CHAPTER II

LITERATURE REVIEW

In this content area, supporting theories are provided for doing this research. They are explained in following paragraphs.

2.1 Learning Speaking as a Foreign Language

Learning English as a foreign language is a different thing to do for most Indonesian students, because it cannot learn naturally as a mother tongue. It means that students who learn English as a foreign language only have a chance to use the language in the classroom. In other words, they do not have an opportunity to practice the language in their community (Laksana & Jati, 2016).

Among four language skills, this study focused on speaking skills. In addition, Ihsan, Muslem, and Aziz, (2018) stated that speaking is a tool for communication, and people will see students' proficiency in speaking in English. When students learn English as a foreign language, they must also be able to communicate to gain proficiency in the language itself. However, there is a problem that is very often faced by English foreign language learners is that they understand what other people talk about, but they have less confidence when speaking in English, and also less of an opportunity to speak English more in the classroom. Before going further about how to provide students a chance to speak, the following sections will firstly describe the concept of speaking, its elements, and the problem of speaking.

2.2. Definition of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning. According to Leong and Ahmadi (2016), Speaking is very important in second language learning. Speaking is not like other skills such as

listening, reading, and writing. It needs habit formation because it is real communication and a productive skill so it needs practicing as often as possible.

Speaking is an important skill that has to be mastered by people because by mastering speaking skills they can carry out a conversation with others, express their ideas, and exchange information. As stated by Leong and Ahmadi, (2016) Language learners sometimes evaluate their success in language learning based on how well they have improved in their spoken language. Speaking can be the first step to clear to produce effective communication between the communicators.

2.2.1 The Elements of Speaking

To master English speaking skills thoroughly, it is essential to identify the elements of speaking. Harmer (2012) explains that there are several elements contributing to students' speaking skills. These elements are further divided into two parts: linguistic and non-linguistic.

According to Harmer (2012), there are four linguistic elements that influence the performance of speaking.

1) Expressive device

Native speakers of English alter the pitch and emphasis of certain parts of their utterances, modify the volume and pace of their speech, and demonstrate their emotions via various physical and non-verbal (paralinguistic) methods. The ways is which this device is employed contribute to their ability to convey meaning.

2) Connected speech

It refers to when sounds are change, deleted, linked together, or weakened. We should thus engage students in activities that are particularly intended to help them enhance their connected speech.

3) Lexis and grammar

Grammar refers to the fundamental principles and structures of the language, including clear and correct sentence and proper forms of words. Vocabulary is basic building block of language learning, learners need to know the words, their meanings, how they spell and how they pronounced. However, speech is not always unpredictable as language functions or patterns that tend to recur in certain discourse situations; inviting, requesting, offering, greeting, and introducing selves. A range of words for various functions, such as agreeing or disagreeing, expressing surprise, shock, and approbation, should be provided by the teacher as part of the learning.

4) Negotiation language

Negotiator language, which is used by the instructor to request clarification and demonstrate the structure of what they are saying, is beneficial for successful speaking. When teachers are listening to someone else speak, they often need to ask for clarification, and this is very important for students to understand.

Next, Harmer (2012) further explains three non-linguistic elements contributing to one's speaking performance. The first one is about language processing. When it comes to language processing, the retrieval of words and their assembly into a syntactically and propositionally suitable sequence are both involved. The second element is the interaction with other people. The third one is information processing which is often done instantly. Aside from being able to respond to the emotions of others, students must also be able to digest the information that others provide to them as soon as they receive it.

In conclusion, these elements can be used to measure learners' ability in applying their knowledge into action. In addition, these aspects can also be used as the criteria in assessing students' speaking.

2.2.2 The Importance of Speaking

Before being exposed to certain linguistic abilities, such as grammar, pronunciation, and vocabulary, as well as sociolinguistics competences, such as the register of the expressions and the contextualizing of the language, speakers cannot generate effective and suitable outputs. According to Leong and Ahamdi (2016) Foreign or second language learners find it challenging to construct sentences without mastering the grammatical structures and having appropriate vocabulary knowledge. As a result, students should be given more opportunity to practice interacting in authentic settings, which will come as a result of their study of languages.

