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# Online learning motivation for Aviation English: Attitude, readiness, and demographic factors

Laila Rochmawati\*, Fatmawati Fatmawati, Meita Maharani Sukma, Imam Sonhaji

Politeknik Penerbangan Surabaya

Online learning is an ideal technological development that is created and improved according to technology within the present educational context. The purpose of this study was to find out motivation, attitude, and readiness, as well as demographic factors in online learning, applied linguistics in the Civil Aviation Polytechnic of Surabaya cadets. The instruments in this study were online learning motivation, online learning readiness and online learning attitudes Likert scale questions cumulated using quantitative method with multiple linear regression. This study utilized a group of 139 Diploma-3 Aeronautical Communication Officer and Diploma-3 Air Traffic Controller cadets. Study results mentioned that attitude to online learning, readiness of online learning, age, gender, and education are all important predictors of the motivation for education. The results showed that the level of education and readiness of online learning were variables that have a considerable effect on motivation. The outcomes of this research cope with students' online learning motivation problems in Aviation English online learning.

**Keywords:** aviation English, attitude, online learning, readiness, motivation

## INTRODUCTION

Online learning is a model of learning generated through electronic devices in digital format Panigrahi et al. (2018). The use of online learning in education includes the following steps : 1) enhancement of learning quality through the use of online learning (use of communication and ICT) Nanayakkara (2007). Online learning is an ideal technological development that is created and improved according to technology within the present educational context Al-Rahmi (2019). The non-learning environment accepts and applies technology so quickly at different times. Many people still use apps or mobile devices in everyday and professional life to interact with their colleagues. It is because the use of this interactive device has many benefits and can be spent if necessary and costs. Besides an attractive form, it is also straightforward to operate, but it doesn't take long to learn by looking at someone who can already be used Wong et al. (2020).

Students' readiness to excel in online learning settings is also an essential element that the Institute needs to pay attention to Prior (2016) Hung (2010). Online learning provides cadets with the ability to learn anywhere and anytime. Cadets have greater flexibility about when and how they carry out their learning activities An (2018). Some cadets cannot participate in conventional learning programs due to external factors (including work, family commitment, campus proximity, and related policy involvement).

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#### \*Correspondence:

Laila Rochmawati

lailarochmawati@poltekbangsby.ac.id

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Online learning can solve the limitations of conventional learning. Some of the skills required in learning with online media include knowledge of technology, time management and institutions, and online technology connections. Online learning does not require a long time and process to quickly and easily improve learning achievement [Kolekar et al. \(2018\)](#). The need for the involvement of learning institutions in online learning can increase the success of cadet learning outcomes. Learning institutions need to provide various forms of standard criteria for increasing graduation rates and learning efficiency, one of which is online learning. Students are more involved in the field of education [Lieharyani et al. \(2019\)](#).

Motivation has been a crucial factor for students to succeed in online learning [Titrek et al. \(2018\)](#). Online classes bring unique challenges for students, especially in terms of cadet motivation, and is one of the factors that affect students' ability to succeed academically in an online class [Saeedi et al. \(2019\)](#); [Suri \(2016\)](#). In the COVID-19 pandemic, ineffective online learning solutions may cause obstacles in achieving the vision of higher education on online learning and the desired learning performance. Practical outcomes in online learning allow students to be motivated to be successful, so that cadets must have the ability to interact with the learning environment either internally or externally [Kaftan and Freund \(2019\)](#). Physical distance constraints when studying online require better self-control to succeed.

Academic learning motivation requires complex solutions and contains various types of motivation. The reason for this is that every student has a unique incentive to be active in the online learning environment [Ilgaz and Gülbahar \(2015\)](#). Academic encouragement is key to being an online student. By providing a setting for students' motivation and psychological needs, theory of self-determination can provide insight into motivative learning [Titrek et al. \(2018\)](#); [Durksen et al. \(2016\)](#). The Academic Motivation Scale (AMS) evaluates online learning populations' types of motivation. The students' motivation in online environments has several causes.

One common issue with online learning is that there are less online students than those who are expected to do so. Previous research has found that number and length of updates, topics read by them and the actions of the user are significantly predicted by the levels of students' motivation [Durksen et al. \(2016\)](#); [Çakır et al. \(2019\)](#). Students' enthusiasm is a significant contributor to online learning. If universities do not discuss motivational questions, students may be affected by learning. One study identified five major impacts on student learning from the student's incentive to learn online low. The outcomes are commitment, perseverance, accomplishment, student learning aspirations and class learning satisfaction [Kaftan and Freund \(2019\)](#) [Suri \(2016\)](#). Teachers and curriculum planners are concerned with the attitude of students towards online learning and the application of technology online learning [Çakır et al. \(2019\)](#). Positive attitudes towards online learning are motivating and motivating on a scale can be calculated. Attitude to online learning have been influenced by job, class

and previous exposure [Prior \(2016\)](#). Online learning preparedness is a factor that directly influences student motivation [Harrison \(2017\)](#). When students do not possess the skills to excel in online learning, an educational institution can not expect adequate encouragement or good results [Gay \(2016\)](#).

Attitude to online learning, readiness of online learning, and demographic factors are three types of potential factors affecting cadet motivation in on-line learning [Suri \(2016\)](#). Many students reject online learning solutions because they are prejudicial to the inefficiency of learning. The interest of the students in online learning is directly affected [Parker \(2018\)](#). The nature of cadets as specific learners can also be a concern because cadets often compare their demographic characteristics with the ease with which they use educational technologies [Ilgaz and Gülbahar \(2015\)](#). The study have found that demographics in their study are not the potential correlational factor [Kebritchi et al. \(2017\)](#). In subjects such as lessons, subjects or history, motivation was important for students.

The theory of self-determination is a general education theory which explains motivation of cadets in different contexts, through the core needs of cadets. The approach to self-determination offers two fundamental principles relating to the education sector. The first idea is to define three psychological requirements, such as autonomy, competence and communication, for the universal cadet. The second definition of self-determination theory is a structure to understand cadets' motivation in education [Yilmaz \(2017\)](#). The system has internal motivations as well as the external. This theory provides a means of evaluating the motivation of students in online learning. The self-determination principle serves as the foundation for building AMS [Titrek et al. \(2018\)](#). The tool is made up of questions grouped within the structure, based on various motivating forms, given by the principle of self-determination.

Students who engage in online learning have different levels of readiness and preparation (for example, online skills, self-disconnect) that may affect their performance (degree, completion) [Suri \(2016\)](#). Institutional efforts may include providing students with resources to evaluate whether they are ready to take courses and to offer online training advice [Yilmaz \(2017\)](#). For instance, administrators or institutions can build up their students' readiness of online learning and create a support system for the success of their students. In addition to online learning institutions supporting online students, teaching efforts in promoting a cadet can include the creation of instructors' work to [Wong et al. \(2020\)](#).

Research can better inform this effort and overcome particular challenges that have emerged from the previous study. Past research challenges include: 1) developing instruments that are not precise; 2) not tested in full online higher education; 3) not examining relations with student outcomes, or; 4) not clearing or replenishing relationships with student outcomes. The instruments have been developed in previous tool reviews to create a reliable, valid, and comprehensive tool in student's readiness [Yilmaz \(2017\)](#), which is to be repeated and enhanced via inter agency research to identify vital factors

affecting cadets' success.

Online learning is central to online learning, as this provides insights into the needs of one's people and best integrated into online learning design [Buzdar et al. \(2016\)](#). Online learning is the subfield of learning science. Also, especially concerned is the engagement of students in online learning environments [Bovermann et al. \(2018\)](#). Online Learning Readiness Scale (OLRS) has five dimensions: computer / web performance, independent learning, student control, enthusiasm for learning and online mandarin effectiveness [Buzdar et al. \(2016\)](#). This research uses OLRS to test the readiness of online learning as a potential indicator of the motivation to learn. The results of the study provide insights on the readiness for online learning and motivate them to learn online, and strengthen the relation between online readiness for learning and motivation for online learning [Hung \(2010\)](#); [Yilmaz \(2017\)](#). This study tested the motivation of learning, readiness, and attitude of online learning simultaneously. In contrast, previous research tested it separately. The findings of this study have an impact not only on cadets but also on the entire organization. This research focuses on the learning of applied linguistics in aviation because all of the basic knowledge of flight cadets is English based.

## METHODS

Quantitative research was used in these survey methods for gathering the data from the cadets. The data needed for research questions contained four sections of 64 question items. Cadets were students in semi-military training colleges who were required after completing their education to work under the Ministry of Transportation. The participants completed the survey by accessing the survey through an online site, on the date specified for each selected class. Aviation Polytechnic cadets, including Diploma-3 Aeronautical Communication Officer and Diploma-3 Air Traffic Controller, form the population for this study. The sample was selected from the Aviation English language-learning classes based on population that have an online learning experience. The researchers were collected the data from a single survey, including four individual sections.

A collection of variables for this analysis will be discussed in each section. The first segment consists of demographic elements that allow participants to include basic information about themselves and their status as cadets. The second part is the segment online learning attitude, which tests the current views of the participants about online learning and its solution. The second part consists of six questions, using a Likert-type four-point scale. An updated version of the AMS contains the third component. The validity of AMS needs to be assessed against academic motivation. Test-recovery, confirmatory factor tests, internal accuracy by Cronbach alpha, and temporal stability were used to test the validity of this process. The OLRS provides a tool for evaluating students' readiness of

online learning — to test the validity of this device through a confirmed factor analysis before the study begins online.

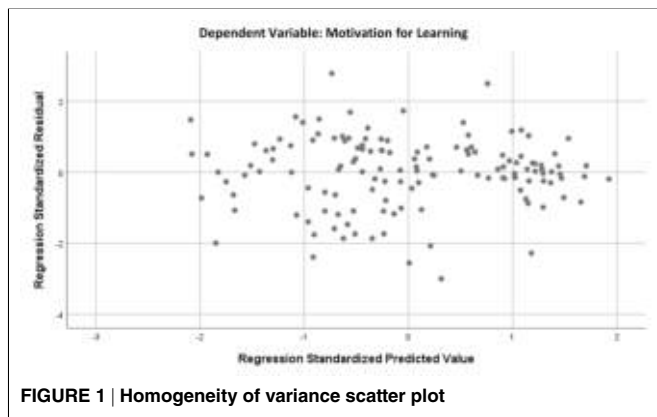
## RESULTS AND DISCUSSION

This quantitative research uses survey methods to gather for each cadet the data needed for research questions containing four sections of 64 question items. The first part contains demographic items with 12 question items, which requires participants to provide some primary data about themselves and their status at the Surabaya Aviation Polytechnic. The second part is the online learning attitudes section with six items, which measures participants' current views on online learning and online learning solutions. The third part is the measurement of the academic motivation scale (AMS) to measure academic motivation. This instrument uses a 28 item Likert scale and ensures the validity of this instrument through confirmatory factor analysis, internal consistency through Cronbach alpha, and temporal stability through test-retest correlation [Vallerand et al. \(1992\)](#). The fourth section contains measurements of the Online Learning Readiness Scale (OLRS) to assess students' readiness for online learning with 18 Likert scale items. OLRS ensures this instrument's validity through confirmatory factor analysis and by having individuals with prior online learning experiences review the instrument [Hung \(2010\)](#).

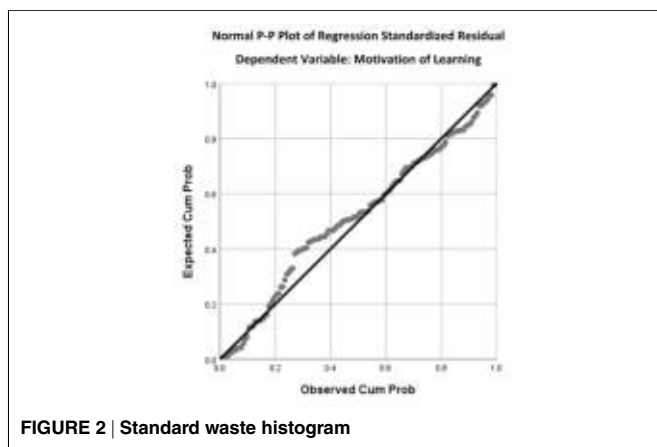
Cadets are students in semi-military training colleges who are required after completing their education to work under the Ministry of Transportation. The theoretical structure considerations concentrate on the theory of self-determination regarding the issue of motivation for online learning and the influence of three online learning constructs. The effect of building online learning includes the readiness for the cadets to learn, attitudes and motivation. The seven variables included the readiness of online learning, attitude to online learning, rankings, years of service, age, gender and level of education. Aviation Polytechnic cadets, who participated in online learning on English for Aviation material, were the study population. Predictor variables are measured by means of survey instruments that combine two devices.

The quality and reliability of the information obtained in this study must, in theory, be assessed by quantitative analysis. Many studies have used different measures for the AMS and for the OLRS. Using the OLRS portion of this method means that the online learning experience was answered by the survey participants. The online attitude learning component is the only aspect of the data review that involves checking the validity and reliability of this report. The results of the system for analyzing data showed to classify the alpha of Cronbach ( $\alpha = 0.87$ ). Therefore, there is high reliability in the overall reliability of the online learning attitude segment. The online learning attitude instruments adjust with the validity facing achievement in mind. Multiple regression analysis includes three assumptions: normality, homogeneity, and the absence of multicollinearity. The first assumption test on multiple regressions is that vari-

ance or homoscedasticity are homogeneous. The dispersion is helpful to monitor the homogeneity of the variance. Cutting plots are rendered using regular predictive values on uniform residues for the AMS variable score dependent; the outcome scatter plot is shown in **Figure 1**. There was no violation of the homogeneity principle based on the distance, as the points seem to scatter uniformly along the zero lines instead of having the funnel face outwards like scores distribution. The second test for inference is normality dependent on the residue of the normally distributed model. The standard waste histogram is shown in the **Figure 2**, and the residue is in the shape but not full of a bell curve. The normal cumulative distribution function found from the standard residue compared to the cumulative distribution function expected **Figure 3**. Since the plot tends to be only slightly deviating from the usual track, it is safe to conclude that there is normality. **Figure 1** depicts the resulting scatter plot. Based on the scatter, there does not appear to violate the homogeneity assumption. The points seem to spread evenly around the zero lines instead of creating an outward-facing funnel like a points' distribution.



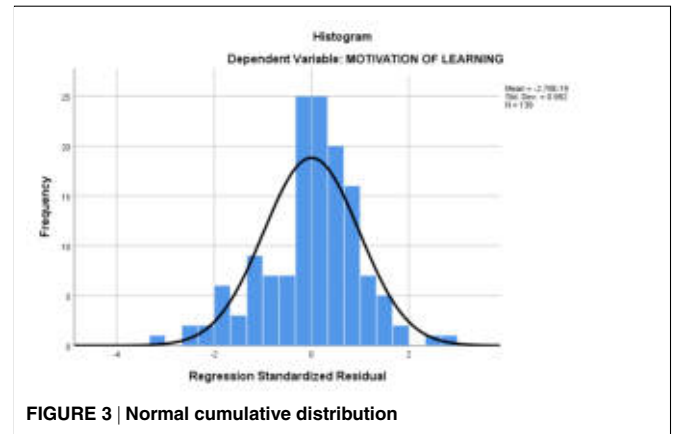
**FIGURE 1 | Homogeneity of variance scatter plot**



**FIGURE 2 | Standard waste histogram**

**Figure 2** shows the PP Normal plot, which compares the observed cumulative distribution function of the standard residue versus the normal distribution function's expected cumulative distribution function. Since the plots seem to deviate very slightly from the normality line, it is appropriate to

assume normality exists. The second assumption test is normality based on normally distributed model residues. **Figure 3** shows a histogram of the standard residue, and the residue is somewhat in a bell curve but imperfectly.



**FIGURE 3 | Normal cumulative distribution**

The third test is the use of the multicollinearity test when the forecast variable is closely related and affects its capacity to communicate with the results variable. In particular this means that multi-collinearity checks, both of which appear in the Table 1. Tolerance values are concerned where the value is less than 0.1, when the value is greater than 0.1, the VIF value, are important for tolerance and variance of the inflation factor (VIF, for instance). All values are considerably higher than 0.1 and all VIF values are considerably lower than 10. It can reasonably be assumed that multi-collinearity is no problem with tolerance values and VIF as it is. The score coefficients on the readiness of online learning level and the education level are the key predictors of the AMS ranking, based on the **Table ??** standard coefficients.

This research applied regression analysis and assumption testing, and this study contained three variables: online learning readiness (OLRS), online learning attitude, and academic motivation scale (AMS). The description is listed in **Table 1** until **Table 4** for this analysis. **Figure 4** until **Figure 7** is a histogram that demonstrates how the values of the three different variables contribute to the normal reference curve for each survey.

The output of **Table 1** shows the number of measurements (N), here the number of valid data for gender, education level, age, motivation learning, online learning readiness, online learning attitude is the same, namely 139 and no value is lost. **Figure 4** provides a visual picture of learning motivation, which explains how it is normally distributed, precisely the distribution is in the middle position.



TABLE 1 | Descriptive Statistics

		Minimum	Maximum	Mean	Std. Deviation
Gender	139	1.00	2.00	1.3813	.48746
Level Education	139	1.00	3.00	2.0000	.81650
Age	139	15.00	23.00	20.1223	1.23041
Motivation Learning	139	24.00	85.00	56.0504	11.70057
Readiness Online Learning	139	25.00	69.00	52.0504	7.65688
Attitude Online Learning	139	8.00	24.00	15.7482	3.52649
Valid N (Listwise)	139				

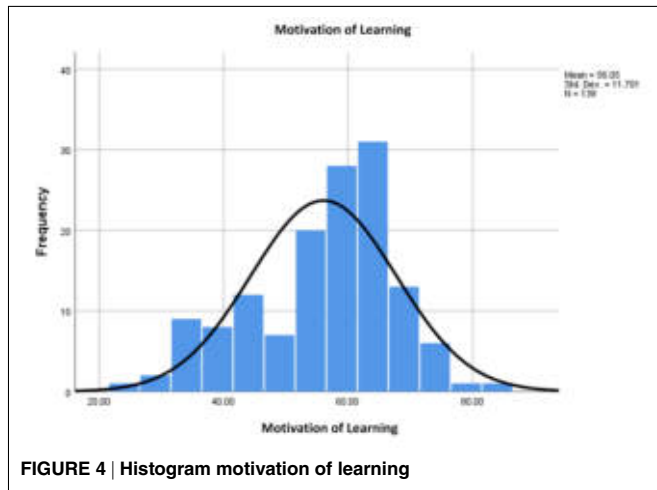


FIGURE 4 | Histogram motivation of learning

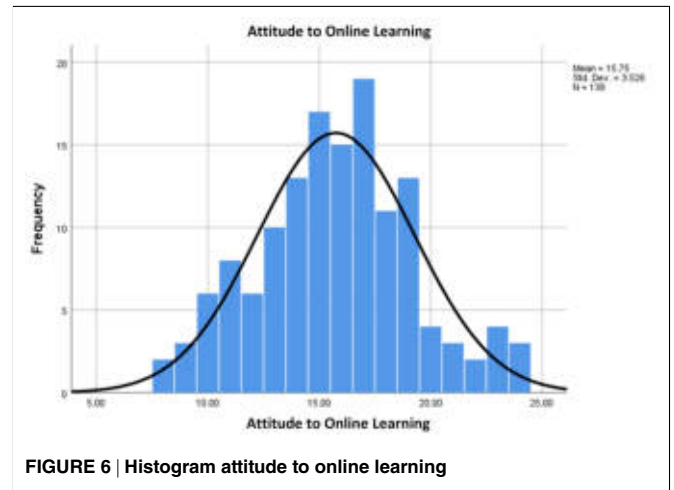


FIGURE 6 | Histogram attitude to online learning

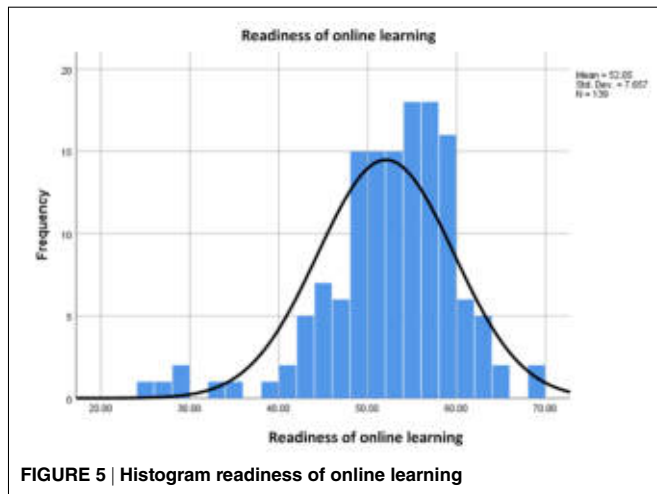


FIGURE 5 | Histogram readiness of online learning

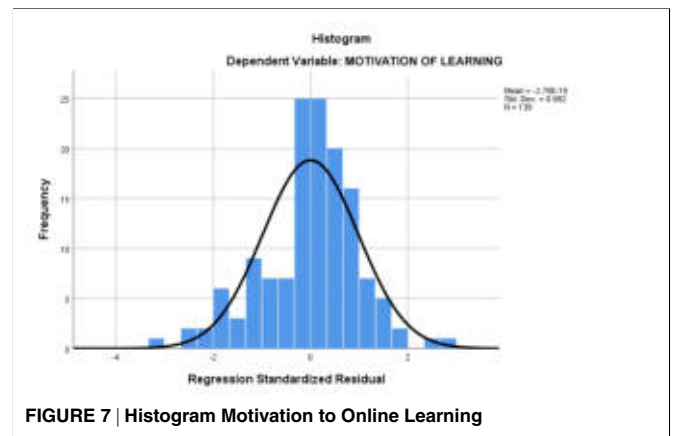


FIGURE 7 | Histogram Motivation to Online Learning

Figure 5 explains about the readiness of online learning, and the number of respondents is 139 with an average questionnaire value of 52.05. Figure 6 describes an online learning histogram's attitude with an average questionnaire value of 15.75.

Figure 7 is a histogram motivation for learning distributed normally with an average questionnaire score of 2.76. Table 2 describes the linear regression test results showing the R-value, which symbolizes the correlation coefficient value. In the table above, the correlation value is 0.612. This value interpreted that the relationship between the two research variables is in a strong category. The value of the determination coefficient obtained is 37.4%, in which the variables have a contribution effect of 37.4% on Motivation Of Learning and 62.6% others

TABLE 2 | Model Summary

Model Summary <sup>b</sup>						
Model	R	R Square	Adjusted R Square	Std. Error of The Estimate	Durbin-Watson	
1	.612a	.374	.351	9.42957	1.633	
A. Predictors: (Constant), Attitude to Online Learning, Age, Gender, Readiness of Online Learning, Level of Education						
B. Dependent Variable: Motivation of Learning						

influenced by other factors.

**Table 3** is used to determine the level of significance or linearity of the regression. The criteria can be determined based on the F test or the significance value test (Sig.). The easiest way is with the Sig. Test, provided that the Sig. <0.05, then the regression model is linear, and vice versa. Based on the third table, the Sig value is obtained. = 0.000 which means significant criteria (< 0.05), thus the regression equation model based on the research data is significant, meaning that the linear regression model meets the linearity criteria. Table 5 informs the regression equation model obtained with the constant coefficients and variable coefficients in the Unstandardized Coefficients B. Based on this table, the regression equation model is obtained:  $Y = 34.725 + 0.229 (X1)$ ;  $Y = 34,725 + 7,489 (X2)$ ;  $Y = 34,725 + -1,147 (X3)$ ;  $Y = 34,725 + .588 (X4)$ ;  $Y = 34,725 + -.186 (X5)$

Results concerning demographic variables, including the rank structure of Aviation Polytechnic cadets, showed inversely proportional effects. The rank and increase of responsibilities as aviation polytechnic cadets at the time the get promoted confirmed a person downgrade finding. Increased enthusiasm for online learning exists only in cadets with more time and less obligation. This finding explains the extension of the relationship between educational level differences directly linked to the ranking as the level of education is the first factor excluded from the model and has effects that are inversely proportional to the model rankings. The remaining age was an insignificant indicator of online learning motivation to strengthen technical skills perceptions of diversity between generations [Dündar and Akçayir \(2014\)](#). Previous research found no correlation between the problems of online learning and the age of schooling. Online learning also allows cadets to take responsibility for their learning. Each cadet must enter the online classroom on their initiative. Then they will find comments from the instructor and other classmates. Therefore, intrinsic motivation is necessary to complete online courses. The power of energy in individual interests illustrates intrinsic motivation.

The study results indicate that online learning attitude ratings, readiness scale scales of online learning, age, gender, and level of education showed significant predictor results for AMS ratings. The educational level and the ability to learn online are

essential variables in AMS. The ability to get academic encouragement online as a significant factor in the online world is linked to the outcome of the study [Suri \(2016\)](#). In this analysis, constructing an age is inconsistent with others who find no connection between problems of age and online learning. The findings of this study, however, show that there is a negative correlation of age perceptions with technical skills (CIGDEM, 2014) [Buzdar et al. \(2016\)](#).

No previous studies have reported that a significant indicator of academic motivation is the education level. Gender is not a significant indicator because there was no association between gender and online learning difficulties, which is consistent with the findings of [Suri \(2016\)](#). However, no earlier studies indicate years of service or schooling as a possible academic motivation indicator. Academic motivation predicts readiness and graduation levels in online learning. The study findings support the results of negative attitudes that harm cadets in online environments. Cadets have no positive attitude about online learning English for Aviation Polytechnic due to the high level of difficulty in understanding and using online learning programs without having appropriate guidelines. If student accessibility is made easy for online learning, cadets' attitudes to online learning may develop according to their use [Durksen et al. \(2016\)](#).

This research recommends improving the interaction between students and learning materials, students and instructors, and online learning between students. This research shows that online courses are more rigorous, that cadets need to read and work than expected [Phillips et al. \(2015\)](#). Other characteristics of online courses are that the students have to be more responsible for their learning, take the initiative to enter online classes, and perform tasks rather than sitting in classrooms and listening to teachers. This research also demonstrates that students usually do not miss teacher interactions and do not lack teacher feedback. The results of this study show that students receive more meaningful information and learn more than they expect in online courses.

**TABLE 3** | Anova

Anova <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7066.719	5	1413.344	15.895	.000b
	Residual	11825.929	133	88.917		
	Total	18892.647	138			

A. Dependent Variable: Motivation Of Learning  
 B. Predictors: (Constant), Attitude to Online Learning, Age, Gender, Readiness of Online Learning, Level of Education

**TABLE 4** | Regression Model Coefficients

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients Beta	T	Sig.	Collinearity Statistics	
							Tolerance	VIF
1	(Constant)	34.725	16.501		2.104	.037		
	Gender	1.265	1.683	.053	.752	.454	.957	1.045
	Level Education	7.489	1.264	.523	5.926	.000	.605	1.653
	Age	-1.147	.836	-.121	-1.372	.172	.609	1.642
	Readiness Online Learning	.588	.115	.385	5.112	.000	.830	1.205
	Attitude Online Learning	-.186	.248	-.056	-.751	.454	.841	1.189

A. Dependent Variable: Motivation of Learning

## CONCLUSION

Results of the present research show that grade level and readiness of online learning are significant contributors to motivation for cadets to learn online. The findings can be clarified by correlating variations in education levels with the ranking in particular since the education level is the first factor excluded from the model, with findings inverse to the ranking of the model. The rest of the age as a predictive measure of on-line learning motivation increases the contrast between expectations of technical skills. Second, the research shows that readiness of online learning is important for influencing the motivation of cadet learning online. Training in an online learning environment is important. Educational institutions need to prioritize online learning experiences before learning to deal more efficiently with the problem of on-line learning motivation. An unexpected finding from the results of this study is that readiness for online learning does not occur as the most expected significant predictor. The contribution of this research is key to enhancing online learning output for cadets

in addressing the online learning motivation issue, while educational institutions may use online learning as the most successful learning platform.

The results of this work will help educational institutions determine the best approaches for learning to efficiently meet the learning needs of cadets. Inability to resolve this problem will hamper cadet development, because they are unable to adapt to up-to-date online learning for training and education. The results of this study should be expanded in the future, not only in the sense of mixed learning, by extending this research approach to a broader representation.

This research purpose is in education, which is specialized in semi-military inclusive work, not in commercial organizations. Potential researchers must explicitly investigate AMS and OLRs without using online learning behavior, or age, to evaluate the motivation of online learning. The recommendation for further research is to add cognitive and meta cognitive learning strategy variables. The addition of this variable can improve the learning outcomes of cadets.

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# Learning from home during pandemic: A blended learning for reading to write activity in EFL setting

Lestari Setyowati<sup>1\*</sup>, Sony Sukmawan<sup>2</sup>, Ana Aksana El-Sulukkiyah<sup>1</sup>

<sup>1</sup>Universitas PGRI Wiranegara, <sup>2</sup>Universitas Brawijaya Malang

The pandemic of COVID 19 has forced teachers all around the world to be adaptable to the situation. Within the foreign language (FL) context, the teaching of language skills provides challenges for teachers in terms of how to deliver the materials as effectively and as efficiently as possible. The study aims to describe the steps of reading to write activity for essay writing in FL settings and what the students feel about it. The design of the study is a case study design. The subjects of the study were the fourth-semester students of English Education Study Program. The result of the study shows that there are three main steps of teaching scenarios. They are the pre-activity, whilst activity, and post-activity, with some specifications depending on the skills. The reading section employs the silent reading activity, skimming, and scanning technique through telegram application. The writing section implements the process approach, namely planning, drafting, revising, and publishing. The technologies used were Telegram, WhatsApp, Google Meet, YouTube, Grammarly, and Plagiarism Checker online application. The result shows that, although the students feel reluctant and uneasy at the beginning with the blended learning, they get used to it and confess that they have a lot to learn, not only in terms of the course materials but also the digital technology skills improvement. Despite the credit quota and signal problems, they feel positive with the way of new learning.

**Keywords:** blended learning, pandemic, reading, writing

## INTRODUCTION

With the outbreak of COVID 19 in the world, teachers/lecturers often wonder whether they would teach the same way again, or they would teach differently. Changing the way of teaching is undoubtedly the only option for teachers/lecturers. The pandemic of COVID 19 has forced them to spend most of the time at home, to work, to learn, yet at the same time, to stay productive. The uncertainty of when the pandemic will end has forced teachers around the world to make the most use of digital technology to teach and accomplish the learning objectives.

This is the point where the integrated/mixed learning model (blended learning) becomes the apple of the eye of everyone's favor in the educational setting because it reaches far and beyond. Yet, many teachers/lecturers are not aware that before the pandemic, the blended learning instruction has come into the classroom in a smaller portion. Blended learning is also sometimes referred to as the hybrid course Allen et al. (2007); Graham (2006) which means mixed learning. There is no standard term to define blended learning. However, Graham (2006) defines blended learning as follows, "systems combine face -to-face instruction with computer-mediated instruction". Thus, blended learning is the merging of two very different learning

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### \*Correspondence:

Lestari Setyowati  
lestari.setyowati@yahoo.co.id

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models, namely the traditional face-to-face model, and modern technology-based learning model. Therefore, broadly speaking, blended learning can be interpreted as a learning method that combines conventional face-to-face learning and electronic / internet-based learning [Allen et al. \(2007\)](#); [Idris \(2018\)](#) With the rapid development of technology today, [Graham \(2006\)](#) estimates that in the future, the use of digital technology in learning will be increasingly inseparable. Furthermore, he explained three reasons why blended learning was popular in the community. The first is because this model improves the quality of learning, the second is because of its easy access and high flexibility, and the third is because it is economical in terms of financing.

The learning model of blended learning has been going on for a long time, especially since the development of information technology systems [Idris \(2018\)](#). This makes all learning resources accessible online / offline. The blended learning model allows teachers and students to do distance learning through video conferencing so that distance, space and time are no longer a problem. Fully online and integrated learning (that is, which combines elements of an online class and face-to-face) has grown very rapidly in Western society for a long time. Educational providers there believe that integrated learning is as promising as online learning [Allen et al. \(2007\)](#). Technically, face-to-face learning can be carried out online and offline. Offline face-to-face learning is conventional face-to-face learning that is usually done in the classroom. While online face-to-face learning is the one that can be carried out remotely online using available applications, such as zoom and Google Meet.

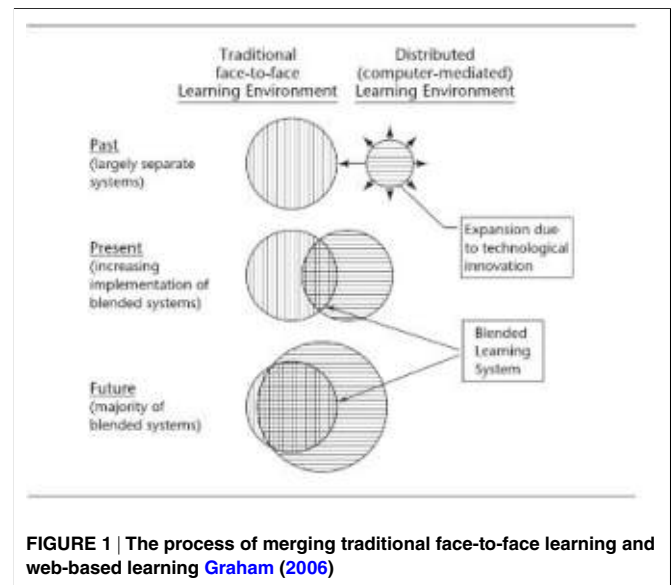
Every educational institution suffers from the COVID 19 outbreaks. The pandemic forced the teaching and learning system in the institution to be adaptable to the situation. At the beginning of the semester, the teaching and learning process was done in a face to face interaction. However, three months later, the Indonesian government issued a policy of stay home, a study from home, and work from home order. As the learning must continue, the institution distributed a policy that all teaching and learning process must be conducted online until the end of the semester. The teaching and learning which was conducted in a conventional face to face interaction, in the beginning, was combined and blended with online learning. This paper aims to describe the implementation of blended learning during the COVID 19 pandemic in the teaching of the essay writing class. Specifically, this paper discusses the steps of reading to write activity in writing a process essay and to describe the students' feelings during the implementation of a blended learning model.

## Blended Learning

The rapid development of digital technology has influenced the world of education and teaching innovation. Currently, teaching-learning innovation has unwittingly refocused on how educators deliver the material and how students learn at school [Tandoh et al. \(2013\)](#). The most common approach in

integrated education involves face-to-face learning with web-based learning [Tandoh et al. \(2013\)](#). However, some people often wonder about the difference between hybrid-learning, e-learning, and web-facilitated learning. [Allen et al. \(2007\)](#) mention that the terms blended-learning and hybrid-learning are two terms that refer to the same thing. In the research, Allen distinguished the term based on the table below.

Although it is not clear how [Allen et al. \(2007\)](#) define each estimate percentage, [Table 1](#) gives better guidelines on how web-based learning is differentiated. [Table 1](#) explains that learning is referred to as online learning if 80 percent of the learning content is delivered online and carried out without face to face at all. While the term integrated learning or blended learning applies to learning that has 30-70 percentage of being done online, with the rest is conducted conventionally. [Graham \(2006\)](#) estimates that in the future, learning with blended learning methods will be increasingly in demand. This is due to the rapid development of digital technology that affects the way humans communicate.



**FIGURE 1 | The process of merging traditional face-to-face learning and web-based learning [Graham \(2006\)](#)**

[Figure 1](#) explains that in the past, learning only uses face-to-face instruction in the classroom. And, nowadays, digital technology has begun to influence learning instruction. In the future, [Graham \(2006\)](#) predicts that the learning process will utilize more digital technology with a blended learning method, which results in a fewer conventional face-to-face methods in the process. However, he confesses that the combination of these two methods will give a better outcome as they complement each other.

[Osguthorpe and Graham \(2003\)](#) mentions six reasons why blended learning is increasingly popular in education. The reasons are 1) it has pedagogical richness; 2) it gives broad access to knowledge; 3) it is easy for social interaction online; 4) it has personal agency, 5) it provides many benefits but with minimal cost (cost-effectiveness), and 5) it is easy to revise if there are errors (ease of revision). Furthermore, [Graham \(2006\)](#) also

TABLE 1 | Web-Based Teaching Model Allen et al. (2007)

Web-based teaching percentage	Model	Description
0%	Traditional	<ol style="list-style-type: none"> <li>1. Learning without using online facilities</li> <li>2. Conventional face-to-face learning</li> </ol>
-29%	Web-facilitated	<ol style="list-style-type: none"> <li>1. The utilization of the Web in the learning process is to help improve the mastery of material that is not met in the face-to-face process (providing additional material through web-based technology)</li> <li>2. It is utilized more for tasks submission</li> </ol>
0-79%	Blended/hybrid	<ol style="list-style-type: none"> <li>1. The learning process uses a combination of Web-based technology and face-to-face instruction</li> <li>2. The portion of online learning is greater than face to face</li> <li>3. In the learning process, the interaction (discussion forums) is mostly done online</li> </ol>
0 - 100%	Online/ e-learning	<ol style="list-style-type: none"> <li>1. All learning are through online</li> <li>2. There is no face-to-face learning</li> </ol>

revealed three main reasons why blended learning is beneficial. The reasons are 1) to improve the quality of learning; 2) to provide easy access to education regardless of distance, time and space, flexible in its implementation (increased access and flexibility); and 3) to enable to reach a broad and large audience in a short time, yet, it is economical (cost-effectiveness).

