjalanan tersebut?

A: ya, sangat menikmati.

Q: pengalaman-pengalaman apa saja yang anda dapatkan selama pergi ke Brunei dan Malaysia?

A: pengalaman yang saya dapatkan diantaranya yaitu menemukan budaya-budaya baru yang tidak pernah saya temukan di Indonesia, lalu disana juga saya seperti mengasah bahasa Inggris saya dikarenakan disaat saya berkomunikasi dengan orang Malaysia atau orang Brunei Darussalam saya harus menggunakan bahasa Inggris. Jadi, itu juga menjadi latihan buat saya untuk improve speaking skill saya.

Q: dari pengalaman-pengalaman yang anda sebutkan tadi, menurut anda pengalaman mana yang paling berkesan dan kenapa?

A: pengalaman yang paling berkesan bagi saya yaitu disaat saya mengunjungi kampus yang ada di Brunei Darussalam dan disana kami bertukar pikiran tentang budaya Indonesia dan budaya Brunei Darussalam serta sistem-sistem kampus, jurusan-jurusan apa saja yang ada di UIN Ar-Raniry dengan kampus yang ada di Brunei Darussalam. Disaat seperti itu kami melakukan peebincangan melalui bahasa Inggris.

Q: berarti bahasa yang dipakai disana itu bahasa Inggris?

A: iya bahasa Inggris.

Q: selain bahasa Inggris apa ada bahasa lain yang dipakai selama disana?

A: ada, bahasa Melayu. Tetapi lebih dominan ke bahasa Inggrisnya.

Q: apakah ada kendala bahasa selama disana?

A: kekurangan vocab. Ada beberapa vocab di bahasa Inggris yang tidak saya ketahui disaat saya berkomunikasi dengan orang-orang disana.

Q: lalu bagaimana cara anda mengatasi kendala itu?

A: dengan menggunakan Google Translate, saya mencari kosakata yang tidak saya ketahui.

Q: pertanyaan selanjutnya, apakah traveling ke Brunei ini memberimu dampak?

A: iya memberikan dampak bagi saya. Terlebih di speaking yang biasanya belum sering untuk menggunakan atau berbicara bahasa Inggris dengan orang lain, tetapi disana dituntut untuk harus berbicara bahasa Inggris. Jadi karena itu saya

mendapatkan improve yaitu disaat saya berbicara bahasa Inggris sudah agak lancar dibanding biasanya.

Q: apakah kepercayaan diri anda lebih tinggi dari sebelumnya?

A: iya, kepercayaan diri saya lebih tinggi dari sebelumnya disaat saya sudah traveling kesana.

Q: bagaimana perasaan anda setelah menghabiskan beberapa waktu disana?

A: senang, jika ada waktu atau kesempatan saya ingin mengulang kembali untuk pergi kesana.

Q: apakah ada perubahan dalam aksen bahasa inggris anda setelah balik ke Indonesia?

A: diawal ada, aksennya itu mengikuti seperti aksen yang ada disana. Tetapi lama kelamaan aksen saya berubah seperti aksen Indonesia kembali.

Q: aksen bahasa Inggris apa yang anda pakai?

A: lebih ke British.

Q: kemudian apakah traveling overseas ini mengubah speaking skill anda?

A: iya.

Q: dari skala 1-10, kira-kira berapa?

A: 7,5.

Q: baik, apa perbedaan yang anda rasakan antara speaking skill anda sebelum pergi ke Brunei dan Malaysia dengan speaking skill anda setelah menghabiskan beberapa waktu disana?

A: sebelum saya pergi ke Malaysia saya tidak terlalu lancar dalam berbicara bahasa Inggris, tetapi setelah pulang dari sana bahasa Inggris saya itu lebih lancar dari sebelumnya.

Q: apakah itu masih berlaku sampai sekarang ini?

A: iya.



Project : The Perception of Students on the Impact of Traveling Overseas on Their Learning Attitude

Interviewer: Salma Nurliza Putri

Interviewee: P3

Q: pertanyaan yang pertama apakah anda pernah pergi ke Brunei Darussalam dan Malaysia?

A: ya pernah.

Q: apakah anda menikmati perjalanan tersebut?

A: ya tentu saja saya menikmati perjalanan itu.

Q: pengalaman-pengalaman apa saja yang anda dapatkan selama pergi ke Brunei dan Malaysia?

A: ada berbagai pengalaman, pertama berjumpa dengan orang-orang baru.

Tentunya walaupun kita sukunya mirip, sama-sama suku Melayu tapi karakteristik orang itu lumayan berbeda-beda. Kemudian kuliner yang ada disana, baik Brunei maupun Malaysia. Kalau di Malaysia itu mungkin agak mirip dengan kita, tapi di Brunei saya rasa bumbu masakannya itu berbeda dengan kita, enak tapi beda.

Kemudian, di kedua negara itu walaupun keduanya rumpun melayu, tapi disana kita juga dituntut untuk berbicara mix English. Kadang-kadang kita juga berbicara bahasa Inggris disana, karena waktu itu saya pergi kesana dalam rangka study tour dari kampus.

Q: selain bahasa Inggris, bahasa apa saja yang dipakai disana?

A: bahasa yang saya gunakan disana ada bahasa Indonesia untuk berkomunikasi dengan kawan-kawan, dan juga dengan mereka, satu dua kata gitu yang mudah dipahami. Kemudian, pakai bahasa Inggris juga. Kalau dalam lingkup kampus, ketika mengunjungi kampus-kampus itu menggunakan bahasa Inggris. Tapi ketika berbelanja, banyak mix bahasa Indonesia. Karena bahasa mereka disitu kan bahasa Melayu, mirip dengan bahasa kita.

Q: dari beberapa pengalaman yang anda sebutkan tadi, menurut anda pengalaman yang mana yang paling berkesan dan kenapa?