Speaking has a meaning when it enables children and young people to explore their own selves and clarify their identities. When speaking happens, learners express their views and feel confident to speak up when issues of high interest occur. They also develop a range of skills, strategies, and behaviors which assist them to manage the challenge-able situations.

With a focus on meanings, values, teamwork, social growth, and the creation of a rich background, the themes should be extremely interesting to the students. The following is how the researcher summarizes the value of speaking. First of all, speaking is a technique for communicating and transforming ideas (Conrad & Dunk, 2012). A speaker who has mastered speaking is a multilingual communicator who is skilled in all four language abilities. Additionally, developing speaking abilities aids the speaker in grabbing and holding the audience's attention throughout the entirety of his or her message.

In addition, speaking skills are important to achieve career success. Speaking enhances one's personal life by giving opportunities for travel, promotion, scholarships, or to attend conferences, and international meetings, and represent

organizations in international events. Speakers of a foreign language develop a range of skills, strategies, and behaviors which assist them to manage the challenge-able situations. Based on the theory above, speaking is indeed important, therefore, it is significant to know the aspects of speaking so that the knowledge will be useful to sharpen our understanding.

2.2.3 The Speaking Problems

Fitriani (2015) asserts that speaking issues are among the issues that contribute to a person's inability to talk. According to Nurhayati (2016), speaking issues can include inhibition, a lack of words, a lack of confidence or inconsistent engagement, and the use of one's native tongue. They are mother tongue use, lack of relevant understanding, poor or inconsistent participation, and inhibition. Inhibition is the first issue that students frequently run into. Students frequently feel restricted when speaking in a foreign language in class. They worry about making mistakes and are afraid of getting in trouble or seeming foolish. They feel embarrassed by the attention their speech garners. Second, students frequently lament that they lack the motivation to speak up and cannot think of anything to say.

Low or inconsistent participation in speaking classes is another issue. Each student will have a very limited amount of speaking time in a large group because only one person can speak at a time so that the others can hear him or her. Some students have a propensity to dominate while others talk barely or not at all. Last but not least, when several or all of the learners speak the same mother tongue, they tend to do so because it is more convenient for them. Trisulasari, (2019) stated that students feel that their mother tongue is easier than the second language. Sometimes the students include mother tongue use when they speak in a second language. This is caused a problem that will make the students feel comfortable doing it. Firstly,

when the students are asked to discuss a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of the mother- tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers.

Besides that, those problems belong to linguistics and non-linguistics problems. First, linguistics problems are those problems that make students speaking ability become poor. There are some linguistic problems that affect someone in speaking, such as poor grammar, lack of vocabulary, and pronunciation. Secondly, the non-linguistic problems that can provide in learning a language, especially in learning speaking are very important. Meirizka A H, (2017) stated this point is useful for student's capability in learning and adapting the language's background at the same time such as the functions of language target and its sociocultural norms (such as turn-taking, rate of speech, length of pauses between speakers, relative roles of participants, understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason).

2.3 Language Learning Strategies

The theory underlying language learning strategies will be covered in this part. According to Oxford (1990), comprehending language learning practices can aid students in improving their communication ability. This suggests that language learners can enhance their speaking abilities when they are aware of the language learning techniques they employed. Three ways for learning a language exist, according to O'Malley, Chamot, Stewner-Manzanares, Kupper, and Russo (1985): metacognitive, cognitive, and socio-affective.

The first is metacognitive strategies. Serri, Fateme, and Akbar Hesabi. (2012) the metacognitive strategies refer to the actions that learners use consciously while listening to a spoken text attentively. Metacognitive strategies also deal with knowing about learning. It means that learners learn how to learn with metacognitive strategies.