The use of blended learning is not something new in the educational context. Literature studies reveal that blended learning is widely used not only for learning receptive language skills (reading, listening) and productive (speaking and writing), but also for teaching language components, such as grammar and spelling. Mabuan and Ebron (2017) explored the use of e-mail for teaching writing with a blended learning approach in the context of English as a second language, in Manila. The results of his research show that e-mail is very useful in helping improve the students' ability to write English. The result also shows that the use of emails gives the students the opportunity to collaborate and interact with peers, increase positive attitudes and confidence in writing English, as well as increase learning independence.

Furthermore, Mccall (2017) investigates the use of Facebook, to improve students' ability to read and write through classroom action research designs. In his research, the teacher created a micro blog on Facebook and held classes online with all his students. The teacher posts pictures and reading material for students, to read, comment on, and write summaries. Students wrote a summary of the micro blog in the classroom by using a laptop or other smart phone and allowed to complete

the micro blog assignment at home if they have not been able to complete it in class. The results of his research show that the use of the Facebook application can improve the students' ability to write, especially in terms of sentence complexity. To get maximum results, scaffolding was given to the students. The results of research also show that the students give positive responses to the use of Facebook for learning to read and write.

Rahman and M (2018) investigates the effectiveness of the implementation of blended learning and compares it with conventional face-to-face methods. In the experimental class, the students use the blended learning method. The students receive feedback from peers and teachers through social media, complete assignments outside the classroom, and submit them through an application. Meanwhile, the control class uses conventional face-to-face methods. The students do not get mutual interaction, between peers and from the teacher. Learning in the classroom also does not vary, because all are centered on the teacher. The results of his study showed that students who learned by using blended learning methods had better writing performance than students in the control group. In addition, this study also revealed that 88% of students in the experimental class had the basic ability to operate computers independently and 76% of them have better internet skills. This is all because these students must participate in e-forum discussions, e-mails, and the use of other websites.

Similarly, in Indonesia, the use of Blended Learning is not something new either. Purnawarman et al. (2016) conducted a case study research for teaching writing with Edmodo and

Genre-Based Approach through the Blended Learning model for grade 11 high school students in Cimahi, West Java. The use of Edmodo in the blended learning setting makes learning is more interactive and makes writing activities more meaningful.

Blended learning has also been applied in Islamic boarding schools in Indonesia, especially in Probolinggo, East Java. Through a qualitative approach, [Hayati and Wijaya \(2018\)](#) investigates how blended learning was implemented to improve the students' receptive skills in the Islamic boarding school. The results of their research revealed that there were 6 steps taken by the Islamic Boarding school to implement the blended learning method. Specifically, the stages of implementing Blended learning as a quote from [Hayati and Wijaya \(2018\)](#) are as follows. First, determining instructional materials. This step is in the form of (a) how the teaching material will be presented, (b) which teaching material is compulsory and which is recommended, (c) how the students can access the material, (d) what supporting factors are needed (software, group/ individual work). The next step is (2) determining the blended learning model that will be used. This relates to when the face-to-face meeting is held, for example at the beginning of the meeting only, or at the end of the meeting only, or just in the middle of the meeting, or determining how many times the classes will be held in face to face, and its frequency. As there is no standard conducting a blended learning format, each teacher can choose their own format that is unique and different from other teachers. The third step (3) determines how the online learning format will be implemented. For example, determining what applications/hosting will be used for online learning, such as Google, Yahoo, Telegram, etc.

The fourth step is determining the evaluation of the blended learning design. The teacher evaluates the implementation of online learning and asks students for input whether the application/host being used is functioning properly, or whether they have problems with signal or bandwidth. This evaluation needs to be done to find out whether online learning eases students and not causing problems. The next step (5) is the implementation of blended learning properly. In this step, the teacher informs the learning objectives, and the material that will be used, as well as how and where to download the material online. And the last step is (6) preparing the evaluation criteria for the implementation of blended learning. The teacher prepares assessment criteria to see whether the learning system is effective ( the content delivery, the format, interest, easiness, and cost-financing).

The research questions are described as follows.

1. How was the implementation of blended learning model for teaching Process Essay during the pandemic of COVID 19?
2. What are the students' perceptions during the implementation of blended-learning model during the pandemic of COVID 19?

## METHODS

This study uses a qualitative approach focusing on case study design. The design is considered appropriate because the main goal of this research is to explore and describe the existing phenomenon of a particular subject in relation to the teaching of literacy skills during the pandemic of COVID 19. [Creswell \(2012\)](#) states that the 'case' can be a program, events, or activities which has a uniqueness in its implementation. The subjects of the study were the fourth-semester students of English Education Study Program in the academic year 2019-2020, Faculty of Pedagogy and Psychology, Universitas PGRI Wiranegara, East Java, Indonesia. To collect the data, the researchers used interviews, and documentation of personal chats, students' essays, lecturer's teaching reports, and a list of essays published in the YouTube platform. The data was collected in three months from April to June 2020. The researchers analyzed the data qualitatively since most of them were in the form of words, phrases, and sentences or non-numerical data.

The researchers also used data codification to separate the data based on the intended category, namely the draft, the revision, the chats. The students' writing was coded by using their name initials, batch, group, and part of sub-analysis. The process of data analysis follows [Miles and Huberman \(1994\)](#) model, namely data collection, data display, data reduction, and conclusion drawing. After the data were collected, they were displayed in the form of narratives, dialogues, chats, excerpts of the students' writing, and observation of students' YouTube videos. Only the data which were relevant to the purposes of the study were taken, and the irrelevant ones were omitted. The selected data were categorized and coded based on its classification. Each of these steps was done in a cyclic process.

## RESULTS AND DISCUSSION

### The Implementation of Blended Learning Reading Section

During the COVID 19 pandemic today, the use of blended learning is one the most recommended alternative. Due to the limited chance to meet face to face in the classroom and the lack of opportunity to conduct learning, as usual, the use of digital technology is the only choice to enable the learning process to continue. The following is a description of the implementation of blended learning for reading to write activity to create a process essay.

- Type: Process Essay
- Theme: Environmental Protection (Recycling, Reuse, Reduce)
- Learning objectives:
  1. Identify the structure of the process essay
  2. Analyzing the model text



3. Identify the implicit and explicit information from the text
4. Identify the steps to make something
5. Identify the language used to make a process essay
6. Identify the vocabulary
7. Practice in using the vocabulary to make sentences that show a process

As usual, in the pre-activity, the lecturer delivered the learning objectives and checked the students' attendance list. The lecturer used Google application to check that all the students were present. The students' attendance was also recorded in Telegram Bot and from the screenshot of the Google application. For the warming up, the lecturer discussed the unused items around their home (plastics, cans, bottle, etc) and asked them whether those items can be reused and recycled. After the discussion, the students analyzed a model of process essay through Telegram application. The students had 5 minutes to scan the text and read silently and to find out the characteristics of a process essay in terms of its structure, vocabulary, and language.

After silent reading, there was a discussion about the reading text through the Telegram application. The discussion was about the specific information of the text, such as how the writer opens the essay, identifying the most important step, giving reasons why one step is more important than the other, mentioning the materials used, and stating how the writer writes the conclusion of the process essay. If the students had successfully answered the questions, the lecturer gave appreciation in the form of positive feedback (word/ phrases), and emoticons which show supports, for example very good, good job, perfect, well done, awesome, and so forth. Giving positive feedback is very important because it shows that students' participation and hard work are valued and appreciated by lecturers. Research has proven that providing positive feedback can increase the students' motivation and enthusiasm in learning [Yingwen and Jian \(2016\)](#). Positive feedback are also able to create more open and relaxed interactions between the lecturer and the students

The discussion also talked about other unused items found around their homes that can be recycled and reused for a different purpose. They were asked to name the vocabulary relevant to those items and the phrases used to indicate the process, such as first, second, third, next, then, finally. Then, the students made three sentences that indicated a process from the vocabulary mentioned earlier and posted for everyone to see in the Telegram application. Peers gave feedback in terms of the language and content. Based on the data, it can be concluded that the reading activity presented by the lecturer uses the skimming and scanning technique. Research in FL setting, especially in the Indonesian context, has shown that scanning and skimming techniques are beneficial to help comprehension [Asmawati \(2015\)](#), [Basuki \(2018\)](#), [Fauzi \(2018\)](#), [Insiyah \(2019\)](#). Skimming is to read quickly the reading material to get its general main idea, while scanning is to locate specific information related to the purpose of the reading activity [Harmer](#)

(2001).

The reading activity applied in this online classroom is silent reading. [Hiebert et al. \(2012\)](#) state that silent reading is more beneficial for the students if they are under an appropriate condition (tolerable difficulty level of a reading text). Furthermore, based on the research conducted by [Liu and Wang \(2015\)](#), for intermediate grade level, individual silent reading is more beneficial for the students.

## Writing Section

The writing section is mostly done in an outside classroom schedule. The students sent their work to the lecturer through private telegram or WhatsApp connection to present their draft. But, before they wrote their draft, they shared their plan of what to write in their essay. The students proposed an idea of how to make something from an unused item. The plan would be developed into an essay.

- Type: Process Essay
- Theme: Environmental Protection (Recycling, Reuse, Reduce)
- Learning objectives:
  1. Planning the essay
  2. Drafting a Process essay
  3. Revising the draft
  4. Redrafting the essay
  5. Publishing

After making the list proposal of the recycled items, the students made the initial draft for the process essay. This activity was conducted outside the classroom hour. It means that the students sent their draft in the form of MS Word format individually to the lecturer to be given feedback.

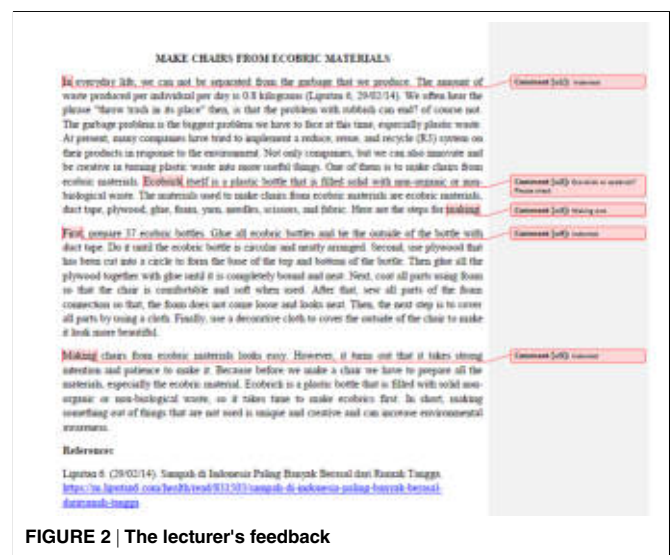


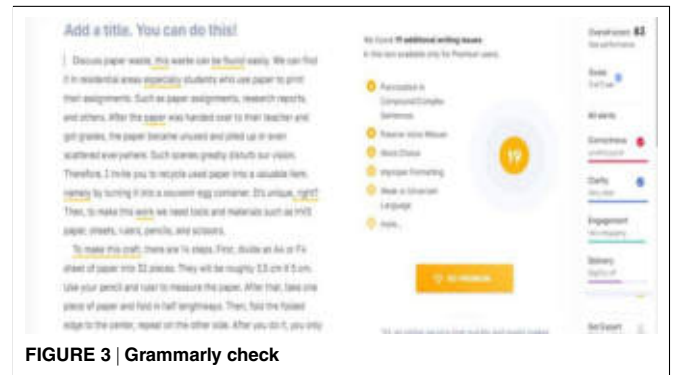
FIGURE 2 | The lecturer's feedback

Some students revised the draft several times, depending on the writing problems. The lecturer assisted every student

**TABLE 2 | Students' Proposal**

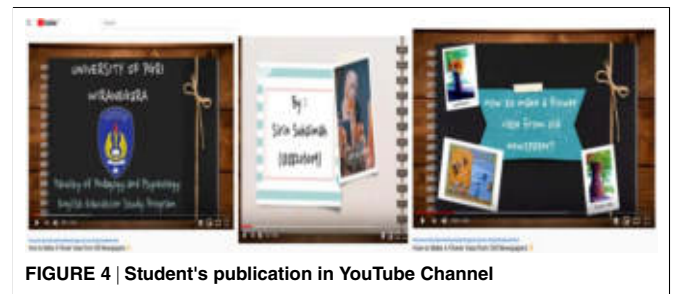
Class A	Class B
1. Phone holder from card board	1. Recycling Styrofoam for memo board
2. Frame from box	2. Tissue place from card board
3. pencil case from a tin	3. Pencil case from unused tin
4. flower vase from newspaper	4. Flowers from plastic bags and unused papers
5. Make a tissue box from old newspapers	5. Bros from fabric
6. Make a pencil box from used cardboard	6. Doormat from unused fabric
7. Frame ice cream sticks	7. Glasses from bottle and CD
8. Simple Chandelier card board	8. Pencil case from card board
9. Make pencil case from bottle	9. Eggs place souvenir from unused papers
10. Piggy Bank from unused bottle	10. Accessories from drinking glasses
11. Table from ecobric	11. Stationary box from CD and unused card board
12. Flower vase from unused bottle	12. shopping bag from unused fabric and unused plastic
13. Bros fabric	13. Piggy bank from cigarette tin
14. Frame from CD	14. Wall accessories from drinking glasses
15. Drawer from card board	15. Waste bin from card board
16. Net Pot hydroponic from unused bottle	16. Piggy bank from card board
17. Frame from card board	
18. Pencil case from unused bottle	

and checked their draft. Giving feedback to the students' writing is not an easy task because it needs time, energy, and commitment to read the students' composition. But, it is the teacher/lecturer's responsibility to devote some time to check, give comments, and give suggestions to the initial draft in the writing process Barreto (2011). Moreover, the students who follow the teacher/lecturer's feedback have more opportunities to have better writing quality Barreto (2011).



**FIGURE 3 | Grammarly check**

After being given feedback, the students revised their draft and sent back to the lecture for the final comment. For the students who were ready for publication, the lecturer asked the students to proofread their writing by utilizing the writing tools application provided on the internet. The students were asked to check their composition by using Grammarly online free application to deal with the language. To ensure originality, the lecturer asked the students to send the plagiarism report by using plagiarism check online for a free application, such as Smallseotools, Plagiarism, and Duplichecker.



**FIGURE 4 | Student's publication in YouTube Channel**

Each student was to press the like and subscribe button on another friend's YouTube channel. They were also to give opinions and responses in the comment sections. In general, the stages of learning to write by using the blended learning method can be seen in Table 1.

The learning stages can change based on the students' needs. The COVID 19 pandemic has forced the lecturers to be adaptable to change, while at the same time to become innovative and creative in utilizing digital technology. Table 1 shows the learning stages which employ the writing as a process approach. Flower and Hayes (1981) and Hayes and Flower

**TABLE 3 | Teaching Scenario (Reading to write Activity for Process Essay)**

Stage	Activities	Applications
Pre-activity	1. Descriptions of learning objectives	Face to face online
	2. Making sure that all students are ready for the class	(Google meet) Telegram
Whilst Activity	1. Discussing the topic for background knowledge	1. Google Meet
	2. Analyzing the model text	2. Telegram (silent reading)
	3. Practicing the vocabulary and phrases used for process essay	3. Telegram
	4. Planning the essay	4. Telegram and Whatsapp Group
	5. Making a draft based on the topic of interest individually	5. Telegram and Whatsapp Group
	6. Revising the draft after being given feedback	6. Telegram and Whatsapp Group
	7. Redrafting	7. Telegram and Whatsapp Group
Post Activity	Publishing	Personal You Tube channel

(1980) state that there are three main cognitive processes in writing, namely planning (generating ideas, organizing, and goal-setting), translating (composing), and reviewing (checking and correcting). Similarly, Sharp (2016) states that every piece of writing product undergoes several different processes, before it finally comes to the final draft and is ready for publication. The reading to write activity presented by the lecturer employs the writing as a process approach. This can be seen from the students' activity in producing the final draft. They followed several steps before their composition is finally submitted or published.

### The Students' Opinion

The researchers interviewed the students to find out their feelings and opinion of having an online class. A month after the 'learn from home' and 'work from home' orders were announced by the government, the researchers interviewed the students.

Researcher: How would you like about having a class like this?

*I don't like it. Full of surprises. I mean we need some explanation about the topic of the unit before we get into the questions. In this situation, we need something real, something that can open our minds, because the online class has many distractions.*

*Ad/2018A/Ch*

A month later, the same student was interviewed by the researcher. He has a different opinion about having an online class.

The researcher: How would you like to have an online class for writing? Is it better to have it in the classroom (face to face) or at home (online)?

*I prefer to do it at home. I can listen to music.*

*(Ad/2018A/Ch)*

The same case also happens to his friends. They share the same opinions and attitudes after a few months of remote learning.

*By and by, I enjoy online class rather than offline class*

*(Af/2018A/Ch)*

*I get used to it*

*(Els/ 2018B/Ch)*

*I think I understand the material well even though we don't have the face to face meeting.*

*(Silf/2018A/Ch)*

The students also said that the assignment given by the lecturer made the students learned not only about the materials, but also digital technology.

*Now, I can edit a video.*

*(Sel/2018A/ch)*

*I learn how to edit a video, even though the result is not like a professional one*

(Em/2018B/ch)

*Finally, my YouTube Channel has some content*

(Naf/2018B/Ch)

However, there were some problems during the process of the remote learning. The problems were the signal and the quota.

*I understand the lesson, even though signal becomes my problem sometimes*

(Put/2018A/ch)

*But in my region, the signal is really hard*

(Els/ 2018A/ch)

*In my region, I have a problem with the signal*

(suc/2018B/ch)

Overall, students feel positive about the use of online learning. The data shows that they learned a lot. Even though some of them feel reluctant and uneasy in the beginning. Yet, they get used to it, and perhaps even, enjoy it.

The positive perception in this study is similar to a study conducted by [Mahalli et al. \(2020\)](#). Their finding shows that the students who experienced blended learning experienced satisfaction felt confident with the use of technology, and were attentive during learning. Research conducted by [Rodriguez et al. \(2008\)](#) has shown that students who have hybrid learning experience perceived comfort as having a strong motive in learning and having a good quality of online course. As stated by [Dahlia et al. \(2020\)](#) and [Salas-Rueda \(2020\)](#), blended learning is one of the possible alternatives to having a better quality teaching and learning process in the 21st century, and should be part of any educational program in the future [Altay and Altay \(2019\)](#).

The signal and quota are the problems faced by the students in Indonesia. Not many Indonesian students live in an area where the internet connection is fast and stable. [Arizona et al. \(2020\)](#) state that the teaching problems faced during the pandemic are the quota and the lack of practical knowledge from the educators and students in terms of how to make the best use of the technology for the teaching and learning process. Thus, to solve this problem, they suggest that teachers should get themselves acquainted with the provided free online application for teaching and learning. The solution of the quota and internet connection problems requires collaboration by many parties, among them, are the family, the institution, the service provider, and the government.

## CONCLUSION

The pandemic of COVID 19 has shaped the way the teachers/lecturers teach nowadays. The stay home orders forced the educators to shift from the conventional face to face meeting to technology-based instruction. Based on the data, the researchers draw a conclusion that the teaching and learning process in the blended learning setting still follows the typical stages of teaching, namely the pre-activity, whilst activity, and post-activity. Each of these stages varies according to the skill being taught. The reading activity reported in this study employed the silent reading activity, and skimming and scanning technique, while the writing activity used the process approach, namely planning, drafting, revising, and publishing. The technologies used in the blended learning model are Telegram, WhatsApp, Google Meet, YouTube, Grammarly, and Plagiarism Checker online application. Even though the students felt discouraged in the beginning, they felt positive about the hybrid model. They had more knowledge, not only in terms of the materials and language skills but also in the operation of the technology.

Blended learning gives three important messages. Firstly, it is impossible to memorize all of the available knowledge. So, education is no longer about how many facts can be memorized and not about how perfect the learners perform in a test. But education is more about how to apply the knowledge in real life and how to get valid and reliable information. Secondly, blended learning shows that the class is not the only place to learn. Learning is an endless process that can take place everywhere, anytime, and with anyone. Knowledge is not a fixed and rigid fact, but knowledge is one thing that is always changing, evolving, and adapting. And thirdly, a blended learning model implies that the teacher does not have all answers to all problems. In this learning model, the teacher acts as a guide, motivator, and moderator and is no longer the only source of information for the students. Every teacher dream that their students will continue learning even if they have finished their formal education. In sum, blended learning gives opportunities for the students to keep on searching for knowledge and improve their self-quality, and be ready to plunge into real life.

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# EFL students' perception on the use of Grammarly and teacher feedback

Mohammad Amiqul Fahmi, Bambang Yudi Cahyono\*

Fakultas Sastra, Universitas Negeri Malang

Many studies on the Automated Writing Evaluation (AWE) Program predominantly focused on the outcomes of the students writing and the comparison between AWE programs. However, studies investigating the students' perception on combining an AWE program and teacher feedback are still insufficient. This study examined the students' perception on the use of Grammarly and teacher feedback on their writing. It also sought to know whether the students' English proficiency level influences their perception. The participants included 26 undergraduate students of the Faculty of Law who were taking an English for Specific Purpose (ESP) writing course when the data were collected. The data were the students' responses to the questionnaire and their TOEFL scores. The result of the analysis showed that the students perceived the use of Grammarly and teacher feedback positively. Furthermore, the students' perception on the use of Grammarly and teacher feedback was not influenced by their English proficiency level. Students of high and low English proficiency levels gave positive responses to the use of Grammarly and teacher feedback.

**Keywords:** EFL students, English proficiency level, Grammarly, Teacher feedback

## INTRODUCTION

Automated writing evaluation (AWE) program that is generally known as computer-generated feedback has seized increased attention in writing research in recent years. The advances of the program which employed sophisticated language processing technologies provide real-time holistic scoring and corrective feedback. Moreover, it uses an artificial intelligence developed by computational linguistics to rate and to score the writing submitted to the program ([Ferster et al., 2012](#); [Wilson, 2016](#); [Wilson & Andrada, 2016](#)) by analyzing the writing on lexical, syntactic, discourse and grammar levels ([Chen & Cheng, 2008](#)). Therefore, the users can preview the evaluation result by looking at the feedback and correction given by the system and can start to revise the writing based on the evaluation given by the system ([Chen & Cheng, 2008](#); [Ferster et al., 2012](#)) and save their time in checking and evaluating the writings ([O'neill & Russel, 2019](#); [Chou et al., 2016](#); [Cotos, 2011](#); [Roscoe et al. \(2017\)](#)). The AWE program is regarded as a great instrument to assist the users to evaluate the writing since it accommodates the diagnostic feature.

Besides its satisfactory features, plenty of AWE programs also lead the users to dissatisfaction. Some research studies investigated some AWE programs by its benefits and drawbacks. Intelligent Academic Discourse Evaluator equips obvious feedback for the users and leads them to focus on revising the writing ([Cotos \(2011\)](#)).

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\*Correspondence:

Bambang Yudi Cahyono  
bambang.yudi.fs@um.ac.id

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Criterion which is one of the successful AWE programs provides the users with feedback clarity, but the scoring system can be deceived by omitting the error for longer essay writing (Ebyary & Windeatt, 2010; Wang, 2013). ETIPS solely produces inaccurate score measurement in evaluating the writing which confuses Scharber, Dexter & Riedel (2008). Pigai occasionally presents vague and unhelpful feedback regarding the content of writing (Zhang, 2020). Writing Roadmap TM 2.0 program can improve writing proficiency, and at the same time fails to provide comprehensive feedback and suggestion in evaluating the idea, content, and writing organization Wang & Wang (2012). Therefore, knowing the benefits and the drawbacks of AWE programs is important in deciding the appropriate AWE program to be used for evaluating writing.

From many available AWE programs, Grammarly is one of the most popular AWE programs which can be implemented in the writing class. Grammarly has been claimed as an easy tool that can help students and academics deal with their writing by checking the spelling, grammar, and punctuation errors. It also provides comprehensive and useful feedback including correction and suggestion to make the writing clearer, more precise, more effective, more readable, mistake-free, and impactful with a high rate of accuracy and evaluation speed (Grammarly, 2020). Daniels and Leslie (2013) argue that Grammarly is not only able to identify punctuation (such as missing spaces after periods) and the spelling mistakes, including the proper noun and provided several alternative possibilities for the misspelled words, but also identify fragments and offer advice on verb form, although often no suggested corrections are presented, and explanations were complex. Thus, Grammarly is effective to assist the teacher and students in correcting the writing. In addition, the program could help students reduce the errors of writing Qassemzadeh & Soleimani (2016), improve writing quality, improve writing confidence, and promote independent proofreading O'Neill & Russel (2019).

Considering the benefits and drawbacks of the feedback provided by the AWE program and the teacher, combining these two kinds of feedback providers will produce the feedback that is truly helpful for both the teacher and the students. Moreover, teacher feedback cannot be neglected when the AWE program is used (Grimes & Warschauer, 2010; Qiang, 2014; Ware, 2018). The AWE Programs cannot merely replace teacher feedback since the students still need help from the teacher to enrich the content of their writing (Chen & Cheng, 2008; Zhang, 2020). The program is also limited to the semantic analysis of the language (Zupanc & Bosnic, 2015). Therefore, writing practices will not be effective if the teacher feedback is neglected.

Germane to studies on AWE programs, the previous studies focused mainly on the outcomes or scores of the students' writing (Qassemzadeh & Soleimani, 2016; Karyuatry et al., 2018; Yulianti & Reni, 2018; Wang & Li, 2019), the comparison between AWE feedback and other types of feedback Liu & Kunnan (2016), and the validity of AWE as a scoring system (Wang & Brown, 2007; Chapelle

et al., 2015). In addition, the extant studies were also mainly conducted particularly at intermediate-above level Chen & Cheng (2008) or at low-proficiency level Huang & Renandya (2018). In contrast, the present study offers essential issues of difference. Firstly, Grammarly is combined with the teacher feedback in providing feedback for the students' writing, while the previous studies investigated the use of feedback from AWE programs in isolation. Secondly, this study examined the students' perception on the use of Grammarly and teacher feedback to know whether the students take the benefits of the combination or not. The studies which focused on the effectiveness of AWE recommended researchers to find out more about the students' perspective on the implementation of different AWE programs Cotos (2011); Hegelheimer et al. (2015). Lastly, this study, which uses Grammarly and teacher feedback at both high and low language proficiency levels, also investigates whether the two feedback strategies benefit particular students based on the language level.

By reference to the previous research studies and issues of AWE programs, the objective of this study is to examine the students' perception on the use of Grammarly and teacher feedback in the teaching and learning process. Moreover, this study investigates the use of the combined feedback in an ESP writing course. This study enlarges the contribution of the research regarding the use of the AWE program in different subjects and settings. Thus, the research questions are formulated as follows:

1. How do EFL students perceive the use of the combination of Grammarly and teacher feedback to their writing?
2. Is there any difference in the EFL students' perception on the use of the combination of Grammarly and teacher feedback across proficiency levels?

## METHODS

This study was a survey on the EFL students' perception of the use of the combination of Grammarly and teacher feedback in the *English for a Specific Purpose (ESP) Writing* course. It involved 26 undergraduate students who took ESP Writing course offered in the second semester at the Faculty of Law of one of the reputable private universities in Malang City, East Java, Indonesia.

In a series of four sessions in the ESP Writing course, the students were taught how to write a cause-effect paragraph. In these four sessions, the combination of Grammarly and teacher feedback was used to help students write cause-effect paragraphs. The steps in the implementation of the strategy are explained in [Table 1](#).

**TABLE 1** | The activities in using the combination of Grammarly and teacher feedback

Meeting	Activities
Meeting 1	The students were introduced to Grammarly and was trained to use it to check errors in a model of cause-effect paragraph.
Meeting 2	<ol style="list-style-type: none"> <li>(1) The students were asked to work in pair to write a cause-effect paragraph about “flood.”</li> <li>(2) The pairs were asked to give a reciprocal feedback</li> <li>(3) <b>Grammarly</b> was then used to check the students’ paragraph after a reciprocal feedback activity.</li> <li>(4) The students revised the draft based on <b>feedback from Grammarly</b>.</li> <li>(5) The draft of the paragraph was submitted and given <b>teacher feedback</b>.</li> <li>(6) The students revised the draft based on the <b>teacher feedback</b>.</li> <li>(7) The students submitted their paragraphs to the teacher.</li> </ol>
Meeting 3	<ol style="list-style-type: none"> <li>(1) The students were asked to write a cause-effect paragraph individually about “the positive effect of the Internet.”</li> <li>(2) <b>Grammarly</b> was used to check the students’ paragraph.</li> <li>(5) The students revised the draft based on <b>feedback from Grammarly</b>.</li> <li>(4) The draft of the paragraph was submitted and given <b>teacher feedback</b>.</li> <li>(5) The students revised the draft based on the <b>teacher feedback</b>.</li> <li>(6) The students submitted the paragraphs to the teacher.</li> </ol>
Meeting 4	<ol style="list-style-type: none"> <li>(1) The students were asked to work individually to write a cause-effect paragraph about “the danger of smoking.”</li> <li>(2) The draft of the paragraph was submitted and given <b>teacher feedback</b>.</li> <li>(3) The students revised the draft based on the <b>teacher feedback</b>.</li> <li>(4) <b>Grammarly</b> was then used to check the students’ paragraph.</li> <li>(5) The students revised the draft based on <b>feedback from Grammarly</b>.</li> <li>(6) The students submitted their paragraphs to the teacher.</li> <li>(7) Students were given a questionnaire and asked to respond to the questions.</li> </ol>

Based on the planning of the implementation of the strategy, in the first meeting, the students were taught about the structure and linguistic features of a cause-effect paragraph with a model text. In the second meeting, the students were directed to construct a cause-effect paragraph about “flood” with their classmates in pairs. After the students had finished in making the cause-effect paragraphs, they were asked to give comments on the works of classmates from different pairs. In the third meeting, the students were asked to make a cause-effect paragraph individually on the topic of “The positive effect of the Internet”. In the last meeting, the teacher assigned the students to write a cause-effect paragraph about “the danger of smoking.” At the end of this meeting, the students were also asked to give their responses to the questionnaire. Thus, in this study, the students were assigned to make a piece of cause-effect paragraph in pairs and a couple of cause-effect paragraphs individually with different topics. It aimed to cover the materials that should be discussed such as floods, internet, and smoking.

Dealing with the use of Grammarly and teacher feedback, the teacher directed it exclusively during the second until the fourth meeting. One reason was that the composing process happened at these last three meetings. Besides, the students were asked to access Grammarly using either their laptops or smartphones, whichever felt easier for the students. It could be seen from [Table 1](#) that the Grammarly was used from the first to the fourth meetings. During the first meeting, the program was used as a practice for the students to learn the correct use of grammar, mechanics, or vocabulary choice in a

descriptive text. It was also intended to make sure that the students had enough experience in using the program. In the second meeting until the fourth meeting, the program was used to give feedback and correct the students’ errors in grammar, mechanics, or vocabulary. In the third meeting, the first individual cause-effect paragraph was produced with the use of Grammarly before the teacher feedback. Nonetheless, in the fourth meeting, the students were asked to use Grammarly after the teacher feedback and before the final submission only. It was done to reflect the students’ progress after using the program several times.

Data of the students’ perception were collected by using a questionnaire. The questionnaire consisted of 16 statements constructed in the form of Likert scales with four options: strongly agree, agree, disagree, and strongly disagree. Four options were used to pose a specific tendency so that the students’ responses could be identified clearly. The 16 statements were intended to know the students’ perception on four aspects: the practicality of Grammarly use (3 statements), the Grammarly feedback (6 statements), the teacher feedback (4 statements), and the combination of Grammarly and teacher feedback (3 statements).

Data were analysis on the basis of the students’ responses to each of the statements. The descriptive statistics were used to see the frequency and percentage of the students; responses which are categorized into positive or agree including “strongly agree” and “agree” responses and negative or disagree including “disagre” and “strongly disagree” responses.



Data of the students' English proficiency levels were collected from the students' scores of *Test of English as a Foreign Language* (TOEFL) that was administered at the end of the first semester by the Language Center. Based on the TOEFL scores, the students were classified into two groups: those who had high English proficiency and those who had low English proficiency. The high English proficiency group consisted of 9 students who got TOEFL scores of 450 or above. On the other hand, the low English proficiency group consisted of 19 students whose TOEFL scores were below 450.

The students' responses to the questionnaire were counted and compared across the two groups to see whether the students' English proficiency level affected their

responses to the use of the combination of Grammarly and teacher feedback.

## RESULTS AND DISCUSSION

The results of the study include the students' perception on the use of the combination of Grammarly and teacher feedback and their perception on the use of Grammarly and teacher feedback across English proficiency levels.

### The Students' Perception on the Combination of Grammarly and Teacher Feedback

The students' perception on the practicality of Grammarly use is shown in [Table 2](#).

**TABLE 2** | Students' perception on the practicality of Grammarly use

No	Statements	Agree		Disagree	
		f	%	f	%
1	Grammarly was easy to use.	28	100	-	-
2	I did not need a technical person to help me use the Grammarly	25	89	3	11
3	The various functions in this system were well integrated	26	93	2	7
	Average	26	93	2	7

As displayed in [Table 2](#), all the students agreed that Grammarly was easy to use. Moreover, most of the students (89%) did not need technical assistance from another person to use Grammarly and only a few students (11%) needed assistance to use Grammarly. More importantly, the majority of the students (93%) thought that the various

functions in Grammarly were well-integrated. At average, the majority of the students (93%) considered that Grammarly was a program which is practical to use. The students' perception on the feedback provided by Grammarly is exhibited in [Table 3](#).

**TABLE 3** | Students' perception on the Grammarly feedback

No	Statements	Agree		Disagree	
		f	%	f	%
1	Grammarly provided understandable feedback	22	78	4	14
2	Grammarly gave detailed feedback	26	93	2	7
3	Grammarly did not give misleading feedback in this system	19	68	9	32
4	Grammarly has helped me to save time in revising my writing	27	96	1	3
5	Grammarly has helped me improve my writing	28	100	-	-
6	Grammarly has helped me improve my confidence in submitting my work	28	100	-	-
	Average	26	93	3	11

[Table 3](#) shows that many of the students (78%) thought that Grammarly's feedback was understandable. Only a few students (14%) thought that the feedback was not understandable. Then, the majority of the students (93%) responded that Grammarly gave detailed feedback. Next, although some students (32%) confirmed that the program gave misleading feedback, many students (68%) responded in the opposite way. Regarding the feedback efficiency, almost all of the students (96%) could save their time in revising their writing by using Grammarly as it provided real-time feedback. Besides, all of the students agreed that Grammarly helped them improve their writing quality and their confidence in submitting their writing to the teacher. All in all, the feedback from Grammarly obtained positive

responses from the majority of the students (93%). The students' perception on the teacher feedback is shown in [Table 4](#).

[Table 4](#) displays that all of the students (100%) considered that the teacher feedback was understandable. All of them also confirmed that the teacher feedback helped them to revise their content and organize their writing better. They also agreed that the teacher feedback improved their writing. In summary, all of the students responded positively to the role of teacher feedback in the process of writing.

**TABLE 4** | Students' perception on the teacher feedback

No	Statements	Agree		Disagree	
		f	%	f	%
1	The teacher feedback was understandable	28	100	-	-
2	Teacher feedback helped me to revise my writing content better	28	100	-	-
3	Teacher feedback helped me to organize my writing better	28	100	-	-
4	Teacher feedback helped me improve my writing	28	100	-	-
	Average	28	100	-	-

**TABLE 5** | Students' perception on the combination of Grammarly and teacher feedback

No	Statements	Agree		Disagree	
		f	%	f	%
1	Teacher feedback added the feedback from Grammarly	28	100	-	-
2	The combination of Grammarly and teacher feedback is needed to help me improve my writing skill	28	100	-	-
3	The combination of Grammarly and teacher feedback is needed to help me improve my writing confidence	28	100	-	-
	Average	28	100	-	-

The students' perception of the combination of Grammarly and teacher feedback is depicted in [Table 5](#).