A: kalau pengalaman paling berkesan menurut saya itu saat kami mengunjungi Universitas Brunei Darussalam (UBD). Disitu ada kelas internasional dan saat itu kami disambut sama dosen sekaligus beberapa mahasiswa yang mengambil kelas internasional di UBD dan ketika berkomunikasi kami sering menggunakan bahasa Inggris. Jadi disitu saya bisa belajar lebih banyak bagaimana cara berkomunikasi dengan orang luar.

Q: selama berkomunikasi dengan mereka apa ada kendala dalam bahasa?

A: kadang-kadang saya kurang ngerti tentang apa yang mereka sebutkan, begitu juga dengan mereka kurang paham dengan apa yang saya sebutkan. Kemungkinan itu karena kesalahan dalam pronunciation.

Q: lalu bagaimana cara anda mengatasi kendala itu?

A: karena kita sama-sama rumpun melayu, kadang-kadang saya bawa lagi ke bahasa Indonesia. Ketika dia sudah mulai nyambung, oo iya itu maksudnya. Jadi sudah ada titik temu.

Q: ok, berarti balik lagi ke bahasa Indonesia dan Melayu ya?

A: iya.

Q: baik, apakah traveling ke Brunei dan Malaysia ini memberi dampak terhadap diri anda?

A: iya tentu saja memberi dampak, bagaimana kita bisa beradaptasi di negara orang, kemudian bagaimana kita bisa menjalin komunikasi dengan orang asing, bagaimana cara kita berkoordinasi dengan teman-teman satu grup karena kesana peginya pakai grup. Kemudian memberi dampak pada English speaking skill saya.

Q: apakah traveling ini berpengaruh terhadap motivasi anda dalam belajar bahasa Inggris terutama dalam speaking skill?

A: ya, tentu saja. Sepulang dari Brunei saya merasa English speaking skill saya masih kurang, masih perlu diasah. Jadi dari situ saya coba untuk lebih sering berkomunikasi, sering practice di dalam kelas, sering coba ngomong dengan teman-teman di kampus supaya penguasaan speaking saya lebih bagus.

Q: apakah ada perubahan dalam aksen bahasa Inggris yang anda gunakan setelah pulang dari sana?

A: lumayan ada, mungkin karena pengaruh dari berbicara sama teman-teman disana juga, walaupun perubahannya itu tidak terlalu signifikan.

Q: aksen apa yang dipakai disana?

A: saya rasa lebih ke Amerika.

Q: apakah traveling ini berpengaruh terhadap kepercayaan diri anda dalam berbicara bahasa Inggris?

A: iya, tentu berpengaruh. Karena saya merasa saya aja bisa ngomong sama teman-teman di Negara luar. Walaupun masih satu rumpun, gitu, udah lumayan bisa ngomong dalam bahasa Inggris. Berarti dalam kelas atau dalam pertemuan apapun jika saya terus berlatih, saya bakalan bisa ngomong bahasa Inggris dengan lancar.

Q: bagaimana perasaan anda setelah menghabiskan beberapa waktu disana?

A: saya merasa sangat-sangat senang karena banyak pengalaman dan pelajaran yang bisa diambil dari kegiatan itu.

Q: apakah ada perbedaan yang anda rasakan antara speaking skill anda sebelum pergi ke Brunei dan Malaysia ini, dengan speaking skill anda setelah menghabiskan beberapa waktu disana?

A: iya, lumayan ada. Sebelum pergi ke Brunei, saya merasa kurang percaya diri dalam berbicara bahasa Inggris, dan kadang-kadang saya menuliskan konteksnya terlebih dahulu, baru mencoba untuk berbicara. Tapi ketika di Brunei, kita

berjumpa dengan orang langsung dan kita dintuntut untuk berbicara langsung dengan mereka. Jadi mau nggak mau saya harus bisa berbicara secara spontan. Nah, setelah menghabiskan beberapa waktu di Brunei dan Malaysia, dan kemudian pulang lagi kesini, saya menjadi lebih terbiasa dalam berbicara bahasa Inggris sehingga tidak melulu membutuhkan konsep sebelum berbicara.

Q: apakah hal itu masih dirasakan sampai saat ini?

A: iya lumayan.



Project : The Perception of Students on the Impact of Traveling Overseas on
Their Learning Attitude

Interviewer: Salma Nurliza Putri

Interviewee: P4

Q: baik, pertanyaan yang pertama apakah kamu pernah ke Brunei Darussalam dan Malaysia?

A: ya, pernah.

Q: kemudian, apakah kamu menikmati perjalanan travelling tersebut?

A: ya, sangat menikmati.

Q: pengalaman apa saja yang kamu dapatkan selama berada di Brunei dan Malaysia?

A: yang pertama pastinya berjumpa dengan penduduk-penduduk lokal disana yang seumuran dengan kita, ngomong-ngomong disana tentang perbedaan culture juga.

Q: dari sekian pengalaman yang anda dapatkan disana, kira-kira pengalaman mana yang paling berkesan bagi anda dan kenapa?

A: yang paling berkesan itu pas di Brunei sih. Yang paling berkesan itu adalah syariat agama disana betul-betul kental, jauh lebih kental dari Banda Aceh.

Q: baik, ngomongin tentang culture, kan salah satu nya adalah language. Bahasa apa aja yang anda gunakan selama berada di Brunei dan Malaysia?

A: bahasa Inggris kalau ngomong sama orang-orang Melayu disana. Tapi kalau sesama kita yang ikut students' exchange itu menggunakan bahasa Indonesia.

Q: ada tidak masalah tentang bahasa selama berada disana?

A: tidak ada. Kalau pun kita kurang cakap berbicara bahasa Inggris mereka juga masih bisa mengerti. Karena kan juga bahasa Indonesia hampir-hampir mirip dengan bahasa Melayu dan disana kan bahasa utama mereka itu bahasa Melayu. Jadi mereka juga bilang kalau misalnya kesusahan, then you can use your language.

Q: menurut anda apakah traveling overseas ini memberi dampak terhadap diri sendiri?

A: memberi dampak untuk apa ni?

Q: terhadap diri sendiri.