Cognitive approach is the second one. According to Serri, Fateme, Aliakbar Jafarpour Boroujeni, and Akbar Hesabi, cognitive strategies are distinct learning processes that learners primarily use to comprehend linguistic input and acquire knowledge. (2012). Among the most crucial cognitive techniques are repetition, resourcing, translation, grouping, note-taking, deduction, recombination, imaging, auditory representation, key words, contextualization, elaboration, transfer, and inferencing.

Finally, the socio-affective strategy is the third type of language learning strategy. Socio-affective strategies have a close relationship with social-mediating activity and interacting with others. Tamim, (2016) stated that social-affective learning strategies are the different mental and behavioral mechanisms learners use either to come to grips with emotional and socio-cultural challenges they encounter in their learning method or to increase their learning capacities. Therefore, socio-affective strategies can be regarded as a useful approach for Indonesian learners to accelerate their speaking competence and vigorously interact with native speakers and instructors.

2.4 Self-confidence in Speaking

Confidence means beliefs, what someone believes to achieve may be called confidence. Self-confidence is the term of someone that believes in themselves truly. Some experts mention the definitions of self-confidence. According to Perkins (2018) self-confidence is related to success, achievements in education, conciliation, and a

person's well-being, among other things, and self-efficacy, self-esteem, and self-compassion are the three factors that can affect the level of self-confidence of any individual. Self-confidence is defined as the belief or trust that a student has in performing something successfully (Kanza, 2016). It is about someone's beliefs in themselves that make them achieve better than others. What others think is hard to achieve, the person that has better self-confidence will have done it well.

Students' confidence in their language acquisition, particularly in speaking, is one of the elements that contribute to their success. Self-confidence is also an important part of developing speaking skills. In other words, that self-confidence can lead to students' willingness to participate in oral activities in the classroom. According to Fischer and Sliwka (2018) confidence in someone's ability to learn stimulates someone for learning. Therefore, the students with higher self-confidence gained success in learning. In particular, self-confidence itself also can get positive feedback, positive motivation, and school solving students' problems raise students' confidence. Students who can communicate fluently and confidently as a good impact on high self-confidence that the students can increase their academic achievement in the speaking course because the students fulfill the criteria of the assessment on speaking skills (Salim, 2015). When learners have strong trust in their speaking ability, there it will make them easier to speak fluently, be confident, and engage in their speaking performance.

The ARCS (Attention, Relevance, Confidence, and Satisfaction) model is A form of a problem-solving approach to design aspects of motivation and learning the environment in encouraging and sustaining the students' motivation. According to Malik (2014), The aspect of confidence in the ARCS model is focused on building positive expectations to achieve success among students. more importantly, the level

of the student's confidence is closely related to the level of the student's learning motivation so that the students will feel able to complete the tasks and expectations and succeed in learning.

2.5 Speaking Confidence in Language Learning

Self-confidence is an important aspect of personality in a person. Without self-confidence, one will cause many problems for someone. Self-confidence is the most valuable attribute in a person because, with self-confidence, someone can actualize all potential within her or him. Self-confidence can also be influenced by the abilities and skills possessed. Students who are having high self-confidence will be easy when following the learning process and ability to express opinions without any doubt and respect for the opinions of other people, able to act and think positively in decision making. On the contrary, students who have low self-confidence will find it difficult to communicate, argue, and will feel that he is not like their friend. Differences in the level of high self-confidence can be positively correlated with oral performance (Heyde, 1979).

2.5.1 The Nature of Self-confidence

Self-confidence significantly contributes to the learner's willingness to communicate in a foreign language (McIntyre, 2004). Self-confidence is defined as an individual's recognition of his abilities, loving her or himself, and being aware of his own emotions (Genctan, 1984 and Ozbey, 2004) In Cecen (2015). According to Akagunduz (2006), there are two subcategories of self-confidence as follows:

The first is intrinsic self-confidence and this category is related to thoughts and emotions about individuals that are reconciled or happy with themselves. Self-esteem, self-love, self-knowledge, expressing concrete goals, and positive thinking are elements of intrinsic self-confidence.

