EFL Students' Perspective on Language Cross-study

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Abstract

Cross-study is an important activity to improve the quality of education and infrastructure in educational institutions with the aim of adding insight and knowledge that will be applied in the future to be better. it also provides an opportunity for students to experience different atmospheres and learning methods, as well as for students to have the passion and enthusiasm in gaining quality learning ways, especially in English, and create new relationships between students of muhamadiyah university. This study is aimed to explore student's perceptions of cross-language study in educational contexts. The methode of this research is qualitative descriptive By involving 42 students as respondents, the data collection through a survey and interview which included several questions related to the benefits of cross-language study. The research results show that 98% of the majority respondents have a very positive perception of the benefits of cross-language studies as the representation of social interaction in digital age. They consider cross-language study have a significant impact on their personal and students language improvements, such as listening, and speaking, as well as broadening their understanding of linguistics and cultural diversity. These results demonstrate the importance of cross- language education in increasing understanding of cultural and linguistic diversity, as well as preparing students for future global challenges.

Keyword: Students' perspective, Language, Language Cross-study

Introduction

Cross-language studies have become increasingly important in the context of ever-expanding globalization. Advances in international communication and mobility technologies have opened up new

opportunities and challenges to cross-language communication (Wang, 2020). In the context of higher education, students are increasingly faced with the opportunity to take a course or program that integrates different language and cultural aspects.

Muhammadiyah as one of the largest Islamic organizations in Indonesia has established more than 50 universities throughout Indonesia. This organization focuses on providing quality education and follows Islamic principles and moral values (Mahesa et al., 2023) . The Muhammadiyah organization facilitates cooperation and synergy between universities under its auspices of central Muhammadiyah to advance education, as well as build students' soft and hard skills . By meeting between Muhammadiyah universities, they can share knowledge, experience, and resources to improve the quality of education.

The collaboration between UMT and University of Ahmad Dahlan Yogyakarta are under the support of Muhammadiyah which have English Education study programs as the potential department in each university, became the basis for committed to improve their students' English language skills, especially in reading, listening, writing, and speaking. UAD being the destination for UMT students in the cross study shows close cooperation in an effort to optimize students' English learning (Etelapelto & Bopry, 2003). It also provides an opportunity for students to experience different atmospheres and learning methods (Williams, 2008). Hence, students have the passion and enthusiasm to continue to be quality learners, especially in English, and create new relationships between students of muhamadiyah university related to the facilities and collaboration (Mart, 2013). Therefore this study is intended to collect opinions or perspectives of UMT students about the cross study program held at UAD.

Cross-study is an important activity carried out as an effort to improve the quality of education and infrastructure in educational institutions with the aim of adding insight and knowledge that will be applied in the future to be better (Fairclough ,2021). Study appeals

conducted by students can shape character through campus programs or organizations. The benefit of comparative study activities is to strengthen the network of cooperation between the two parties, especially in improving quality. In addition, it can also be an evaluation material or an opportunity to develop innovations for future plans in the short and long term (Celeste et al., 2004; Sciences et al., 2015) .

However, the value of cross-language studies is not limited to work and cultural communication. Learning a new language also enriches the mind and hones critical thinking skill (Arjulayana, 2023a). It involves understanding grammatical rules, vocabulary, and language structures that require critical and analytical thought skills (Chen et al., 2016; Dawson & Siemens, 2014) .

Furthermore, cross-study a potential way for individuals to access global resources that they will not see in their native language. It helps in academic research, study, and self-development (Lum et al., 2023). Otherwise, the extensive language learning experiences open to the horizon and diminish ignorance. In the context of international relations and diplomacy, language is an essential tool in bridging communication and cross-border cooperation (Haukedal et al., 2022; Lubis et al., 2018) .

Several studies related to cross-study states that the learning process involves natural social interaction and involves the process of speaking English as the basis of social and communication literacy for university students (Fuadin et al., 2023).During the cross-study process, students are faced with conditions where the use of English is mandatory so that it encourages them to use English with communicative purposes (Beltrán-Palanques, n.d.).