A: in bahasanya? Speaking ability nya?

Q: iya.

A: ya tentu saja. disitu kan kita bercampur ya, bukan cuma sesama orang-orang yang ikut students' exchange aja. Tapi juga kita berbaur sama masyarakat yang ada disitu, terlebih mahasiswa-mahasiswa yang ada di universitas di Brunei. Nah

jadi kita diharuskan untuk jauh lebih percaya diri untuk berbicara dalam bahasa Inggris.

Q: apakah kepercayaan diri itu masih terbawa sampai sekarang dampaknya?

A: iya, masih.

Q: kira-kira dari skala 1 samapai 10 itu seberapa banyak yang di dapatkan?

A: dari overseas itu?

Q: ya.

A: I would say 7.

Q: seven? Okay. Bagaimana perasaan anda setelah pegi ke luar negeri selama beberapa hari tersebut?

A: perasaannya senang, karena bisa experience new things, bisa juga ngomong banyak hal sama orang-orang yang ada disana terlebih di Brunei.

Q: setelah pulang dari sana itu apakah ada motivasi yang lebih gitu untuk mempelajari speaking skill dalam bahasa Inggris?

A: iya, ada sekali. Karena pastinya setelah pulang dari situ ada keinginan untuk setidaknya kembali ke negara tersebut atau bahkan coba exploring ke negara-negara yang lain. Yang pastinya bahasa Inggris itu bakalan sangat diperlukan.

Q: apakah pergi ke luar negeri ini mengubah speaking skill anda?

A: mengubah tidak, cuman kasih new perspective gitu. Jadi lebih berani gitu.

Q: dari segi motivasi nya berarti ya

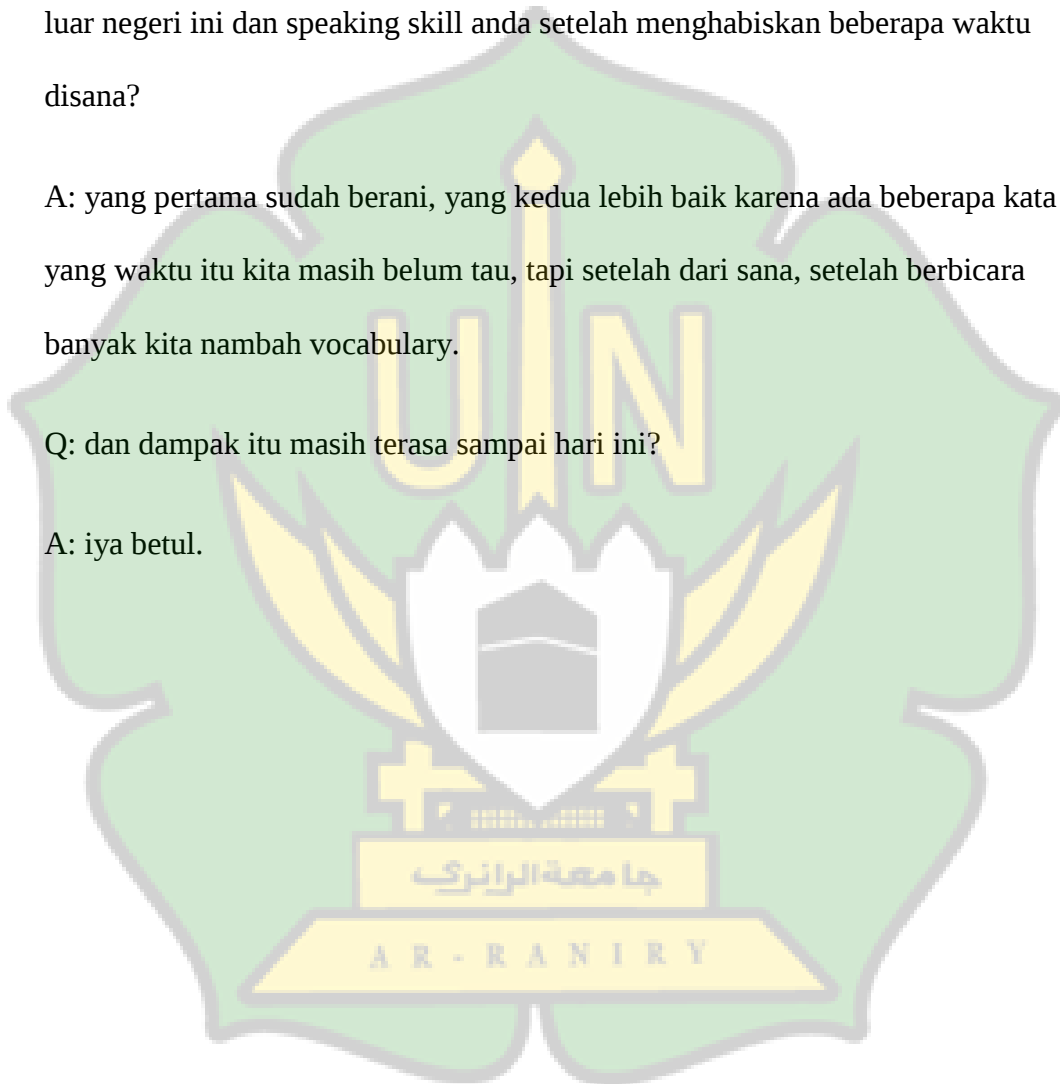
A: iya betul.

Q: apa perbedaan yang anda rasakan antara speaking skill anda sebelum pergi ke luar negeri ini dan speaking skill anda setelah menghabiskan beberapa waktu disana?

A: yang pertama sudah berani, yang kedua lebih baik karena ada beberapa kata yang waktu itu kita masih belum tau, tapi setelah dari sana, setelah berbicara banyak kita nambah vocabulary.

Q: dan dampak itu masih terasa sampai hari ini?

A: iya betul.