Meanwhile, Extrinsic self-confidence is also behavior and attitude toward others. The building blocks of extrinsic self-confidence are communication and emotional control. Based on Akin (2007) In a study that developed a two-factor self-confidence scale extrinsic and intrinsic self-confidence were determined. In another study by Sar, Avcu, and Isiklar (2010) these two factors are found from their study and they describe these factors as follows: "Self-confidence can be classified into two groups inner confidence and outer confidence. various factors may also affect self-confidence in individuals in four different ways, objective capabilities, selective appraisal, self-presentational influences, and temporal variations (Shrauger & Schohn, 1995). According to Park and Lee' (2004, p.201) there are several characteristics and indicators of self-confidence in speaking performance, as follows:

The first is situational confidence. Situational confidence is students' confidence about how they view themselves, and how they feel about themselves. For example, situational confidence can be seen when students feel "I'm a good student or I'm the most important member of my group".

The second is communication confidence. Communication confidence is students' confidence about how they feel when they communicate using English, for example, they don't shy when using English with their classmates to communicate and perform in front of the class.

The third is language potential confidence. Language potential confidence is how students view themselves in the future when using English as a communication tool. For example, they are optimistic in gain a score A in the class, or they are optimistic will able to speak English perfectly. Pasaribu (2011) defines language potential confidence as "their perception if they will get a good English score someday will use English perfectly someday, and whether they think that they

will get great TOEFL score someday". The last is language ability confidence. Language ability confidence is defined as students' confidence in their ability in speaking English.

2.5.2 Factors the Influencing Self-confidence

Two factors influence self-confidence, namely internal and external. Which is included the internal factor is self-esteem and feeling needed. individuals will feel happy if needed by others, fulfillment of self-esteem, appreciation and good adjustment are important in forming self-confidence. The next is success such as success in study, art, sports, and others can influence individuals in looking at themselves. The more often individuals get success, the easier it will be for them to have a sense of self-confidence if failure continues to happen, then individuals tend not to dare to step back and feel meaningless.

The next is Physical Condition, which is a condition that appears directly and is inherent in the individual. Self-confidence in individuals starts from physical self-recognition, how individuals judge, accept, or reject their image. Individuals who feel satisfied with their physical condition tend to have high self-confidence. On the other hand experiences or things that have been experienced by individuals can also influence the next life. When an individual has a bad experience in the past can affect an individual's life in the future, as well as his confidence. Likewise, the experience of success in individuals can strengthen people's confidence.

The external factor is the family environment which the family environment will provide the initial formation of a person's personality pattern, especially parents. The assessment and expectation of parents towards the individual become an assessment in looking at themselves, if the individual is not able to fulfill most of these expectations or if his success is not recognized by his parents, it will

lead to feelings of inadequacy and inferiority. The second is the formal or school environment. The school is the second place to always practice individual confidence. Students who are much punished and reprimanded tend to find it more difficult to develop self-confidence than students who are much praised and receive awards from teachers because of their achievements. The third is friends, recognition from peers will determine the formation of a picture of the individual if individuals feel accepted, liked, and respected by their friends, then they will tend to feel confident and feel encouraged to develop their potential (Indrajat, 2013).

2.5.3 Self-confidence in Speaking Performance

Speaking performance is an important aspect of learning a certain language, “language is essentially speech, and speech is communicated by sounds. Speaking is the way to communicate from the speaker to the listener. Someone who speaks should be able to express their feeling to get the target language/communication. This communication means that people can interact with others by the language Theodore Huebner in Yuliana (2014. p,23).

Self-confidence referred to here is in speaking performance, that is when someone feels confident about what he or she is doing, as an example of self-confidence in speaking performance is when students feel able to speak in front of the class students will look calm, and not hesitate, not easy nervous, and firm when in front of a crowd. Based on what has been discussed, it can be obtained confidence can encourage an individual to realize hopes and dreams, because without self-confidence someone will tend to hesitate in taking action and making decisions and this can be detrimental to oneself and others because self-confidence is a belief in a person's ability to achieve goals or tasks (Potter & Perry 2001) and is very important for effective performance (Ferrand et al. 2006. There are many affect a person's self-

confidence, but in the world of education especially in the school environment, the most dominant aspect is the reinforcement given by the teacher to students.