As [Table 5](#) shows, all of the students (100%) stated that the teacher feedback helped them to revise errors which was unnoticed by the program. Moreover, all of the students agreed that the combination of Grammarly and teacher feedback was needed to improve their writing skill and their writing confidence. Briefly stated, the feedback from Grammarly and the teacher could complement each other and enhance the students' writing quality.

**Students' Perception of the Combination of Grammarly and Teacher Feedback across English Proficiency Levels**

The comparison of the perception of the high and low English proficiency student can be seen in [Table 6](#).

As [Table 6](#) shows, in terms of practicality of Grammarly use, both groups, in general, shared the same positive responses. However, a few students from the low English proficiency group responded negatively. More specifically, they needed help in using Grammarly (16%) and thought that the features of Grammarly were not well-integrated (10%).

Dealing with the Grammarly feedback, there were 4 students (21%) from the low English proficiency group who stated that Grammarly did not provide understandable feedback. Besides, 2 students (10%), who were also from the low language proficiency level group, perceived that Grammarly gave undetailed feedback. Furthermore, there were 4 students (44%) and 5 students (26%) from the high and low English proficiency groups, respectively, who agreed that Grammarly gave misleading feedback. However, almost all students from both groups agreed that Grammarly revised their writing efficiently.

In terms of teacher feedback and the combination of two types of feedback, all of the students from both groups perceived positively. In other words, the English

proficiency level did not influence the students' perception of both aspects. To sum up, although some aspects of the questionnaire obtained negative responses from the low English proficiency group, both groups perceived positively in almost all aspects. Overall, the data showed that the majority of the students from the two English proficiency levels (97% from high and 94% from low English proficiency groups), responded positively to the two types of feedback provision. Based on the finding, it can be inferred that the English proficiency level did not influence the students' perception on the use of Grammarly and Teacher feedback in the ESP writing course.

The first research question focused on the overall (positive and negative) perceptions of the EFL students. In reference to the data gathered from the questionnaire, the students responded positively to the use of Grammarly and teacher feedback. The students' positive responses could be seen in many aspects. The majority of the students confirmed that Grammarly was a user-friendly program and it is easy in its use. This is supported by the features of Grammarly which were well integrated. This result is in line with the result of previous study which showed that commonly automated writing evaluation (AWE) programs were easy to access be it inside and outside the classrooms ([Ariyanto et al. 2019](#)).

The Grammarly feedback, in general, led the majority of the students to give their positive responses. The program assisted the students to revise their writing by providing detailed and understandable feedback especially in terms of grammar, vocabulary, and spelling ([Warschauer & Grimes, 2008](#); [Wilson & Czik, 2016](#)). In this way, the students could fix the errors and learn from the errors they made through the explanation given by the program as well [Ariyanto et al. \(2019\)](#). Aligning with the findings of [Warschauer & Grimes \(2008\)](#) and [Wilson & Czik \(2016\)](#), the students could save their time in the revision process because the real-time feedback was provided by the program. Thus, it could also help the teacher to reduce their

workload in revising the students' work so that the teacher could focus more on helping students to revise the content and organization of writing (Wilson & Czik, 2016). Meanwhile, the program not only boosted the students' confidence but also improved the students' writing outcomes (Wilson & Czik, 2016). However, the misleading feedback found in the program should be noted by the teacher since nine students stated that Grammarly sometimes gave misleading feedback. This finding is in line with previous studies conducted by Crusan (2015) and Nova and Lukmana (2018) that there were sometimes undetected or misleading errors in AWE programs.

Concerning the teacher feedback and the combination of both feedback strategies, all of the students perceived positively. The students stated that the teacher feedback

helped them to revise their content and organization better in which they did not completely get the feedback from Grammarly (Tai et al., 2015). In addition, the undetected errors by Grammarly feedback were also accommodated by the teacher (Zhang, 2020). The Integration of teacher feedback may diminish the faults and inefficiency of the AWE programs (Mohsen & Alshahrani, 2019). Therefore, all the students confirmed that the combination of Grammarly and teacher feedback was the perfect feedback strategy which assisted them to produce better writing and improve their writing confidence. Concerning this finding, the studies investigated by Zhang (2020), Ariyanto et al. (2019), Lu et al. (2015) showed that the AWE advantages can be fully realized when it works in tandem with teacher feedback.

**TABLE 6 |** Students' perception on the combination of Grammarly and teacher feedback across English proficiency levels

No	Statements	High English Proficiency				Low English Proficiency			
		Agree		Disagree		Agree		Disagree	
		F	%	f	%	f	%	f	%
	<i>Practicality of Garammarly use</i>								
1	Grammarly was easy to use.	9	100	-	-	19	100	-	-
2	I did not need a technical person to help me use the Grammarly	9	100	-	-	16	84	3	16
3	The various functions in this system were well integrated	9	100	-	-	17	90	2	10
	<i>The Grammarlyfeedback</i>								
4	Grammarly provided understandable feedback	9	100	-	-	15	79	4	21
5	Grammarly gave detailed feedback	9	100	-	-	17	90	2	10
6	Grammarly did not give misleading feedback in this system	5	56	4	44	14	74	5	26
7	Grammarly has helped me to save time in revising my writing	9	100	-	-	18	94	1	5
8	Grammarly has helped me improve my writing	9	100	-	-	19	100	-	-
9	Grammarly has helped me improve my confidence in submitting my work	9	100	-	-	19	100	-	-
	<i>The teacherfeedback</i>								
10	The teacher feedback was understandable	9	100	-	-	19	100	-	-
11	Teacher feedback helped me to revise my writing content better	9	100	-	-	19	100	-	-
12	Teacher feedback helped me to organize my writing better	9	100	-	-	19	100	-	-
13	Teacher feedback helped me improve my writing	9	100	-	-	19	100	-	-
	<i>Combination of Grammarly and teacher feedback</i>								
14	Teacher feedback added the feedback from Grammarly	9	100	-	-	19	100	-	-
15	The combination of Grammarly and teacher feedback is needed to help me improve my writing skill	9	100	-	-	19	100	-	-
16	The combination of Grammarly and teacher feedback is needed to help me improve my writing confidence	9	100	-	-	18	94	1	6
	Average	8.7	97	0.25	3	18	94	1	6

In terms of the second research question, the findings revealed that almost all of the students from the high and low English proficiency groups responded positively to all the items of the questionnaire. In other words, the students' English proficiency levels did not influence their responses to the use of Grammarly and teacher Feedback in the ESP writing course. Moreover, Grammarly can be used by students of different language levels but a different approach may need to be taken to maximize its use [O'neill & Russel \(2019\)](#).

## CONCLUSION

The study has revealed that the use of Grammarly and teacher feedback in ESP writing course obtained positive responses from the students. Furthermore, the combined types of feedback accommodated the teacher's and students' needs in the writing class. Firstly, the program thoroughly helped the teacher to deal with the time constraints and the detailed explanation of feedback concerning language accuracy. The real-time feedback provided for the students led the teacher to dedicate more time to help the students revise their writing content and organization. Although the program gained positive reactions from the students, it also had some demerits. The program's weaknesses spread in some aspects including misleading feedback and undetected errors. For that reason, the role of teacher feedback cannot be neglected as it can complement the demerits of the AWE program.

Some suggestions were made for English teachers and future researchers. English teachers should consider the appropriate approach when using Grammarly for students with certain English proficiency level because students from different English proficiency levels need a different approach. Additionally, investigation on the same or another kind of AWE program is needed since the literature regarding this combination of types of feedback in different AWE programs is still rarely studied. Furthermore, conducting a similar study in a different setting like more meetings for the implementation, different levels of students, or different AWE programs was suggested to contribute to the area of investigation.

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# Mobile assisted language learning application in higher vocational education in Indonesia

Ira Mutiaraningrum\*, Arif Nugroho

Politeknik Negeri Sambas, Indonesia

Education today should adapt to the emerging mobile environment. Language learning has stepped forward to more personal learning tools by integrating smartphones as an aid for mobile learning. The literature has been largely silent on students' recommendations on how the applications should be updated as feedback from today's application pitfalls. This study sought to examine the educational affordance and constraints of smartphone-based assistive technology in language learning from the students' point of view along with their recommendations on the possible future advancement of smartphone-based assistive technology to help students engage better. This study employed content analysis in analyzing the data obtained from open-ended questions administered to students. The findings of this study denote the use of smartphones in widening vocabulary range, providing practices for English exercise, having attractive and interactive features, and fostering autonomy, self-regulation, and independence learning due to its practicality, portability, accessibility, and flexibility. This study highlights technical problems and confusion as the obstacles emerging from the use of smartphones in language learning. Meanwhile, the recommendations for future smartphone-based application updates are discussed in detail. All in all, smartphone-based assistive language learning application is fruitful for students. It is also recommended to be used for vocational higher education students as part of informal learning during the COVID-19 pandemic situation.

**Keywords:** smartphone-based learning, mobile-assisted language learning, mobile learning

## INTRODUCTION

Today's classroom pedagogical instructions should make use of what digital learners are familiar with. In this mobile age, digital learners who grow up close to the rapid and relentless advancement of technology requires a familiar yet prospective learning tool. What differs digital generations from previous generations is their connection and attachment to technology. Therefore, classroom adjustment is imperative to be relevant to the culture of digital generations. The need to take part in lifelong learning is getting progressively urgent in the modern age of exponential knowledge growth and accelerating technological development ([Lyddon, 2016](#)). Therefore, for the mobile age, education today needs to re-conceptualize learning ([Sharples, Taylor & Vavoula, 2005](#)). This tremendously rapid advancement has led to novel learning methods ([Cakmak, 2019](#)). One of the most anticipated new learning instructions in this mobile age is mobile learning (henceforth m-learning). M-learning is a type of learning that makes use of the help of mobile devices ([Kukulska-Hulme & Shield, 2008](#)). It refers to the acquisition of knowledge through mobile devices

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\*Correspondence:

Ira Mutiaraningrum  
iramutiara@poltesa.ac.id

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([Noriega, 2016](#)). For more than a decade, m-learning has played an important role in foreign language learning and taken part in language learning in a more flexible manner with Mobile-Assisted Language Learning (MALL) ([Cakmak, 2019](#)).

The exploration of MALL is inseparable from the description of the current m-learning status. MALL is one of the subareas of the growing field of m-learning ([Viberg & Grönlund, 2012](#)). MALL is specifically designed for language learning purposes. It has gained wide acceptance for educational use ([Azli, Shah, & Mohamad, 2018](#)). It first appeared as an alternative educational means in terms of flexibility, portability, and spontaneity. MALL is preferred than its predecessor, Computer-Assisted Language Learning (CALL). MALL is a successor of CALL that is the relevance of these devices in today's context ([Turc, 2017](#)). However, "MALL differs from computer-assisted language learning in its use of personal, portable devices that enable new ways of learning, emphasizing continuity or spontaneity of access and interaction across different contexts of use" ([Kukulska-Hulme & Shield, 2008](#)). MALL is strongly related to internet use and all features from offline use of mobile devices. ([Turc, 2017](#)) described MALL comprises educational apps, e-Books and e-Libraries, course audio, social media, video and pictures, QR codes, and management systems. Among MALL devices, mobile phone is by far more popular. Mobile phone is a significant aid to English language learning and most frequently used than any other device ([Azli et al., 2018](#)). It is commonly used for educational purposes among other available mobile technologies. There is a significant level of mobile device utilization among understudies ([Biloš, Turkalj & Kelić, 2017](#)) with mobile phones become a frequently used device ([Yurdagül & Öz, 2018](#)). From other mobile devices, more attention has been given to mobile phones due to their applications in education and their ubiquity ([Rahimi & Miri, 2014](#)). Mobile phones, or now have been advanced to smartphones, presented a previously unavailable host in terms of content and modality by introducing students to ubiquitous learning ([Lyddon, 2016](#)).

Researchers worldwide carried out numerous inquiries regarding the use of smartphones for language learning. [Kétyi \(2013\)](#) highlighted the enormous increase of smartphone's popularity, as it is accessible for by far the most majority of students by using smart phones in language learning. It remarks the turning point of the movement from CALL into the MALL. [Rahimi and Miri \(2014\)](#) investigated mobile learning in terms of its impact on language learning through mobile dictionary use. The findings revealed that mobile phones played in extending the anywhere anytime learning out of the classroom. In addition, students' attitudes toward the use of mobile phones also caught researcher's attention worldwide. [Ababneh \(2017\)](#) gained insight into knowledge on the awareness of Jordanian EFL students. It suggested the positive attitudes towards mobile phones use in English language learning. [Yurdagül & Öz \(2018\)](#) researched English language education, especially on

students' attitude towards mobile learning in. This attitudinal study of mixed-method outlined easy and instant access to information in language learning provided by smartphones. A most recent study conducted by [Klimova \(2019\)](#) investigated the impact of m-learning on students' achievement revealing that EFL learning, specifically for phrases and vocabulary via smartphones was effective within the university students' performance enhancement. It also highlighted the role of education in continuous facilitation in learning.

Several previous studies addressed the use of a smartphone-based platform vocational education context. [Biloš et al., \(2017\)](#) delved into the context of mobile application support in of Austria, the Czech Republic, and Germany, they studied on the use of mobile learning and the preferences of vocational secondary school students by identifying the mobile device usage habits, preferences regarding mobile learning features and the attitudes toward education. The study surmised that the very positive or positive experience was obtained from students with prior ICT-assisted education experience. This study forecasted the significant role of mobile learning in the future education. In the context of language learning, [Azli et al., \(2018\)](#) scrutinized the perception of the usage of MALL in Vocational College Students' ESL Learning through a survey questionnaire adapted from the Technology Acceptance Model (TAM). The study yielded a positive perception toward MALL usage. It proffered the acceptance of MALL and the implication for curriculum designers and educators in terms of interactive ESL learning and learning autonomy and by exploiting the use of the mobile phone for beyond the classroom context. The studies shed a light on the acceptance of MALL in vocational education.

A growing number of studies have been conducted in Indonesia related to MALL applications. A study conducted by [Octavia, Widiati & Irawati \(2019\)](#) reported a survey result of vocational students' perceptions of MALL materials. Then, [Jati \(2018\)](#) discussed some useful Apps and websites or self-study and how to make the most of them. Applicably, [Rohandi, Husain, & Bay \(2017\)](#) developed additional media for the English intensive course textbook in the form of a MALL application. Specifically, several studies on the applications of smartphones in language learning were carried out in the Indonesian context. For instance, [Lekawael \(2017\)](#) researched the smartphone and internet usage's impact on English language learning. Other studies examined the application of mobile phones in learning through the English Monolingual Dictionary (EMD) ([Yudhiantara & Saehu, 2017](#)) and in overcoming students' anxiety in speaking English ([Machmud & Abdulah, 2017](#)). Another study by [Rionaldi \(2016\)](#) explored polytechnic students' experience and attitude of using smartphones for the English language suggesting that smartphones were moderately used as a language learning tool such as checking a dictionary or translator and listening practice. In summary, previous studies investigated students' perception, mentioned useful Apps and websites, used MALL for English skill improvement, and developed a new MALL application.

The previous studies show that MALL has been applied in Indonesia and will be relentlessly innovated for the need for better education. In the coming days, English teaching and m-learning integration will certainly offer vast innovations (Tayebnik & Puteh, 2012) and play a significant role in education (Biloš et al., 2017). The implementation of MALL will be much more popular in scaffolding language learning both inside and outside classroom settings. MALL could be incorporated into a traditional English class (Noriega, 2016) to give the opportunity to teachers to lead innovative instructional methods (Seifert, 2014). This is the reason why the use of m-learning in foreign language learning will attract the interests of designers of mobile educational applications by which access instant linguistic information is needed by students (Yurdagül & Öz, 2018). Consequently, the new update and advancement of applications should meet students' need and want. Therefore, a study seeking to examine the recommendations from students after using mobile-assisted language learning applications is fruitful not only for researchers and teachers but also for the applications developer/ designer.

Despite the growing trends of studies related to m-learning specifically MALL, the literature has been silent on students' recommendations on how the applications should be updated as feedback from today's application shortcomings. There is also a great shortage of studies addressing MALL especially smartphone-based applications in higher vocational education context in Indonesia. The previous studies mostly examined the attitudes and the use of MALL for specific skills. However, this study delineates further explorations of students' suggestions for future language learning application designers to be able to meet students' needs. This study is also expected to contribute to the overlooked context of higher vocational education as most studies addressed language students rather than vocational students. As there are little research studies specifically cover the area of MALL especially for higher vocational education, this study seeks to contribute to the gap of knowledge regarding the application of smartphone-based assistive technology in learning English in the Indonesian context. To this end, this study explores the educational affordance and constraints of smartphone-based assistive technology in language learning from the students' point of view and the future smartphone-based assistive technology in language learning that might be provided by the application developer to help students engage better.

## METHODS

This study aims at exploring higher vocational education students' perception toward the educational affordance and constraints of smartphone-based assistive technology in language learning by means some applications namely Busuu, English Listening, and Speaking, English Podcast, English Listening and Speaking, and Ello English and

addressing their expectations of the future m-learning applications that can help them engage better. The selection of the applications was based on students' familiarity with the applications and the availability of the applications in Android. From the huge amount of application available in the Playstore, the students selected these applications.

The subject of this study was the students of one of State Polytechnic in West Kalimantan, Indonesia. The students age ranged from 19-22 years old. They were enrolled in English for Specific Purposes (ESP) classes. A total of 87 participants of this study studied in the different semesters from 1st-semester students, 3rd-semester students, and 5th-semester students. Although each of the students owned a smartphone, they were novice learners in terms of using smartphone-based applications for language learning.

This study was developed by adopting a qualitative method. This study employed content analysis in analyzing the data. The written responses from students were transcribed, categorized, and analyzed to get a rich, meaningful understanding of respondents' intention rather than just calculating the frequency of category/ theme that emerged from students' responses. The content analysis is concerned with capturing the richness and portraying the unique complexities of data and gives meaning to information collected and helps identify patterns in the text and (Wilkinson & Birmingham, 2003). The data are introduced in words and themes, enabling result interpretation drawing, with analysis method choice depends on how deep the researcher attempts to reflect the respondents' statements regarding the issue (Bengtsson, 2016). With content analysis, there is a bigger chance to acknowledge unexpected responses.

The students were given options of several smartphone-based English applications. They were instructed to use the applications at home and report the activities in every class meeting. The students were encouraged to consistently use the applications at home for one semester. To note, the lecturer did not incorporate the use of smartphone-based applications into the English class meetings. The use of applications was intended to enrich their language practice apart from the participants taught in the class.

For data collection, at the end of the semester, several questions were given to the students. The questions need to be answered in the form of an essay. The questions were formulated in the following prompt: (1) How do you describe your experience using the application? (2) What opportunities and challenges of smartphone-based applications did you find? (3) Describe your suggestions/recommendations for the future designer of MALL to help you engage better.



## RESULTS AND DISCUSSION

Based on the analysis of the most frequent smartphone-based English language learning application used by vocational higher education students in this study, more than half of students (77%) preferred Busuu application for their learning. The rest 18% and 11% of them choose Ello English and English Listening and Speaking Application to learn English. The pie chart depicting the percentage is presented in Figure 1.

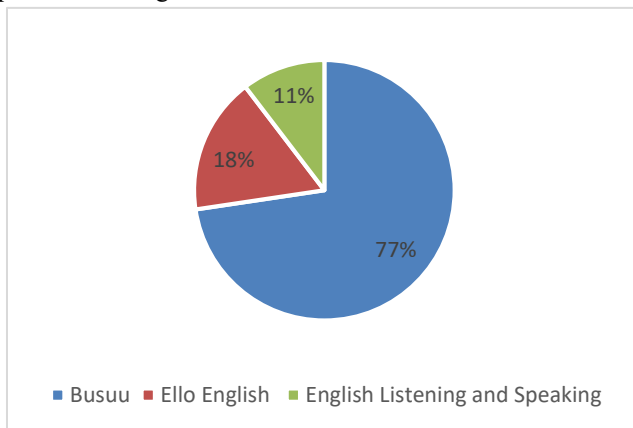


Figure1. Smartphone-based English Language Learning Application used by Students

The students who choose Busuu as the application for informal learning stated that Busuu had complete features that are easy to use. Students described the applications they used as user-friendly learning tools since it provided the translation in Bahasa Indonesia for the directions. The students who used English Listening and Speaking application stated that the application was chosen for its easy-to-use feature. Meanwhile, Ello English was chosen since there were a lot of audios and clear pronunciation. More contributions of the applications are described in the educational affordances of smartphone-based assistive technology in language learning.

### Educational Affordance and Constraint of Smartphone-based Assistive Technology in Language Learning from the Students' Point of View

This study sought to identify higher vocational education students' perception toward the use of Smartphone-Based Assistive technology in learning English for the students in one of vocational higher education in Indonesia. Although smartphone-based language learning was predicted to challenge the traditional learning method (Seifert, 2014), in this study smartphone-based applications were used at home due to its powerful features to embrace the considerable outside-classroom-learning (Sharples et al., 2008). Generally, the students used the applications to train their listening skills, find some new vocabularies, and work on some reading tasks. The questionnaire analysis indicated that the use of smartphone-assistive language learning applications widening vocabulary range, providing practices for English exercise, having attractive and interactive

features, and fostering autonomy, self-regulation, and independence learning due to its practicality, portability, accessibility, and flexibility. Meanwhile, several themes were emerged regarding the inconvenient the students experienced during their MALL as teachers need to be aware of the obstacles that are a piece of the procedure of new technology implementation (Seifert, 2014).

The availability of various practices for English exercises such as gap fills, multiple-choice questions, and comprehension questions are the merits of mobile application. Mobile learning engages students in language quizzes such as fill-in-the-blank and multiple-choice, (Yurdagül & Öz, 2018). Bidin & Ziden (2012) in their study declared that students are likely to establish the strategies aiding their learning once they actively engage with the tasks within m-learning. In addition, the lessons and exercises are grouped into increasing levels of difficulty. The students express their excitement from having a chance to choose exercises from the very basic and try to add the experience of more advanced levels after that. A student explained:

*"By starting from level 0, I learned many vocabularies that eased me working on the next level. It is easier to do the task from the easier one".*

Using smartphone-based assistive technology in learning English, most students acknowledge the advantages of the use of applications in widening their vocabulary range. They described that the vocabularies, as well as sentences and dialogue, are completed with audio recordings that trained ears to recognize English vocabularies. The finding of a study conducted by Yurdagül & Öz (2018) claimed that applications emphasizing vocabulary practice are the most needed issue. As the biggest weakness of students is vocabulary learning and retention (Klimova, 2019), smartphone-based applications are expected to support their vocabulary mastery. On another note, the students were repeating vocabulary and sentences to improve speaking skills. This shows that the mobile application embraces listening, speaking, and reading skills.

The students also highlighted the simple yet fascinating design of the applications they used. They think the eye-catching colors and layout impressed them. They rapidly attracting new users with its sophisticated use (Viberg & Grönlund, 2012). It is not surprising that the application design, a seemingly simple matter, creates a huge impact on students' preference as students nowadays were heavily influenced by the modern design that marks the technology advancement. On another matter, the direction in the Busuu application used Bahasa Indonesia. The students think that the use of Bahasa Indonesia was helpful for them in using the application as well as understanding the exercises given. One student explained:

*"There are a lot of Language learning applications out there but having a foreign language application using Bahasa Indonesia in the direction is a valuable experience for us".*

As a non-English speaking country that places English as a foreign language, a vast majority of students do not use English on daily basis. In fact, although Bahasa Indonesia is an official language in Indonesia, most regencies have their own local languages that actively spoken as a means for daily communication. The students participated in this study used the Malay language for everyday communication. They had difficulty in using a standard Bahasa Indonesia (based on the great dictionary of the Indonesian language), let alone using English. Thus, the use of the national language of Bahasa Indonesia will ease them in understanding the direction of each task in the applications.

Using smartphones in learning English provides a learning tool regardless of time and space. It alleviates the learning opportunity. [Kukulka-Hulme \(2006\)](#) values the portability and accessibility of m-learning in the educational settings. A study by [Kukulka-Hulme et al. \(2008\)](#) emphasizes anywhere and anytime learning as a key point of m-learning. Mobile devices denote technology that is portable and personal as they are light and are being kept close to the owner ([Darmi & Albion, 2014](#)). The small, light, handy smartphone made it possible for the students to carry it everywhere. The mobility and accessibility of mobile phones are preferred in the educational setting ([Tayebnik & Puteh, 2012](#)). People nowadays, including students are inseparable from their mobile phones. The nature of smartphones as a communication means made everyone addicted to it; it became essential, a “cannot be left” part of people’s life nowadays. It is described by one student:

*“I like learning through smartphone since I can bring it anywhere. I can try the quizzes anytime I want since my smartphone is always with me”.*

Mobile devices such as smartphones are available anytime and anywhere regardless of time and space since it can be carried around making the process of transmitting knowledge becomes flexible ([Bidin & Ziden, 2012](#); [Klimova, 2019](#)). People are addicted to the features provided in the smartphone rather than addicted to the smartphone itself. Since the features extend opportunities for frequent engagement for learning ([Darmi & Albion, 2014](#)), smartphones has a big chance to be a part of students’ educational journey outside the classroom setting. Hence, smartphones can be very potential in scaffolding students’ learning since it attaches the students by its features, making it a potential learning tool.

The students appreciated the opportunity to learn English outside the classroom with MALL application. The opportunities for learning English outside had increased thanks to the use of MALL ([Azli, et al., 2018](#)). Students are encouraged to show more autonomy, self-regulation, and independence by incorporating m-learning ([Turc, 2017](#)). One student stated that:

*It is easier to learn English at home that I can manage my learning schedule.*

Downloading learning applications in students’ smartphones increased the chance of self-regulated learning. Self-regulated learning or usually used interchangeably with independent learning and self-directed learning is the process as well as a result of the use of smartphones in English language learning. In self-regulated learning, students’ take control of their learning adjusting to their own pace. This finding is similar to [Biloš et al. \(2017\)](#) stating that m-learning enables students to learn at their own pace. This is also in line with the previous studies stressing the merits of mobile application in learners’ learning autonomy by giving a great amount of control over when and how to access their m-learning ([Bidin & Ziden, 2012](#)). Smartphones as internet-capable mobile devices open up the chance for learner autonomy in terms of learning anytime and anywhere and are a virtually endless variety of rich, multimodal content which ([Lyddon, 2016](#)). Regardless of the setting, teachers are encouraged to employ advanced and new teaching tools either in the classroom or outside ([Azli et al., 2018](#)).

However, among the students who felt very well experiencing MALL, some students questioned the urgency of the use of technology-enhanced language learning. One student described the self-learning resources as confusing:

*“I do not really like the use of the applications in learning English. I prefer a face-to-face meeting for learning English where the lecture is given directly. The use of application was confusing since no one guided me and I did not know exactly what I am looking for”.*

This confirms the finding of [Seifert \(2014\)](#) that students might have a sceptical thought regarding the use of smartphones in education. The finding of Seifert’s study also implied that students were still reluctant in the implementation of smartphones in education. The main reason for this hesitation is the confusion of entering a new online learning environment. The deluge of confusion sourced from novice students’ inability to perform independent learning. They still need guidance on how and why the applications may help them learn. Moreover, the complete features of applications may bring advantages as well as obstacles in learning for those who have not decided what to learn. Too many levels, too many task provided; they do not know where to start. The amount of information can make students become overwhelmed, therefore support from the instructor is needed ([Turc, 2017](#)).

Another thing that hindered the students from using the language learning application in their smartphone related to the technical matters such as online-use-only applications in which the students demanded the applications that can be used offline, disturbing advertisements and slow loading.

*“The slow loading due to the internet connection is one of our problem. Thus, we hope that once we download the application, it can be used offline. In addition, when we used it online, there were so many ads, It is disturbing”.*

Although the mentioned problems are all common, they may disturb the learning process nevertheless. However, the constraints of using the smartphone-based language learning applications are inevitable for the students who are novel in using smartphone-based application in language learning. Therefore, a process of adaptation for high-tech platforms is needed to let the students be skillful enough in using the applications and to give meaning to their learning. A slow, gradual introduction of technology helps pedagogical experience without being overwhelmed (Seifert, 2014).

### Future Smartphone-based Assistive Technology Innovation to Help Students Engage Better

This part highlights students' recommendations for future smartphone-based applications designers for language learning. Examining students' recommendation is crucial since students' high mobility life makes flexible learning imperative (Bidin & Ziden, 2012). Emanuel et al. (2015) pointed out that among the first to try new technology, college students play an important role in studying the smartphone use. Moreover, Emanuel et al. added that college students are generally vocal about their needs and want in regards to the technology changes and well on the way innovative ways of using existing technology. After using smartphone-based assistive technology in learning English, students noticed some inconveniences they experienced. They pointed out some updates the application developer can consider in the future.

The most remarkable response from the students regarding their expectations of future learning applications relates to the content of the lessons provided in the applications. Some of the students demanded a simpler passage and more common vocabularies in the tasks provided.

*"We already chose the lowest level, yet, some of the quizzes were still too difficult since the texts were too long and the vocabularies were not familiar to us".*

Therefore, an issue to be addressed by designers in terms of language learning is vocabulary practice and translation such as the meaning of words, collocations, and sample sentences (Yurdagül & Öz, 2018). To be specific, an application providing English word banks from multiple disciplines will be useful for ESP students. Apart from communicative competence, vocabulary mastery towards certain disciplines is crucial for higher vocational education students.

Furthermore, another response pinpointed the need for simpler learning material. Although the application provided the lesson from level 0 (zero), there were some students found it difficult to follow the listening practices. Not only they mentioned the sophisticated vocabularies on the listening practices, but also the speed of listening which they perceived as too fast. On the same matter, the audio clarity was mentioned by some students. One student stated:

*"The speed (of the listening) was too fast. I could not catch what the speaker said. I did not know the vocabularies either".*

This problem may be caused by the condition of students' smartphones or the audio quality from the applications. Learners' listening comprehension can be affected by the quality of recorded material or sound system impact (Azmi, Celik, Yidliz, & Tugrul, 2014; Gilakjani & Sabouri, 2016). Hence, audio recording' quality and clarity should be improved.

Additionally, the use of Bahasa Indonesia as the language of instructions in the applications is also suggested. A student suggests that:

*"I am happy to use Busuu, it uses Bahasa Indonesia as the direction. It is easier for me to work on the tasks if I know what I should do".*

According to research evidence, mother tongue use as a medium of instruction is crucial to effective learning (Bühmann & Trudell, 2007). Mother tongue use as the language of instruction at university gives advantages to students over those in a foreign language (Nyika, 2015). The use of mother tongue from the registration process may help novice learners to engage better in a digital environment. One may argue that the use of English as the language of instruction may help students learn vocabulary, however, the findings of this study suggest the use of mother tongue/national language as language instructions to avoid confusion and "negative attitude at the first sight". Using the national language of Bahasa Indonesia as the language of the instructor in the smartphone-based applications will definitely scaffold students during their MALL.

Referring to the registration process, this study delineates an interesting finding. Despite it is pointed out that Busuu.com presents an ordinary and appealing registration (James, 2011) and an easy registration process (Kétyi, 2013), a response from some students, however, revealed the inconvenience when registering his account due to perceived complicated steps. A student hoped that the signing up process becomes simpler without asking much data, especially personal information. She argued:

*"The process to sign-up in Busuu was complicated. The Wi-Fi quality in the room was not really good. It took time just to sign up".*

While the difficulty in connecting to the internet is a common technical problem (Cahrtrand, 2016), one student also argued that learning through the web was better. One of the students found it difficult to download the application due to slow internet access. He also thought that the process for signing-up was time-consuming. He added that the sign-up process will be easier if the applications had provided the tutorial or just a short video clip-on how-to sign-up to the application. He stated that:

*“I think it is better if we don’t download the application. It took a long time for downloading the application and registering our account due to the slow internet speed. It also took spaces in my (smartphone) memory”.*

Interestingly, all students hope that the application can be used offline due to the limitation of internet access they can get at home. Apart from technical problems, the students stated that they were disturbed by advertisements that popped up randomly when they used the applications. One student described those advertisements as “annoying”. This suggestion is appealing that students demanded less advertisement or those that keeping them from learning without interruptions.

Lastly, some applications require students to pay after a certain period of trial. Meanwhile, the use of credit cards and digital payments as the means of a transaction is something unusual for the students. For the time being, the cashless payment procedure is not yet popular for people in the remote areas of Indonesia. This made zero opportunity for students to use any paid applications for learning English. Therefore, the students hoped that the applications, with the same sophisticated features, can be used freely.

*“It is sad to know that we only have several days to use it for free. I want this application to be used offline and free (from charge)”.*

Free alternatives or an educational package of the provider are sought after (Kétyi, 2013). In the same matter, one student stated that he would be happy if the trial period can be longer. Not only he can use the application for free, longer, but the longer trial period will let him adjust to the application. Kétyi (2013) proffered that it is excessively short for effective learning with only a 7-day-trial-period of the use of the application in practice.

Overall, apart from the expectations that students put forth on the learning applications, the responsibility for better language learning is in the hands of qualified teachers/ lecturers who are able to make the best use of smartphones in education. The best way to use smartphone-based assistive language learning applications is by knowing the best way of using them before bringing them to the classroom. Turc (2017) described that giving valid content and guiding to an appropriate learning strategy are good things a teacher can do to support m-learning. Thus, in that way, instructors can bridge students to a better MALL.

## CONCLUSION

This study denotes the acceptance of smartphone-based assistive language learning in an informal learning environment with some notes on its challenges. Smartphone-based assistive language learning as a result of tremendously rapid advancement of technology was harnessed for its support in widening vocabulary range, providing practices for English exercise, having attractive and interactive features, and fostering autonomy, self-

regulation, and independence learning due to its practicality, portability, accessibility, and flexibility. Thus, this study suggests the use of mobile learning applications in English language learning during the pandemic that the school’s closure is inevitable.

The findings of the study revealed that the students demanded simpler reading exercises and vocabularies and slower listening practice in the applications. The language of instruction using mother tongue and simpler registration steps were also preferred. Finally, the students urged the update of free applications that can be used both online and offline. To sum up, the growing role of smartphones in language learning should pay attention to students’ readiness in establishing themselves in the new pedagogical instruction. For this purpose, the lecturer plays an important role in helping students get acquainted with the new setting without being overwhelmed.

Future research studies are expected to explore the extent to which the students intend to apply smartphones in the language class since, despite numerous advantages of smartphone-based applications, some students were reluctant to use it as a medium for learning.

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# A home-based intervention towards preschoolers' EFL sentence development: A case study

Dwijani Ratnadewi\*, Armeria Wijaya

Universitas Muhammadiyah Surabaya

Research has shown that the initial few years of children's lives are the best times for language to develop at a rapid pace, the first language (L1) or a foreign language (FL) may be acquired these times. Researches on preschoolers FL acquisition with home-based intervention (HBI) have not been studied extensively under the L1 environment. This study aims to examine the results of HBI on the development of the acquisition of Indonesian preschoolers' English as a Foreign Language (EFL) sentences. This research is a case study with naturalistic observation design, where data were obtained from logbooks and interview. The research subjects were 2 preschoolers about 36 months. The study's duration was 24 months from the 13th until the 36th month with HBI, namely parents-based and authentic/semi authentic-media intervention. The data were the children's English sentences taken at 24th to 36th months at their own homes. The Owens' acquisition of sentence forms measured the English sentences' development of in the respondents' conversation and self-narration. This research found that at about 36th month, these Indonesian preschoolers were able to communicate in English in various sentences such as declarative, negative, interrogative, imperative, embedded and conjoining.

**Keywords:** home-based intervention; preschoolers; EFL; sentences; development

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\*Correspondence:  
Dwijani Ratnadewi

Dwijani\_ratnadewi@fkip.um-  
surabaya.ac.id

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## INTRODUCTION

Being able to speak more than one language in the current global era benefits from various aspects. Mastering two languages considered as a cognitive reserve (Craig et al., 2010) and the brain is more efficient in processing information and preventing cognitive weakening (Marian & Shook, 2013). Children learning other language than their L1 have gained increased ability to communicate and better cognitive development (Ghasemi & Hashemi, 2011). Learning more than one language is considered better to start at an early age, because children can simultaneously build neural networks for the two languages. At a very young age, the brain plasticity is still strongly reliant on environmental impacts and the brain networks have not fully evolved. Ramirez & Kuhl (2017) found that with intervention activities carried out with high interaction intensity, such as listening and playing with native speaker tutors, preschoolers grow EFL vocabulary comprehension and produce vocalization.