Project : The Perception of Students on the Impact of Traveling Overseas on Their Learning Attitude

Interviewer: Salma Nurliza Putri

Interviewee: P5

Q: pertanyaan yang pertama apakah anda pernah pergi ke Brunei Darussalam dan Malaysia?

A: pernah.

Q: apakah anda menikmati perjalanan tersebut?

A: of course.

Q: pengalaman-pengalaman apa saja yang anda dapatkan selama pergi ke Brunei dan Malaysia?

A: yang pertama pastinya suasana yang baru, budayanya sama lingkungannya, dan juga pengetahuan baru.

Q: baik, dari pengalaman-pengalaman yang anda sebutkan tadi, menurut anda pengalaman mana yang paling berkesan bagi anda sendiri dan kenapa?

A: yang berkesan itu, kan pertukaran student ke Brunei, jadi disana ada kegiatannya kuliah dua hari, masuk kuliah bareng dengan dosen yang di sana, di UNISSA terus kami belajar gitu. Belajarnya dengan metode belajar orang di Brunei gimana, sistem kuliahnya gimana. Yang terkesan itu mereka tu belajarnya nggak full, nggak banyak tapi sekitar setengah jam. Tapi dapat banget ilmunya,

serius, fokus gitu. Setiap semester tu paling ada 4 SKS, nggak seperti kita satu semester tu sampai 22 SKS gitu kan. Orang ni 4 SKS atau 4 pelajaran gitu, cuma mentok disitu aja. Jadi, hasilnya itu bagus. Kalau kita semua pelajaran ada, semua mata kuliah ada tapi ini sedikit itu sedikit. Tapi kalau disana tu fokus gitu walaupun cuma 4 pelajaran tapi fokus selama satu semester tu.

Q: baik, berbicara tentang budaya, language kan termasuk salah satu dari budaya. Disana bahasa apa aja yang anda pakai selama berada di Brunei dan Malaysia tersebut?

A: kalau sesama antar pelajar yang dari Aceh kami pakai bahasa Indonesia, karena yang dari Aceh juga ada yang tidak bisa bahasa Acehnya. Terus ketika belajar dan tour ke college-college yang disana tu kami pakai bahasa Inggris sama Malay. Tapi lebih dominannya ke Inggris karena bahasa Inggris kan bahasa internasional. Kadang kami juga tidak mengerti bahasa Malay nya, jadi lebih ke Inggris pakainya.

Q: apakah ada kendala bahasa selama berada disana?

A: kendala bahasa di accent nya aja. Kita beda accent dengan orang tu, mereka lebih ke British gitu. Accent sama pronounce nya lebih bagus, karena mereka daily nya memang pakai Inggris, jadi lebih dapat gitu, lebih hampir kaya native kalau kita ngomong dengan mereka.

Q: dalam kendala accent dan pronunciation itu, bagaimana cara anda mengatasi kendala tersebut?

A: cara mengatasinya praktek dengan apa yang pernah di dengar, kan ada belajar juga terus ketika mereka ngomong ‘oh gini ternyata cara pronounce nya yang lebih bagus’, praktekin gitu.

Q: kalau misalnya ada misunderstanding atau tidak mengerti apa yang mereka katakan, bagaimana cara anda mengatasinya?

A: orang ni lebih jelasin lagi nanti kalau kita tanya ‘itu maksudnya gimana?’, nanti mereka jelasin lagi dengan bahasa yang lebih sederhana. Karena mereka pakai bahasa yang modern, jadi orang ni jelasin lagi dengan cara yang lebih sederhana dan juga kalau ada contoh di contohin. Jadi lebih ngerti kemana intinya tu.

Q: kemudian apakah traveling overseas ini memberikan dampak terhadap diri anda sendiri?

A: ya pastinya dapat dampaknya. Dampaknya ilmu baru, pengetahuan baru, dan juga bahasa. Kalau seandainya kita ngomong di Aceh kan nambah paling vocab gitu, tapi accent sama pronounce nya itu kan nggak terlalu gitu. Beda dengan kita ngomong dengan orang luar negeri, otomatis beda accent sama pronounce nya

Q: apakah traveling ke Brunei dan Malaysia ini mempengaruhi motivasi anda dalam belajar bahasa Inggris terutama dalam speaking skill?

A: sangat mempengaruhi

Q: adakah perubahan dalam accent bahasa Inggris anda setelah balik ke Indonesia?

A: ada, lebih menghilangkan R. lebih mempraktikkan seperti yang pernah didengar di Brunei dan Malaysia. Walaupun just one word.

Q: apakah dampak tersebut masih terasa sampai saat ini?

A: masih.

Q: bagaimana perasaan anda setelah menghabiskan beberapa waktu di Brunei dan Malaysia?

A: sangat senang, sangat memuaskan, suka pengennya balik lagi. Pngen setiap tahun ikut lagi gitu.

Q: apakah traveling overseas ini berpengaruh terhadap kepercayaan diri anda juga dalam berbicara bahasa Inggris?

A: iya. Aku ngerasa kaya lebih bagus lah gitu, maksudnya udah dapat ni accent sama pronounce yang lebih bagus. Walaupun satu dua kata, nggak semua. Jadi aku mikirnya kaya gini pronounce nya lebih bagus gitu.

Q: menurut anda apakah ada perubahan dalam speaking bahasa Inggris anda sebelum ke Brunei dan Malaysia ini dan setelah ke Brunei dan Malaysia?

A: ada, tapi hanya untuk beberapa kata, tidak semua karena belum belajar keseluruhannya. Mungkin kalau lebih lama dikasih waktu disana untuk belajar, mungkin lebih banyak yang didapati.

Project : The Perception of Students on the Impact of Traveling Overseas on
Their Learning Attitude

Interviewer: Salma Nurliza Putri

Interviewee: P6

Q: baik, pertanyaan yang pertama apakah anda pernah pergi ke Brunei Darussalam dan Malaysia?

A: pernah di tahun 2019.

Q: baik, apakah anda menikmati perjalanan tersebut?

A: tentu saja sangat menikmatinya karena itu adalah hal yang pertama kali bagi saya, jadi jelas saya menikmatinya.