2.6 Indicators of speaking confidence

This article is the third in a series on speaking with confidence. (1) What does public speaking confidence entail? (2) Why is public speaking confidence important? (3) How to become a more confident public speaker. The following list comprises seven traits of a confident public speaker retrieved from https://publicspeakingforlife.com:

1. Attention grabbing introduction

A speaker who exudes confidence commands attention from the very first word. Many public presenters make the mistake of not spending enough time on the first few lines that come out of their mouths. Nerves cause the opening to be acquired. Hello, I'm happy to be here, yes. Having a warm, perfect introduction with no filler words is a sign of a confident speaker.

2. Honest clear message

A speaker who exudes confidence conveys a straightforward message. The message's goal is obvious and can be summarized in a single sentence. It is indeed fair to compare many talks to a maze. Many audience members become absolutely disoriented despite the fact that many different paths are examined. When the speaker's main point is presented succinctly, honestly, and without apology, it is obvious that they are confident.

3. Makes the speaking space home

A confident speaker has the ability to make the speaking space home. Many speakers run on and off the stage at such lightning speed indicating that they don’t want to be

there. When a speaker views the speaking space as home – a friendly, familiar and comfortable space, they enjoy themselves and exude confidence.

4. Takes centre stage

A confident speaker takes centre stage never lurking in shadows. Many speakers waste the opportunity to engage with their audience by trying to play hide and seek – hiding at the sides or at the back of stage. Taking centre stage without shying away is clear sign of confidence in a speaker.

5. Has a strong frame

A confident speaker is someone who stands tall, shoulders back, with a strong frame that would make any chiropractor proud! Unfortunately, many speakers, regardless of the physical condition of their back, stand on the stage slumped over, rounded shoulders, leaning towards the floor. Whilst many speakers shrink back and appear closed, a confident speaker stands tall and open.

6. Engaging smile and eyes

A confident speaker is comfortable enough to smile at the audience and make direct eye contact. Many speakers often have depressive facial expressions and spend their stage time observing the cracks in the ceiling or the intricate pattern on the floor tiles. A speaker that can light up the room with a smile and has engaging eye contact comes across as confident!

7. A strong voice

A speaker who speaks with confidence works hard to make sure their message is understood. Having a strong voice does not necessarily imply having a loud, booming voice, but it does imply being heard. The message's conviction and heart, not just its volume, are what give it power. A weak voice frequently has the annoying quality of

a drippy faucet or a never-ending murmur. A strong voice is convincing, compelling, and animated. This is how a self-assured speaker sounds.

2.7 Aspects of Speaking Skills

In teaching speaking, there are some aspects which considered by teacher. Brown (2001) proposes four aspects of speaking skills. There are fluency, accuracy, pronunciation and vocabulary.

1. Fluency

Speaker can be said as fluent speaker if he/she can use the language quickly and confidently, with few hesitation or unnatural pause, false stars, word searches, etc (Nunan, 2003). Speaker needs to know where she/he has to pause and stop his/her speaking in appropriate place. Furthermore, it can be said to speak fluently if a speaker does not produce word per word at a time in his/her speaking. Therefore a good speaker is demanded to be able to produce word in speech into groups of words that form a meaningful unit (phrases or clauses).

2. Accuracy

Nunan (2003) states that accuracy happens when students speech matches what people actually say when they use the target language specifically, accuracy deals with the grammatical structures which cover some aspects like part of speech, tense, phrase, sentence, etc. therefore, in order to achieve the level of accuracy the students are demanded to use the correct grammatical structures in their speech.