Acquiring EFL since early age seems to be a new trend among urban young families in Indonesia. Finding young children saying words or conversing in English with their parents is common. Many English courses or bilingual of EFL and L1 schools for children are found in big cities. Parents who speak English introduce various ways, such as using English communication for daily activities or utilizing media such as videos, music or books. Considering that EFL learning by parents is not an explicit learning, then its learning outcomes are still questionable.

Researchers have found that acquiring language including FL indeed depends on several aspects, such as social environment (Beller, 2008), sufficient input and interaction (Ramirez & Kuhl, 2017) to develop both the language structure and the pragmatic side of the intended language. Interaction and social environment facilitates the complicated language learning pathways, because it strengthens the relationship between words and their references (Verga & Kotz, 2013), words and their meaning, pragmatics and pronunciation (Conboy et al., 2015) thus it influences children's language development (Ramirez & Kuhl, 2017). Meanwhile authentic input from the target language contributes practical and cultural target language for children to acquire (Pinsonneault, 2008). It creates FL environment in L1 environment (Ruiz & García, 2003), promotes the target language awareness, increases the accuracy at the use of vocabulary, grammar, the conventions and structure of information. The research of Ramírez et al. (2017) finds that social environment and interaction have an important influence on the development of language acquisition. Interaction embedded in children's routines encourages the language skills learned to be more functional and meaningful for them (Jennings et al., 2012). Under conversational context, maternal verbal behavior assists children's language acquisition by involving in 'modeling, cueing, prompting, and responding behaviors' (Owens, 2016). Parents or teachers adjust talk to children and build connected and meaningful conversations (Van Balkom et al., 2010) in daily activities. Through regular various meaningful contexts, children obtain vocabulary, semantic forms and simple pragmatic functions (Neuman & Wright, 2014) and a slightly more complex morphology and syntax (Steinberg & Sciarini, 2006). Besides, a sufficient amount of English input in learning EFL through native speakers contact is part of the important intervention in learning FL for preschoolers (Ramirez & Kuhl, 2017), either in the form of pictures, sound or music (Dryden & Vos, 1999) as effective media with parents interaction, it thus speeds up the process of the target language acquisition (Beller, 2008).

EFL learning for children in non-English speaking countries usually do not have an authentic social environment, input and interaction, for the people communicate with their own local language. However, these aspects can be created (Gass et al., 2013) and intervened (Ramirez & Kuhl, 2017) into the ongoing L1 acquisition process. For preschoolers who generally still live at home, the home language has an impact on their language

acquisition (Brito, 2017). Intervention in TEFL for preschoolers such as challenging material, an integrated model of literacy and media (Indrasari et al., 2018) can significantly improve (Neuman & Wright, 2014) and lead to a rapid increase in the understanding of English words and speech production (Ramirez & Kuhl, 2017). A routine-based intervention appears to be significant to introduce and grow language acquisition (Jennings et al., 2012) and the development of foreign language skills is immediately visible even in a short intervention (Ramirez & Kuhl, 2017).

The above studies mostly conducted in schools, day-care centers or infant education centers. Seldom is there research on EFL learning at home, so this research focuses on observing EFL learning activities in non-English speaking countries, in non-English family homes. Therefore, this study aims at how far the acquisition of EFL sentences is acquired through the home-based intervention (HBI), namely parents-based and authentic-media intervention towards Indonesian preschoolers with the Indonesian and Javanese local language environment.

## METHODS

This research used naturalistic observations to conduct a case study to observe a detail description and analysis of the data which were taken naturally, not controlled and carried out at the respondent's own places (Cozby & Bates, 2015). This is a non-experimental research. The intervention means where the process of L1 acquisition, namely Indonesian, was intervened with the learning of EFL under Indonesian and Javanese language society. It was thus an intervention against the normal process of L1 acquisition. The research subjects were 2 Indonesian preschoolers at about 36 months of age. The data were English sentences of the two respondents when having dialogue with their mothers and sibling, or doing self-narration. The data were obtained from some instruments, namely log books by means of sampling event (Frey et al., 1999). The first logbook recorded the learning activities with elements namely setting, activities, frequency, goals, media characteristics, media titles, and interaction types; the other book documented English sentences the children created with elements i.e. age, sentences and meaning/intention. Owens' sentence forms acquisition (Owens, 2016) was used to observe the age-based sentence development. To ensure robust data, the triangulation was carried out by applying different methods (Shenton, 2004) that is using several independent sources of evidence (Yin, 2006) indicating the same data. This was done by applying interviews (open-ended) to the children's fathers and grandmother; a direct observation and a participant observation. The points asked in the interview were confirmation of the children's sentences, sentence production frequency, children's understanding, ability of making sentence types, context and reason. The researcher directly observed the field and the respondents' mothers, as respondents-observers, performed the participant



observation in intervention undertaking, logbooks filling, observing and filling real-life role in the learning situation being observed.

The study was conducted for  $\pm$  24 months. The first phase of the HBI, namely parents-based and authentic/semi authentic-media intervention was started at the age 13 to 24 months in the procedure of early literacy of bedtime reading English books for 3 times a week, daily watch of the selected videos with authentic/semi-authentic books and videos and other routine activities like playing, bathing or eating. At the next phase, at 25-36 months of age, the previous activities maintained and widened with books, videos and activities fitting their ages. At this phase, the data were recorded. All of these mother-child learning activities were in English, thus English was used approximately 50% regularly every day.

## RESULTS AND DISCUSSION

The acquisition of English sentences was measured from the kinds of sentences produced in daily conversation or in self-narration. They were sentences that appeared frequently, rarely and those that appeared once and then disappeared. This is based on the assumption that every sentence that has been used indicates that the respondents are able to make it. The following is the description of the findings of those sentences. In accordance with the theory of acquisition of children's sentences (Owens, 2016) the sentences appeared most are the Declarative sentences. The sentences that show up consisting of simple sentences in the form of Declaratives, Negatives, Interrogatives and Imperatives as shown in [Table 1](#); compound and complex sentences are shown in [Table 2](#).

### Declarative Sentence Forms

Having started the speech with words for some times, at the age of 25-30 months children began to speak English using sentences. [Table 1](#) illustrates the kinds of sentences found in the respondents' utterances. Starting to use forms of sentences, which are more complete, the children still make some deviation. The sentential constructions contains three kinds of subjects: the first person, names and impersonal 'it'. There is some contracted form 'it's' but it is unanalyzed unit because there is no evidence that it is an 'It is' construction. Another fixed formula is basic sentences like /S + copula verb + complement/ like 'It's a cat' and /S + Verb + Object/ like 'I need bandage' often appear in their utterances, which then develop into more varied forms. This can be seen in the sentence /S + copula verb + complement (with positive pronoun)/ such as, 'It's Juna's room' or with the addition of 'so' before adjective 'the cat is so cute'. The development of sentences of /S + Verb + Object/ are also seen in the form / S + V1 + Gerund (direct object) + Noun (Object)/ for example in 'Juna love playing rocks'. The use of /ing-Verb/ also grows gradually and is seen in many of these children's utterances, firstly, it is preceded by a verb phrase such as 'jumping on the bed' into more various and

complete sentences, for example with the addition of comparative adjective like 'The rain so getting bigger'.

Around the 36th month the auxiliary 'is' appears, so the present progressive sentence begins to appear more complete. During this period the definite article 'the' is seen for the first time, however, there seems to be a temporary generalization of the initial use of 'the' so that the definite 'the' article is added before some nouns such as 'The papa is sleeping'. Some other abilities emerged at the end of this period. They are the use of modal auxiliary which appears in the use of 'gotta' in 'I gotta brush my teeth', some past-verb sentences as in 'I found the Dad', the inflection of the plural noun /s/ like 'I love vegetables' and the present indicator /s/ like in 'Wafi hurts' also seen for the first time.

### Negative Sentence Forms

The negation appears in longer utterances, yet the earliest negative of the single word 'no' is maintained until at the age of 36 months or more. That negative element appears in the form of 'no', 'can't and 'not'. It begins with 'no' before the noun or 'ing-Verb' as in; 'no sharing' or 'no sweets' which is then followed by multi-words sentence like /S + no + Infinitive verb/ like 'Wafi no bath'. This syntactic patterns develop into /No 'added in: S + Ing-verb/ like 'No, Meme crying 'or 'No police car is coming'. It appears here that the auxiliary 'is' has started to be used. Negative element 'not' is seen to appear before the adjective in 'Mas not round and round', while other negative element emerges in sentences like the use of modal auxiliary 'can't' afterwards. The children seemed to have a series strategies put one above the other. It starts with the form of /can't + infinitive + object/ like 'can't reach it', then followed by practicing using the form with subject at the beginning of a sentence like /S + negative capital/ in 'I can't' and complement with /infinitive verb + object/, so proper negative sentence is successfully created like in the sentence 'I can't draw a car'. At the end of 36 months the auxiliary verb form 'do' first appears, namely /S + do not + V1/ in the expression 'I don't know', but this expression is rarely used later on.

### Interrogative Sentence Forms

The interrogative form began with a single word or a noun phrase with rising intonation, such as 'Bugs on my head?' By the age of 25 months and more non-inversion questions such as /collocutor + S + ing-Verb/adjective/ like 'neni, you doing?' or 'you okay?' started to be used by these children. Other sentences complement by some addition of question words in these sentences, like 'bunda, what you doing?' Meanwhile, syntactic non-inversion in interrogatives with /QW + S + Verb/, such as 'Where the balloon go?' also appear. At the end of this phase the inversion form of /Subject + Verb/ starts to appear and auxiliary verbs /be/ have also been used, for example 'are we there yet?'; 'Where is the ball?', including the inversion of copula /be/ in 'What's that?'. The yes/no style question sentence with modal auxiliary 'Can I have some?' or with /auxiliary + ing-Verb/ for example 'Are you reading?' have been used in talks and self-narration. As has been illustrated in [Table 1](#), the children under observation were able to use the various kinds of

interrogative sentences.

**TABLE 1** | The Preschoolers' Simple English Sentences

Months	Declaratives	Negatives	Interrogatives	Imperatives
25-30	S + copula verb + complement	No + Noun/Ing-Verb/Adjective	collocutor, S+ Ing-Verb	S+infinitive
	S+ing-Verb	S+no+Infinitive verb	QW + S+Ing-Verb	Let's+infinitive
	Basic S + Verb + Object	modal (can't) + infinitive verb + object	QW + auxiliary verb + noun	
30-36	S + V1 + Gerund (direct object) + Noun (Object)		Yes/No Question with adjectives/adverb	
	S + copula verb + complement ( with possessive pronoun)	S+modal (can't) + infinitive verb + object	Yes/No Question with Modal auxiliary + verbs	Infinitive+ possessive pronoun+object
	S + aux + Ing-Verb	No' added in : S + tobe + Ving	Interrogatives with QW + copula verb + complement	don't+be +adjective
	S+ Modal auxiliary + infinitive	Demonstrative adjective + not + adjective	Interrogatives with QW + Modal auxiliary+ verb	Modal+Subject +Verb+Object
	S + past-Verb + Object	S+don't+V1	Interrogatives with QW + S+ infinitive	

**Imperative Sentence Forms**

The imperative mood that can be noted from these children mostly functions as requests, invitations and even exhortations .At the beginning of 25 months of age, request was expressed using the sentence of /S + infinitive/ like in 'Wafi bath' and invitation was produced in the sentence /Let's + infinitive/ in 'Let's go' which in the middle of this phase these sentences develop into more varied ones like /Let's + repeated Verb + Object/ in 'let's go share the crayon'. The use of infinitive as in the usual imperative sentence exists, such as 'turn off the lights' which is enriched later with variations such as possessive, namely /infinitive + possessive pronoun + object/ in 'wash my hand' and added with modal auxiliary 'can' into request, as in /Can+S+infinitive+Object/ in 'Can you help me?'. Meanwhile other imperatives function as exhortation gradually appears in the children's sentences, one of them was articulated in the form of negative imperative /don't + auxiliary be + adjective/ like in 'don't be scared, neni' sentence.

**Embedded and Conjoining Sentence Forms**

As seen in [Table 2](#), as far as 36 months old, only one embedded sentence appears, namely /Verb + noun clause/ in 'look what I have'. This sentence undergoes contextual repetition, but has not yet been developed in the form of other syntactic variations; this finding is in accordance with Owens' research that new embedded appears near to the age of 4 years ([Owens, 2016](#)).Whereas for conjoining sentences

until as far as 36 months these children have begun to combine various sentence patterns. Many conjoining sentences consist of two, three or more sentences are seen in the children' sentences and are generally without conjunctions, for example 'Mas the blue one, ayah the white one, Wafi the yellow one, Memei the pink one'.

The conjoining sentences of these children have syntactic patterns that vary greatly according to the context. An interrogative is combined with other question such as 'What are you doing mama? Are you building something?'or two declarative sentences are put together in the pattern such as /S + copula verb + complement and S+ing-Verb+adverb/ in the sentence 'The moon is down. The sun is going up upup'. The combination of imperative and declarative is also found in the pattern of/Look, S+copula verb+ complement/ like 'Look, it's broken' or combined with /ing-Verb/ like 'Look, bunda. The train is getting faster. Choo-choo'. The coordinating conjunction 'and' to combine the clauses appears as the only conjunction used until at the end of this phase, some sentences like this are seen in a series of sentences consisting until 6 sentences with pattern /S + aux + ing-Verb phrase,ing-Verb phrase, a noun phrase, ing-Verb phrase, adverb of place, and S+auxiliary + complement/. (see [Table 2](#)). Nevertheless, this 'and' conjunction is not yet widely used, so far the children only combined sentences with a pause without a conjunction.

**TABLE 2** | The Preschoolers' Embedded and Conjoining English Sentences

Months	Embedded Sentences	Conjoining Sentences
25-30		A series of sentences with S auxiliary and ing-verb showing process adding 'and' to join the clauses Yes/no question with modal auxiliary (can) and S+ auxiliary Be + noun phrase
30-36	V+Noun clause	QW+S + aux + Ing-Verb, yes/no question with Object S+copula verb+complement. S+ing-Verb+adverb Verb phrase+Object, S+auxiliary verb+ adjective phrase S+ing-Verb+adverbial phrase. S+copula verb+complement S + V1 + Gerund (direct object), S+copula verb + complement Imperative sentence Look, S+copula verb+ complement S + aux + Ing-Verb phrase, and ing-Verb phrase, a noun phrase, ing-Verb phrase, adverb of place, and S+auxiliary + complement S+modal auxiliary (got) and Infinitive verb+noun phrase

A systematic pattern in the conceptualization process of grammar and semantic function is recognized in these children's sentences. Basic syntactic structure such as the use of copular and infinitive verb was used repeatedly with expanded variations, and followed by a tiered process until a more complete sentence was made. From holophrastic sentences, for example 'ants' referring to many ants' existence was enriched then into telegraphic sentences 'many ants' and 'so many ants' to become sentences with multi words 'there are so many ants' where these children practiced remarkably fast. Of the sentences they produced, many of them were sentences without function words. The concept of 'here and now' or concrete concepts that might prioritize current action and location in children was manifested in sentences like 'Meme crying' or 'Mama, Juna outside', so as the question words 'what' and 'where' widely used in this phase were included in this concept. Abstract sentences, like the use of the adjective 'sad' in the sentence '(the) Juna sad' first appeared at the end of the 30-36 months phase.

There are differences in fundamental concepts and syntax of English and Indonesian. The principle of 'tense and aspect' or inflection is not recognized in Indonesian, but it turns out that there are such sentences in their output. For example, the phenomena seen in the pattern of /past-Verb/ in 'I found it' or /ing-Verb/ in 'Papa is working' also /noun +'s' plural indicator/ in 'I like vegetables' illustrates that they have the capacity to distinguish English 'tense' and plural forms in sentences. The plausible explanation is that although English is a foreign language for the family and the environment, yet for the respondents, English is the first language exposed along with their mother tongue since they

were toddlers. Therefore, no L1 intervention or inter language compared to those who have acquired L1 before learning a foreign language. The children's acquisition of English sentences is near that of native speaker children at the same age measured from Owen's table of children sentence acquisition (Owens, 2016). Their utterance mean-length is not far different from English native children as far as 36 months old.

The use of several expressions seems to be inspired by similar forms they watched on videos, read in books or heard from parents. For example, one used 'no' and the other preferred the 'don't' form as the prohibiting statement depending on parental use to control behavior. This is consistent with Owens's statement that the children's negative sentence forms emulate what their mothers usually use to control their attitudes (Owens, 2016). Some sentences used the expressions the children saw on the videos and then used them in the same context in real life. For example, when one of the children heard an alarm outside the house, he immediately said to his mother, 'Mama, it's emergency, let's call the police' while giving his mother a cell phone. The input recorded in the children's minds seems to appear later in their words as memorized language chunks and self-made as well, such as those with high frequency sounds, namely 'thank you'; 'I'm sorry' or 'Are you okay?' or the self-made sentences like 'the clock not loud' or 'mother, make my milk'. The role of input towards these students' sentences is central to their EFL development.

Based on the above observation, there are several implications that emerge from this study. The first implication is that the mother's English ability must be good and the English program must be consistent, because it turns

out that children absorb language from the three main inputs, namely mother's interaction, videos and books. Mothers' English must be rich in vocabulary and their good command of English grammar and active communication is central. This research is not in line with [Scheffler \(2015\)](#) stating that parents do not need to have proficient English well to accompany their children in watching videos, because the videos are easy to understand. Yet, videos are only input and not real, they need someone to interact and to use those videos and books sentences into the real life. Interaction in good English, consistent use of English at home and good implementation of language programs greatly influence results. In addition, all three inputs should be sufficiently exposed, so that children can obtain adequate input needed to have a good EFL command. This finding is not the same opinion with [Astutik et al. \(2019\)](#) stating that English has a significant effect towards EFL learners even though it is not used as much as the learners' L1.

The second implication, when the school age comes later, English improvement occurs only if this input is maintained and modified according to the children's age. At that time the children already go to school, there will be a new language environment for them. English kindergarten is rarely found in Indonesia, if they go to a normal school with Indonesian as the main language, there will be some possible problems arise; they experience a feeling of alienation from their new environment, since they speak English among Indonesian speakers. The other problem is that their English might stagnate, and be interrupted by Indonesian. The question that arises from the problem is that under the environment, how is the development of their English? Is their English maintained or do they become bilingual, so which language is dominant? This is an opportunity for future research.

## CONCLUSION

After getting the HBI for more than 2 years, these kids made a significant development of EFL that is very important to be observed. By the third year of their ages, they already communicated in English with children's unique sentences namely telegraphic utterances. Carrying out foreign language learning like acquiring a first language on preschoolers requires intervention. With maintained planning and consistency, the mastery of EFL for preschool children is not impossible to achieve.

After the children were able to make one-word sentences and had enough vocabulary, within 2 years they were able to talk in English, their sentences were meaningful although they were still in a temporary incomplete-structure. At this time, the emphasis on concrete concepts are still dominant, so that function words have not been frequently used. Question words with 'here and now'

mood 'what and where' were repeatedly used and abstract sentences were still rare. An encouraging concern is their ability to make conjoining sentences in the 25-36 month phase; they learned fast from simple to compound sentences and even began building complex sentences.

The characteristics of the sentences they made in simple sentences were in 'child-like' sentences, yet they talked in a meaningful use of possessive, infinitive, modal auxiliary, copular verbs, ing-Verbs and various phrases. In negative sentences, the use of 'no' both as single-word and multi-word sentences are still dominant, even though the form with 'not' has also begun. In interrogative, yes/No and QW questions with Noun, adjective as complement, 'be' and modal as auxiliary and ing-Verb are able to be made and used in conversation and self-narration. In the imperative, sentences with nouns and verb phrases still dominate, besides that, occasionally, there were also prohibition with 'don't' and invitation with 'let's' appear. They succeeded in making conjoining sentences, behind the inadequate ability to make an embedded or complex sentence, by combining various sentence-patterns according to their wishes and intentions.

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# Reading and its relationships among attitude, motivation, and comprehension achievement in upper secondary school students

Fatimah Tisa, Sofendi Sofendi\*, Eryansyah Eryansyah

Faculty of Teacher Training and Education, Sriwijaya University, Indonesia

Reading is essential in every subject. Reading also has a relationship with the students' achievement. This study is aimed to investigate whether or not there is (1) a significant correlation between reading attitude and reading comprehension achievement, (2) a significant correlation between reading motivation and reading comprehension achievement, (3) a significant correlation between reading attitude and reading motivation, and (4) any correlation between predictor variables and the criterion variable. The study was a correlational study with Pearson-product moment correlation. The sample of this study were 95 eleventh graders of upper secondary school. Cluster random sampling technique is used in this study. Questionnaires of reading attitude, reading motivation, and reading comprehension tests are given. The questionnaire result reveals that the reading attitude was negative, and reading motivation is medium. Furthermore, the results show that reading attitude and reading comprehension has a significant correlation. Reading motivation and reading comprehension also has a significant correlation. The roles of students, parents and teachers must work suitably in order to construct the positive reading atmosphere, thus they could achieve the better achievement in reading even for all subjects.

**Keywords:** correlation, reading attitude, reading motivation, reading comprehension achievement

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\*Correspondence:

[fatimahtisa@yahoo.com](mailto:fatimahtisa@yahoo.com)

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## INTRODUCTION

Four skills of English must be achieved by students, such as speaking, listening, reading, and writing. Reading is one of the keys that improve learning outcomes in many fields of study. Without reading, nothing can be done to develop competence in listening, speaking, writing, and translating. According to [Li and Wilhelm \(2008\)](#), language learners need reading since it is one of the most critical skills to help them have other language skills. It is also supported by [Hamra and Syatriana \(2010\)](#) that English cannot be separated from reading. Reading also has the relationship with students' achievement. Reading is a way to know the world because from reading, the reader can have a lot of information and build good communicative competence ([Amalia, et. al., 2018](#)).

Reading attitude is one aspect of self-perception of reading ability. The attitude of reading as a part of the self-processing system will support the achievement of reading skills through a combination process with other factors that determine failure or success in student learning. Attitudes towards reading have a direct relationship with reading ability, whereby having a positive reading attitude; students will intensely carry out reading activities and will improve reading skills and reading comprehension skills.

A positive attitude towards reading supports the development of reading skills and the development of skills related to reading maximally. Negative attitudes towards reading impact the development of reading skills and the less maximal development of skills related to reading.

A person who has an attitude in reading is likely to tend to notice and do things selectively. It can be meant that attitude and self-concept are two things that have an excellent contribution to be had by a person to pursue success or failure in academic achievement. Reading attitude is a system of feelings related to reading which causes the learner to approach or avoid a reading situation (Tunnel, Carder, & Phaub, 1991). Gorard, Seeand Davies (2011) state that attitude can reflect individuals about education or academic performance. Tunnel, Carder, and Phaub (1991) define reading attitude as a feeling toward reading that causes individuals to fond of or dislikes the reading activity. According to Matthewson (2004), Reading attitude is classified into three aspects, such as towards an object, evaluation of the object, which is in a positive or negative to an object. Walberg and Tsai (1995) mention some factors contributed to a positive attitude. The factors are: (1) believing that reading is important, (2) enjoying reading, (3) having a high self-concept as a reader, and (4) having a verbally stimulating home environment where verbal interaction takes place regularly.

Some factors relate to students' vital role in reading; one of them is motivation. Motivation influences and plays an essential role in learning and reading activity. Because motivation is a primary key for people to do something, as believed by Guthrie, Wigfield, and You (2012), motivation is a reading domain that can help the reader to set goals, build interest and value themselves. Cambria and Guthrie (2010, p. 25) state that reading motivation is described as student's enjoyments, their wants and their behaviors surrounding reading. Furthermore, According to Barbara (2012), reading motivation means enjoying a book, being excited about an author or being delighted by new information. Yumei (2009) believes that motivation that students have has been accepted to influence a key factor of success in learning a second of a foreign language. Grabe and Stoller (2002) state that students must have reading motivation since it can increase their reading comprehension. Motivation makes someone willing to read a book and wants to participate in all activities. Reading material is also one of variable influencing individuals to read an English book (Taboada & McElvany, 2009). Chun (2009, p. 147) explains that providing interesting texts is essential in motivating students to read in English. He also adds that student needs to be exposed to interesting and appealing texts from various genres that are appropriate for students' reading level.

Reading comprehension is one of the pillars of the act of reading. Brummit (2008) defines reading comprehension as a critical component of functional literacy. With the ability to comprehend what they read, people cannot only live safely and productively, also continuing to develop socially, emotionally, and intellectually. Reading needs comprehension. Reading Comprehension is understanding,

evaluating, and utilizing information and ideas gained through interaction between reader and author (Allan & Smith, 1990).

Moreover, according to Royer (2004), reading comprehension is the process of understanding and constructing meaning from a piece of text. He also believes that reading comprehension may be affected by the text's difficulty, the vocabulary used in the text, and the readers' familiarity with the subject matter. Generally, to see whether someone understands the meaning of the text, they should do a reading comprehension test. So, it can be considered to understand the text if they can answer most of the questions about it. Reading comprehension is a significant element in language learning because it provides the foundation for a substantial amount of learning in EFL learning (Ahmadi & Pourhosein Gilakjani, 2012). According to Heilman (2002), reading is a process of making sense of written ideas through meaningful interpretation interaction with language.

Some previous studies are related to this study. First, a study was done by Rojak (2018), the research was a case study and. The result showed 69% of participants who experienced reading program for a month was giving a positive attitude. Second, a study done by Marsela (2017). The study was conducted in Palembang, Indonesia. The result showed that students' motivation has moderate effects on reading comprehension. It means that other factors influence students' reading comprehension achievement besides motivation such as intelligence, attitude, interest, language-learning strategies, etc. A study done by Moriyanti (2015). The result showed that students' reading motivation and their reading achievement showed that the effect of reading motivation was 72.25% toward their reading achievement, indicating a positive correlation. Last, a study was done by Rizqiyah (2016). The result showed that there was no correlation between reading attitude and reading achievement. However, there was a correlation between two kinds of reading attitude's aspects and reading achievement.

Furthermore, the previous studies above have similarities and differences with this study. It is similar because they used the same variables: readability level, reading motivation, and reading comprehension achievement. However, some gaps between this study and other related studies are shown clearly. Not only have different number of participants but also the difference level of education. This study involved high school students in the research however some previous studies involved higher education students. The location also stated that this study have done in Palembang, Indonesia, while other studies were done outside of Palembang or overseas. There could be a concern that the findings of this study might be transferred to other teachers and the next researchers will be able to examine and scope out the appropriate methodologies to improve the students' reading comprehension achievement and identify the other correlated variables that affect the students' reading comprehension achievement.

The writer is interested in doing research about reading attitude, reading motivation, and reading comprehension achievement of eleventh graders to find out the reading attitude, reading motivation of the students.

Based on the writer's observation during teaching, it was found that students faced difficulties in reading comprehension. It was hard for them to understand the content of the text, and students were bored (unmotivated) in the teaching and learning process. Some students just read the text without trying to connect the text's presented ideas with their thinking patterns. They only focus on some questions presents in the text without comprehending the text overall—all in all, the reading skill of eleventh graders needed to be developed.

This study has objectives, which were to investigate whether or not: (1) there is a correlation between reading attitude and reading comprehension of the eleventh graders, and (2) To find out whether or not there is a significant correlation between reading motivation and reading comprehension of the eleventh graders, (3) To find out whether or not there is a significant correlation between reading attitude and reading motivation of the eleventh graders, (4) To find out whether or not there is any significant correlation between predictor variables (reading attitude and reading motivation) and a criterion variable (reading comprehension).

## METHODS

This study used the correlational study to determine the correlations among the students' reading attitude, reading motivation, and reading comprehension achievement. Reading attitude and reading motivation as the predictor variable and reading comprehension achievement as the criterion variable. According to [McMillan and Schumacher \(2010\)](#), the variable which influences or predicts is called the independent (predictor) variable, while the one that is affected by or is predicted by the independent variable is the dependent variable (criterion).

A cluster random sampling technique was used to choose the sample class. [Fraenkel, Wallen, and Hyun \(2012\)](#) explain that random cluster sampling is a selection of sample based on groups or cluster subjects. The total population in this study was 204 students and consisted of two classes, science and social. The sample was taken by selecting the classes randomly in the piece of paper. Finally, 104 students were selected as the sample of this study. Unfortunately, there were only 95 students who participated.

Two techniques were used to collect the data, that are ready-made questionnaires Reading attitude, which was developed by [Tulloch, Regina, and Alexander, Estill \(1980\)](#) which consisted of 25 Likert scale items, and Reading Motivation Questionnaire (MRQ) by [Wigfield and Guthrie \(1997\)](#) which consists 53 Likert-scale items, and Reading Comprehension Test which consists 40 short essay questions. The writer's consideration to use the two questionnaires is because the two questionnaires have been used for research in some schools in Indonesia.

Reading Attitude Questionnaire score is classified into two categories, which are a positive Attitude and Negative

Attitude. To decide students' attitude toward reading, the classification system for reading attitude judgment is classified into two categories, which are negative ( $\leq 3.0$ ) and positive ( $\geq 3.0$ ). Each item of the questionnaire has a five-point Likert scale, strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1).

The reading motivation questionnaire was scored by assigning the value of one to four points to the chosen response. A response indicating a low level of motivation receives one point, and those indicating a high level of motivation receive four points. The possible range of scores for the MRQ is 53 for the lowest score and 212 for the highest score. There are three levels of reading motivation, which are high motivation (161-212), medium motivation (107-160), and low motivation (53-106). Before the test was tried out to non-sample, the test was validated by ten experts' judgments in order to rate the level of appropriateness and difficulties of the test. The experts' judgments were chosen from English teachers of SMA Srijaya Negara Palembang and SMA Islam Az-Zahrah Palembang and 5 English Education lecturers of Sriwijaya University. The test was tried out to eleventh graders of SMA Islam Az-Zahrah Palembang, in which participants consisted of 30 students. The writer used Cronbach Alpha SPSS version 25 to investigate the reliability of the reading test. After the test was tried out, the result of the reliability was ( $r= 0.75$ ), which is higher than 0.70, and the test is considered reliable.

Before doing the reading comprehension test, students were asked to fill the two questionnaires. Once they finished filling the questionnaires, students were not allowed to answer the reading comprehension test before the writer asked. The duration of answering the reading comprehension was given only 60 minutes if some students had not finished answering all the questions; they could not continue answering the test.

## RESULTS AND DISCUSSION

### Analysis of Reading Attitude

Reading the attitude of the students was obtained, and it was found that the mean is 2.95, and a standard deviation is 0.56. The writer also reveals that 59% of students were negative in reading attitude. In comparison, 41% of students were positive in reading attitude. [Table 1](#)

### Analysis of Reading Motivation

It was revealed that the mean reading motivation of students was 2.73, and a standard deviation of 0.32, based on the data obtained. It was also shown that 2% of the students had low motivation in reading comprehension, and 79% of the students had medium reading comprehension motivation. There were only 19% of the students were highly motivated. [Table 2](#)



**TABLE 1 | Result of Reading Attitude**

Range of Score	Reading Attitude Judgment	N	Total %
≥ 3.0	Positive Attitude	39	41%
≤ 3.0	Negative Attitude	56	59%
	Total	95	100%

**TABLE 2 | Result of Reading Motivation**

Range of Score	Reading Motivation Level	N	Total %
161-212	High Motivation	18	19%
107-160	Medium Motivation	75	79%
53-106	Low Motivation	2	2%
	Total	95	100%

**TABLE 3 | Mean and Standart Deviation of Reading Motivation**

N	Mean	Std. Deviation
95	2.73	0.32

**Analysis of Reading Comprehension Test**

The mean Reading comprehension achievement test was 67.55, and a standard deviation was 12.19. Since score 67 is considered the passing grade level of eleventh graders of SMA Srijaya Negara Palembang, it can be determined that

their test was passed if students' reading comprehension achievement level was higher than 67. Meanwhile, for those who got below 67 were considered below the passing grade.

**TABLE 4 | Mean and Standard Deviation of the Reading Comprehension Test**

N	Mean	Std. Deviation
95	67.55	12.19

Based on the data below, it can be seen that there were 56 students, or 59% of students whose scores were >67, while 39 students, or 41% of students whose scores were <67. The writer concluded that samples were successful in doing the reading

comprehension achievement test, which consisted of 40 items of short essay questions.

**TABLE 5 | Result of Reading Comprehension Test**

Range of Score	Score Category	N	Total %
> 67	Pass the Passing Grade	56	59%
< 67	Below the Passing Grade	39	41%
	Total	95	100%

Determine the normality of the test, the writer used the normality test before obtaining the correlation analysis. The result showed that the Reading Attitude, Reading motivation,

and Reading Comprehension test revealed to be expected. The significance value of these variables was higher than 0.05.

**TABLE 6 |** One-Sample Kolmogorv-Smirnov Test

Variables	Kolmogorv Smirnov Normality Score	Sig.
Reading Attitude	0.317	.074
Reading Motivation	0.068	.200
Reading Comprehension	0.149	.238

**Correlation Analysis**

The writer found out that the r-obtained of reading attitude and reading comprehension achievement was  $-.350^{**}$ . The Pearson Correlation number was given a minus (-) symbol, which showed the negative direction. The writer found out the value of r-table to check the value of r-obtained to make sure that there was a significant correlation between the variables. If the value of r-obtained is higher than the value of r-table and p

(probability) is lower than 0.05, it can be concluded that there is a significant correlation between the variables. It showed that the r-obtained ( $-.350^{**}$ ) was higher than the value of r-table (0.263), and the p-value (0.001) was lower than 0.05. It showed that reading attitude and reading motivation had a statistically significant correlation. Pearson's correlation coefficient indicates that there was a weak significant correlation between reading attitude and reading comprehension.

**TABLE 7 |** Correlation Analysis of Reading Attitude and Reading Comprehension

		Reading Comprehension
Reading Attitude	Pearson Correlation	-.350
	Sig. (2-tailed)	.001
	N	95

The Pearson product correlation between reading motivation and the reading comprehension revealed that the Pearson Correlation value was  $-.295^{**}$ . It shows that the Pearson Correlation values were higher than the r-table (0.263) and had a significance value, which was not more than 0.05.

Pearson's correlation coefficient r indicated a weak significant correlation between reading motivation and reading comprehension. It can be concluded that reading motivation and reading comprehension had significant negative and weak correlations.

**TABLE 8 |** Correlation Analysis of Reading Motivation and Reading Comprehension

		Reading Comprehension
Reading Motivation	Pearson Correlation	-.295
	Sig. (2-tailed)	.004
	N	95

The value of r-obtained Pearson product-moment of reading attitude and reading motivation was 0.106. Moreover, the significant value (p-value) was 0.305. On the contrary, the value of r-obtained is lower than the value of r-table (0.263), and the level of probability is higher than 0.05. In conclusion,

there was no significant correlation between reading motivation and reading attitude, and it had a very weak correlation according to the degree of correlation coefficient from the interpretation.

**TABLE 9 |** Correlation Analysis of Reading Attitude and Reading Motivation

		Reading Motivation
Reading Attitude	Pearson Correlation	.106
	Sig. (2-tailed)	.350
	N	95

The result revealed that the correlation coefficient between the predictor variables total and the criterion variable total was .435 with a significance value of .000. Thus, it can be concluded that there was a significant correlation between

predictor variables and the criterion variable. The contribution of predictor variables (Reading Attitude and Reading Motivation) to the criterion variable (Reading Comprehension) was 19%.

**TABLE 10 |** Correlation Analysis of Reading Attitude and Reading Motivation

Variables	R	R Square	F	Sig
Predictor variables and the criterion variable	.435	.190	10.757	.000

It was shown that there was a strong negative, and weak correlation between the eleventh graders' reading attitude and reading comprehension. Reading motivation and reading comprehension also had significant negative and very weak correlation. Meanwhile, reading attitude and reading motivation revealed no significant correlation and had a very weak correlation.

Findings related to attitude and achievement in this study indicated that having a negative Attitude in reading was not guarantee that students had low achievement in reading comprehension. Still, most students are getting good achievement in reading. Learners who have experience reading English texts tend to have more desire to read English texts than those who do not. It is due to the knowledge of grammars and vocabulary they have. It helps learners to understand more about English materials that can challenge them, such as scientific journals. It can be concluded that learners who fond of reading simple English texts tend to lack reading English reading experience.

## DISCUSSION

According to Pearson-product moment correlation analysis to check whether there were any significant correlations among the three variables. It was found that there was a significant negative correlation between reading attitude and reading comprehension of the eleventh graders. The result of the correlation coefficient shown that there was a negative and weak correlation between the two variables. There was a significant negative correlation between reading motivation and reading comprehension of the eleventh graders. The correlation coefficient showed that there was also a negative and weak correlation between the two variables. The correlation coefficient number was given the minus (-) symbol, which is the correlation direction was negative.