Q: pengalaman-pengalaman apa saja yang anda dapatkan selama di Brunei dan Malaysia?

A: pengalaman yang pertama culture shock, kita bisa lihat budaya mereka, meningkatkan pengalaman kita disana. Karena kita pertama kali kesana jadi banyak pengalaman yang didapatkan. Di Malaysia seperti bertemu orang baru. Pengalaman di Malaysia, ketika di IIUM itu wow. Karena kita baru pertama kali kesana, jadi ketika melihat kampus mereka itu wow gitu, sangat besar, sangat luas, dan pokoknya the best. Setelah itu, kalau yang lebih mengesankan sebenarnya di Brunei pengalamannya. Ketika ke kampus UBD itu, ketika jumpa siswa disana mereka sangat ramah, kemudian juga bahasa Inggris mereka sangat

fluent, sangat amazing ketika ngomong sama mereka dan juga mereka sedikit shock dengan SKS yang ada di perkuliahan kita karena jumlah SKS mereka lebih sedikit daripada jumlah SKS yang ada di tempat kita. Itu pengalaman yang melekat.

Q: baik, dari beberapa pengalaman yang anda paparkan, pengalaman mana yang menurut anda paling berkesan dan kenapa?

A: yang paling berkesan di Brunei, karena mereka sangat ramah, kemudian menjamu tamunya sangat bagus, kemudian ketika di UNISSA itu juga seru, mereka juga menjamu kita dengan baik. Setelah itu ketika kita di kelas, di UNISSA itu kita memainkan sebuah game dan gamenya itu seru dibuat dengan mereka. Kemudian ketika kita ke UBD juga, saat pertemuan di UBD itu kita juga dilayani dengan bagus, mereka menjelaskan tentang kampus mereka yang super wow bagi saya, perpustakaanannya the best. Di Brunei yang paling berkesan.

Q: baik, talking about culture, salah satu dari budaya itu adalah bahasa. Bahasa apa saja yang anda pakai selama di Brunei dan Malaysia?

A: selama disana, karena kita komunikasinya lebih dengan kawan sendiri, jadi jarang memakai bahasa Inggris, lebih ke bahasa ibu kita dan bahasa Indonesia. Kecuali ketika bertemu di salah satu universitas di Brunei, ada satu mahasiswa disitu yang memang memakai bahasa Inggris. Ketika dia menjumpai saya, baru saya akan mengobrol dengan dia dengan bahasa Inggris juga. Tapi itu hanyalah obrolan singkat. Tapi ketika orang itu berbicara dengan bahasa Melayu ataupun bahasa Indonesia, saya juga menanggapinya dengan bahasa Indonesia.

Q: bagaimana dengan lingkungan universitas, kebanyakan bahasa apa yang dipakai?

A: kalau di Malaysia mereka mix antara English and Melayu, di Brunei juga gitu yang saya dengar. Ketika di kampus-kampus mereka mix bahasa mereka. Saya dengar percakapan mereka itu nggak full English, tapi lebih mix gitu.

Q: apakah ada kendala bahasa selama berada disana?

A: kendala bahasa selama disana ada kalau mereka mengobrolnya full English. Karena nervous jadi vocab nya itu akan lupa.

Q: bagaimana kemudian cara anda mengatasi kendala tersebut?

A: kendalanya kan nervous, jadi harus memegang sesuatu, pegang benda seperti pulpen atau apa gitu. Jadi kalau saya pribadi, kalau nervous itu pasti seperti nggak tetap, anggota tubuh saya harus ada yang gerak, tangan atau kaki harus gerak gitu. Jadi dengan begitu saya lebih rileks ketika berbicara.

Q: apakah ada switch language, misalnya yang tadinya bahasa Inggris tiba-tiba ke bahasa Indonesia. Apakah ada yang seperti itu?

A: ada ketika saya di Brunei, kalau nggak salah dia mahasiswa di UBD, dia sedikit Chinese gitu orangnya. Jadi ketika dia mengajak ngobrol sama saya dia pertama menggunakan bahasa Inggris, tetapi ketika saya sedikit ragu, dia menjelaskan tentang perkuliahannya bagaimana dalam bahasa Inggris, tapi ketika ada yang tidak saya mengerti dia switch dengan bahasa Melayu untuk menjelaskan apa maksudnya tadi.

Q: baik, pertanyaan selanjutnya apakah traveling ke Brunei dan Malaysia ini memberi dampak kepada diri anda sendiri?

A: ini dampak yang bagaimana?

Q: dampak mungkin dari segi motivasinya, atau mungkin dari kemampuan speaking skill nya setelah pulang dari sana.

A: ada dampak ke speaking, tapi sedikit. Kalau dampak terbesarnya saya lebih percaya diri sekarang. Kalau untuk speaking ada, tapi bukan dalam kategori bahasa Inggris gitu. Saya lebih percaya diri saat ngomong di depan, nggak terlalu nervous lagi. Setelah itu kalau jumpa orang baru nggak nervous kalau diajak komunikasi. Tapi kalau dalam speaking nya ada improvement nya sedikit.

Q: menurut anda apakah traveling ke Brunei dan Malaysia ini berpengaruh terhadap motivasi dalam mempelajari bahasa Inggris terutama dalam speaking skill?

A: menurut saya sangat termotivasi, dengan dua negara ini saja bahasa Inggris diutamakan, walaupun mereka mix bahasa Inggrisnya. Jadi untuk negara-negara lain berarti gitu juga apalagi negara yang full English, pasti akan termotivasi. Ke negara tetangga saja yang menggunakan dua bahasa, apalagi kita mempunyai tujuan ke negara seperti Amerika, Perancis, pasti termotivasi untuk belajar bahasa Inggris.

Q: menurut anda apakah ada perubahan dalam aksen bahasa Inggris anda setelah balik ke Indonesia?