Furthermore, in cross-study, students are also provided with sufficient space to explore their language skills in real situations. This condition is not found in the local classroom where they still have the choice not to use English fully because of the boundaries in their self (Fuadin et al., 2023; Galeano, 2011) . Cross-study itself is a program that is not easy to implement

because it involves a long process in terms of planning, implementation, and reporting. (Muhfizaturrahmah, 2018)

Speaking Skill

Speaking is a fundamental aspect of human communication, and its primary purpose to facilitate communication (Tarigan, 2015). speaking is a fundamental skill for catching and constructing meaning and knowledge. it involves sharing experiences, expressing thoughts, exchanging ideas, conveying emotions, and finding common ground in beliefs (Arjulayana, 2023b). hence, individuals' communication can unite into groups, establish general concepts, foster shared interests, create symbols that set them apart from other groups, and determine courses of action (Abduh & Rosmaladewi, 2018; Mohammadkhani et al., 2015)

The ability to speak can also be interpreted as a person's ability to produce and convey messages orally. The ability to convey what is meant is the ability to choose the right words and intonation and use the right facial expressions as well. This skill also relates to various situations that we face daily. Here are some of the benefits of speaking skills, namely: Improve communication skills, improve social skills, and increase self-confidence. Purpose of Speaking Basically, speaking has three general purposes, namely: 1) to inform 2) to entertain) 3) to persuade (Richards et al., 2008; Zhang & Ardasheva, 2019)

In conclusion, speaking is a versatile tool that primarily aims to facilitate communication and social interaction. It fulfills the functions of informing, entertaining, and persuading, allowing individuals to connect, share, and convey their ideas and emotions effectively. Speaking is an integral part of human interaction, serving as a means of understanding, connecting, and influencing others in various contexts (Cahyono & Mutohhar, 2017; Petrucione & Ryan, 1990; Wrench et al., 1975)

Writing Skills

Writing ability is a sign of a well-educated person or a well-educated nation. In this respect, writing is used to record, persuade, report, and influence an educated person. Writing is very important because it makes it easier for students to feel relationships, deepens students' responsiveness and perceptions in solving problems, and arranges a sequence of experiences (Andini et al., 2020; Ly, 2007). Operationally, writing skill is defined as the ability of the students in expressing their ideas and thought in the form of descriptive paragraph (Bjerkvik & Hilli, 2019; Munday, 2015)

In the other hands, Writing Skills are those needed to compose meaningful text of sentence length or longer, communicating ideas, messages and information in understandable words and language for a variety of audiences (Kaur et al., 2012)

Hence, writing skill can express ideas effectively and succinctly without any hesitation. A good writer is someone who can communicate their point to their audience without using too much fluff and in a way that the other person can understand. Writing skills do not just include the physical act of writing. Skills like research, planning and outlining, editing, revising, spelling and grammar, and organization are critical components of the writing process (Kaplan, 2023)

In line with that, Writing can be categorized based on its form, with classifications proposed by different scholars: a. Exposition, encompassing definition and analysis; b. Description, including expository and literary descriptions; c. Narrative, involving time sequences, motifs, conflicts, points of view, and focal points; d. Argumentation, incorporating induction and deduction (Helaluddin et al., 2021).

In conclusion, the skill of writing is classified as one of the soft skills derived from Process/Cognitive approach. The ability to construct the ideas into written form to convey the information and understandable(Luna, 2003)

Listening Skills

Listening is a crucial aspect of effective communication, and it plays a vital role in language teaching, especially in the context of spoken language instruction (Meskill, 1996). The process of listening involves attentively engaging with verbal symbols, understanding, appreciating, and implementing the information conveyed through speech or spoken language (Arjulayana, 2018). It is through listening that individuals capture the content and meaning of communication presented by a speaker. The significance of listening in language acquisition and comprehension cannot be overstated (Cross, 2010)

In the realm of language education, we often encounter the terms "hearing," "hearing," and "listening." Although these terms share some similarities in meaning, they differ in their nuances. "Hearing" is the act of capturing sounds or voices with the ear, while "listening" denotes a more focused and serious engagement with auditory stimuli (Ayuanita, 2013). "Listening" entails paying careful attention to what people say or discuss, demonstrating a deliberate effort to comprehend and interpret the information being conveyed

Furthermore, the emphasize of listening to engage speaking can be as a target learning, because those 2 skills are super connectivity to understand the information perfectly understanding between locutors (Richards et al., 2008)nevertheless, listening serves various objectives, including the activities of listening to language sounds, identifying them, interpreting their meaning, assessing the content, and reacting to it (Samawiyah & Saifuddin, 2016).