The descriptive statistics of reading the Attitude Questionnaire showed that the eleventh graders were in negative attitude. It can be seen in Table 11; it shows that the positive attitude of reading was 41%, and the negative attitude was 59%. This finding was contrasted with the students' reading comprehension achievement. There were 56 students (59%) who passed the passing grade (67) and 39 students (41%) who did pass the passing grade (67). Also, Therefore, findings related to attitude and achievement in this study indicated that having a negative Attitude in reading was not guarantee that students had low achievement in reading comprehension. Still, most of students getting good achievement in reading.

The descriptive statistics of the Reading Motivation Questionnaire showed that the eleventh graders were in medium motivation. According to the mean score of each MRQ (Motivations of Reading Questionnaire) aspects, the lowest mean score was the Reading Work Avoidance aspect, which consists of four items; (1) I do not like vocabulary questions, (2) Complicated stories are no fun to read, (3) I do not like reading something when the words are too complicated, (4) I do not like it when there are too many people in the story.

Marsela (2017) believes that learners who have more experience in English reading have more desire to read the English texts. They would find it easier to communicate in English texts than those that lack expertise. That is because of their knowledge of grammar and vocabulary than those who have not. This fact helps them understand English content, including some challenging English texts that can challenge them, such as papers. According to the above claims, it can be inferred that learners who prefer to read simple English texts can be defined as learners who lack knowledge in reading English

## CONCLUSION

When students have reading skills and feel comfortable reading, they will have a more positive reading attitude. This condition will support students in improving their reading skills and comprehension. Reading attitude is one aspect of self-perception of reading ability. In this study, students' reading attitude was negative, and their reading motivation was medium, while their reading comprehension achievement passed the passing grade, indicating good. Any causes, such as pressure, may occur. They do not like reading personally; once they were given a reading assignment, they have to do so to get a good score. They can also feel under pressure that they need to finish the reading assignments on time.

Based on the research questions, there were three conclusions drawn in this study. First, the writer revealed that there was a significant correlation between reading attitude and reading comprehension achievement. Second, reading motivation and reading comprehension achievement had a significant correlation. However, reading attitude and reading motivation were revealed that had no significant correlation, and it had a very weak correlation according to the degree of correlation coefficient from the interpretation.

Based on the calculation of the mean of students' reading attitude, students' got a higher level. It means the teacher and parents must be consistent in overseeing the students to

make this attitude better. The government role to supervise the changes will have a significant impact. Students' negative reading attitude also needs to be solved in order to create an enormous right reading attitude around the students and the better chance, which could influence the other achievement not only in reading. The parents and family can bridge this problem, and they are expected to provide some relevant reading materials in their family. Thus, the children or students will engage, and their good attitude might be applied accordingly, not only in school. Despite the family, the teachers are supposed to cooperate with the librarian and headmaster for supplying relevant books in the school library. Without ignoring the printed reading books, it seems very useful if the online library is also provided using internet connection in school. Thus, the positive attitude in reading based on the technological era may help the students in learning. In addition, the roles from the government need to be elaborated; it will be more beneficial if they always check the supplying books in schools and provide recent books in routine. They can have some training for the teachers and librarians to promote and support the online library or just apply the implementation of using the book properly. Reading comprehension activity should be taken more seriously during the learning process.

The writer expects that other researchers are encouraged to figure out how to further advance the reading comprehension achievement, to find other population which has different characteristics with the population in this study, to find different population which has different characteristics with the population in this study and to use the other recent instruments for measuring the students' reading comprehension test, reading attitude and reading motivation to make some better improvements.

The writer may, after all, draw any recommendations based on the above conclusions. Thus it could address some significant benefits toward many related aspects of education. To motivate and invite the students to read, educators should be extra persuasive. This often requires the parents' guidance, as in the family, the mindset of constructing students' characters towards reading is established dominantly. However, if there is no strong communication between teachers, parents, and the learner, it is difficult to create a festive reading environment.

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**Conflict of Interest Statement:** The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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## Appendix 1

Nama :

Kelas :

**Reading Attitude Questionnaire**  
(*Angket Sikap Dalam Membaca*)

Petunjuk: Pilihlah pernyataan-pernyataan di bawah ini sesuai pendapat anda dan beri satu tanda (√) untuk setiap pertanyaan di kolom 1, 2, 3, atau 4.

Keterangan:

**1: Sangat tidak setuju****3: Setuju****2: Tidak Setuju****4: Sangat Setuju**

No	Statements (Pernyataan)	1	2	3	4
1.	You feel you have better things to do than read. ( <i>Anda merasa anda memiliki hal lain yang lebih bermanfaat dari pada membaca</i> )				
2.	You seldom buy a book. ( <i>Anda jarang membeli sebuah buku.</i> )				
3.	You are willing to tell people that you do not like to read. ( <i>Anda bersedia memberitahukan kepada orang-orang kalau anda tidak senang membaca.</i> )				
4.	You have a lot of books in your room at home. ( <i>Anda memiliki banyak buku di kamar anda di rumah.</i> )				
5.	You like to read a book whenever you have free time. ( <i>Anda senang membaca buku saat anda memiliki waktu luang.</i> )				
6.	You get really excited about the book you have read. ( <i>Anda merasa senang jika telah menyelesaikan membaca buku.</i> )				
7.	You love to read. ( <i>Anda Cinta membaca.</i> )				
8.	You like to read books by well-known authors. ( <i>Anda senang membaca buku dari pengarang terkenal.</i> )				
9.	You never check out a book from the library. ( <i>Anda tidak pernah meminjam buku dari perpustakaan.</i> )				
10.	You like to stay at home and read books. ( <i>Anda senang berada di rumah dan membaca buku.</i> )				
11.	You seldom read except when you have to do a book report. ( <i>Anda jarang membaca kecuali anda harus membuat laporan tentang sebuah buku.</i> )				
12.	You think reading is a waste of time. ( <i>Anda berpikiran bahwa membaca hanya membuang-buang waktu.</i> )				
13.	You think reading is boring. ( <i>Anda berpikiran bahwa membaca adalah hal yang membosankan.</i> )				
14.	You think people are strange when they read a lot. ( <i>Anda berpikiran bahwa orang-orang yang banyak membaca adalah aneh.</i> )				
15.	You like to read to escape from the problem. ( <i>Anda senang membaca untuk menghindari masalah.</i> )				
16.	You make fun of people who read a lot. ( <i>Anda menertawakan orang-orang yang banyak membaca.</i> )				
17.	You like to share books with your friends. ( <i>Anda senang untuk saling meminjam buku dengan teman anda.</i> )				
18.	You would rather someone just tell you information so you won't have to read to get it. ( <i>Anda lebih senang jika seseorang menceritakan langsung sebuah informasi sehingga anda tidak perlu membaca untuk mendapatkannya.</i> )				
19.	You hate reading. ( <i>Anda tidak suka membaca.</i> )				
20.	You generally check out a book when you go to the library. ( <i>Pada umumnya anda meminjam buku kalau anda berkunjung ke perpustakaan.</i> )				
21.	It takes you a long time to read a book. ( <i>Butuh waktu yang lama bagi anda untuk membaca sebuah buku.</i> )				
22.	You like to broaden your interests through reading.				

No	Statements (Pernyataan)	1	2	3	4
	<i>(Anda senang memperluas wawasan pengetahuan anda melalui membaca.)</i>				
23.	You read a lot. <i>(Anda banyak sekali membaca.)</i>				
24.	You like to improve your vocabulary so you can use more words. <i>(Anda senang untuk menambah kosa kata anda sehingga anda bisa menggunakan lebih banyak kata-kata.)</i>				
25.	You like to get books for gifts. <i>(Anda senang menerima buku sebagai hadiah.)</i>				

**Terima Kasih**



# The match between reading-writing materials for office administration students

Siti Maryam Solihat\*, Darmahusni, Sri Sumarni,

Universitas Negeri Jakarta

Office Administration students at Vocational High School(VHS) require English reading-writing materials to assist them acquiring competencies as stated in the Indonesian National Work Competency Standards (*Standar Kompetensi Kerja Nasional Indonesia*, hereinafter referred to as SKKNI). The present study aimed to evaluate the existing materials and seek their relevance to SKKNI. The evaluation involved three English textbooks entitled *Bahasa Inggris SMA/MA/SMK/MAK* for Grade X, XI, and XII through checklist method. The authors used an evaluative checklist adapted from [Cunningsworth \(1995\)](#) and focused on three aspects — learning objective, language content, and text type. The results show that learning objectives in all assessed textbooks mismatch with the competencies defined in SKKNI. Likewise, language content (grammar and vocabulary) covered in those textbooks is irrelevant with language knowledge needed as the basics to attain the competencies in SKKNI. Then, the textbooks provide the kind of texts which are distinct from those required by SKKNI that must be business documents. Although one topic in textbook for Grade XII relates to office administration (about job application), it remains insufficient. To put it simply, the findings indicate that the three textbooks do not correspond to the national standards, so they are inappropriate for Office Administration students. Therefore, designing reading-writing materials based on SKKNI is the future action in response to the results of this study.

**Keywords:** evaluation, reading-writing materials, office a administration, SKKNI

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\*Correspondence:

Siti Maryam Solihat

[sitimaryamsolihat@gmail.com](mailto:sitimaryamsolihat@gmail.com)

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## INTRODUCTION

Students studying Office Administration at VHS have been prepared to get involved in working life after graduation. To them, the competencies required to graduate from school include not only how to manage administration, but also include understanding and using English as the means of communication. As stated in SKKNI for office administration, students are required to be able to speak, read, and write in English at a basic operational level. It means that learning English related to their field of study is very important to meet the work competency standard. To facilitate students learning English, the materials used in the classroom play an important role.

Materials are advantageous to promote the quality of teaching and learning only when they are appropriately prepared based on the needs of the teaching-learning process and when they provide easy-to-follow procedures for the teacher and students ([Mukundan, Nimehchisalem and Hajimohammadi, 2011](#); [Damayanti, Fauzi and Inayati, 2018](#)). It implies that being selective about materials for classroom use is a necessity since different groups of learners have different needs, and the process of selecting appropriate materials is known as materials evaluation. Materials evaluation is a process assessing the usefulness and effectiveness of learning materials using particular criteria as the evaluation standard to figure out whether or not they can facilitate the users to carry out teaching and learning practice ([Tolinson, 2013](#); [Tajeddin and Alemi, 2018](#)). It is beneficial to find information about the fit between the content of materials and the context of a certain program by comparing the materials to the context ([Brown, 1995](#); [McGrath, 2002](#)).



Doing materials evaluation is pivotal because there are many cases where materials are well-suited in one condition, but they are highly inappropriate in another condition (Richards, 2001). Previous studies conducted in different fields (Office Administration, Management, Hotel Accommodation, and Maritime and Fisheries) revealed that the existing materials are incompatible with the students' needs of learning English. The content covers General English (Ronaldo, 2016; Yolanda, 2018), then the language content, language skills, and topics in the materials are inappropriate (Nurhamsih and Syahrial, 2018). Moreover, some parts of the materials are usable for self-study and the activities enable students to practice English related to their future professional work, but the other parts are irrelevant and thus need adaptation (Azarnoosh and Ganji, 2014; Mella, 2018).

This indicates that no one-size-fits-all materials can be provided for English students, particularly those with specific purposes. Due to this reason, the present study attempted to seek empirical evidence of the suitability of materials for teaching English to SMK students majoring in Office Administration. This study would evaluate reading and writing materials in the textbooks by relating them to the competencies stated in SKKNI. The rationale to focus on reading and writing is that Office Administration students will dominantly use these skills in the workplace (Evans, 2010).

## METHODS

The present study applied qualitative document analysis method. Bowen (2009) defines document analysis as "a systematic procedure for reviewing or evaluating documents – both printed and electronic (computer-based and Internet-transmitted) material" (p.27). As the definition implies, document analysis enables the researchers to conduct well-planned evaluation or review upon particular documents needed to gain understanding about issue being research. Similarly, this method allows the researchers to gain substantive information which is useful to evaluate and describe phenomena or practices in educational settings (Best and Kahn, 2006).

Research instrument used in this study was an evaluation checklist. Checklist is the method widely used to appraise ELT textbooks or other instructional materials and is created based on particular aspects of classroom instruction and teacher-students interaction (Mukundan, Nimehchisalem and Hajimohammadi, 2011; Byrd and Schuemann, 2014).

Three aspects were evaluate din order to figure out the suitability of English reading and writing materials for Office Administration students i.e., learning objective, language content, and text type. Patel and Jain (2008) assert that good-quality learning materials must be in line with the goals of teaching English. Learning objective is like a navigation tool that show learners the steps to gain their desired outcome (Mahajan and Singh, 2017).

Then, language content is also important to be examined. As stated by Tajeddin and Alemi (2018), the evaluation

form used to assess materials should enable the analysis of conformity between instructional materials and the target-situation use which includes the language that students will use in the target situation. Moreover, text type turns into pivotal aspect to be evaluated, particularly when evaluating reading and writing materials. The reason is that texts serve as models providing students with good examples of how certain texts are structured and what language should be used (Hyland, 2013).

Although assessing three aspects seems to be superficial, the absence of the aspects will affect the efficiency of the materials. Besides, materials evaluation should not be too complicated. Cunningsworth (1995), Dudley-Evans and St John (1998) state that there are a lot of aspects to consider when evaluating instructional materials and having all of them to be explored must be exhausting. For that reason, it is suggested to limit the number of criteria by giving priority to what most important based on the context where the materials will be used since involving numerous criteria within lots of aspects seems unfeasible, so working on two or three of the kind is certainly more practical.

The following table shows the checklist adapted from Cunningsworth (1995) for evaluating materials (see TABLE 1).

TABLE 1. Textbook Evaluation Checklist

<input type="checkbox"/>	Do the materials correspond to the aims and objectives of teaching English in a program?
<input type="checkbox"/>	What grammar and vocabulary items are included? Do they correspond to students' language needs?
<input type="checkbox"/>	What text types (genres) are used? Are they appropriate?

The researcher evaluated three English tetbooks generated by Indonesian Ministry of Education and Culture entitled *Bahasa Inggris SMA/SMK/MA/MAK* for Grade X, XI, and XII. The instrument to evaluate the textbooks was an evaluative checklist adapted from Cunningsworth (1995). The evaluation was conducted in three months and focused on reading and writing materials with the following steps: 1) reading all chapters of English textbooks entitled *Bahasa Inggris SMA/SMK/MA/MAK* for Grade X, XI, and XII; 2) highlighting and selecting the reading and writing materials in the textbooks; 3) making judgment of the materials based on the determined standard – in this case, SKKNI. In analyzing the data, the researcher matched the reading and writing materials with the qualifications framework to assess the conformity of materials to the required standards. The process is represented in the following figure 1.

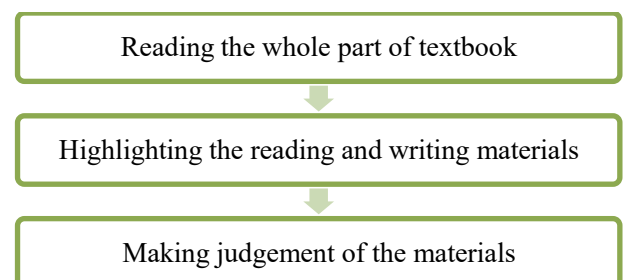


FIGURE 1. The process of materials evaluation

## RESULTS AND DISCUSSION

The findings, in general, reveal that *Bahasa Inggris SMA/MA/SMK/MAK* for Grade X, XI, and XII (the three textbooks) mismatch with SKKNI in terms of learning objective, language content, and text type. This accepts the outcomes of previous studies inferring that published textbooks have always failed to address ESP students' need for learning English (Azarnoosh and Ganji, 2014; Ronaldo, 2016; Mella, 2018; Nurhamsih and Syahrial, 2018; Yolanda, 2018). Further details of the results are presented and discussed in the following sub-sections.

### Learning Objectives

The posed question for evaluating this aspect is "Do the materials correspond to the aims and objectives of teaching English in a program?". The aims and objectives of English for Office Administration students should be based on English competencies stated in SKKNI because having the competencies are the requirements to graduate from school and to perform well in the workplace. The competencies in SKKNI require students to be able to: 1) recognize commonly used punctuation and abbreviations in the industry, 2) read short office documents and instructional texts, 3) identify the purpose of writing, and 4) check the sentences in writing. Meanwhile, as shown in Table 2, learning objectives for reading skill in English textbooks for Grade X, XI, and XII require students to identify, understand, explain, interpret, differentiate, and analyze the content, social function, text structure, and language feature of interactional transactional texts, interactional interpersonal text, short functional text, and functional texts. Then, for writing skill, students are required to be able to apply and compose the mentioned texts by using appropriate social function text structure, and language feature of the texts.

Although it seems that there is no significant difference between learning objectives in the evaluated textbooks and the competencies in SKKNI, the content to be learned is highly distinct. Since learning objective is the step-by-step guideline to gain the desired outcomes (Mahajan and Singh, 2017), then both key abilities and content should be in line with the standards that have been stated for Office Administration students. Therefore, the answers for the match between learning objectives in the evaluated textbooks with SKKNI are all negatives which means that the textbooks provide learning objectives of reading and writing that fail to match reading and writing competencies stated in SKKNI for office administration.

Other researchers (Yolanda, 2018; Fatimah and Purbasari, 2019) also discovered that the textbooks used for textbooks used for teaching English to students of Office Administration program encompass learning objectives which do not accord with the goals of English learning required by students. Although they analyzed different textbooks and used other references to evaluate the suitability of the textbooks, the findings prove that students are not provided with materials that align with their objective for learning English.

TABLE 2. Learning Objectives of *Bahasa Inggris SMA/SMK/MA/MAK*

Grade X	By the end of the lessons, students are expected to be able to: <ol style="list-style-type: none"> <li>1. identify the meaning, social function, structure, and language feature of interactional transactional texts, interactional interpersonal text, short functional text, and functional texts</li> <li>2. explain the content of short functional text and functional texts</li> <li>3. compose interactional transactional texts, interactional interpersonal text, short functional text, and functional texts by applying appropriate social function, structure, and language feature of the texts</li> </ol>
Grade XI	By the end of the lessons, students are expected to be able to: <ol style="list-style-type: none"> <li>1. apply the social function, structure, and language feature of transactional interaction texts</li> <li>2. differentiate social function, structure, and language feature of short functional texts and functional texts</li> <li>3. understand the social function, structure, and language feature of short functional texts and functional texts</li> <li>4. interpret the social function, structure, and language feature of short functional texts</li> <li>5. compose transactional interaction texts, short functional texts, and functional texts by applying appropriate social function, structure, and language feature of the texts.</li> </ol>
Grade XII	By the end of the lessons, students are expected to be able to: <ol style="list-style-type: none"> <li>1. analyze the social function, structure, and language feature of transactional interaction texts, short functional texts, and functional texts</li> <li>2. understand short functional texts and functional texts</li> <li>3. produce transactional interaction texts, short functional texts, and functional texts by applying appropriate social function, structure, and language feature of the texts.</li> </ol>

### Language Content

The criteria or posed question for evaluating this aspect is "Do What grammar and vocabulary items are included? Do they correspond to students' language needs?". In English textbooks for Grade X, XI, and XII, the language content to learn includes the list of grammar and vocabulary related to topic in each chapter.

In term of grammar, students are taught pronouns, simple past, present perfect, present perfect continuous, singular and plural, would like and be going to, noun phrases, adjectives, adverbs, verbs to describe, passive voice, derivatives (nouns from verbs), adverbial clauses, adverbial phrases, reported speech, and past continuous, modals, mental verbs, saying verbs, causal conjunctions, future simple, imperatives, if clauses, modal verbs of necessity, relating verbs, gerund, suffix – ion, and time sequencers.

Furthermore, in term of vocabulary, students are taught the words related to person’s name, family relationship, friend, congratulating, complimenting, names of recreational facilities and holiday, school activities, ecotourism destinations, historical building, announcement, meeting an idol, biographies, folktales, invitation to formal and social events, viewpoint expression, gratitude, advice, good and bad news, cause and effect, songs, poems, fairy tale, bullying, short stories, captions, asking for attention, facts, surprises, necessity and expectations, types of job, job application letter, job advertisement, description (animals, natural phenomena, social phenomena), manufacturing processes, daily news, and how to make something.

Meanwhile, SKKNI states that students must have knowledge to read and write business documents in English. Having knowledge here means that students must have mastered a range of grammar and vocabulary items that they need to understand business documents written in English as well as write those documents using English. Although it does not elaborate the lists of language content by which Office Administration students should learn, the statement is clear that students should have English knowledge related to documents to be read and written in the office.

As listed by [Lowe and Pile \(2008\)](#), business documents are usually written using grammar items such as present tenses, past tenses, will and going to, modals, conditional – *ing* forms and infinitives, comparatives and superlatives, relative clauses, articles, determiners, passives, and reported speech. Then, the vocabulary includes essential words about companies and office, finance, human resources, logistics, meetings and conferences, people and places, planning, production and processes, projects and teams, sales and marketing, telephoning and emailing, and training

As can be seen that grammar items in the evaluated textbooks is similar to those needed for Office Administration students, and this is not to say that items are incorrect. The problem is that those items are not situated in business context as illustrated in [Figure 2](#).

Likewise, vocabulary items taught in the textbooks are inappropriate because the items include vocabulary used in daily life situation. Although one chapter in English textbook for Grade XII provides words and phrases that are useful to write job application letter (see [Figure 3](#)), students need to learn more words and phrases in various types of business documents such as letters, email, announcements brochures, and reports.

PASSIVE VOICE			
	Subject	Verb	Object
Active	Mary	helps	her son
Passive	The son	is helped (to be + V3)	by Mary
Active	People see peace in family as essential for spiritual growth.		
Passive	Peace in family is seen as essential for spiritual growth.		
Active	Muslims perform prayers at least five times a day.		
Passive	Prayers are performed by Muslims at least five times a day.		

FIGURE 2. Grammar Lesson

to appear	: termuat di koran
enclosed	: terlampir
qualification	: jenis keterampilan/ kepribadian pengalaman yang membuat seseorang cocok untuk suatu pekerjaan tertentu
in order to	: agar
requirement	: persyaratan
colleagues	: kolega
consideration	: pertimbangan
be suited	: cocok untuk
resume	: daftar riwayat hidup/curriculum vitae (CV)

FIGURE 3. Job Application-Related Vocabulary

Since the items of grammar and vocabulary in the evaluated textbooks do not meet Office Administration students’ language needs as the basics to read and write business documents in English. Thus, the answers for the checklist in term of language content are negatives for all evaluated textbooks. Prior studies also discovered similar results. [Ayutami, Harahap, and Syahril \(2018\)](#) assessed the same English textbook for Grade X, and they found that the items of grammar and vocabulary are irrelevant with students’ field of study (Culinary Program). Likewise, [Nurhamsih and Syahril \(2018\)](#) found that the same English textbook for Grade XI cover grammar and vocabulary items which are inappropriate for the target students taking Hotel Accommodation program.

The criteria to evaluate this aspect is by asking: “What text types (genres) are used? Are they appropriate?”. In the evaluated English textbooks, text types taught to students include dialogue, announcement, email/letter, recount text, narrative text, card, caption, play script, analytical exposition text, song lyrics, poem, explanation text, brochure, factual report text, news item, procedural text, and speech text. For reading materials, detailed texts can be seen in [Table 3](#)

TABLE 3. Reading Texts of Bahasa Inggris SMA/SMK/MA/MAK Grade X, XI, and XII

Dialogue	Congratulating, Complimenting, Expressing Intention, Interview with the Wright Brothers, Suggesting, Offering, Giving Opinions, Causes and Effects, Asking for Attention, Expressing Surprise
Announcement	Concert Cancellation, McMaster Mini-Med School Registration
Descriptive text	Tanjung Puting National Park, Taj Mahal, Visiting Niagara Falls
Email and letter	An Email from Hannah, A Letter from Saidah, A Personal Letter about Trip Adventure, Job Application Letters from Handayani and Donaldson,
Recount text	Meeting My Idol, The Battle of Surabaya, B.J. Habibie, Cut Nyak Dhien, Life and Times of Ki Hajar Dewantara
Narrative text	Issumboshi, The Legend of Malin Kundang, Strong Wind, The Enchanted Fish, Letter to God, The Last Leaf,
Card	Charity Dinner Invitation, Wedding Invitation
Caption	Children’s Impoliteness, Nature Quotes, Friendship, Man’s Feeling
Play script	Party Invitation, Vanity and Pride
Analytical exposition text	Global Warming, Bullying: A Cancer that Must be Eradicated
Song lyrics and Poem	Stand by Me, We Shall Overcome, Hero, Invictus, The Road Not Taken, Dreams
Explanation text	Earthquakes
Brochure	Vacancy
Factual report text	Reptiles, Zebras, Tornado, Tsunami, Teenage Bullying, Best Friend Forever, Persian Pottery, Baduy People,
News item	Parents Upset Disappointed with Online School Registration, Indonesia Opens Regional Recycling

Conference	
Procedural text	How to Make Chocolate Dipped Strawberries, Wet Combing, How to Breed Leopard Geckos,
Speech text	President Soekarno of Indonesia

The text types in the three textbooks are not only provided for students to read, but also to write. Any writing materials in the textbooks involve students to write, edit, rewrite, and paraphrase the texts as can be seen in [Table 4](#).

**TABLE 4.** Materials of *Bahasa Inggris SMA/SMK/MA/MAK* Grade X, XI, and XII

Dialogue	Writing dialogues about suggestions and offers, personal opinions (education privilege, money, wildlife conservation), causes and effects (flood, corruption, bully)
Announcement	Editing and paraphrasing announcement about regional games
Descriptive text	Editing and paraphrasing "Cuban Rondo" text, independent and collaborative writing about favorite place
Email and letter	Responding to Hannah's email or Saidah's letter, writing personal letters, writing a job application letter
Recount text	Writing, peer-editing, rewriting, collaborative writing recount texts (holiday, historical event, national hero, idol) and a reflective journal
Narrative text	Writing narrative texts about local legend and self-made story, writing reflective journals
Card	Writing congratulation cards and formal invitation cards (wedding, school events)
Caption	Writing the caption meanings and captions for the pictures
Play script	Writing a reflective journal about the given play script
Analytical exposition text	Writing analytical exposition texts (recent issue, animal conservation) and a reflective journal
Song lyrics and Poem	Paraphrasing song verses, making poems, writing discussion notes about songs and poems
Explanation text	Writing explanation texts about rainbow formation, tsunami, and animal life cycle
Brochure	None
Factual report text	Writing factual report texts about animal, natural disaster, social phenomenon people's life
News item	Summarizing, paraphrasing, and writing news item texts interesting school events and news
Procedural text	Writing and paraphrasing procedural texts about pottery and recipe
Speech text	Writing a reflective journal about the speech

Both reading and writing materials in the evaluated English textbooks provide text types exploring daily life topics. Meanwhile, SKKNI requires Office Administration students to understand and use English business documents such as mails (printed and electronic), reports, brochures, and announcements. There are some reading and writing materials which are appropriate for Office Administration students. The students are provided with brochure about job

vacancy and job application letters to read and write where these materials are useful to prepare for applying for a job. Reading and writing email/letter can be appropriate as well, but the content and format are not aimed for business. Moreover, SKKNI also mention announcement to be read and written at work, but the content of announcements in the available textbook are not for workers.

Students cannot simply learn reading and writing job vacancy and job application letter. They need to be provided with other types of business-related documents. Because the text types in the evaluated textbooks are completely different from business documents that Office Administration will deal with at work in the future, then the answers for the checklist are negatives. This indicates that the text types taught to students majoring in Office Administration do not match with the ones required by SKKNI. The mismatch between text types provided in the existing materials and ones needed by vocational school students was also discovered by previous researchers. Ronaldo (2016) found that reading texts in teacher-generated materials are not contextualized to students' field of study. Then, a study by [Sukarni \(2019\)](#) revealed that 75% of the respondents disagree if reading texts in the evaluated textbooks are relevant with students background study. It proves that text types in the existing materials used in any field of study often dissatisfy students' need to be familiar with the kind of texts that relate to their future jobs.

## CONCLUSION

This study evaluated the match between reading-writing materials in English textbooks entitled *Bahasa Inggris SMA/MA/SMK/MAK* (Grade X, XI, XII) published by the Indonesian Ministry of Education and Culture and reading-writing competencies stated in SKKNI for Office Administration. The present study measured learning objective, language content, and text type of the materials using checklist method. The findings show that reading-writing materials in the textbooks cover

learning objective, language content, and text type that fail to match there quired standards. It implies that those materials must not be utilized for teaching English to Office Administration student since the materials are not contextualized to their field of study.

This study unfortunately did not assess other aspects such as methodology, activity or task, design and layout, and some others which are also important to examine. Besides, the evaluation is centered on researchers' perspective and the evaluation focused on reading-writing materials. Future work

should concentrate more on other aspects of materials and other language skills and take perspectives of teachers and students into consideration due to their roles as the users of materials. Despite the limitation, this study revealed crucial finding on how the existing materials do not cover what

target students need the most i.e., learning objective, language content, and text type. To fulfill this lack, it is recommended that the Indonesian Ministry of Education and Culture provides English textbook in which the content relates to office administration topics since English competencies are explicitly stated in the national standards.

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# Student's strategies in online autonomous English language learning

Nina Inayati\*, Rachyani Ayulis Rachmadhani, Berliana Nurmustika Utami

Universitas Muhammadiyah Malang

This study investigates the integration of online technology by English language learners, especially those done in autonomous language learning. To be more specific, this study aims to discover how systematic is students' strategies in online autonomous language learning and the supports they expect from the educational institutions and teachers/lecturers in terms of conducting effective online autonomous learning. This study mainly employs a survey design which is supported by an interview. The population of the study was the undergraduate students of English Language Education Department in a private university in Malang, East Java, Indonesia. The findings suggest that learners were less systematic in their strategy use when conducting autonomous language learning. They showed lack of long term goal setting and reported difficulty in evaluation, and mostly resort to short term planning, resource finding and execution of learning. For the reasons, avoidance of classroom-like feeling and not knowing how to evaluate was repeatedly noted. Further, they also reported high expectations of teachers and institutions' support and assistance in conducting autonomous language learning. The current study and some previous studies in the area have noted that learners tend to consider goal setting and evaluation as teachers' areas, influenced by the fixed curriculum imposed in schools and universities. As such, some flexibility in curriculum enactment and stronger intervention by teachers and institutions to support learners' autonomy are proposed.

**Keywords:** Autonomy, Language Learning, Online Technology, Strategy

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\*Correspondence:

Nina Inayati

nina@umm.ac.id

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## INTRODUCTION

High autonomy has been acknowledged as one of the features of successful language learners (Benson, 2013; Inayati, 2015; Wong & Nunan, 2011). Autonomous language learning is an approach to language learning which focuses on the learners' independence to discover their learning styles and actively find and engage rich language resources outside the formal class. Inayati (2015) defines autonomy as the learners' independence to explore the techniques and learning resources that suit them the most, without formal instruction from the teachers, in order to gain maximum learning outcome. She also acknowledges that autonomy is highly effective to be applied in first-year university learners since it allows learners to arrange their learning activities to facilitate better achievement of the learning goals.

In practice, autonomy in language learning comes in six different approaches. All of which contribute to the development of autonomy [Benson \(2006\)](#). First, the resource-based approach is practically used to direct learners to choose their learning method and to search the most appropriate resources for themselves. Second, the teacher-based approach aims to promote teachers' awareness towards the implementation of autonomous language learning. Here, the teachers' proficiency highly contributes to the learners' success in autonomous language learning. Third, the learner-based approach focuses more on the development of learners' independence in the learning process. The major purpose of this approach is to assist learners in promoting their language learning quality. Fourth, the classroom-based approach gives more freedom for the learners to choose their resources as long as it is still under the primary topic. For the assessment, learners can do self-assessment by answering some exercises and deciding their homework activity. Fifth, the curriculum-based aims to adjust the curriculum by inserting autonomous language learning principles. Finally, the technology-based approach tends to focus on the utilization of technological advancement for autonomous language learning purposes. The technology-based approach is believed to greatly contribute to the development of autonomous learning due to its rapid advancement.

### Technology for Autonomous Language Learning

Along with the technology advancement, autonomy in language teaching and learning sees technology as the major aspect of its application. It is proven by the research result of autonomous language learning implementation which indicates that learners are highly dependent on the technology and they were also aware that technology assists them to achieve their learning goals by providing various types of sources ([Inayati, 2014, 2016](#)). In line with this, [Bravo et al \(2017\)](#) agree that the enhancement of autonomous language learning goes hand in hand with technology advancement. In support of this, [Benson \(2006\)](#) suggests three main areas on how technology supports autonomous learning, which encompasses allowing the learners to be 'the leader' of their own learning process, providing the learners with wide resources' and access, and assisting the learners in utilizing the resources maximally in accordance with the target language. Besides, [Karakas & Kartal \(2020\)](#) discusses one of the ways to engage technology with autonomous language learning by utilizing mobile applications. Specifically, they mention mobile applications often used for autonomous language learning practice: YouTube, I-tunes, TED, and Duolingo. Further, they suggest that educators and learners need to comprehend the strategies of autonomous language learning to maximize mobile applications' use to achieve the target language.

Other examples related to the use of mobile applications used for autonomous language learning were proposed by [Forsythe \(2013\)](#) who used Mixer, Skype, Livemocha, Second Life, among others, to promote the learners'

communication skills in the English language. Those sites are used to engage foreign learners with native speakers so that they can learn from the 'actual sources'. Besides, [Warschauer & Liaw \(2011\)](#) discuss other technology implementation in autonomous language learning using digital media such as blogs and Live Ink to enhance learners' reading and writing skills. Blogs give learners opportunity to improve their writing skill by allowing them to write and publish their own written texts easier. Meanwhile, the Live Ink program helps learners develop their reading skills by providing cascading text format to make the learners easier to comprehend and interpret the meaning of the text. Technology aside, the way learners utilize those technologies to assist their language learning in autonomous learning contexts are highly important to discuss.

### Strategies for Online Autonomous Learning

Learning strategies is a crucial component of language learning. Language learning strategy is a series of activities that are conducted by learners to attain their learning goals ([Chang & Liu, 2013](#); [Hardan, 2013](#)). [Zakaria et al \(2017\)](#) added that language learning strategies are assorted options utilized by learners to familiarize themselves with their learning. Complementing the explanation, [Nguyen & Terry \(2017\)](#) claimed that personal distinction, contexts, and environment are some of the factors which affect the choice of language learning strategy. There is no specific sequence regarding the preference of strategy use. This point was justified by [Cetinavci & Kartal \(2014\)](#) who investigated the first-years language teacher trainee in Turkish learners of a foreign language encompassing English, German, and French language teaching department, and found that the highest preference of learning strategies in their study was occupied by the use of movies and online chat, meanwhile the grammar book and test occupied the lowest preference. On the other hand, another research by [Ahmadzadeh & Zabardast \(2014\)](#) who studied the third-year university students in Selcuk University and Hacettepe University, Turkey indicated different trend. They found that the highest learners' preference of learning strategies was by doing exercises of grammar, translation, and words, and also by grouping and comparing activities, while the lowest preference was mechanic memory. From these two different results, we can see that the preferred strategies in autonomous language learning cannot be generalized. Thus, referring to [Nguyen & Terry's \(2017\)](#) statement, strategies are highly dynamic and depend on the learners' needs and the circumstances.

The strategy of autonomous language learning described in this study is largely based on [Benson's \(2013\)](#) idea that describes autonomy as the 'learning in which the learners themselves determine the objectives, progress, and evaluation of learning'. In practice, there are various forms of autonomy. According to [Benson \(2006\)](#), there are five autonomous learning strategies emerging within the language learning field. First, self-access is a strategy which provides an authentic learning facility to fulfill learners' needs to promote



their autonomous learning. Several learning media support self-access strategy, such those encompassing audio, video and computer workstations, audiotapes, videotapes and DVDs, computer software and print materials, as well as internet or satellite. Second, distance learning is a strategy belonging to learners' who do not prefer to study in a classroom environment. The major reason for the community's high interest towards distance learning is caused by the flexibility in its application and the availability of less pressure environment. Third, tandem learning utilizes human-resources maximally by using communication as the key to this strategy. Tandem learning is learners' mutual cooperation done by conducting actual communication with other learners from different mother tongues to achieve their target language (Benson, 2013; Karjalainen et al. 2013). Karjalainen et al (2013) also adds that the formality level of tandem learning highly depends on several aspects such as age, learners' capability of autonomous learning, learning purpose, and its design. To be more detailed, the least formal version of tandem learning is the educators providing partners for the learners so they arrange their learning process; meanwhile, the most formal version is the educators being involved in each aspect of the learning process. Fourth, out of class learning strategy focused on the learners' initiation to conduct activities beyond formal education which still promote their language skill development. Out of class learning is not necessarily designed for education purposes, but learners conduct activities that contribute to enhance their language competence. Lastly, self-instruction requires a high autonomy level since its principle is that the learners need to discover their resources and ability to maintain their language learning process.