A: perubahan aksen nggak ada, karena kita masih dalam lingkup Asia, apalagi kita perginya ke negara tetangga seperti Brunei, aksennya masih bukan aksen yang dipakai oleh Amerika, bukan British. Jadi masih aksen mereka sendiri, seperti kita juga memakai aksen Indonesia. jadi nggak ada perubahan.

Q: apakah berpengaruh terhadap kepercayaan diri anda dalam berbicara bahasa Inggris?

A: seperti yang saya bilang tadi pulang dari sana memang dampak yang paling berpengaruh adalah kepercayaan diri. Saya percaya diri untuk public speaking di depan. Dari pertama nervous, sekarang nggak.

Q: apakah kepercayaan diri itu masih terasa sampai saat ini?

A: masih sangat terasa.

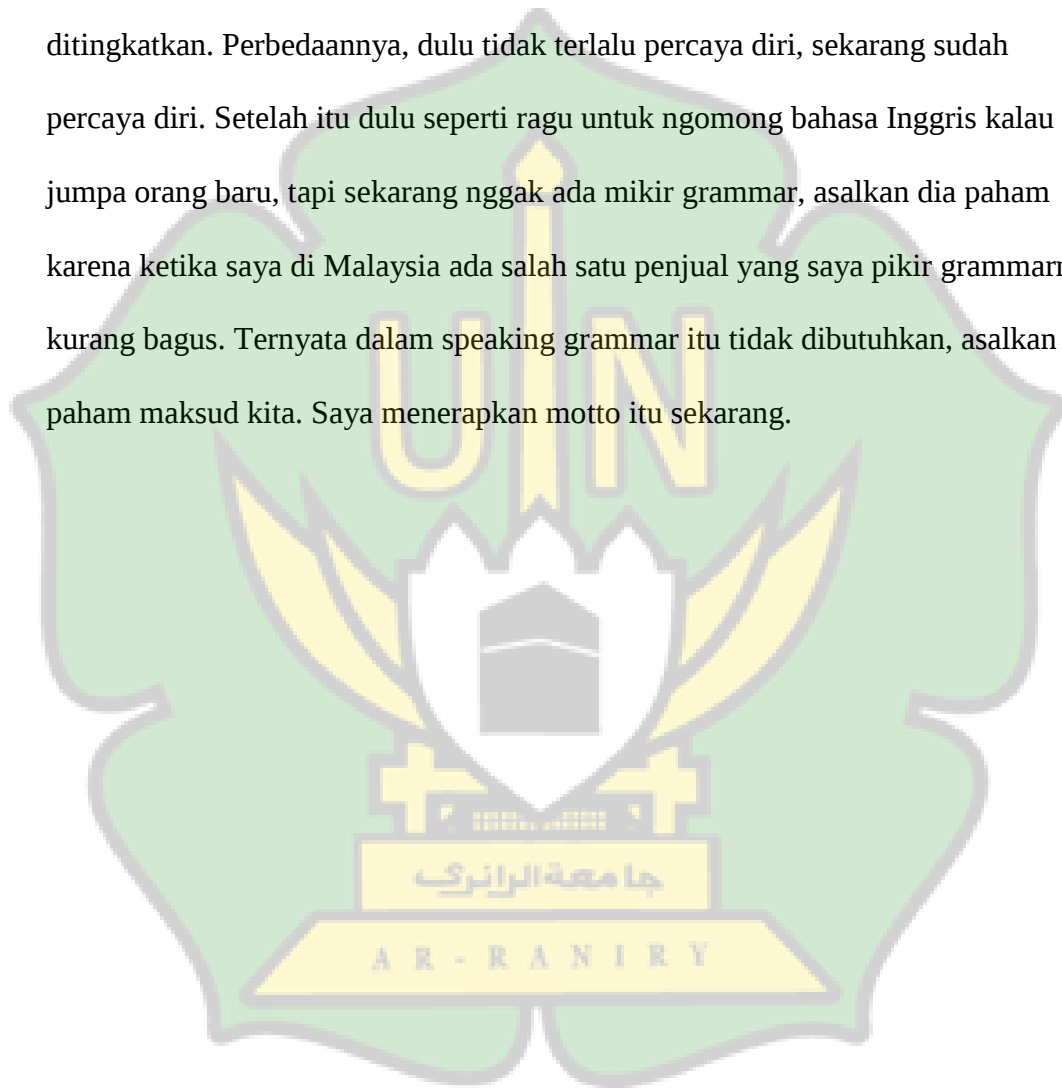
Q: bagaimana kemudian perasaan anda setelah menghabiskan beberapa waktu disana?

A: sangat menyenangkan, saya ingin kembali kesana.

Q: baik, pertanyaan terakhir menurut anda apakah ada perbedaan yang anda rasakan antara speaking skill anda sebelum pergi ke Brunei dan Malaysia dan speaking skill anda setelah menghabiskan beberapa waktu disana?

A: ada perbedaannya. Kalau sebelumnya saya sedikit tidak terlalu percaya diri dalam berbicara bahasa Inggris, saya sekarang ini lebih percaya diri. Kemudian saya juga karena termotivasi untuk pergi ke tempat lain lagi, jadi saya sudah

belajar new accent, misalnya seperti perbaiki dalam aksen Amerika. Setelah itu ketika pulang dari sana saya ingin ke luar negeri kembali, jalan-jalan ke luar negeri tapi bukan negara tetangga. Ke luar negeri seperti ke Amerika, Inggris. Jadi saya ingin meningkatkan dalam aksen, kemudian vocab nya juga harus ditingkatkan. Perbedaannya, dulu tidak terlalu percaya diri, sekarang sudah percaya diri. Setelah itu dulu seperti ragu untuk ngomong bahasa Inggris kalau jumpa orang baru, tapi sekarang nggak ada mikir grammar, asalkan dia paham karena ketika saya di Malaysia ada salah satu penjual yang saya pikir grammarnya kurang bagus. Ternyata dalam speaking grammar itu tidak dibutuhkan, asalkan dia paham maksud kita. Saya menerapkan motto itu sekarang.