Furthermore, as a multifaceted process that encompasses the act of hearing but also the ability to perceive, remember, and understand, listening process also needs understanding based on the context and situations that integral to determining the meaning (Al-Alwan et al., 2013).

In conclusion, Listening can be an intentional or planned activity, undertaken with the goal of understanding or enjoying the content being perceived. The critical judgment, focused concentration, creativity,

information gathering through questioning, and intelligent acquisition of language features can make effective communication and language comprehension well (La'biran et al., 2023; Pourfarhad et al., 2012)

Reading Skills

Reading is one of important skill in foreign language learning, It is generally defined as the process of recognition and comprehension of written material (Allan et al., 2005; Kikas et al., 2018). It can be developed as a standalone skill because it differs between listening and speaking. In reading people can improve one's abilities through mastery of vocabulary and grammar(Yakut, 2020).

Hence, Reading has a complex and intricate process with involving various internal and external factors. The Internal factors encompass intelligence, interests, attitudes, talents, motivation, and the purpose of reading while, the external factors encompass the availability of reading resources, socio-economic background, and reading traditions (Jackson, 2020; Wallace, 2003). Otherwise, to proceed the reading comprehension perfectly is need the interplay of these external and internal elements (Artelt et al., 2001)

In conclusion, The most significant goal of reading is to acquire information, which often leads to follow-up actions like summarization, evaluation, and content comparison (Ho & Lau, 2018). Furthermore, reading skills requires complex skill to be able to comprehend the information holistically, and the use of variety strategy can be implemented to experimentation, critical evaluation of variety information, and knowledge expansion such as ranging from relaxation and analysis (Street, 2006).

Research Methodology

This research uses descriptive qualitative approach to depict and elucidate existing phenomena, whether they are natural or human-made, with a particular emphasis on their characteristics, quality, and the

interrelationships between various elements. Perception of a situation will determine based on "what, why, when and how the respond" and communicates the situation in the 10 questions about the language cross-study.

Data collection based on the interview, questionnaire, and documentation. The interview consistes of 10 questions. The questions appointed about student's perspective about cross-study. The questionnaire consists of 10 questions, the purpose of the questionnaire is to find out the perspective of students and conclude the success of the cross-study program between Muhammadiyah University. The subjects of this study were students affiliated with Muhammadiyah. The selection of subjects followed a purposive sampling method is implemented to 42 students from 3rd, and 4th semester students of Universitas Muhammadiyah Tangerang.

the data reduction phase, the researchers organized and selected research subjects' responses that were pertinent to the topic under discussion. Subsequently, the data was presented within the research, and conclusions were drawn based on the findings. These conclusions were substantiated by various theoretical supports and related references from previous research.

Findings and Discussion

This research is explored student's perceptions of the benefits of cross-study in educational context such as speaking, listening, writing, and reading.

During cross-study students are also provided with sufficient space to explore their language skills in real situations. This condition is not found in the local classroom where they still have the choice not to use English thoroughly. Through cross-study students can involves a long process in terms of planning, implementation, and reporting (Lele et al., 2023; Lum et al., 2023). Muhammadiyah students have a positive perception of cross-study due to their metacognition can be implemented well to catch their

target in speaking skill and learning practice (Abdelsamea et al., 2014; Lele et al., 2023). They see cross-study as an opportunity to broaden their horizons, develop language skills, and understand diverse cultures.