The strategies of autonomous language learning are growing rapidly due to technological advancement. This fact contributes to the further improvement of CALL (Computer Assisted Language Learning), specifically defining the autonomous language learning that maximally utilizes the technologies. Benson (2013) defines CALL as a term to indicate the use of computer software that were created or adjusted explicitly for language learning purposes. Benson also acknowledges that CALL, which in this case fall into the technology-based approach, facilitates the growth of other autonomous language learning approaches. Furthermore, Benson (2013) also mentions several extension terms which still fall under the umbrella of CALL, those terms are CMCL (Computer-Mediated Communication for Language Learning) and MALL (Mobile Language Learning). According to Mutlu & Eröz-Tuğ̃a (2013), Computer-Mediated Communication has two different synchronous and asynchronous types. Synchronous communication requires the participants to do direct communication (Skype and Zoom), meanwhile asynchronous communication principled that direct communication is not necessary (email, blog, message board). Mobile language learning focused on the utilization

of smartphones in technology-based learning. According to Demouy et al. (2015), most learners' preferred language learning activity is listening and watching videos that can be conducted by utilizing handheld mobile devices. Moreover, they added that, despite listening and watching videos, learners can also promote their grammar, reading, and writing skills accessible in mobile devices.

Several current studies have lent support on the relative effectiveness of how technology has facilitated autonomous language learning. Hsieh & Hsieh (2019) examine the relationship between learners' autonomous language learning behavior and the usage of Self-Access Center resources as well as the activities within it. The result shows that SAC use and autonomous language learning behavior are highly related and indicate that learners with better autonomous language learning behavior can utilize SAC maximally. Furthermore, another research by Fu & Wang (2020) investigates the use of Wechat platform to enhance college students' autonomous learning. They claimed that there are some strategies emerging during the implementation of Wechat to promote learners' autonomous learning which are the instructional design, teaching model, inquiry and collaboration-based learners' autonomy, as well as the monitoring and feedback. Finally, Wahyuni et al. (2020) analyze the learners' impression towards the use of Edmodo to assist autonomous learning. The finding shows that learners gave positive responses towards the implementation of Edmodo for their autonomy such as convenient access and its high assistance for their English language learning.

One of the most current sub-division of CALL in English Language teaching and learning was suggested by Sockett (2014) who proposed the term Online Informal Learning of English (OILE). OILE was described as informal and autonomous learning of English occurring mostly through online entertainment-based activities that young people commonly do in their daily lives. This exposure to online forms of English, which main aims could either be for learning or pure entertainment, serves as a support in naturalistic acquisition of the language. The autonomous learning activities that Hyland (2004) and Benson (2013) had previously categorized as out-of-class language learning, when conducted online they can now be referred to as OILE activities, and those types of autonomous learning are the focus in the current study.

Considering the rich availability of literature on the topic of autonomous learning, very limited focus was given on the learners' strategies in conducting online informal learning of English, thus the focus of the current study. To be more specific, this study aims to analyze how systematic English language learners' strategies are in conducting online and informal autonomous learning, and to identify their specific expectations in terms of the supports from their educational institutions. Understanding both issues are important as they shed some lights on how language educational institutions may better facilitate the student learning by enhancing and supporting their autonomous initiative.

## METHODS

This study mainly utilizes survey design with the support of interview for data triangulation purposes. Survey was chosen as the main design due to its features which facilitate effective data gathering about certain characteristics of a given population (Ary et al., 2010; Creswell, 2012). Such design is deemed suitable with the aims of the current study, which are to investigate the strategies of students' online autonomous language learning and to examine students' expectations with regards to institutional supports for conducting autonomous learning. Cross-sectional survey was used utilizing online survey platform for practicality reasons because, as suggested by Fink (2013), such design allows data gathering to involve a big number of population spread over wide geographical areas. To crosscheck the validity of the obtained data, semi-structured interview was conducted. The interview used focus group discussion format done in small batches (two to three students) in order to obtain in-depth and saturated data in a time effective manner.

As the population, the current study involved 668 full-time undergraduate students of an English Language Education Department in a respected private university in East Java, Indonesia. The online survey was distributed via Google Form, which link was shared to all students. The researcher initially identified and contacted all captains of each cohort in order to ask their help to share the invitation to complete the survey to their classmates. The composition of the respondents were 11% students of first year, 27% students of second year, 29% students of the third year, and 33% students of the fourth year and older. Considering the distribution, it is safe to argue that the survey result is generally representative towards the population understudied. As for the sample taken for the interview, cluster sampling technique was used as it was considered suitable for the purpose of the study. Invitation to interview was given to students of the four different academic year, and at the end of the data collection process, eight students representing the four academic years were interviewed.

The detail of the instruments used in this study were questionnaire and interview guide. The survey was developed taking into account the in-depth literature study about autonomous language learning Benson (2013) aligned with the specific aims of the study. The initial draft was made in English and sent to an expert for content and face validity purposes. However, initial piloting to two students resulted in the translation of the survey into Indonesian Language to better facilitate respondents' understanding as they came from diverse English language proficiency levels. The Indonesian version of the survey was once again validated by an ELT expert before it was-pilot tested to 20 students. Analysis of the questionnaire's internal reliability using Cronbach Alpha resulted in the coefficient of 0,812 for the learning strategy variable, and 0.785 for the expectation variable. Alluding to George & O'Mallery's (2006) rule of thumb in reading Alpha coefficient, both are considered as good internal consistency.

The final version of the questionnaire consisted of three main sections; personal detail, general autonomous learning strategies, and expectations. The first section about personal detail asked respondents' basic demographic information such as gender, academic year and English language proficiency level. The second section about general autonomous learning strategies comprised of 5 sub-sections with a total of 9 items with five-point Likert Scale of frequency. This section generally asked student respondents about the structure of their autonomous learning from goal setting, planning, finding resources, activities and evaluation. The third section about expectation comprised of two items with six-point Likert Scale of agreement. The second research instrument used was interview guide, which was loosely based on the research questions and the results of the survey data analysis. Indonesian language was once again used as the medium of communication during the interview in order to better facilitate the discussion and gain a more valid and in-depth insights about the answers that the students wrote in the survey and their opinions towards the general trends found in the survey data.

Once the data collected was considered sufficient, they were analyzed using descriptive statistics. Descriptive statistics was chosen as it facilitates understanding of general summary of certain population's characteristics as well as more specific trends found in a survey data (Fink, 2013). The descriptive statistics used to analyze the survey results were that of frequency and central tendency to be more detailed. For the interview data, the transcripts were analyzed using content analysis in order to find common themes and concepts mentioned by the respondents. This was done by careful and repeated listening to the interview recording and reading of the transcripts to analyze, identify (code) and categorize recurring patterns in the respondents' responses.

## RESULTS AND DISCUSSION

### The Strategies for Autonomous Language Learning

The exploration about the strategies that students used in conducting autonomous language learning in online settings was done by measuring how systematic their learning activities are. To do that, this study employed a survey which was developed based on an extensive review of literature. The systematic nature of students' autonomous learning was observed from five aspects; general goal setting, specific planning, learning resource finding, execution, and evaluation. Each aspect was represented by several items in the questionnaire, measured using a five-point Likert Scale of frequency (1 means never to 5 means always). Figure 1 illustrates the general trends found in the survey data analysis.

**FIGURE 1** | The Systematic Nature of Students' Autonomous Learning

[Figure 1](#) suggests that the two highest mean belongs to resource finding and the actual execution of the autonomous learning activities. To be more specific, for resource finding the questionnaire asked the students if they found it easy to find online resources for specific target of autonomous language learning that they wanted. The obtained mean of 4,13 means that most respondents answered 'always' and 'often', showing the relative easiness of finding and accessing autonomous learning materials online. Next, for the actual execution of the learning, the students were asked to indicate if they thought it was easy to use online resources to learn English. This item yielded a weighted mean on 3,84 (see [Table 1](#)), meaning that generally students 'often' found no problem in using and understanding them. In addition, the execution was also measured using another item asking students if they were able to focus on doing a series of activity based on the specific language aspect that they wanted to learn, which mean was 3,68. This means that the student respondents generally reported frequent ability to do so.

Next, as can be seen in [Figure 1](#), goal setting and evaluation has the lowest means—3,07 and 3,53 respectively, meaning that generally both items fall into the category of 'sometimes.' Goal setting represents the bigger goal in language acquisition. For this, the students were asked to indicate if they set general long-term goal(s) for their English language learning (e.g. TOEFL ITP score 500 by the end of the year), and whether they created sub-goals to achieve it (e.g. breaking it into monthly goals). Both items yielded the means of 2,97 and 3,16 respectively, which mean that many respondents answered 'seldom' and 'sometimes' for both statements. As for the evaluation, the students were asked to indicate if they assessed their own language learning in any way and whether they did any form of self-reflection to evaluate their learning gain. For both items, the means obtained were 3,49 and 3,57, meaning that quite many of them did the reflection but not so many of them did the assessment.

It is important to note that in the questionnaire, the goal setting is further broken down into specific planning, and that the planning is different from goal setting in terms of its relative closeness to the execution of the autonomous learning activities. The planning aspect yielded the grand mean of 3,58, which leans closer to 'often'. In other words, more than half of the students reported frequently making plans, albeit short term. This can be further seen in the detail of the questionnaire items, in which many students reported that they frequently made plans about the specific language aspects that they wanted to learn before findings online

learning materials (mean 3,67).

The data seems to suggest that many students tend to 'just do it' when it comes to autonomous language learning. Meanwhile, long-term goal setting and evaluation seemed to be regarded as optional. When clarified during interview, the students reported several reasons for not making goals and plans first, among others are to avoid the classroom-like feeling where it was considered too rigid and demanding. As for evaluation, some reasons for why students did not do that was also to avoid being too rigid and not knowing how to.

*"Plans and evaluation make it feels too rigid, like learning in classroom settings, it feels demanding. I usually just watch or listen, or just read anything, as long as it's in English, there must be some learning happening there." – I2-PR*

*"Yeah, I think clear targets are important, but for me, 'just do it' feels better, haha." I3-SY*

*"I like watching dramas, and when I come across unfamiliar vocabulary I usually make notes and then memorize them. But for evaluation, I don't think I know how to do that." I1-IS*

### Students' Expectations for Online Autonomous Language Learning

At the end of the survey, students were asked about the expectations that they had for the teachers/ lecturers or the educational institutions with regards to the potential support they may get. There were two items asking about this in the questionnaire, and students were to indicate if they wanted to know more about the strategies and the resources available to do online autonomous English language learning. Both items were measured using a six-point Likert Scale of agreement; 1 for totally disagree to 6 for totally agree. As seen in [Table 2](#), the results of survey data analysis show that students expressed a very high expectation to receive assistance in both areas; the strategies and the resources to do online autonomous language learning. The means of both items are 5,30 and 5,24, which lean closer to agreement of both statements. In other words, students expected to be aided in conducting autonomous language learning, both in terms of resources and strategies to do effective learning to maximize their learning outcome.

Further exploration about this issue during interview confirmed that students were indeed showing a high interest in autonomous learning and that they expected real institutional supports. Analysis of interview data revealed that students seemed to emphasize the importance of tailoring institutional supports to the students' personal interests. As such, mapping students' interests became an important first step before designing and offering relevant supports for autonomous language learning.

**TABLE 1 |** Details of Students' Autonomous Language Strategies

Aspects	Statements	Mean
Goal Setting	I have general goals to improve my English Language proficiency (e.g. TOEFL score of 500 or above)	2,97
	I divide my general goal into specific sub-goals that I can do in phases (e.g. this month I will focus on learning about Past Tense.)	3,16
Planning	I make due dates for each learning target, big and small, that I have.	3,49
	I make plan first about what language aspect I want to focus on before finding materials online.	3,67
Resource Finding	I find it easy to find online resources for independent English language learning that I want	4,13
Execution	I focus on doing a series of relevant activity until I reach my specific English Language learning goal	3,68
	I find it easy to learn English using online resources.	3,84
Evaluation	I assess my own English Language learning based on my specific goal.	3,49
	I do self-reflection to evaluate my independent English language learning	3,57

**TABLE 2 |** Students Expectations about Autonomous Language Learning

Statements	Mean
I want to know more about resources available for English independent learning	5,30
I want to know more about strategies to do online English independent learning	5,24

*“I think there should be some kind of mapping for students’ interests. For example, if students love playing games, then they can suggest some good games to support autonomous English language learning.” I2-PR*

*“Assign less structured assignments so that we can have more time for autonomous learning. It’s not that we don’t want to do assignments, but there should be a specific set of time for autonomous learning so that we can learn topics that are closer to our personal interests.” I1-OL*

This section discusses some salient findings discovered in the study and their relevance with the current literature, as well as the implications of the study for language teachers and learners. First, as indicated previously, the general basis for the systematic strategy used to measure learners' autonomous learning in online and informal settings used in this study was based on [Benson \(2013\)](#) suggestions. Basing his strategy on Holec’s seminal works, Benson proposed five stages in conducting systematic autonomous learning, they are setting the learning goals; making specific plans; deciding the methods of learning and materials used; executing the act of learning; and evaluating the learning. For this, the findings suggest that most learners understudied showed a general tendency to ‘just do it.’ This is shown by the high numbers of respondents who chose to find online learning sources and use them directly, without giving much consideration to the long term goal of learning.

Besides, the data also suggests that students prefer to override some aspects of autonomous learning activities due

to several reasons, such as deliberate avoidance of non-classroom feeling. Structured learning indicated by meticulous goal planning and evaluation was categorized as too serious and belong to classroom learning, while informal out of class learning was supposed to be, as [Lai & Gu \(2011\)](#) suggested, less demanding, and personally relevant and encouraging. [Sockett \(2014\)](#) acknowledges that informal learning focuses on the utilization of resources which are not designed for educational purposes. In other words, the use of popular resources such as songs, online videos, movies or social media posts, could assist language learners in autonomous language learning. This is true even though they do not necessarily focus on the linguistic aspects when enjoying those resources, a phenomenon that Sockett refers to as online informal learning of English (OILE).

Previous studies have also suggested that goal setting and evaluation were two aspects that many learners considered to be the teachers’ responsibilities, albeit in autonomous learning contexts ([Khotimah et al, 2019](#) and in [Scheb-Buenner, 2019](#)). In her study, [Khotimah et al \(2019\)](#) investigated the classroom-based independent learning activities of the third year secondary school students in East Java province, Indonesia, encompassing 10 schools. They found that the learners showed lower initiatives in doing the initiating (goal setting and planning) and evaluating aspects compared to the monitoring and execution aspects. In another setting involving an international college in Thailand university students and lecturers, [Scheb-Buenner \(2019\)](#) also found that identical results; low planning and evaluation by learners due to general perceptions that both aspects were lecturers’ areas. This phenomenon may be the result of years

of institutionalized learning, where in school and university, students mostly learn based on the teachers' meticulous arrangement. In other words, following the curriculum, teachers set the goal and plans of learning activities for the students, and do the evaluation after the learning activities was deemed sufficient. As a result, learners seem to show difficulty in breaking out of the institutionalized learning patterns, even in autonomous learning contexts as early adults. This aspect was also acknowledged by [Genç \(2015\)](#) who investigated the influence of personal factors towards the autonomous learning capacity of students and teachers in foreign language majors. He found that patent curriculum design has somehow 'crippled' students' opportunity and ability to modify and rearrange it. It is worth noting that effective autonomous learning demands reflection as part of evaluation. As [Reinders \(2010\)](#) suggests, reflection is a crucial aspect of autonomous learning as it assists learners to be aware of their lacks and mistakes to improve their future performance.

Another finding of the current study worth highlighting is the learners' high expectations concerning the support and assistance from teachers and institutions in the implementation of autonomous language learning. The expected supports involve the strategies and access to available resources for English language learning. Indeed, as [Jafari et al \(2017\)](#) found in their study investigating the advance and intermediate EFL learners' perceptions and practices of autonomous learning, learners at both levels tend to hand over the strategy arrangement to the teachers. Furthermore, [Lai \(2015\)](#) also noted that teachers' instruction and references regarding the learning resources influence learners' autonomous learning ability as it reinforces their positive perceptions, enhancing the ability to access, and modelling the effective utilization of technology for autonomous language learning.

The current study and the previous relevant studies have consistently shown that learners' autonomy in language learning are mostly lacking in longer term goal setting and evaluation, and mostly limited of short term planning, resource finding and execution. The lack of structure in learners' autonomous learning may be influenced by years of learning in school as well as university in which the fixed curriculum has left the students mostly as followers especially in long term planning and evaluation aspects. As such, teachers and language institutions could consider offering a more flexible curriculum which leave some space for negotiating the specific goals that they want to attain and how they want to be evaluated. In this case, teachers' intervention is also essential and expected. As stated by [Xu \(2015\)](#), although learners were the 'key-holder' of their learning, teachers' role is also crucial in promoting learner's autonomy. For example, learners could be given some options of specific language learning goals, and together with the teachers, they can design and arrange some learning activities—thus training them about autonomous learning strategies—and its evaluation. Such instructional design would train learners' autonomy by sensitizing them with the systematic and effective stages in conducting autonomous

learning, as well as in how to conduct and evaluate the progress.

## CONCLUSION

This study has found that the autonomous learning strategy that learners use in online informal autonomous language learning was less systematic in that they lack in long term goal setting. The students tend to cut the process and jump to short term planning, learning resource locating and accessing, and learning execution. Further, they also reported low frequency in evaluation. The findings suggest that many learners did not set learning goals, and some did not even do any planning at the beginning as they tend to avoid classroom-like feeling when doing informal online language learning autonomously. As for the evaluation, learners showed low awareness of its importance in learning, especially in informal, out of class settings, and lack of ideas on how to evaluate their learning. In addition to the strategy, learners expressed high interests in conducting autonomous language learning, and expected that teachers and institutions provide supports in terms of strategy and access to relevant resources. Albeit done autonomously in out-of-class contexts, the findings of the current study reflect the classroom behavior where learners mostly depend to the teachers on the goal setting and evaluation, and did autonomous learning based on a short term interests. Therefore, a more flexible curriculum which allows some space of negotiation is offered to train students to conduct systematic and effective autonomous learning activities to support their language learning.

This study may be limited in terms of the number of respondents and geographical reach, but the insights gained could give an initial overview of how systematic English language learners are in their informal language learning in online settings. Further studies could focus on broadening the population and focusing on how to improve flexibility in curriculum development and implementation to better cater autonomy in formal language instructions.

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# Gamification in EFL classroom to support teaching and learning in 21<sup>st</sup> century

Indah Sri Redjeki\*, R. Muhajir

English Education, Universitas Ibn Khaldun Bogor, Indonesia

In the 21st century, the use of games becomes a trend within adults and youngsters, and has recently obtained a massive notice of academics, educators, and practitioners. Gamification is a term used in learning with games that can be used to improve English since it reflects an innovative and captivating learning activity. Several studies on gamification show that it can make students feel more excited and motivated during their effort to elevate their English language skills. In this research, one medium of gamification called Duolingo was explored in grammar learning activities for the second-year students in the subject of “Grammar for Written Discourse”. They used Duolingo from their smartphones to support their grammar learning. This research employed an action research design in which observations, questionnaires, and documentation were used to collect the data. By the end of the result, it can be concluded that Duolingo is a medium that can be effectively used to implement gamification in language learning. It is also confirmed that students gave positive attitudes and results in the implementation of Duolingo in grammar lesson. The results of the research can be used as a reference in facilitating the students with innovative and captivating English learning to support teaching and learning in the 21st century.

**Keywords:** grammar, gamification, Duolingo.

## INTRODUCTION

Grammar is the English language essential that enables ESL/EFL learners to read, write, speak and understand English effectively. However, it is a complex language variable that makes it challenging to teach and learn (Hashim et al., 2019). This is in line with a study by Hossain (2018) who discovers that students are weak in English grammar, vocabulary and speaking skill although they believe that formal study of grammar is important to language learning. They also tend to believe that studying and practicing grammar in the classroom help to improve their communicative ability very quickly. Therefore, the teaching of grammar should be fun to assist learners with better achievement (Hashim et al., 2019).

Grammar teaching has advanced beyond the memorization of rules or dialogues, and is more strongly rooted in helping learners enhance their communicative skill, demanding tasks that require them to understand grammatical forms, their meaning and their usage. Teachers should direct students to assess grammar in the sense of wider discourse as well as to engage in substantive negotiation (Bikowski, 2018). This needs to be achieved by recognizing that today's learners are digital natives. They have grown up with technological advancement and have various methods for their learning process and higher expectations for teaching and learning (Kiryakova et al., 2014).

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\*Correspondence:

Indah Sri Redjeki

Indahsri.redjeki@uika-bogor.ac.id

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In today's society, teachers should value literacy and is willing to adjust to more efficient methods as the effort of producing the best results in grammar learning activities. Consequently, today's language classrooms are extremely different from that of the mid - to late- 20th century. The focus on language education in the 21st century is no longer on grammar, memorization, and learning from rote, but rather utilizing language and cultural understanding as a means to interact and connect to others around the world ([Parvin & Salam, 2018](#)). Traditional assumptions of education are delivering way to newer, more innovative ways of thinking about how we learn, teach, and obtain knowledge. The American Council on the Teaching of Foreign Language (ACTFL, 2013) in [Parvin & Salam \(2018\)](#) perceived that technology has been utilized to both assist and improve language learning. It is now rare to find a language class that does not employ some form of technology.

The most obvious reason for using technology in the language classes is to make students more excited and motivated as well. [Shyamlee & Phil \(2012\)](#) asserted that "The last two decades have deposed a revolution due to incipience of technology, and has shifted the dynamics of various industries, and has also affected the industries and the way people communicate and work in the society. This speedy rising and advancement of information technology has proposed a greater pattern to explore the new teaching model. As a result, technology plays a highly important role in English teaching." Similarly, with the English learning atmosphere in a university in Bogor, technology is used in English classrooms to make students more excited and motivated as well, and help them triumphantly master English as a foreign language. This is related to the vision of the university that technology aggregates the basis for all academic activities.

Besides, [Kiryakova et al., \(2014\)](#) reveal that teachers face new challenges and need to discuss critical matters related to settling the learning process to the needs, interests and passions of students. They need to practice various teaching strategies and techniques that embolden students to be active participants with a strong motivation and dedication to their learning. Current educational paradigms and phenomena in education present the framework for the application of innovative methods and strategies to incorporate an active learning process. Gamification in education is one of these phenomena.

By [Su & Cheng \(2015\)](#), gamification is "The use of game design elements and game mechanics in non-game contexts in order to engage people and solve problems". It can encourage and motivate students to accomplish the goals of their English learning since it exhibits an innovative and captivating learning activity. It also enables students to play an active role in the learning process, thereby fostering constructive learning, skill development and problem-based learning ([Martí-Parreño et al., 2016](#)). [Tan \(2018\)](#) asserts that gamification is an innovative pedagogical technique or strategy in which digital games are applied in an educational

environment and as a learning tool. Gamification is well-aligned with a globalized and multicultural English language class in higher education where student-centered approaches tend to a more culturally varied and technologically oriented learning environment. Specific game features may be utilized in gamification or non-game contexts to produce successful player communication as well as endurance and motivation to succeed or learn. The outcome of particular game elements on players explicates the motivational aspects of the participation of the game, and investigating the game elements may be responsible for increasing the passion to participate and involve in a grammar learning game ([Zarzycka-Piskorz, 2016](#)).

[Bicen & Kocakoyun \(2018\)](#) addressed in their research that a new learning experience that developed students' engagement and motivation could be formed in a learning environment that included a gamification approach to competency evaluation. In October 2010, the innovative new approach, called gamification, came up in the mobile application that intended at encouraging the participation of students in classroom activities and supporting particular behaviors. The result of their research revealed that gamification made the learning process more attractive, so students were more excited and motivated as well in achieving the learning goals. In other words, motivation is an important element that can make students successful in the most learning process. Thus, gamification that can improve students' motivation and ambitions for success in the learning process can produce a more effective learning process.

More specifically, [Munday \(2015\)](#) revealed that most of students nowadays have owned smartphones, and almost 66% of the population of the world had one of these phones by the end of 2015. These smartphones or mobile devices can be outfitted with a wide range of applications that can be used for specific purposes; one of these is gaming or gamification used to acquire foreign languages. One media of gamification, called Duolingo, will be the centre of this research.

It is explained by [Munday \(2015\)](#) that Duolingo is a free application designed by Luis Von Ahn and Severin Hacker in November 2011 with a slogan of "Free language education for the world." From its website, it is recognized that it has more than 30 million registered users. It extends several languages for English speakers as well as others for non-English speakers. ([Jašková, 2014](#)) adds to her clarification that Duolingo is a free language learning program designed for users to make progress through lessons in which they simultaneously help translate various websites and other documents. It has an excellent learning strategy because it has a very motivating learning method that uses a game mechanics approach to motivate students to learn primarily. Duolingo also has distinguished advantages to other software packages of language learning because its users have to enroll online and give a working email address. It concedes extracting the exact time of use or study by date Duolingo

users have to register online and present a working email address and time and by various activities: time applied for lessons, time applied for translation and time applied for other activities ([Vesselinov & Grego, 2012](#)).

The preliminary results recommend that Duolingo is an easy-to-use app that is beneficial and has potential even though its main lesson is not based on communicative competence. It is usually savored by students because of several elements, such as the accessibility on a mobile device, its gamification aspect, and the variety of tasks ([Vesselinov & Grego, 2012](#); [Jašková, 2014](#); & [Munday, 2015](#)).

In more detail, [Munday \(2015\)](#) stated in her research that her students seemed to find Duolingo an easy-to-use, helpful, and enjoyable app to practice Spanish. They seemed to like it more than regular, book-based homework because of the ease it was offering. They liked the fact that it could be accessed in a variety of formats, particularly via smartphones. Eventually, they also appreciated its gamification elements. [Munday \(2015\)](#) argued that this app was successful due to the way in which lessons were delivered with brief, varied prompts and interlinked skills. She also saw that the methods used in Duolingo were combined with spaced repetition, and this could make learning more efficient.

The previous research on grammar, which states that teaching grammar should be fun to assist learners with better achievement ([Hashim et al., 2019](#)), can be attributed to the nature of Duolingo in which it is an easy-to-use, helpful, and enjoyable app to practice Spanish or other languages since it is a free language learning program ([Munday, 2015](#) & [Jašková, 2014](#)). The other characteristic of Duolingo mentioning that Duolingo is fun because of its gamification aspect ([Vesselinov & Grego, 2012](#); [Jašková, 2014](#); & [Munday, 2015](#)), can also be connected to the previous research related to gamification used in the subject of grammar or a grammar learning game that may be responsible for increasing the passion to participate in the subject ([Zarzycka-Piskorz, 2016](#)). This is in line with the information on its site saying that Duolingo can make the players stay motivated with rewards by earning virtual coins, unlocking new levels, and watching their fluency scores rise as they master new words, phrases, and grammar.

Observing that the Duolingo's positive things can be implemented in the language learning, the current research was conducted to investigate Duolingo in the teaching of grammar in the researcher's classroom. This was done based on the situation in the classroom in which most of her students found grammar difficult, and it is the teacher's obligation to find ways to overcome student difficulties in learning, especially in learning grammar. [Hossain \(2018\)](#) supported this situation in his research discovering that students were weak in English grammar although they believed that the formal study of grammar was important to language learning. [Sawir \(2005\)](#) also explained in her study that the learning difficulties faced by students were grounded

in weaknesses in students' prior learning experiences - focused on grammar.

Acknowledging the importance of facilitating students with innovative and captivating grammar learning activities, the research on exploring gamification in the grammar lesson as part of EFL classroom is very important to be conducted to support teaching and learning in the 21st century. The objectives of this research were taken from the two research questions: 1) How is the implementation of Duolingo in EFL classroom? 2) What are the students' responses toward the use of Duolingo in EFL classroom? By the end of this research, the results of study would figure out the implementation of Duolingo in EFL classroom and the students' responses towards the use of Duolingo in EFL classroom.

## METHODS

An action research design ([Stringer, 2010](#)) was adopted to investigate how the gamification of Duolingo could help students achieve the goals of grammar learning process. The type of action research cycle applied in this educational research followed the theory of [Coghlan & Brannick \(2014\)](#) in which each cycle has four steps: diagnosing, planning, action, and evaluation. The action research design consisted of quantitative (survey) and qualitative research methods (observations, questionnaires and documentations) to collect and analyze data from 15 second semester students in EFL classroom, specifically in the subject of "Grammar for Written Discourse". They were all female students from a university in Bogor – West Java who have grammatical skills ranging from low, medium to high. This study was conducted in 2 cycles and each cycle consisted of 2 days, so that the length of time of data collection was 4 days. Every day from 8 to 11 July 2020 they worked on Duolingo's exercises at home using their own smartphones based on some criteria (reason, goal, and topic) that were determined by the researchers. During this activity, the researchers opened discussion or question-answer session with the students, and asked them to provide information about what they had discovered and experienced while using Duolingo. After both cycles ended, they were asked to respond to the implementation of duolingo in the grammar class as part of EFL classroom.

Because of the Covid-19, schools, universities and many other learning institutions have been temporarily closed, and it much influenced to the changes of the data collection method and the number of participants. At the beginning, this research was planned to involve 40 students from two grammar classrooms, and the researchers were going to collect the data directly to the students in class. Finally, instead of the direct (offline) data collection, this research applied the online data collection in two conditions.

First, the students must have smartphones in a good condition with a large capacity internal memory. Second, their smartphones must always be supported by an internet quota and a good internet connection. Without the two conditions, the online data collection will be difficult to do. Therefore, the number of students who could meet the conditions and participate in this research was reduced to 15 students. They were asked to join in a WhatsApp group created by the researchers. WhatsApp group is the most appropriate way to conduct the online data collection in which the researcher can communicate with the students more easily.

The instruments used in the online data collection were still the same as the offline one: observations, questionnaires and documentations, but of course they experienced changes or adjustments. Observation was conducted online through the Whatsapp group, and it was done during the online learning process to know the implementation of Duolingo. The researcher made notes of behavior of the participants of the research and situations happened during the learning process. Questionnaire was also conducted online using Google form, and it was administered to collect some information related to the responses of the respondents about Duolingo related to the English grammar learning process. The form of the questionnaires was open-ended questionnaires from which the respondents had some rooms to express their knowledge and understanding about Duolingo used in the classroom. Documentations through screenshots from students' smartphones were taken during the online learning process to support the observation. Afterwards, the data gathered from the questionnaire was summarized, computerized and analyzed to get information about the opinions of the respondents about the implementation of Duolingo in EFL classroom especially in grammar subject. Then, the results werematched with the data gathered during observation which was also supported by the documentation. By doing so, the questionnaire and observation data from which the gaps between responses and practices would be found out.

## RESULTS AND DISCUSSION

### Duolingo Features for Language Learning

The researchers prepared 2 components in diagnosing step of the first cycle, i.e. an online grammar classroom using a Whatsapp group consisting of 15 students, and the preliminary procedure of using Duolingo to be followed by them as shown in some following features.



FIGURE 1 | The second feature of Duolingo (I want to learn...)

After installing the application, the students found Duolingo's symbol as the first feature and the second feature to choose a language they wanted to learn. This application extends several languages for English speakers as well as others for non-English speakers (Jašková, 2014). In this research, the students automatically chose English as a language they wanted to learn.

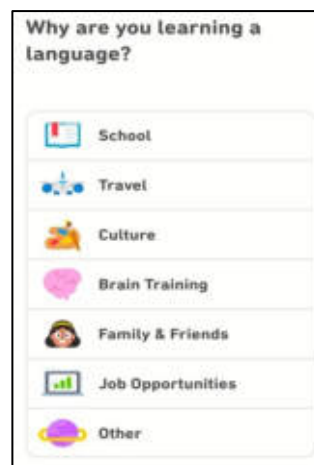
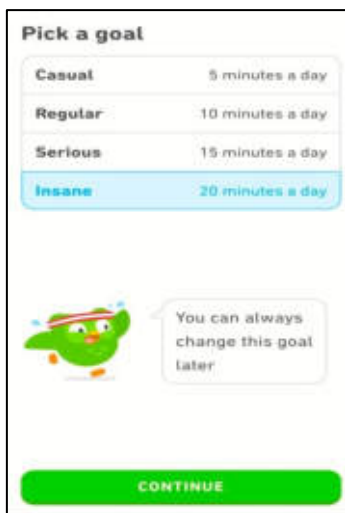


FIGURE 2 | The third feature of Duolingo (Reason)

The third feature asked the students the reason of why they were learning a language. There are 7 options on this feature: school, travel, culture, brain training, family and friends, job opportunities, and other, and they were asked to choose “school”.



**FIGURE 3** | The fourth feature of Duolingo (Pick a goal)

There are 4 options on the fourth feature: casual (5 minutes a day), regular (10 minutes a day), serious (15 minutes a day), and insane (20 minutes a day). The goal can be changed anytime. All the students were asked to choose “15 minutes a day”, but they can add the duration if they want to explore more about Duolingo relating to the development of their motivation and self-directed learning.

On the fifth feature of choosing a path, there are only 2 options to be chosen: learning English for the first time (start from beginning) or already know some English. The respondents were asked to choose the second option.

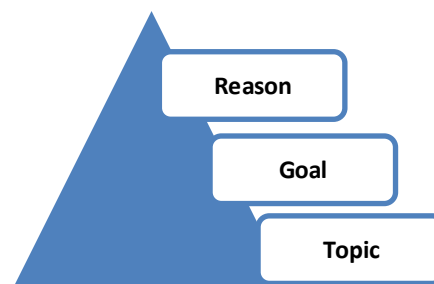
Soon after the fifth feature, the students had to take the preliminary test (the sixth feature) as a consideration on the topics that Duolingo will give to the students. In other words, the student’s preliminary test result determines the number and the kind of topics given by Duolingo. The test just needed 5 minutes and its questions would be easier or more difficult in accordance with the student’s proficiency level based on the student’s answers.

Having finished doing the test, each student got the result (the seventh feature). In fact, the 15 students’ preliminary test results were varied from 42% up to 72%. As a result, not all the students got the same topics. This would be a consideration for the researchers in giving the topics for the students which were same and relevant to the grammar materials they were learning. The list of the topics based on the maximum result of 72% were: Basic 1, Basic 2, Phrases, Food, Animals, Plurals, Clothes, Present Verbs 1, Colors, Questions, Conjunctions, Occupations, Adjectives 1, Present Verbs 2, Adverbs, Past Verbs 1, Infinitives, Past Verbs 2, Abstract Nouns 1, and Comparative Adjectives. The number of the given topics will increase if the students regularly add the exercises every day.

After the preliminary procedure carried out by all the students at home, each of them personally shared information to one of the researchers (via Whatsapp) about what they found and experienced during the preliminary test. The researcher then gave responses towards the students’ information and took notes the three important aspects to be taken as the diagnosis result of the first cycle: the reason of using Duolingo, the goal each day, and the topic given to the students.

**Observation results of Cycle I and II**

The researchers applied two cycles in this study to gain further information about the situation and condition of the researchers’ classroom in order a successful learning can be accomplished. There were four steps completed in every cycle: diagnosing, planning, action, and evaluation (Coghlan & Brannick, 2014). The first step was diagnosis as resulted in figure 4 showing that the students have discovered three important aspects in the diagnosis cycle which are: reason, goal, and topic. These aspects helped them to familiarize themselves into the implementation of the application. Therefore, they knew what they had to do to implement the application appropriately and effectively in improving their grammar knowledge.