Project : The Perception of Students on the Impact of Traveling Overseas on
Their Learning Attitude

Interviewer: Salma Nurliza Putri

Interviewee: P7

Q: oke, pertanyaan pertama apakah anda pernah pergi ke Brunei Darussalam dan Malaysia?

A: ya saya pernah pergi ke Brunei Darussalam dan Malaysia melalui program di pendidikan bahasa Inggris.

Q: baik, kemudian apakah anda menikmati perjalanan tersebut?

A: ya, saya sangat menikmati perjalanan tersebut.

Q: pengalaman-pengalaman apa saja yang anda dapatkan selama pergi ke Brunei dan Malaysia?

A: pengalaman yang saya dapatkan setelah pergi traveling ke Brunei dan Malaysia saya dapat mempelajari kebudayaan negara tersebut dan saya juga belajar di kampus di Brunei Darussalam.

Q: dari pengalaman-pengalaman yang anda sebutkan tadi, menurut anda pengalaman mana yang paling berkesan bagi anda dan kenapa?

A: yang paling berkesan itu ketika kita pergi ke kampus-kampus di Brunei dan Malaysia. Karena kita dapat bertemu dengan pimpinan kampusnya langsung dan

juga mengikuti konferensi sama mereka, dan juga mengenalkan kampus mereka dengan menggunakan bahasa Inggris dan itu sangat menarik bagi saya.

Q: komunikasi nya disitu menggunakan bahasa Inggris?

A: Iya

Q: baik, kemudian bahasa apa saja yang anda pakai selama berada disana?

A: selama berada di Brunei dan Malaysia kita menggunakan bahasa Melayu dan juga bahasa Inggris.

Q: apakah ada kendala bahasa selama disana?

A: mungkin terkendalanya seperti kurang jelas ketika mereka menyebutkan beberapa kata dalam bahasa Inggris. Namun selebihnya tidak ada.

Q: baik, berarti kurang memahami apa yang mereka katakana ya? Bagaimana kemudian anda mengatasi hal tersebut?

A: dengan cara bertanya langsung kepada mereka, apa yang sebenarnya mereka maksud. Jika masih kurang mengerti saya akan bertanya kepada teman-teman saya.

Q: baik, kemudian apakah traveling overseas ini memberi dampak kepada diri anda sendiri?

A: untuk saya sendiri, traveling ini memberikan dampak seperti saya merasa menambah wawasan saya terhadap negara-negara tersebut, yang sebelumnya saya tidak pernah berkunjung ke Brunei Darussalam saya jadi tahu bagaimana

kehidupan di Brunei Darussalam. Karena disana kita juga masuk kelas dan belajar langsung, diajarkan oleh dosen disana dengan materi yang belum pernah kita pelajari disini itu menambah wawasan saya. Seperti kemarin itu kita belajar tentang hukum, itu menambah wawasan saya tentang hukum.

Q: apakah traveling ke Brunei dan Malaysia ini berpengaruh terhadap motivasi dalam mempelajari bahasa Inggris terutama dalam speaking skill?

A: ya, traveling overseas ini sangat menambah motivasi saya dalam belajar bahasa Inggris untuk meningkatkan speaking skill saya, karena saya sendiri jarang berbicara dengan warga lokal disana. Saat itu kemampuan speaking saya kurang bagus sehingga pulang dari sana saya ingin meningkatkan lagi speaking skill saya agar saya dapat komunikasi langsung dengan mereka menggunakan bahasa Inggris. Sehingga mereka juga tetap memahami apa yang saya katakan.

Q: menurut anda apakah ada perubahan dalam aksen bahasa Inggris anda setelah balik ke Indonesia?

A: ada sedikit, seperti berbicara dengan aksen bahasa Inggris Melayu

Q: kemudian apakah traveling overseas ini berpengaruh terhadap kepercayaan diri anda dalam berbicara bahasa Inggris?

A: ya, traveling overseas ini sangat berpengaruh dengan kepercayaan diri saya dalam berbicara bahasa Inggris, karena disana mengalami langsung berbicara dengan warga lokal menggunakan bahasa Inggris. Ketika kembali ke Aceh dan

menggunakan bahasa Inggris saya lebih percaya diri karena saya telah mengalami langsung berbicara bahasa Inggris walaupun dengan orang Brunei dan Malaysia.

Q: apakah hal itu masih berdampak sampai saat ini?

A: masih.

Q: baik, bagaimana kemudian perasaan anda setelah meghabiskan beberapa waktu di Brunei dan Malaysia?

A: saya merasa senang karena mengalami pengalaman langsung, dapat berkunjung ke universitas-universitas disana. Karena jika kita pergi traveling sendiri itu tidak didapatkan. Namun dengan adanya traveling overseas ini, kita dapat bertemu dengan teman-teman di universitas-universitas disana.

Q: apakah traveling overseas ini mengubah speaking skill anda?

A: sedikit mengubah, tidak terlalu signifikan yang saya rasakan. Karena saya tidak terlalu banyak berkomunikasi ketika disana.

Q: baik, pertanyaan terakhir apakah ada perbedaan yang anda rasakan antara speaking skill anda sebelum pergi ke Brunei dan Malaysia dan speaking skill anda setelah menghabiskan beberapa waktu disana?

A: mungkin perbedaannya tidak terlalu lama karena kita disana tidak lama, hanya beberapa hari. Jadi, saya hanya lebih berani saja. ketika saya di Indonesia saya lebih berani berbicara dengan bahasa Inggris karena saya sudah punya pengalaman langsung.

Project : The Perception of Students on the Impact of Traveling Overseas on
Their Learning Attitude

Interviewer: Salma Nurliza Putri

Interviewee: P8

Q: baik, pertanyaan yang pertama apakah anda pernah pergi ke Brunei Darussalam dan Malaysia?

A: ya, saya pernah.

Q: apakah anda menikmati perjalanan tersebut?