3. Pronunciation

At the beginning level, the goal of teaching pronunciation. Furthermore at the advance level the pronunciation goals can focus on elements that enhance communication which will cover stress pattern, intonation, voice quality, etc. However, Brown (2001) states that there are some factors within learner that effect

pronunciation. They are mentioned as follows:

a) Native language

It is clear enough that native language will become the most influentialfactors affecting learners' pronunciation. Moreover, the native language in this case the learners' mother tongue usually brings a strong accent in their pronunciation style.

b) Age

The ranges of age can influent the success of the pronunciation mastery. Children under age of puberty will have an excellent chance "sounding like native" if they continue living in authentic contexts. Beyond the puberty, while they almost surely know a "foreign accent", attribute of age will have no longer advantage. Therefore, it just a myth about the belief that "the younger, the better" in learning language.

c) Exposure

Having exposure in authentic context will encourage the learners to have good pronunciation. It is because living in foreign country where the native language spoken quite often will help to build learners having good pronunciation practice.

d) Innate phonetic practice

There are some people that have a phonetic coding ability by using their ear. Therefore, they believe they are easier to learn pronunciation well. However, the teacher has to ensure their students who have naturally difficult in pronunciation that with some effort and concentration they can improve their competence.

e) Identity and language ego

If they want to be success to achieve goal of the study, learners need to have positive attitude toward the people who speak the language they want to acquire.

f) Motivation and concern for good pronunciation

Motivation will be the strongest factor that can bring the learners to the success of study. If the motivation and concern are high, it will be a goodstart for the learners to improve their pronunciation.

4. Vocabulary

Vocabulary becomes a very important part of language learning which can use to determine students can speak fluently or not. They can generate sentences in only by using words so it is impossible to speak fluently without having vocabulary mastery. In fact, some students have only limited vocabulary so they meet some difficulties when they want to speak. Therefore, the teacher needs to make more effort to enrich the students' vocabulary. Nunan (2003) proposes four principles for teaching vocabulary:

1) Focusing on the most useful vocabulary first.
2) Focusing on the vocabulary in the most appropriate way.
3) Giving attention to the high frequency words across the four strands of a course.
4) Encouraging learners to reflect on take responsibility for learning.

2.8 AIESEC in General

AIESEC or International Association of Students in Economics and Business provides young people with a platform to explore and grow their leadership potential. AIESEC is a platform for developing intercultural awareness through exposure to

diverse cultures as a result of participant experiences navigating cultural differences, mindsets, behavioral norms, and language proficiency gaps. This benefits the students that participate in the AIESEC program. They can practice speaking directly with foreigners from various nations in addition to taking part in social activities, which will boost their speaking confidence. AIESEC is a non-partisan, independent, non-profit group led by students and recent graduates of higher education institutions. Its members are interested in world issues, leadership, and management. The students who join AIESEC can be from all study programs at the University. AIESEC recruits new members through its website. The students who join AIESEC will get some information from the facilitator who is the recipient of new members. After getting directions from the facilitator, students will choose their program and destination country and what projects they want to do.

There is some information about AIESEC in general. AIESEC does not discriminate based on ethnicity, gender, sexual orientation, religion, or national/social origin. Since AIESEC was founded, it has engaged and developed over 1,000,000 young people who have been through an AIESEC experience. The impact of our organization can be seen through our alumni who represent businesses, NGOs, and world leaders, including one Nobel Peace Prize laureate, Martti Ahtisaari of Finland.

After World War II, seven young people from seven different countries formed AIESEC with the goal of fostering international understanding. One individual and one internship at a time, it is how they intended to alter the world. AIESEC was present on six continents and in 50 nations by the year 1977. Over 40,000 young people from all over the world had taken part in a leadership development program as of this point. For the first time, AIESEC delivers 10,000 experiences in a single year in 2010. By now, over 230,000 experiences have been provided, all facilitated by youth for youth. In

2015, AIESEC's youth leaders from 126 countries and territories in collaboration with the Office of the Secretary-General's Envoy on Youth gathered at the United Nations Headquarters to promote and drive youth participation in implementing the Sustainable Development Goals (SDGs). The relevance and contribution of AIESEC are clearer than ever. In sum, AIESEC is a global network of people that simply believe that youth leadership is not an option, but our responsibility. AIESEC (pronounced eye-sek) was originally an acronym for "Association Internationale des Étudiants en Sciences Économiques et Commerciales". AIESEC is no longer used as an acronym but simply as the name of the organization. Members of AIESEC are known as "AIESECers." they are passionate about world issues, leadership development, cultural understanding, and experiential learning. The organization spans 126 countries and territories and every aspect of AIESEC's operations is managed by students and recent graduates.