**FIGURE 4** | Diagnosis Result in Cycle 1

Following the diagnosis’s results earlier, planning was carried out after the three important aspects in the application had been found. The reason of using Duolingo determines the difficulty level of Duolingo’s exercises. This could be a consideration to anticipate the emergence possibility of boredom or uncomfortable situation during the learning process with Duolingo. The optional goal a day provided by Duolingo (5, 10, 15 or 20 minutes) could be taken as a basis to evaluate whether or not the students are willing to elevate their daily exercise gradually as indication of self-directed learning improvement. The topic must be the same to all the students and relevant to the grammar materials they were learning so that the implementation of Duolingo was utilized as a support in grammar subject as part of EFL classroom. Therefore, the three important aspects were determined as the basis of planning actions in cycle 1 as follows:

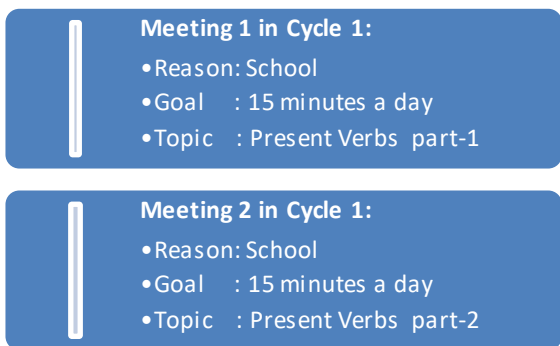


FIGURE 5 | Planning actions in Cycle 1

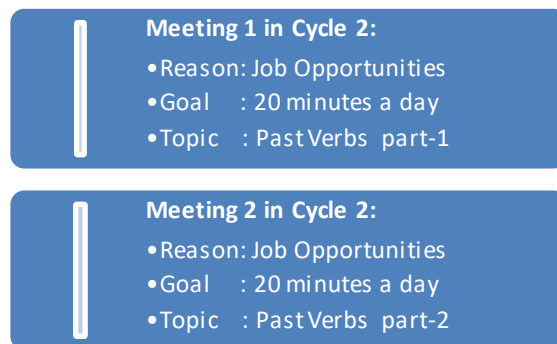


FIGURE 6 | Planning actions in Cycle 2

In relation with planning actions as shown in [figure 5](#), action stage was carried out accordingly. The first meeting of cycle 1 was done at the same day after the preliminary procedure. In the action stage, the researchers immediately took an action by informing the above planning to the students and asking them to continue playing Duolingo following the three aspects planned earlier by the researchers: 1) Choose “school” for the reason, 2) Choose “15 minutes a day” for the goal, and 3) Choose “present verbs part-1” for the topic. The students were also informed that the activity was not going to be graded from which they were asked to work on Duolingo individually from home using their own mobile phones. After finishing the activities in meeting 1, the students reported what they experienced with Duolingo application. The researchers then took notes and gave responses to the students’ reports. Later, a discussion about Duolingo usage took place either privately on the student’s Whatsapp number or simultaneously in the group. It allowed them to share information freely and widely regarding the things they found when playing Duolingo.

The last step was an evaluation in which the researchers analyzed the notes taken from the discussion via the Whatsapp group or private number. From the evaluation step, it can be concluded that the previous steps (diagnosing, planning and action) ran successfully. In the second meeting of cycle 1, the same steps were conducted with a different topic: present verbs part-2. After discussion and evaluation, the researchers got some information from the students. Most of them said that the exercises of present verbs part-2 were still quite easy. Moreover, Duolingo gives repetitions for the wrong answers, so this made them a little bored. Other than that, from the observation, the researchers found 5 students who did not seem to have good motivation and self-directed learning as well, since they did not add to the allotted time or the exercises given. Therefore, the researchers changed the reason, goal and topic in cycle 2 as seen in the following figure:

Planning action in cycle 2 was made based on the evaluation result of cycle one in which the reason, goal, and topic needed to be adjusted. In the first meeting of cycle 2, before the students continued playing duolingo individually, they were asked to change the reason, goal, and topic as follows: “Job Opportunities” for the reason, “20 minutes per day” for the goal, and “Past verbs part-1” for the topic. The next activities until the end of cycle 2 were all the same as the previous cycle. The summary of the two cycles can be seen in the following [Table 1](#):

### The Implementation of Duolingo in EFL Classroom

Duolingo was used in 2 cycles in which each cycle consisted of 2 meetings, so the total was 4 meetings. In each cycle, the students were asked to play or use Duolingo by working on the exercises given based on the reason, goal, and topic determined by the researchers. After finishing their activities in each cycle, they gave comments and reports to the researchers (via Whatsapp) about what they experienced with the application. A discussion automatically took place between them. Those activities were carried out until the two cycles finished. From the discussions with the students, the researchers found some implementation results of Duolingo in the grammar learning as part of the EFL classroom.

First, the student’s preliminary test result determines the number of topics given by Duolingo. Among the 15 students, 5 students got low results, that is, less than 50%. As a result, they did not get the complete topics of present verbs which are the first main topic of the research. They only got 2 parts of the topic, so they could not carry out the exercises for the last part (present verbs part-3). This situation may change if they do the exercises every day, especially if they increase their goals to do more Duolingo’s exercises. In other words, the topics given could increase depending on the progress of the student’s practice. This also could motivate them to improve their grammar knowledge.

**TABLE 1 |** The Summary of the two cycles

CAR Cycles	Cycle 1		Cycle 2	
	Meeting 1	Meeting 2	Meeting 1	Meeting 2
Diagnosing	<ul style="list-style-type: none"> <li>All students did the preliminary procedure of using Duolingo individually using their own mobile-phones.</li> <li>Result: the students found three important aspects in Duolingo to be known before they implemented Duolingo for their grammar learning.</li> </ul>	It is a continuation of the first meeting of cycle 1.	The diagnosis had been done in the first meeting of cycle 1, but there were changes in the three aspects of using Duolingo based on the evaluation from the second meeting of cycle 1.	It is a continuation of the first meeting of cycle 2.
Planning action	Create an individual task relating to the three important aspects in Duolingo: <ul style="list-style-type: none"> <li>Reason: School</li> <li>Goal : 15 minutes a day</li> <li>Topic: Present verbs part-1</li> </ul>	Create an individual task relating to the three important aspects in Duolingo: <ul style="list-style-type: none"> <li>Reason: School</li> <li>Goal: 15 minutes a day</li> <li>Topic: Present verbs part-2</li> </ul>	Create an individual task relating to the three important aspects in Duolingo: <ul style="list-style-type: none"> <li>Reason: Job Opportunities</li> <li>Goal: 20 minutes a day</li> <li>Topic: Past verbs part-1</li> </ul>	Create an individual task relating to the three important aspects in Duolingo: <ul style="list-style-type: none"> <li>Reason: Job Opportunities</li> <li>Goal: 20 minutes a day</li> <li>Topic: Past verbs part-2</li> </ul>
Taking action	<ul style="list-style-type: none"> <li>Students worked on Duolingo’s exercises from home.</li> <li>Students reported what they experienced with Duolingo.</li> <li>Discuss the students’ findings in Whatsapp group.</li> </ul>	<ul style="list-style-type: none"> <li>Students worked on Duolingo’s exercises from home.</li> <li>Students reported what they experienced with Duolingo.</li> <li>Discuss the students’ findings in Whatsapp group.</li> </ul>	<ul style="list-style-type: none"> <li>Students worked on Duolingo’s exercises from home.</li> <li>Students reported what they experienced with Duolingo.</li> <li>Discuss the students’ findings in Whatsapp group.</li> </ul>	<ul style="list-style-type: none"> <li>Students worked on Duolingo’s exercises from home.</li> <li>Students reported what they experienced with Duolingo.</li> <li>Discuss the students’ findings in Whatsapp group.</li> </ul>
Evaluating action	Read notes taken from the observation in the action step.	Read notes taken from the observation in the action step.	Read notes taken from the observation in the action step.	Read notes taken from the observation in the action step.

Second, there are some language skills in Duolingo that the students can improve: grammar, writing, translating, listening, and pronunciation, but all of the 15 students assumed that the application could be more suitable to improve grammar since the exercises given were a lot about grammar. Among the skills in Duolingo, 12 out of 15 students found grammar as the easiest one and listening as the most difficult one. Luckily, the application gave repetitions for the wrong answers, so they could get good progress and understanding on the materials given. On the contrary, the repetition made 5 of 15 students bored, especially because the topic of present verbs was easy for them.

Third, the daily goal provided by Duolingo (5, 10, 15, or 20 minutes) can be taken as a basis to evaluate how the students think about the application and whether the students have good motivation or not to add Duolingo’s exercises every day. In fact, 10 out of 15 students added 5 up to 20

minutes a day as they thought that learning grammar with Duolingo was like playing a game, so it was fun for them. Therefore, they took the initiative to add Duolingo’s exercises in improving their grammar knowledge. Among the 10 students who added the goal: 8 students added Duolingo’s exercises with the topic given (present verbs and past verbs), while 2 students tried the exercises from different topics. Their opinion that Duolingo was a fun online application was in line with a study by [Munday \(2015\)](#) who investigated user’s satisfaction towards the use of Duolingo whether or not it was an enjoyable app to practice Spanish. After she combined the strongly agree with the agree results, she observed that 80,4% enjoyed using it, and 78% were satisfied with the app.

Fourth, there were some other characteristics of Duolingo found by 8 out of 15 students: 1) There was no advertisement in Duolingo as in other applications, so this made them more comfortable when playing the application;

2) Duolingo understood Indonesian words and would automatically correct the wrong words. One of the students translated the sentence “I write books” into the Indonesian language “Saya menulia buki”. It was an incorrect translation because of the typo he made, but Duolingo understood what he meant and could make a correction for the sentence became: “Saya menulis buku.” 3) Duolingo gave the right answers when students could not answer the questions correctly. This made students can learn the materials by themselves to understand them better especially about grammar.

Fifth or the last about the problems that the students faced were all the same: 1) 15 out of 15 students mentioned that the main problem when using Duolingo was the poor internet connection. This is not a new thing, because we know that the most common problem relating to the use of internet is the internet connection which is not always good. 2) 5 out of 15 students found that the other problem was distraction from a family member. They explained that learning with Duolingo needed good concentration and quite environment to get maximum results.

From the implementation results, it can be concluded that most of the students feel the benefits they have gained from learning English with Duolingo. The implementation of Duolingo has supported the students to understand the English materials better, especially grammar.

### **The Students’ Responses towards the use of Duolingo in EFL Classroom**

Upon completion of the two cycles, all students obtained a questionnaire via the Google App. Their responses were then used to assess the students' responses towards the use of Duolingo in the grammar lesson as part of the EFL classroom. The questionnaire consisted of 9 open-ended questions adopted from [Munday \(2015\)](#). The list of questions can be seen on the appendix below. The questionnaire was divided into three themes: Duolingo in the EFL Classroom, the use of Duolingo to enhance students' interest in learning English, and the use of Duolingo to promote self-directed learning.

#### **Duolingo in EFL Classroom**

Due to [Jašková \(2014\)](#), “The languages available in Duolingo are English, Spanish, Portuguese, Italian, French, German, Russian, Hungarian, Dutch, and Turkish, but Duolingo started with English, Spanish and German. The Duolingo system is more effective because the learners (mainly those whose mother language is different from English) can try to think in English, discuss and deal with things in a foreign language.” With all the language skills existed in Duolingo, people who use English as a foreign language could improve their English by using the application.

In this current study, 15 out of 15 students as the respondents stated that Duolingo could improve their English in general because it provided varied exercises related to the general topics around their life such as food, animals, clothes, job, colors, and so forth. Of course, they

had to focus and concentrate when using the application. Not only answered the questions for the exercises but also understood the materials more deeply. By doing so, they could get new vocabulary, phrases, and sentences as a basis for improving their English. They could also get some experiences of practicing English skills such as writing, reading, listening, translating, and speaking skills through pronunciation practices.

*“All language skills in Duolingo are honed, especially reading, writing, listening and speaking.” (Student 1)*

Besides the language skills, all the students said that Duolingo could improve their grammar knowledge since the questions in the given exercises were a lot about grammar. When the students made the wrong answer, Duolingo gave them the correct one and repeated the question until they could answer it correctly. This repetition helped them understand the material better and improve their English grammar. One of the students said that after learning with Duolingo, he/she realized that grammar was especially very important for writing skills. This is supported by [Syahputra \(2019\)](#) in his research that examined the effectiveness of Duolingo in reducing student grammatical errors in writing text in English, and the results suggested that the use of the Duolingo was adequate to minimize the grammatical errors in the text.

*“Learning with Duolingo helps me understand English grammar properly and clearly. Even if I cannot respond correctly to the question, the correct answer will be given. By knowing the mistakes I have made, I will learn more about the grammar materials.” (Student 2)*

In addition, the application also has supporting characteristics for EFL classroom that is easy to use. All the students agreed that Duolingo was easy to use as long as they had an internet quota and a good internet connection. They only needed to have an email or Facebook account to install the application. The preliminary procedure of using Duolingo and instructions for carrying out the given exercises were simple to understand. The exercises only asked the students to choose an appropriate answer, pronounce, write, and translate a short phrase or sentence. Therefore, the application was user friendly and suitable to all levels, so everyone can learn English from basic. This is in line with a study by [Munday \(2015\)](#) who investigated user's satisfaction towards the use of Duolingo. She observed that 82% found Duolingo helpful, and 91% found it easy to use.

*“Duolingo application is very easy to use because it only uses an email / g-mail / facebook account. Well, there are some instructions that make it easier for us to use Duolingo.” (Student 3)*

From the students' responses mentioned above, it can be concluded that Duolingo could support the English learning process in EFL classroom since the application is easy to use and suitable to all levels. It also provides a lot of English topics in general and the language skills needed by the students who learn English as a foreign language. As part of

the EFL classroom, grammar knowledge could also be improved by the application because it gives more exercises about grammar materials.

### The use of Duolingo to enhance the students' interest in learning English

15 out of 15 students stated that they enjoyed learning English with Duolingo because it was fun, quite interesting, simple, modern, and easy to use. More specifically, 3 out of 15 students really liked the application since learning with Duolingo was like playing a game on a smartphone, so it was so fun and did not make them bored easily. Moreover, the learning process became easier and more practical since the application could be used anywhere and anytime. They could manage their time to study English with Duolingo wherever they were. They also found that the online application run fast or it was not slow when loading and processing. In other words, all the students were satisfied with the application, especially there were 2 students found it very satisfied. From Duolingo, they could learn all language skills they needed to improve their English skills including their grammar knowledge. A study by [Munday \(2015\)](#) found out that 80,4% enjoyed using Duolingo and 78,3% were satisfied with the application. In this current study, 15 out of 15 students (100%) were satisfied with Duolingo, and 2 out of 15 students were very satisfied.

*“Duolingo is a fun English learning application for me because learning with Duolingo is like playing a game but I still get knowledge at the same time.” (Student 4)*

When the students enjoyed leaning English with Duolingo and were satisfied with the application, it could be concluded that their interest in learning English could be increased by the application. 13 out of 15 students agreed with this statement because the application was a very interesting game and easy to understand, so it made them happier to learn English. The exercises given were also interesting, especially when they were asked to pronounce words, phrases or sentences. From Duolingo, they could also learn the language skills needed to improve their English. The application was also suitable to all people in different levels, so they dared to learn English even though their levels are still low. It is mentioned in [Duolingo \(n.d.\)](#) that the application keeps in mind that everyone is different and motivation is an essential factor to learning. Therefore, the application provides some motivational features that the students might encounter, such as points, gold, lingots, trophy, fluency score, etc. Apart from this, 2 out of 15 students thought that the application was not really able to increase their interest in learning English. The first one said that it was only supplementary and he preferred to study directly in class. The second one added that sometimes he was bored playing the application, so he needed a good mood and a strong desire to play it.

*“Every time I succeed in leveling up this game, I feel my abilities have increased and I want to continue improving my English. It really increases my interest in learning English.” (Student 5)*

From the discussion above, it can be concluded that Duolingo is a fun online learning application that can be used to increase the students' interest in learning both of English grammar and of in general as part of the EFL classrooms.

### The use of Duolingo to promote Self-directed Learning

15 out of 15 students stated that they could learn English independently by using Duolingo because it could be installed on every smartphone that almost all students had and brought anywhere. They could use it anytime and anywhere. One of the students said that he was a typical person who preferred to enjoy his time alone rather than with friends. It means that learning English independently by using Duolingo could be the right choice for him. This was supported by the other one saying that Duolingo was one of the online English learning applications that could be applied in the pandemic situation. Although there was a student who stated that the explanation for grammar exercises in Duolingo was not in detail, but all students agreed that the application was fun like a game, easy to use and very helpful for learning English independently. Of course, this depended on the motivation they had to improve their English as stated in [Duolingo \(n.d.\)](#) that “Motivation is essential to learning. Duolingo has a variety of features, designed to keep learners interested.”

*“Duolingo can be used for independent activities because it can be downloaded into cell-phones that could be brought to anywhere and anytime.” (Student 6)*

On occasion of the target provided by the application, 10 out of 15 students stated that they added to the allotted time from 5 up to 20 minutes every day to add more exercises since they were interested in the exercises given and they wanted to improve their English. The rest did not add their time regularly every meeting because the internet connection was not always good or there was other activity or task to be done at the same time. This is also in line with the study by [Munday \(2015\)](#) stating that 56,5% completed more lessons than those required for class and more than 50% of the class would continue using Duolingo after the course was completed. Another study by [\(Vesselinov & Grego, 2012\)](#) stated that “a quarter of the participants studied between 2 and 8 hours, and a quarter of them had 30 hours or more, including 7 persons with 50 hours or more.

*“I always use Duolingo starting from 15 or 20 minutes and add more time, because I always want to finish the next levels each time I've finished one level.” (Student 7)*

More about self-directed learning, 10 out of 15 students stated that Duolingo is able to be used as a substitution of regular grammar homework because the exercises in the application gave a lot about grammar such as tenses, articles, etc. The application showed them a correct answer if they made a mistake, and repeated the same question until they could answer it correctly. They enjoyed playing Duolingo since it was like a game. They did not feel as they were really doing homework. Furthermore, 2 out of 15 students



stated something slightly different i.e. it would be much better if Duolingo was just used as additional homework, not a main homework, to support the exercises on the grammar book they used in the classroom. The opinion arose because of the characteristic of Duolingo that did not give a score at the end of an exercise. It only gave a reward when they completed a level. In other words, the use of Duolingo as a substitution of grammar homework could not be well controlled. Therefore, the combination of Duolingo and common homework could be a way of giving tasks to the students in relating to the improvement of their grammar. However, 3 out of 15 disagreed with having Duolingo as homework. It would not be effective because its use via a smartphone could make students less focused on doing their homework. In other words, they might be distracted by other applications on their smartphones when they were going to use the application. In her study, (Munday, 2015) found out 84% of the students in group A liked Duolingo better than other types of homework, 8,7% said “No”, and 6,5% said “The same.”. On the contrary, 43,8% of the students in group B agreed if Duolingo was used as homework, 43,8% said “No”, and 12,5% said “The same.” It can be concluded that the use of Duolingo as homework is not something that all students absolutely agree on.

*“Duolingo might be used as an additional homework, not a regular homework, because we still need to learn grammar from books. In other words, we still need regular homework.” (Student 8)*

It is still related to the self-directed learning, 12 out of 15 students mentioned that they would continue using Duolingo even after the grammar class was over. This was because they wanted to fill their time to improve their vocabulary, grammar and English in general, especially in the pandemic situation in which they were only at home most of the time, so the application could be the right choice for learning English. A study by Munday (2015) investigated a question whether or not the students would continue using Duolingo, and she found out that 39,1% students said “Yes”, 17,4% said “No”, and 43,5% said “Maybe”.

*“I will continue using Duolingo because I haven't mastered grammar, so hopefully using this application can improve my grammar knowledge in the future.” (Student 9)*

From the discussion above, it can be concluded that Duolingo can promote self-directed learning in which all the students can learn English with Duolingo independently. In addition, most of them added their target every day to add more exercises, accepted Duolingo as a substitution of regular grammar homework, and would continue using Duolingo even after the grammar class was over.

## CONCLUSION

Several studies on gamification have shown that it can make students more excited and motivated during their effort to elevate their English language skills. In this

current study, one medium of gamification called Duolingo was explored in grammar learning activities as part of EFL classroom. They played Duolingo at home using their smartphones in order to implement it in the grammar lesson. The implementation of Duolingo has increased student's motivation and self-directed learning. The answers to the questionnaires given to the students inform us that the implementation of Duolingo is seen as a positive activity because of some following reasons. All the students enjoyed learning English with Duolingo as it was fun, quite interesting, simple, modern, and easy to use (user-friendly) as long as there are an internet quota and a good internet connection. They only need to have an email or Facebook account to install the application. It is also suitable to all levels, so everyone can learn English even from basic. Most of the students added to the allotted time per day to work on more exercises. This is because learning with Duolingo is like playing a game on a smartphone, so it is fun and does not make them bored easily. They admitted that they were satisfied with Duolingo because Duolingo can increase their interest in learning English. Therefore, they would continue using Duolingo even after the grammar classroom was over. As a result, the students confessed that Duolingo could improve students' English in general as it provides varied exercises related to the general topics around our life such as food, animals, clothes, job, colors, and so forth. They could get some experiences of practicing English skills such as writing, reading, listening, translating, and speaking skills through pronunciation practices. Duolingo could also improve their grammar knowledge since its exercises were a lot about grammar. When they made a mistake in answering a question given, the application gave them a correct answer and repeated the question until they could answer it correctly. This kind of repetition helps students understand the material given better and improve their English grammar. Nevertheless, not all students accepted the condition in which regular grammar homework was substituted by Duolingo. They accepted Duolingo as an additional homework only, not a regular homework, since there was a possibility that they would not focus or lack of focus while working on grammar homework via Duolingo.

In conclusion, this study has proven that Duolingo, one of gamification, can be implemented into the subject of grammar as part of EFL classroom. In this case, Duolingo provides some motivational interesting features to increase students' interest in working on Duolingo's exercises regularly in order to improve their English skills, especially grammar. This action will not only motivate the students but also promote self-directed learning for them. As a result, it is suggested that teachers or ELT (English Language Teaching) practitioners implement Duolingo to support teaching and learning EFL. Furthermore, to explore more about this type of gamification, it is recommended for the future research to investigate the implementation of Duolingo in some other language skills such as listening, pronunciation, and translating as part of EFL classroom.

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# Technology use in secondary level of English language teaching: A literature review

Roghibatul Luthfiyyah<sup>1</sup>, Gusti Nur Hafifah<sup>2</sup>, Francisca Maria Ivone<sup>3\*</sup>, Sintha Tresnadewi<sup>3</sup>

Universitas Swadaya Gunung Jati Cirebon<sup>1</sup>, Universitas Muhammadiyah Surabaya<sup>2</sup>, Universitas Negeri Malang<sup>3</sup>

Technology has been widely used in the education field, especially for teaching language. Many teachers and students believe in the advantages of technology to enhance language learning. There have been many studies investigating the use of technology in secondary language classrooms. Some studies approve that technology can be applied to increase students' language competence. This paper comprehensively analyzed the use of technology for English language teaching in the secondary level based on empirical studies. Fifty-seven selected articles from reputable journals and publishers were reviewed to identify the trends in technology use, types and purposes of technology use, and challenges and solutions encountered in the implementation of technology in ELT secondary levels are scrutinized in this study. Results have indicated that the study on technology use in ELT secondary level is consistently growing over the time, but future studies need to conduct more in qualitative or mixed-method research and there is also an urgency to examine the effectiveness of technology in listening, speaking, and reading skills. To sum up, the need to emphasize on the integration of technology, pedagogy, and language content in proper ways should be taken into account in order to obtain more meaningful future studies. Some potential topics for future research are discussed further in this study.

**Keywords:** English Language Teaching (ELT), secondary level, technology use

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\*Correspondence:

Francisca Maria Ivone

Francisca.maria.fs@um.ac.id

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## INTRODUCTION

There is a growing body of literature that recognizes the importance of technology in English language teaching in 21 era of education. Many studies revealed the effectiveness of technology application in enhancing language learning as it assisted the teaching and learning activities of language skills and competencies for any levels of education ([Bhattacharjee & Deb, 2016](#); [Boonyopakorn, 2016](#); [Ghavifekr & Rosdy, 2015](#); [Graham et al., 2019](#); [Lee et al., 2020](#); [Radhakrishnan, 2017](#); [Zhang & Zou, 2020](#)).

Technology, in the form of ICT has provided teachers and students with vast learning resources for teaching language. Digital materials enable teachers to improve their creativity in material development as well as allow students to improve their English. E-book as digital learning material has proven to be more effective and attractive for language learners in reading comprehension and vocabulary enrichment ([Hsieh & Huang, 2020](#); [Love et al., 2017](#); [Turchi, 2020](#)).

Technology also supports language teaching strategy and improves students writing ability. Computer-assisted language learning application helps students to create the better composition and improve their writing skill. It also supports teachers with a variety of material resources, teaching strategy and methods in giving clear instruction for assignments and assessments in writing courses ([Curcic & Johnstone, 2016](#); [Engeness, 2018](#); [Ha, 2016](#); [Lee et al., 2020](#); [Morgan & Chenowith, 2017](#); [Park et al., 2018](#); [Syafryadin, et al. 2021](#)).

Many studies exposed that technology is able to enhance students' English skills and motivate students in language learning. Some research findings showed that technology is effective in improving student speaking performance ([Ahn & Lee, 2016](#); [Hwang et al., 2016](#)) and listening ability ([Hong et al., 2016](#); [Hwang et al., 2016](#)). Technology support students' self-regulated learning with the technology tools and applications that were able to give feedback on their speaking production as well as assessed their listening comprehension.

Along with the increasing interest and number of publications, several studies have been conducted reviewing the use of technology applications and devices for ELT. The result showed that the technologies were successful in generating students' motivation and autonomous learning as well as catering positive learning environments and resources. [Yastibas & Yastibas \(2015\)](#) reviewed literature and found out that e-portfolio-based assessment developed students' self-regulated learning in ELT. [Ahmed & Nasser \(2015\)](#) investigated the benefits of utilizing iPad in the ESL classroom and revealed that iPad paved the way for more motivating and engaging English language learning. It also provides information that guides ESL teachers in choosing appropriate apps for transformative lessons and information on apps that have been used in ESL classrooms.

Some studies also reviewed Facebook ([Barrot, 2018](#)); a digital game-based ([Acquah & Katz, 2020](#)); and Geospatial application ([Kangas et al., 2019](#)) as technologies that provide an encouraging learning environment in the secondary level of ELT. Another study also claimed that electronic books (e-book) could be an effective multimedia resource that is used as supplementary standards-based instruction and pre-teach content area vocabulary specifically designed for students with exceptional language needs ([Love et al., 2017](#)). However, there was a limited study to examine the empirical evidence of the effectiveness of technology applications in ELT and how it applied in the language classroom to support teaching and learning activities.

Several studies were focusing on application review and proposing new ideas of technology applications that can be applied in ELT such as digital technology in low-resource context and the importance of technology for special need education and intercultural awareness ([Hockly, 2015](#); [Hockly, 2016](#)). Nevertheless, the research result has not been proven empirically that certain types of the technology proposed did not support the ELT classroom method and strategy.

Most of the studies related to technology integration in ELT were conducted at a higher education level. Teachers and students in this level were claimed to have more ICT literacy compare to the lower level of education. They also got enough exposure on technology use through their professional development and education program ([Ansyari, 2015](#); [Asik et al., 2019](#); [Dooly & Sadler, 2020](#); [Hafifah & Sulisty, 2020](#)). Additionally, some studies found that teachers and students have a good perception toward technology use in language teaching ([Goodwin et al., 2015](#); [Liu et al., 2017](#); [Muslem et al., 2018](#); [Silviyanti, T. M., & Yusuf, 2015](#); [Valtonen et al., 2017](#)).

Moreover, technology is proven to be an effective strategy and method applied at a higher education level ([Anikina et al., 2015](#); [Ersanli, 2016](#); [Fix et al., 2015](#); [Sokolova et al., 2015](#); [Zarzycka-Piskorz, 2016](#)). A Number of studies claimed that technology integration was able to increase the students' motivation and autonomous learning ([Averkieva et al., 2015](#); [Lamb & Arisandy, 2020](#)). Some application such as web-quest ([Averkieva et al., 2015](#)), hypertext reading application ([Shang, 2015](#)), corpus-based writing application ([Ha, 2016](#)), and social media application like twitter-based pronunciation ([Mompean & Fouz-González, 2016](#)) were investigated and proven to be effective teaching strategy and method and supported students learn independently.

Numerous studies of technology implementation were conducted at the primary level of education, most of the findings concluded that technology supports the classroom teaching-learning activity for the children and improve their English competency, especially vocabulary ([Blau & Shamir-Inbal, 2017](#); [Ghavifekr & Rosdy, 2015](#); [Gürkan, 2019](#); [Hong et al., 2016](#); [Lan, 2015](#)). However, studies on the effectiveness of technology integration at the secondary level are under scrutiny.

To fill in the gaps of the previous studies which lack exploring the empirical result of the effectiveness of technology implementation, especially in the secondary level of ELT, the present study aims to review some articles from reputable journals that are published during 2015-2020 focusing on the use of technology in ELT secondary level. The study attempts to find out some trends in technology use, types and purposes of technology-supported ELT, and the challenges and solutions of using technology in secondary level of ELT.

## METHODS

To address research questions, the study employs a semi-systematic review method or simply literature review method. The method is less scrutiny than a critical systematic review study. It reviews and concludes the progress of relevant literatures in certain area over the time by identifying the patterns of studies for synthesizing the state of knowledge,

developing theoretical perspective, and suggesting the potential future research. Based on the previous study from [Zhang and Zou \(2020\)](#), the present literature review study was conducted using the following three stages:

**Journal Selection:** The researchers search journals from reputable databases like Science Direct, ERIC, Taylor Francis, Elsevier, J-Wiley during September and October 2020. For quality assurance, the researchers picked reputable journals that were indexed by SSCI and Scopus in quartile one to two, and specifically chose journal that the topic and scheme were related to technology and ELT. The journals were CALL, JACL, Re-CALL, Australian Journal of Education Technology, Language Learning and Technology, Learning Media and Technology, Computer Education, ELT Journal, British Journal of Educational Technology, and English Teaching and Practice.

**Article Selection:** At the first attempt, we inclusively selected the articles based on the specific keywords, such as Technology Use, ELT, and Secondary Level in the publication timeline from 2015-2020. The keywords were assigned to get the relevant articles that are in line with the objectives of the study. This attempt generated 1299 articles. Next, the abstract of articles were screened and specifically selected based on the research variable, method and participants. Some articles that discussed about teachers and students perspective, policy of technology integration in ELT, literature review articles, and the research subject was not secondary level were excluded and we had 108 articles left. Furthermore, to narrow down the focus on the use of technology in ELT secondary level, we specifically chose articles that show the result of empirical study and examine the technology implementation in secondary level of ELT and 56 articles remained and used as the data of this present study.

**Data Analysis:** A semi-systematic review study is commonly analyzed using qualitative approach, specifically using a content analysis. In analyzing the data, we attempt to list the selected articles in a spreadsheet, categorize the themes (e.g., year of publication, research purpose, research method, participants, types of technology devices and application, benefits, problems and solutions of technology use in ELT), analyze and synthesize the data, and then report them descriptively.

## RESULTS AND DISCUSSION

The results of the study cover three main findings, namely: trends in using technology, types and purposes of technology use, and challenges and solutions in technology use at the secondary level of English language teaching. The findings are discussed respectively in sequence.

### Trends in Technology Use in Secondary Level of English Language Teaching

The trends of technology use from fifty-seven examined articles are categorized into three points. They are the rate of year publications, research method, and participants of the study. The following part explores each category:

#### The Rate of Year Publications

The distribution of research studies over the years is displayed in [figure 1](#). It depicts that the trend of technology use in the secondary level in English language teaching publications is generally increased over the years (2015-2020). There are 6 publications of this area found in 2015 and by the end of 2020 it has more than double the increasing number of publications (n=14). The data shows that there is a great interest among scholars to investigate the use of technology in the ELT context, particularly at the secondary level.

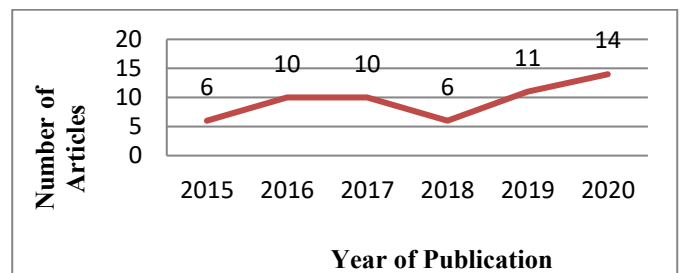


Figure 1 | The Number of Years by Publication

#### Research Method Trends

The present study merely includes empirical studies to be reviewed. The research methods are categorized into quantitative, qualitative, and mixed-method groups. [Figure 2](#) illustrates the research methods deployed in review articles. The most common method used is the quantitative method, specifically experimental study (n=36). In contrast, the qualitative study about technology use in ELT secondary level is quite sparse to be discovered. 11 out of 57 articles are classified into the qualitative study and 8 of them clearly mention that they use case study.

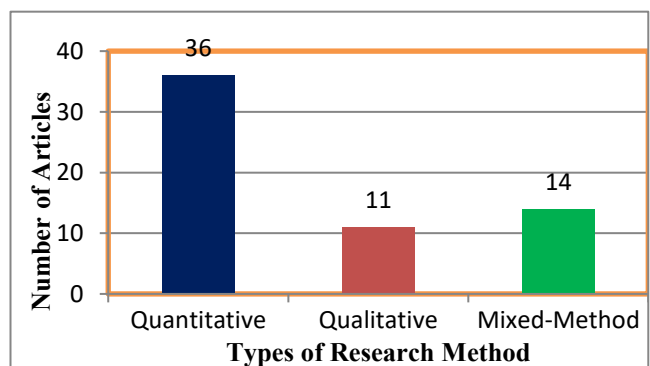


Figure 2 | Research Methods Used in Review Articles

Finally, the rest of the reviewed articles are categorized into mixed-method (n=14).

*Sample of Participants*

Figure 3 shows that the researchers prefer to involve students rather than teachers as the sample of participants. 49 out of 57 articles selected secondary students as the sample to use a certain technology tool for learning English language either inside or outside the classroom and 7 studies invited secondary teachers as the participants of the study. Unlike the other reviewed articles, one study from (Wilson and Roscoe, 2020) involved three English language teachers and 114 six grade students to examine the effectiveness of Automatic Writing Evaluation (AWE) system.

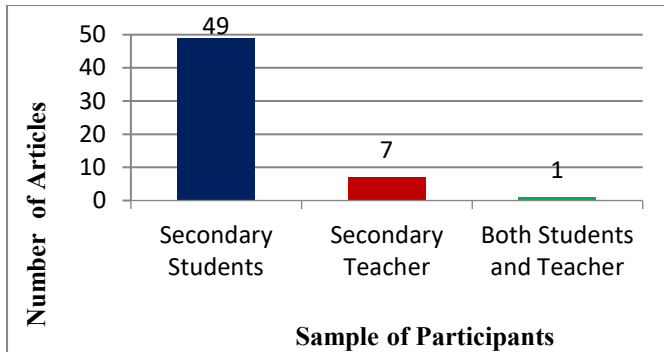


Figure 3 | Sample of Participants

**Types and Purposes of Technology-Supported English Language Teaching**

This part explores the findings to answer the second research question. The data classify the types of technology tools used in reviewed articles, the language skills area, and the way how the tools support the English language teaching.

*Technology Tool Types*

The reviewed articles utilized various types of technology tools in the studies. To ease the reader in mapping out the tool types, we attempt to categorize them into five terms (see figure 4).

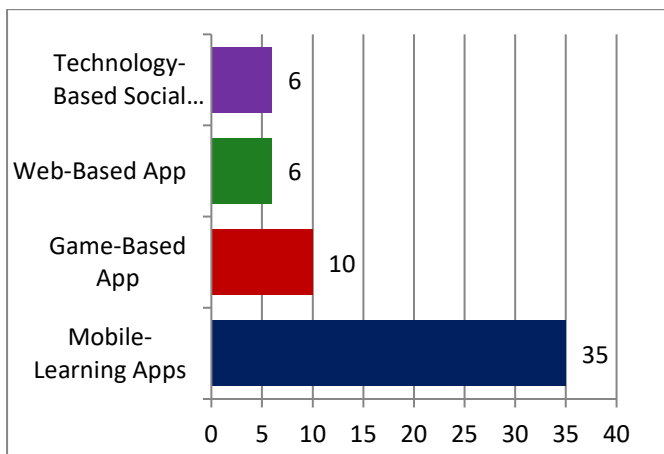


Figure 4 | Types of Technology-Supported English Language Teaching

The vast majority of the technology tools category is mobile learning applications (n=38). It refers to any mobile devices utilized for learning and it is commonly owned as personal digital assistants (Sung et al., 2016). Besides, mobile learning applications can assist students to adapt English language content to the context they are familiar with (Hwang et al., 2016). There are two types of mobile learning apps in the reviewed studies. 6 studies integrated hardware-mobile apps in English language teaching, such as camera, laptop, desktops, iPod, iPad, digital pen (Andrei, 2017; Chen et al., 2016), and 32 studies employed software-mobile apps in ELT classroom, such as mobile instant messenger, mobile-based graphic organizer (Regan et al., 2018), Android-based smartphone apps (Chou et al., 2017), and mobile speaking apps (Ahn & Lee, 2016).