A: ya, saya sangat menikmatinya karena saya mendapatkan banyak pengalaman baru, banyak wawasan baru disana.

Q: baik, pengalaman-pengalaman apa saja yang anda dapatkan selama pergi ke Brunei dan Malaysia?

A: saya bisa bertemu dengan orang-orang yang hebat seperti orang-orang yang terkemuka di universitas di Brunei dan Malaysia. Kemudian saya dapat berkunjung ke rumah-rumah masyarakat yang ada di Brunei, dan bergaul dengan mahasiswa yang ada di Malaysia dan Brunei.

Q: dari beberapa pengalaman yang anda sebutkan tadi, menurut anda pengalaman mana yang paling berkesan dan kenapa?

A: sepertinya semua sama, maksudnya saya tidak bisa memilih salah satu. Karena semua itu sangat membuat saya takjub sebagai mahasiswa. Saya juga punya

kesempatan untuk ikut rapat dengan orang-orang penting di kampus-kampus yang ada di Brunei dan Malaysia. Kemudian, pengalaman berkunjung ke rumah-rumah masyarakat itu sangat membantu saya untuk menambah wawasan saya, untuk membuat pola pikir saya lebih luas tentang dunia ini.

Q: baik, selama berada di Brunei dan Malaysia bahasa apa saja yang anda pakai?

A: untuk bahasa, sesama kami, kami menggunakan bahasa Indonesia. Tetapi saat bergaul dengan mahasiswa lain, baik itu dari Brunei ataupun Malaysia kami menggunakan bahasa Melayu atau bahasa Inggris.

Q: apakah ada kendala bahasa selama berada disana?

A: untuk kendala bahasa saya rasa tidak ada, karena kita dengan orang Brunei dan Malaysia masih memiliki kesamaan yaitu bahasa Melayu yang tidak jauh berbeda dengan bahasa Indonesia. Jadi, saat mereka berbicara kita juga mampu untuk memahaminya apa maksudnya tadi.

Q: baik, pertanyaan selanjutnya apakah traveling overseas ini memberi dampak kepada diri anda sendiri?

A: iya, traveling ini sangat memberi dampak positif kepada saya pribadi. Karena, saya bisa mengembangkan wawasan saya. Dulu mungkin pandangan saya hanya sebatas Aceh, bahkan Indonesia pun belum mencakup. Jadi saat saya ke luar negeri, saya melihat visi berbeda dari sebuah negara. Jadi saya bisa mengambil banyak pelajaran.

Q: baik, apakah traveling ke Brunei dan Malaysia ini berpengaruh terhadap motivasi anda dalam belajar bahasa Inggris terutama dalam speaking skill?

A: jujur walaupun disana tidak menerapkan bahasa Inggris secara full, tapi saya merasakan bahwa speaking skill saya bertambah. Sebelumnya saya sangat malu untuk berbicara bahasa Inggris, karena takut lupa vocab ataupun salah dalam pronunciation nya. Tetapi sejak pergi kesana, saat saya kembali saya memiliki kepercayaan diri yang lebih untuk belajar speaking.

Q: apakah ada perubahan dalam aksen bahasa Inggris anda setelah balik ke Indonesia?

A: ya, itu sangat berpengaruh saat awal-awal pulang dari sana. Tetapi untuk sekarang, semakin lama semakin kembali kepada pola bicara kita yang biasanya. Apalagi karena kita tidak pernah practice, kita juga tidak punya lawan bicara untuk mengembangkan kembali speaking kita dan juga kita selama ini menerapkan online class, itu juga sangat memperngaruhi menghilangnya skill karena kita tidak melatihnya sendiri. Saat kita bersama teman-teman, motivasi kita lebih untuk upgrade speaking kita.

Q: kemudian, apakah berpengaruh terhadap kepercayaan diri anda dalam berbicara bahasa Inggris?

A: seperti yang saya jelaskan tadi, traveling ini sangat membuat saya untuk lebih berani untuk berbicara bahasa Inggris. Karena disana, ketika kita bertemu dengan orang-orang penting disana, kebanyakan mereka menjelaskannya itu menggunakan bahasa Inggris. Kemudian untuk mahasiswanya juga banyak yang

menerapkan bahasa Inggris. Secara tidak langsung telinga kita jadi terbiasa dengan aksen baru versi Malaysia dan Brunei. Jadi, karena telinga kita sudah terbiasa kembali untuk sering mendengar bahasa Inggris, itu yang membuat kita lebih percaya diri untuk ngomong.

Q: bagaimana kemudian perasaan anda setelah meghabiskan beberapa waktu di Malaysia dan Brunei?

A: rasanya sangat mengesankan, sangat memorable. Kalau bisa lebih lama biar lebih banyak hal yang didapatkan.

Q: kemudian, apakah traveling overseas ini mengubah speaking skill anda?

A: ya, secara tidak langsung. Walaupun kita tidak berfokus kesana, dan walaupun di Brunei dan Malaysia itu bukan Negara yang memang total menerapkan bahasa Inggris, tapi itu sudah sangat membantu kita untuk upgrade speaking kita. Nggak tau kenapa setelah pulang dari sana lebih percaya diri ngomong bahasa Inggris, dan ada upgrade nya juga walaupun nggak bertahan sampai sekarang.

Q: baik, pertanyaan terakhir menurut anda apakah ada perbedaan yang anda rasakan antara speaking skill anda sebelum pergi ke Brunei dan Malaysia dan speaking skill anda setelah menghabiskan beberapa waktu disana?

A: ya, ada perbedaan. Kalau saya lihat saya sudah punya background, ibaratnya speaking skill saya itu 50%. Tapi hal itu seperti tertanam, ngga dikeluarkan.

Contohnya, saat menulis saya sangat mudah menulis bahasa Inggris, lancar.

Tetapi saat bicara, baru nampak bahwa saya seperti tidak bisa bahasa Inggris. Tapi

setelah saya pulang dari sana, saya rasa kemampuan saya seperti vocab,
pronunciation dan semacamnya bisa saya gunakan.



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