AIESEC aims to develop young students into sustainable leaders believing in youth leadership as a fundamental solution to global erroneous trends (AIESEC International 2016). By targeting students, however, their focus on youth is limited to a small, privileged part of youth. Its leadership development program is based on four qualities that shall prepare young students to "succeed in rapidly changing times" (AIESEC International 2016). These qualities are "solution-oriented, self-aware, empowering others [and being a] global citizen" and comprised into a leadership development model (AIESEC International 2016).

2.8.1 Global Volunteer Projects

The Global Volunteer projects from AIESEC exist because these projects are chosen to address what the world needs. This youth movement is established in order to accomplish the 17 Sustainable Development Goals by the year 2030 (AIESEC,

2021). This program also reflects AIESEC's initiative in activating youth toward achieving the 17 Sustainable Development Goals. Among these 17 goals, this research will focus on the fourth goal of Sustainable Development Goals, which is quality education. Furthermore, it will focus on the voluntary program that is related to English language teaching.

The project taken is a social project that focuses on the 4th SDGs, namely Quality Education. The Sustainable Development Goals (SDGs) were designed by the United Nations with the aim of sustainable development which has 17 different targets and must be achieved by 2030. Therefore, to get this opportunity, students have to fulfill several conditions by making a video about themselves in English and answering some questions given by AIESEC with a recorded video. After doing all the processes, the students got the opportunity to join the Global Volunteer program.

When the students participate in this program, each student is a representative of their country so that everything is done as well as possible. The general benefits of participating in the Global Volunteer program are increasing experiences in new fields, increasing networks with people from various countries, being able to get to know the culture of other countries more closely, and the most memorable thing is being able to introduce the culture to other volunteers. Another benefit for self-development is increasing independence, and confidence to speak English and other languages such as the language of the country that is the AIESEC facilitator. There are some activities that are mostly conducted in the global volunteer program:

1. Introduction and Orientation

This will be conducted in the first week of the program in which the program volunteer will have an incoming preparation seminar. It usually takes three days for this session. This seminar allows the volunteers to know other volunteers coming from

different countries. This session is expected to inform the volunteers about the job description and what they need to prepare. This session is conducted by AIESEC members from the host university.

2. Research and Analysis

After the incoming preparation seminar, the AIESEC members from the host university will send the volunteers to their workplaces. Before starting their work, the volunteers will also need to introduce themselves to the school principals as well. In this stage, the volunteers will start working based on their working hours. This is also the chance for the volunteers to adapt to the new working environment as well as to do the research and analysis. They need to survey what is needed by the students. This will be followed by designing appropriate teaching material to address students' needs.

3. New Initiative

This stage is done after the volunteers have got familiar with their work. Instead of doing the daily teaching, they need to initiate some activities based on their students' needs. The volunteers can also discuss new teaching techniques or teaching media with the schoolteachers. Before implementing the new ideas, the volunteers should get approval from the teachers first.

4. A Three-week Evaluation

This stage is conducted after three weeks of daily teaching. The AIESEC organization will usually do an interview with both volunteers and the school principal as well as teachers to ensure everything is running well. The three-week performance will also be assessed by the school principal as well as teachers.

5. Execution

After receiving feedback from the previous stage, the volunteer can improve their performance in teaching in this stage. The volunteers can have a specific

discussion with the school principal or teachers about how to improve teaching performance.

6. Culmination

This is the last stage of the global volunteer program in which the volunteers will be given final assessment and feedback. The feedback and the final evaluation will be delivered in written form. The Global Village will also be conducted in this stage. The Global Village is the chance for the participants to introduce their own culture to other participants. This means that intercultural communication will happen in this stage.