Hence, Students feel that cross-language study provides real benefits in communicating effectively in multilingual contexts (Helaluddin et al., 2021). In the other opinion, students also suggest that cross-study program can be one of solution to boost students' motivation, language skills and socio-cultural literacy (Purdiyanto et al., 2021; Sujarwo & Tristanti, 2017)

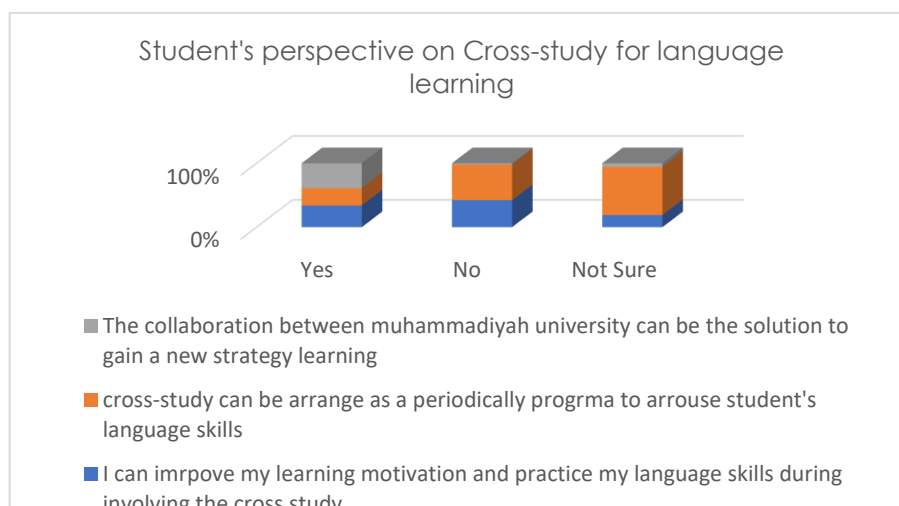This result can be seen based on the chart below;

Figure. 1 student's perspective on language cross-study

Constantly, 98% of respondents have a positive perception about the benefit of cross-study in educational context especially in practicing and improving their language skills, such as listening and speaking(Chapman et al., 2020; Parratt, 2000). the contribution of cross study for global challenges in digital era is strongly positive, students not only aware on their language skill, but they can show that they able to contribute well in diversity to gain their educational objectives (Cahyono & Mutohhar, 2017; Dyment, 2005; Hussain, 2017; Simpson, 1988)

Furthermore, sudents are really appreciate on this one because through cross-study they could be able to improve their speaking skill, communicative skill, and interpersonal and intrapersonal skill. Otherwise, 67.80% students are suggesting to have this collaboration between university of Muhammadiyah can be done periodically.

In line with that, this research reflects a strong view of the importance of cross-study in the educational experience. these results are a reflection of the respondents' deep understanding of the benefits of cross-language studies to improve their metacognition in learning foreign language skills(Sukarelawan et al., 2021). Cross-study was not just an additional lesson, but something that had a significant impact on their personal and their skill in speaking, listening, writing, and reading (Sujarwo & Tristanti, 2017).

Apart from that, the Importance of Cross-study for Students can be used as knowledge to increase students' knowledge and social competence (Hawkins, 2013; Nur & Butarbutar, 2022). Schools need to introduce and present Cross Language in various forms of activities to students to encourage their understanding on society and increase multicultural critics. This will help young people to develop an attitude of tolerance in interacting with people who have different cultural backgrounds. This can also be an added value for the person in various ways, for example language learning, doing business and negotiating. So, the cross-study learning model is one type of learning with a fun contextual teaching learning approach because cross-study is one of the strategies for learning English which is fun and real life situations(Cahyono & Mutohhar, 2017; Gusmuliana et al., 2021)

Conclusion

The research results show that students Muhammadiyah have positive perceptions of the benefits of cross-language studies in various aspects. Most respondents felt that cross-study had a significant impact on their personal and academic development, as well as broadening their understanding of linguistic and cultural diversity. They also recognize the

benefits of cross-study in cross-cultural communication, preparation for future global challenges, opportunities in careers, positive influence on academic experiences and social interactions, understanding diverse perspectives on global issues, and development of language skills. The researcher could know about students' capability in achieve accent, grammar, vocabulary, pronunciation, fluency, and comprehension in speaking. In another words, students get a lot of insight and useful lessons as a place of literacy, culture, history learning center, & means of English communication with foreign guides, especially about English for Tourism. As a reflection of the insights and experiences that students have gained in real life situations, students make a cross study report and maximize their English language skills to the maximum.

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