The second favorable category of technology tools utilized in reviewed articles is the game-based application (n=10). It is an effective learning tool that provides a sense of playing a game, such as competition, challenges, rewards, rules, or goals. Game-based learning activities can encourage learners' motivation, engagement, and interaction in learning (Yükseltürk et al., 2018). In this review, (Sundqvist, 2019) conducted a study which examines the nexus of vocabulary proficiency of the students who play a commercial-off-the-shelf (COTS) game and the students who do not play the game. The finding reveals that the learner's habit of playing game matters for their vocabulary improvement. The more current study conducted by (Hong et al., 2020) argues that Tip On, one the gamification platform designed to let the students pose and address questions based on different modes of game to practice English grammar, can motivate students in learning, especially to increase their curiosity in learning. The merits of using the game-based application can be found more in the literature.

The next category is technology-based social media and web-based technology tools. We found 6 reviewed articles for each category. The role of social media has recently developed. It is not only as a medium for communication in the social network but also as a medium for learning English language (Balchin & Wild, 2020; Börekci & Aydın, 2020; Chang & Lu, 2018; Chu et al., 2017). A study argues that Facebook can create a positive learning environment to facilitate students' interaction in English class and their academic development (Börekci & Aydın, 2020). In a more specific context, Chang and Lu (2018) use LINE for consolidating students' ideas in a prewriting activity and for evaluation. Similar to the previous study, Chu et al., (2017) admit that Wikis can facilitate learners in collaborative writing. Thus, it is undeniable that social media has some merits in English language teaching.

Furthermore, the use of the web-based application, such as Moodle and Learning Management System (Gunduz and Ozcan, 2017; Lam et al., 2017) can facilitate the teachers to provide teaching materials, exercises for students, discussion boards, and evaluation and provide an opportunity to the student in learning independently based on their own pace. Besides, web-based applications can be used in blended learning which combines face-to-face learning and online

learning. Based on the review, the sum of technology tools is more than 57 because some of the studies integrated more than one technology tool. The use of technology in the secondary level of ELT is sufficiently varied and it offers some options for the teachers who teach in a similar context to adopt some technology tool categories in their classroom.

*Language Skill Area*

Figure 5 portrays that the dominant English language skill employs in reviewed articles is writing skill (n= 21). Vocabulary as one of English language sub-skills is discussed in 17 articles, followed by reading skill (n=14) and speaking skill (n=9). The remaining skills are listening (n=5) and grammar as a sub-skill (n=5). Finally, 6 out of 57 reviewed articles do not mention clearly a specific skill. Some study harnessed technology in ELT to support more than one skill. Therefore, the sum is more than 57 skills.

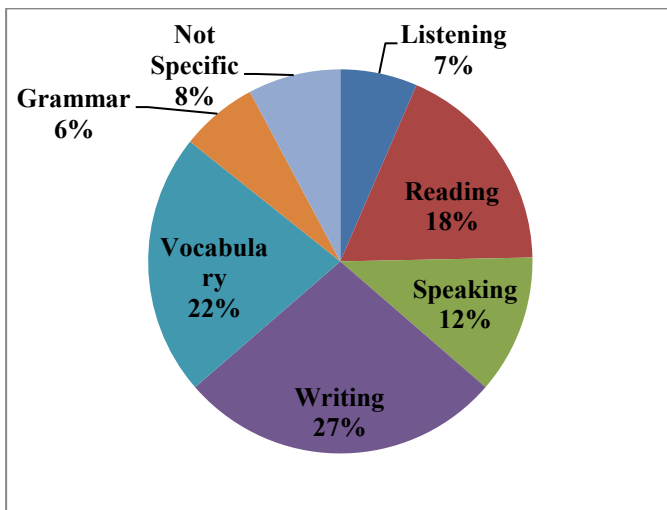


Figure 5 | Language Skills Studied

*Technology Supports English Language Teaching*

This part explores the use of technology to support ELT at the secondary level. There are two main parts discussed; first, the purposes of technology-supported language teaching, and second, the benefits of technology on students' learning performance.

As shown in figure 6, 39 out of 57 reviewed articles they reveal that the use of technology in ELT secondary level have a dominant purpose for learning activities. Learning activities can be an activity inside and outside the classroom. For instance, Woodrich and Fan, (2017) and Selcuk, et.al., (2019) implemented collaborative writing activity using two different tools. Woodrich and Fan (2017) utilized Google Docs as a tool to promote collaborative writing inside the classroom. The students were set in a different sitting arrangement, so they cannot verbally discuss their paragraph. They should use Google Docs to have a discussion and work collaboratively in writing tasks. Meanwhile, Selcuk et al., (2019) focused on collaborative writing activity outside the classroom using a web-based

collaborative tool. It happened due to the limited time allocation controlled by curriculum and the trend of using web-based collaborative tools among teenage students in Turkey.

The other purpose of technology use to support ELT at the secondary level is to promote students' exercise or task (n=12). A study from Ahn and Lee (2016) reported that Speaking English 60 Junior App which is designed for middle school students is effective to assist students in speaking practice independently. Another study from Chen et al., (2019), they conducted a quasi-experimental study to investigate the effect of caption and gender in learning using i-Map-enhanced contextualized-learning. The students learn English using i-Map to get the authentic context as their learning activities and students' worksheet.

10 out of 57 reviewed articles emphasized the use of technology as students' learning assessment tools and a medium to provide feedback effectively. The researchers utilized Socrative (Chou et al., 2017), a spherical video-based virtual reality (SVVR) (Chien et al., 2020), CAT (Tseng et al., 2016), lexis board (Mirzaei et al., 2015), podcast (Hamzaoglu & Kocoglu, 2016) to assess the students' grammar, vocabulary, speaking, and writing skills. Some technology tools also can facilitate automated feedback, peer-feedback, and self-feedback (Neumann & Kopcha, 2019).

Finally, the rest of the reviewed articles used technology as a tool for teaching materials delivery (n=8). A study from (Hsieh & Huang, 2020) examined the effect of incorporating e-book into reading and listening materials. In a more specific context, Curcic and Johnstone (2016) investigated the effect of an intervention writing materials using digital interactive books to improve students' writing ability, especially for students with a learning disability in reading. The recent study uses Shakespeare's digital book to support students' engagement in sophisticated reading text, evidence-based analysis, and meaningful creative productions (Turchi, 2020).

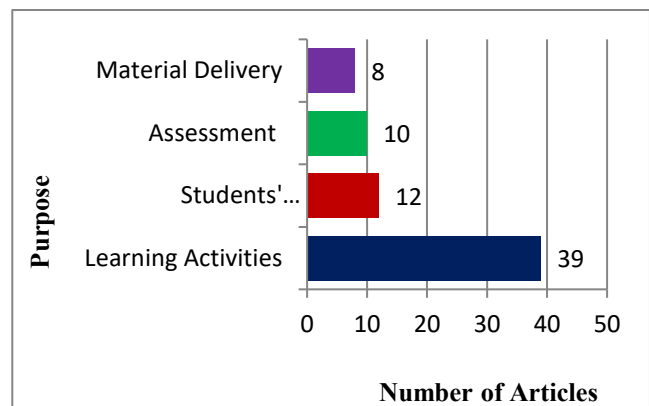
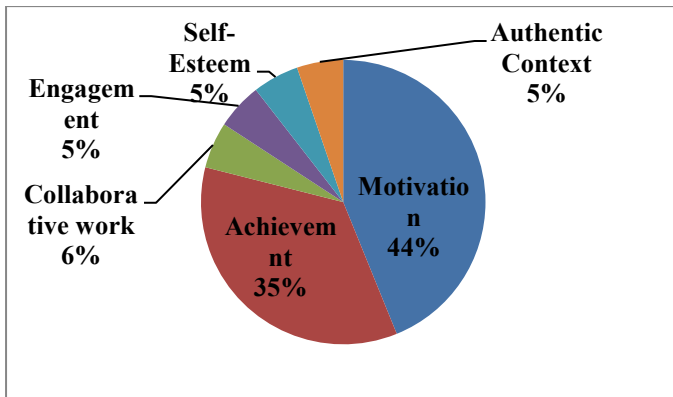


Figure 6 | The Purposes of Technology Use in ELT



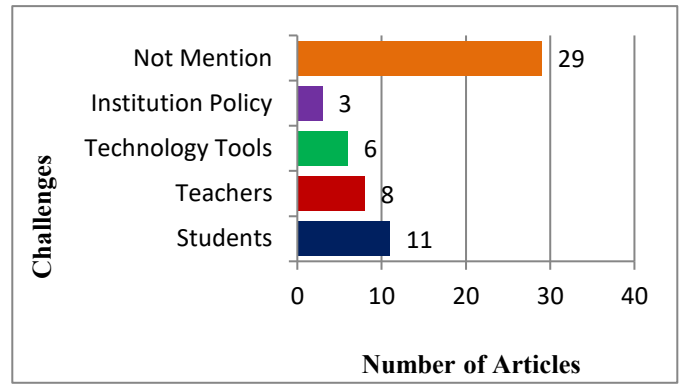
**Figure 7 | Benefits of Technology in Secondary English Language Teaching**

As shown in [figure 7](#), the use of technology in English language teaching gives a more significant impact on the students' motivation (n=25) than students' learning achievement (n=20). Incorporating technology also can facilitate students' engagement in learning, allow students to work collaboratively, develop students' self-esteem, and provide authentic materials and environment for students to learn the English language in meaningful and enticing ways.

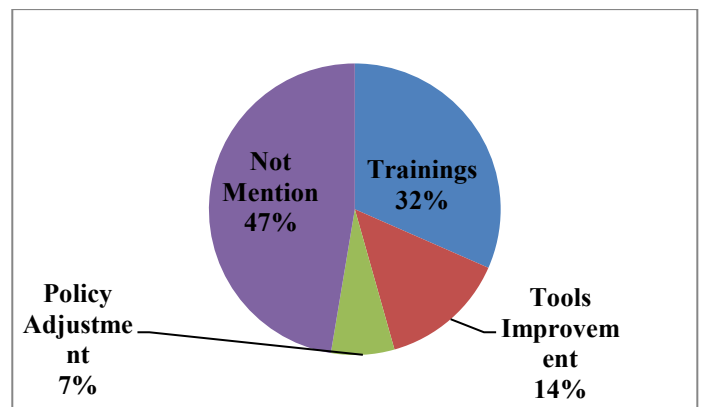
**Challenges and Solutions in the Use of Technology in English Language Teaching**

Although the use of technology in English language teaching has numerous advantages, the implementation process is not always successfully executed. Some challenges are found in few reviewed articles. As described in Figure 8, the common problems are coming from students due to their lack of knowledge, experience, and confidence in using some technology tools (n=11). The next challenges are perceived by teachers in terms of teachers' lack of awareness, knowledge, and willingness to integrate technology into their ELT pedagogical practices (n=8). Technology tools also contribute some obstacles hindering the teaching-learning process (n=6), such as the tools are not friendly used and require high-expenses for a certain context, and some tools are failed to facilitate learning for students who have different proficiency level. The last challenge is related to curriculum demand and other institutional policies (n=3).

Some reviewed articles also implicitly suggest solutions to solve the obstacles found in ELT technology integration. Teachers and students need some trainings to enrich their knowledge and change their attitude towards technology use in class (n=18). Several technology tools need improvement in a specific function that can facilitate the learners' needs (n=8). And some institutions are required curriculum adjustment that allows the implementation of a blended-learning instructional model (n=4). Although most reviewed articles do not offer an alternative solution to tackle the challenges, teachers can take into consideration the existing ways to enhance the quality of technology use in the secondary level of ELT context.



**Figure 8 | Challenges Encountered in Technology Integration**



**Figure 9 | Alternative Solutions Offered**

The growing interest on technology integration study has been noted by previous studies since the last two decades. A study reviewed sixty-nine articles from SSCI journals focusing on the trends in mobile-assisted language learning from 2000-2012. The finding shows that none of articles that met the criteria were found in 2000-2003 and a number of studies is gradually increased and reached a peak point in 2008-2012. In a longer interval from 1995 to 2019, a literature review study by [Zhang and Zhou \(2020\)](#) found that the remarkable publications on the use of technology for second and foreign language learning referred from SSCI journal grew significantly in the last three years. The similar trend is also occurred in the present study that the number of publication on technology use in a specific context, secondary level of ELT, is consistently growing in 2015-2020. It indicates that the implementation as well as the interest in conducting study on technology integration in language teaching becomes numerous over the period.

In terms of research method, most of the reviewed articles adopted quantitative method, followed by mixed-method, and less studies employing qualitative method. The trends are identical with the findings from previous literature studies ([Hwang & Fu, 2018](#); [Lee, 2019](#), and [Wang & Tahir, 2020](#)). They identified that the articles typically investigate the effect of a certain digital platform and the perceptions of teachers or students towards the use of technology.



Furthermore, the reviewed literatures are dominantly recruited students as a sample of participants rather than teachers. Researchers preferred to conduct a study with a large size of participants in a certain level of education or a group of age ([Elaish, Shulbi, Ghani, & Yadegaridehkardi, 2017](#)).

Based on fifty-seven articles reviewed, mobile-assisted language learning (MALL) is the most favorable technology utilized in ELT secondary level. The flexibility of use and the personal assistance offered by MALL drive people interest in using and exploring mobile or portable device to enhance teaching and learning activities ([Burston, 2015](#)). With the advancement of technology, the use of gamification is also viewed as the technology type that is more preferable than web-based and social media types, because game-based apps can create learning interaction and engagement effectively. A literature review study from [Wang and Tahir \(2020\)](#) investigates the 93 articles focusing on the effect of using Kahoot. It is believed that Kahoot as one of the example of game-based apps enhance the students' performance, facilitate the interaction between students and teachers makes the classroom more dynamic, and reduce the students' anxiety in learning.

The result of the review found the evidence that writing becomes the majority skill in technology use studies. It is in line with the vast argument highlighting the use of technology-enhanced language learning that can assist students to create a better composition and improve their writing skill. It also supports teachers with a variety of material resources, teaching strategy and methods in giving clear instruction for assignments and assessments in writing courses ([Curcic & Johnstone, 2016](#); [Engeness, 2018](#); [Ha, 2016](#); [Lee et al., 2020](#); [Morgan & Chenowith, 2017](#); [Park et al., 2018](#)). In addition, the studies found that mostly technology facilitates learning activities both inside and outside classroom. The use of technology as a media in learning can provide impacts on learners' motivation in learning rather than learning achievement. Some explorations on the use of technology that can enhance motivation, achievement, self-esteem, and engagement in learning are still obscure.

Furthermore, some challenges in the implementation of technology in ELT secondary level are discovered from fifty-seven reviewed articles. The majority of studies identified that teachers and students' limited knowledge and negative attitude towards technology integration becomes a typical hindrance of successful implementation. Besides, some settings are still struggling with the facilities and access supporting technology integration. A recent time-series survey study from [Francom \(2019\)](#) supports the present findings. It is believed that there is a silver lining on the development of access and facilities supporting technology integration recently as it is becomes more proliferate in our life. However, teachers and students' digital knowledge remains the same and their belief and attitude towards technology tend to be diminishing over time. This might be occurred due to they enable to keep up with swift changing in technology. It can be a factor that can decrease their self-efficacy and shift their beliefs and attitude towards technology ([Ertmer & Leftwich, 2010](#)).

Dealing with the issues, some solutions are offered in the reviewed literatures, such as providing professional trainings on technology integration to enrich their knowledge and change their attitude towards technology use in class, adjusting the curriculum that allows the implementation of a blended-learning instructional model, and improving the quality of technology tool that enables facilitating more learning activities.

## CONCLUSION

The current literature review on the use of technology in ELT secondary level from 2015-2020 shows that there is a growing interest among scholars to scrutinize the effectiveness of integrating technology tools in the ELT classroom. It can be seen from the increasing numbers of publications over the years. All the studies in this review are empirical studies that dominantly employed the quantitative research method and involved secondary students and teachers as sample participants. It is rare to find mixed-participants. The tools types are generally classified into four categories; mobile-learning application, game-based application, web-based application, and social media. Interestingly, writing skill becomes the most frequent skill studied using technology in reviewed articles. The technology uses empirically as a tool to assist learning activities, students' exercise or tasks, assessment and feedback, and material delivery. Some merits of technology use in secondary ELT classroom focus more on students' motivation, collaboration, self-confident, and engagement rather than students' English proficiency. On the other hand, the implementation of technology in the ELT context provides some obstacles, such as students' and teachers' knowledge and attitude towards technology use, the limitation of the technology itself, and the demand from the institutional policy. However, some studies suggest that professional training, technology improvement, and policy adjustment can be an alternative attempt to tackle an unexpected situation.

Having gone through the experience of selecting articles on technology use at a specific level, a secondary level of ELT, the authors perceive that the empirical studies on the use of technology in secondary ELT levels are sparse, compared to other levels of education. It confirms that there are many opportunities to conduct further research in this area. The review also reveals that most of the studies attempted to present the technology integration by providing specific pedagogy settings which are highly prescriptive instead of reviewing the technology in a real learning context. The evidence shows that scholars tend to set the content and pedagogy first before the technology to obtain meaningful and contextual experiments and discussion in academic circumstances. The reviewed studies also seem not to purpose novelty solutions to common problems concerning teachers, teachers, technology, and policy challenges. Interestingly, the finding unveils a fact that technology use in the ELT context contributes more to students' learning strategies, such as learning motivation, engagement, collaborative work, rather than the

improvement of students' learning outcomes. This finding can be a rationale to rectify the common logical fallacy encountered among studies that claimed that technology can improve particular language skill. To sum up, using technology in the teaching and learning process cannot guarantee that the teaching instruction will be automatically perfect, but the integration of technology, pedagogy, and language content in proper ways results in a meaningful learning experience.

Finally, the present study limits the coverage of the studies reviewed, only empirical studies are included. Further research can conduct more studies of technology use in the ELT context, especially at the secondary level which involve both teacher and students as research participants to obtain two different perspectives. There is a need to conduct more qualitative and mixed-method studies in the future and to examine the effectiveness of technology in listening, speaking, and reading skills. It is suggested to the future researcher to take into account pedagogical aspects of the technology integration study.

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# Interactive and interpersonal metadiscourse markers in research articles of Indonesian expert writers

Dian Kustiyasari, Yazid Basthomi\*, Mirjam Anugerahwati

English Department, Fakultas Sastra, Universitas Negeri Malang

Academic writing articles as the medium of communication to share knowledge are made in such a way that the idea they deliver is both understandable and acceptable by employing metadiscourse markers. Viewed as an essential element of credible written texts, these markers were investigated in this study. Employing descriptive qualitative approach, data of interpersonal metadiscourse markers were collected using extreme-case sampling from the articles published by the selected Indonesian expert writers. Following that, interviews were conducted to gain deeper understanding on their functions in academic writing. Thematic analysis of qualitative research was performed to the discussion section of the articles and the results show that the metadiscourse markers in the articles are found to be similar to the commonly used markers among academic community, including interactive and interactional markers. Moreover, the employment of markers in the articles reveal the functions of them to indicate relation between sentences, involvement of readers, existence of example, limitation of commitment to propositions, emphasis on general practice and certainty, and reference to the writer.

**Keywords:** Metadiscourse, interpersonal marker, interactive marker, research article, expert writer

## INTRODUCTION

Academic writing articles serve as the medium of communication among scholars to share knowledge and new inquiries). Generally, writers compose an academic article to report on a piece of research which has previously been carried out or to synthesize studies done by other scholars on a particular topic (Barley, 2011). In order to communicate effectively, writers or scholars anticipate their readers' expectations, requirements and background knowledge, and try to engage them in their texts and affect their understandings of them. Therefore, writing is seen as a social and communicative process between scholars and readers (Hyland, 2005) which implement communicative principles, applying the strategy of interacting and conveying ideas. Based on Firoozian, Khajavy, and Vahidnia (2012), interaction in written work is similar to that in spoken speech; both foundation is the principle of communication. Hence, to summarize, one essential action in communication in academic writing is expressing the information commonly delivered by implementing different linguistic expressions so called metadiscourse markers. It is a concept which is based on a thought of writing as a social engagement (Hyland, 2005) well-known as interpersonal metadiscourse comprising interactive and interactional markers with five sub-categories (Hyland, 2010) as prescribed in Table 1.

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\*Correspondence:

Yazid Basthomi

ybasthomi@um.ac.id

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**TABLE 1** | Interpersonal Metadiscourse

Interactive	Functions	Interactional	Functions
Transitions	Expressing relations between main clauses	Hedges	Withholding commitment and proposed ideas
Frame Markers	Referring to discourse acts, stages, or sequences	Boosters	Emphasizing force or writers' confidence with the proposed ideas
Endophoric Markers	Referring to idea presented in other parts of the text	Attitude Markers	Expressing writers' attitude to the presented ideas
Evidential Markers	Referring to information from other texts	Engagement Markers	Referring to or building relationship with readers explicitly
Code Glosses	Elaborating proposed ideas with synonyms or examples	Self-Mention Markers	Referring to the writers explicitly

Metadiscourse is considered an essential element of good written work composed by students of ESL and native speakers, by which the intelligibility of communication in research articles can be achieved through appropriate discipline values, norms, and assumptions to track the writers' route to academic promotions ([Zarei and Mansoori, 2011](#)). Related to the practice of metadiscourse use in academic writing, [Hyland \(2010\)](#) carried out research to explore how advanced second language writers deploy metadiscourse markers in their manuscripts. The use of metadiscourse is seen as a method of revealing the rhetorical and social distinctiveness of disciplinary communities ([Hyland, 2010](#)). Additionally, [Kruse \(2012\)](#) states that culture of academic writing takes the forms as established rules, practices, and attitudes in regard to the function of writing for teaching and learning. It is, therefore, essential that students receive appropriate instruction in metadiscourse using models of argument to practice writing within the norms and socio-cultural limitations of their readers ([Hyland, 2005](#)).

In different circumstances, lamentably, [Lestari \(2008\)](#) reported that teaching writing is still following such a stereotype pattern in which the teacher provides one particular topic on which the students must write in one or several paragraphs. Moreover, the teacher commonly tends to check the grammatical structures, minimizing mistakes related to the forms of language and have not focused on the rhetorical parts of speech and texts ([Amirousefi and Rasehk, 2010](#)). As a result, the teachers nowadays often do not find the message supposed to be conveyed in the essay. This phenomenon apparently occurs due to the unnaturally writing process done by the students which is most likely to reduce grammatical inaccuracies. Additionally, [Amirousefi and Rasehk \(2010\)](#) also revealed that the writing lesson is delivered by focusing on elements of grammatical points, but metadiscourse is not notably taught. He pointed out that it is very common that students are hardly able to envisage their readers and to interact appropriately with them. They often ineffectively overuse boosters and engagement markers, thereby turning a formal academic writing to an informal and direct argument ([Amirousefi & Rasehk, 2010](#)). Besides, several studies have acknowledged that student-writers in the tertiary levels are not aware of the profound functions of

the use of metadiscourse markers ([Gholami, Nejad, and Pour, 2014](#)) and simply overuse them as a trend in the academic articles ([Letsoela, 2013](#)). Some prefer to employ them in the scholarly work merely due to the astigmatism of being uncertain with their utterances ([Wijaya, 2010](#)). In the Indonesian context, studies on the implementation of metadiscourse in academic writing have been done by several researchers. [Suhono & Haikal \(2018\)](#) explored metadiscourse categories (interactive and interactional) of students' writing results. The results revealed that all interactive and interactional metadiscourse markers were found in the writing with transitions as the highest occurrence. In addition, a study conducted by [Wijaya \(2010\)](#) investigated flouting and hedging of maxims in the Indonesian graduate students' classroom discussion context and the reason behind them. He found that flouting and hedging occurred in the students' utterance. The reasons underlying the violation of maxims are due to the assumption of the understanding of hearers on the topic and presentation, avoiding answering questions beyond their comprehension, and preventing further discussion due to awareness of the vagueness of the utterance.

The previous studies focused their investigation on the use of metadiscourse in academic writing among students of tertiary level of education and non-native English expert writers. However, despite the need to reveal the appropriate use of metadiscourse as indicating the social interaction in the written work, the studies of metadiscourse in Indonesia merely spotlighted the problems of inadequate use of such markers among the learners and are lacking in revealing functional need underlying the employment of such markers among the expert writers. Therefore, this study aims at bridging this gap by providing the investigation of the utilization of interpersonal metadiscourse markers in the published academic articles written by Indonesian expert writers to bring to light the factors of such adoption, so as it can provide the answer of the appropriate implementation of metadiscoursal-features in the academic research articles. Two elaborating questions served as the basis of discussion.

## METHODS

This study aimed at revealing the implementation of interpersonal metadiscourse markers in the research articles of Indonesian expert writers and unearthing the functions as related to the standard of academic writing. Thus, it was conducted using a descriptive qualitative approach. The main object of this research was the discussion sections of the academic articles written by selected Indonesian expert writers serving as the subjects of the study. In selecting the subjects, extreme-case sampling of the qualitative sampling method was employed. According to [Johnson & Christensen \(2014\)](#), in this sampling method the extremes of some characteristics are examined. Based on [Akbari & Yazdanmehr \(2014\)](#), experts are those with such a length of occupational background. Therefore, being expert writers in English means that they were aware of the use of the interpersonal metadiscourse markers in the articles and their function to implicate intercultural-related issues towards the readers.

As for the sources, the selected articles needed to follow such criteria as: being conducted employing open-ended questions in the research, being written by the selected Indonesian expert writers of Universitas Negeri Malang as a sole writer, and being published in the national and international indexed journals from the period of 2014-2019. Following these criteria, six articles were gathered and served as the primary data source.

### Instruments

To accommodate in the data collection, a metadiscourse classification table which helped in classifying data according to themes was employed as the main instrument. This instrument was directly adapted from [Hyland \(2005\)](#) interpersonal metadiscourse which consists of interactive and interpersonal markers. The table was chosen since it was used in many studies investigating metadiscourse in academic written work. Moreover, [Hyland \(2010\)](#) also refers his analysis to this table. Thus, no changes were made. Moreover, a semi-structured interview guide was employed to assist in the 30-minute interviews with every research subject. Based on [Ary et al. \(2010\)](#), semi-structured interview is not only formulated by particular questions to ask, but also provides a chance for the researcher in modifying and adding the applicable questions during the interview process.

### Data Collection

The data collection of metadiscourse and the interview process were conducted simultaneously. In an attempt to collect the data of the interpersonal metadiscourse markers, the researcher first selected the subjects who were fitted with the criteria. Following that, the researcher asked for a permission from the subject (writer) by either a spoken direct request or text messages. Once the permission was granted, the articles were downloaded from Google Scholar site. The articles had to be published within a contemporary

period of 2014-2019 to allow actuality of the data, academic norms, and topics of the articles. Following that, the discussion part of each article was looked through to discover the interpersonal metadiscourse markers used. These data were then tabulated into tables. To allow the credibility of the data, the tabulated data were sent to an expert validator who is an academic staff of Universitas Muhammadiyah Malang in the department unit of AIPT national and international division.

Simultaneously, a semi-structured interview guide was arranged according to the result of the collected data. Then, interview appointments were made between the researcher and the expert writers. Once the date was set, the interviews were arranged with each of the expert writers. The semi-structured interview guide which consisted of questions related to the implementation of interpersonal metadiscourse markers and cultural-related issues bound in the articles accommodated the interview process. Responses to the questions in the interview were recorded. Finally, after all of the interviews had been administered, the recording was transcribed into words as the other data to generate the answers of the norm values implied in the articles.

### Data Analysis

There were two data analyses performed in this study, metadiscourse analysis and interview analysis. The tabulated data of metadiscourse were analyzed qualitatively. To analyze the data, the researcher employed an interpretive analysis method. According to [Johnson & Christensen \(2014\)](#), this analysis deals with data, such as managing data by segmenting it into manageable units, giving codes on the data, synthesizing them into category systems and drawing patterns into conclusive findings.

Simultaneously, the interview results were analyzed qualitatively following [Johnson & Christensen \(2014\)](#). Several statements in the interview transcription which indicated the factors of the use of each type of the interpersonal metadiscourse markers in the articles by the writers were highlighted. The previously prepared highlighted segments were grouped under similar categories and codes attained in the primary data collection, so that the factors of the use of interpersonal metadiscourse were matched to themes of the types of the metadiscourse markers. Consequently, the underlying factors affecting the use of the interpersonal metadiscourse markers are revealed. Furthermore, the underlying facts of the results acquired through the analyses of the interviews are presented by illustrating the acquired codes and themes in tables in the Finding section.

## RESULTS AND DISCUSSION

The interpretive analysis of the discourse in the six articles reveals the utilization of metadiscourse markers in the academic research composed by the four Indonesian expert writers. According to the result, the Indonesian expert writers employed the interpersonal metadiscourse suitable with the table classification of metadiscourse based on [Hyland \(2005\)](#),



including the types and functions. However, each writer did not employ the same numbers of each category. While some writers applied more interactive markers compared to the interactional ones, one writer applied all types of interpersonal metadiscourse markers in each category.

Interestingly, the interactive markers were employed more often than the interactional ones among the Indonesian expert writers. The findings are presented in [Table 2](#) and further details in the following sub-sections based on the results of metadiscourse implemented by each writer.

**TABLE 2 |** Presence of Metadiscourse Markers in the Articles

Interactive Marker	Expert Writer 1 (EW1)	Expert Writer 2 (EW2)	Expert Writer 3 (EW3)	Expert Writer 4 (EW4)
Transitions (Tr)	✓	✓	✓	✓
Frame markers (FrM)	✓	✓	✓	✓
Endophoric markers (EdM)	-	✓	✓	✓
Evidential markers (EvM)	✓	✓	✓	✓
Code glosses (CdG)	✓	✓	✓	-
<b>Interactional Markers</b>				
Hedges (Hg)	✓	✓	✓	✓
Boosters (Bs)	✓	✓	✓	✓
Attitude markers (AtM)	-	✓	-	✓
Engagement markers EgM)	-	✓	✓	-
Self-mention markers (SfMt)	-	✓	-	-

In the use of transitions, the EW1 employed them in the form of adverbs such as: Thus, Accordingly, Therefore, Moreover and In addition to communicate the semantic relation between the previous sentence and the next sentence. The occurrences of transitions functioning as an adverb can serve the purpose of consequence, based on [Hyland \(2005\)](#), of the previous sentence from which the impact is found in the next sentence. These markers help to build the coherence. Below is the excerpt extracted from the discussion part of the article that contains the instance of metadiscourse.

Excerpt 1.1

The video-making process was beneficial in helping the students to write in a foreign language ... Thus, the difficulty in developing ideas in writing ... can be overcome ...

Interview Excerpt EW1 1.1

This is kind of continuation. By using the marker, the consequence is somewhat cause and effect.

Meanwhile, the existence of transitions in an adverb form can also function as giving an addition, based on [Hyland \(2005\)](#), to the previous idea with the next sentence. This helps to provide extra information. This is clearly shown in the following excerpt.

Excerpt 1.2

In addition, writing helps students develop their ability in using the language with precise vocabulary and grammatical use.

Interview Excerpt EW1 1.2

The politeness is not the way I look at the transition because basically it is the way of making some points coherent in writing.

In addition, EW2 employed frame markers to show sequential order within the discussion. They are presented in the form of adverbs and noun phrases as illustrated in the following excerpts.

Excerpt 1.3

... to both the first and second offers made by C1 and C3, respectively,...

Excerpt 1.4

The second perspective sees indirectness ...

Interview Excerpt EW2 1.1

Yeah..yeah (I want to show the order). I think so.Yes. That is quite common in academic writing I believe ....

The occurrences of the frame markers of the interactive metadiscourse in the form of an adverb in Excerpt 1.3 and a noun in Excerpt 1.4 serve as a sequence to set consecutive orders of two ideas, in which one comes after the other, and to link the idea in the previous sentence to that in the next sentence, respectively. These interactive markers help to build the coherence of the ideas. This is also found in the interview result that the writer claimed it was used to show the order or sequences.

To add, EW3 also used metadiscourse in the category of endophoric markers. The marker is found in an adverbial phrase form. The example of the marker is depicted in Excerpt 1.5.

Excerpt 1.5

A combination of ... was a common practice ..., as demonstrated in Table 3.

In the above excerpt, the writer employed endophoric marker to refer to the idea which has been presented previously in the article. This functions as the guidance for

the readers to focus on the mentioned information.

To show references to others' previous work, EW3 used evidentials in the discussion section. In the use of evidentials, the EW3 employed them in the form of active reduced adjective, a transitive verb, a noun and a sentence to communicate the supporting ideas found in other articles, as seen in the following excerpts.

#### Excerpt 1.6

This finding echoes Breen's [13] and Lacorte's study, ...

In Excerpt 1.6, EW3 employed evidential in the form of an transitive verb whose object indicate the reference to a source of information from other studies. This phrase indicates the evidence of the relation of the presented idea in the discussion with the related findings in the similar field. This was explained further by the writer n the interview as shown in the following excerpt.

#### Interview Excerpt EW3 1.1

This is the procedures. When you want to discuss your findings, do the findings relate to the other previous studies. It is an international norm.

The interview with EW3 reveals the academic norm behind such practice. She believed that the use of evidence in the text is to relate with the previous studies and it is a part of rules in scientific writing. She added that relating her research finding to that other scholar is an international norm of academic writing.

The interpersonal metadiscourse markers found in the articles written by Indonesian expert writers are appropriate example of the implementation of metadiscourse in the academic writing. They have followed the classification and functions of each category of metadiscourse proposed by [Hyland \(2005\)](#) in the academic writing. It is revealed that among the analyzed articles written by the Indonesian expert writers, the existence of the interactive metadiscourse markers is found more than that of the interactional markers. This finding echoes [Lin \(2005\)](#) who reveals that non-native writers used less degree of interpersonal metadiscourse. Additionally, the finding is also similar to that of [Livingstone \(2019\)](#) and [Shafouqie et.al \(2019\)](#) on the higher frequency of interactive markers compared to interactional markers among non-native speakers.

The interactive metadiscourse employed by Indonesian expert writers include transitions, frame markers, endophoric markers, evidentials, and code glosses. This supports the metadiscourse classification of [Hyland \(2005\)](#) in which the occurrences of transitions can serve the purpose of consequence of the previous sentence from which the impact is found in the next sentence and an additional idea to the previous one with that in the next sentence or giving comparison of ideas presented in the text. By applying the marker, the writers aim at showing continuation of ideas which help to build the coherence. [Oshima & Hogue \(2007\)](#) state that transition functions to connect the idea in one sentence to

that in the other. It is used to show relationship between the sentences.

Besides, to help the readers understand the order of the ideas presented, Indonesian expert writers also use frame markers. They are employed to indicate a sequential order and label of stages in the text. This reflects [Hyland \(2005\)](#). The writers employ frame markers in order to clarify the proposed ideas for the readers ([Khedri, Ibrahimi & Chang, 2013](#)).

Moreover, the evidential markers are used to indicate the reference to a source of information from other studies ([Hyland, 2005](#)). This phrase indicates the evidence of the relation of the presented idea in the discussion with the related findings in the similar field. This indicates that importance previous studies to support the proposed ideas. This finding is similar to that of [Mazic \(2013\)](#) who mentioned that in scientific research, the reference plays as the essential information to help the readers identify and find the used sources of supporting information.

The interactional metadiscourse employed by Indonesian expert writers include hedges, boosters, engagement markers, attitude markers, and self-mention markers. This supports the metadiscourse classification of [Hyland \(2005\)](#). This is in line with [Hyland \(2005\)](#) that hedges are seen as the mark of writer's reluctance in proposing the ideas. While the hedges can make people sure about the result, there is no element of forcing. The implementation of hedge reflects the highly valued role of interpretation to build up a relationship with readers to persuade them on the proposition ([Hyland, 2005](#)). Besides, boosters are also employed in the articles of Indonesian expert writers and they function to emphasize the certainty in the writer' argument and to put an emphasis on the general practice of the idea delivered. This is to indicate that the writer is certain with the proposed argument. This is in line with [Hyland \(2005\)](#) of the booster function in the text.

## CONCLUSION

To sum up, the study on the use of interpersonal metadiscourse in the discussion academic articles written by Indonesian expert writers reveals the utilization of interactive and interactional markers following the classification and functions of each category of metadiscourse proposed by [Hyland \(2005\)](#). The finding reveals the appropriate utilization of interpersonal metadiscourse in research articles which indicates the international norm of academic writing. Thus, employing such markers the Indonesian expert writers have fulfill the intelligibility of communication in international research articles.

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# Incorporating culture and textbook adaptation practice for promoting intercultural competence in ELT: teachers' perspectives

Dian Novita<sup>1,2\*</sup>, Oikurema Purwati<sup>1</sup>

<sup>1</sup>Doctorate Program, Pendidikan Bahasa dan Sastra, Universitas Negeri Surabaya,<sup>2</sup>English Language Education, Faculty of Psychology and Education, Universitas Muhammadiyah Sidoarjo

It is currently accepted that language and culture are inseparable since culture becomes an essential aspect of learning a foreign language. In the Indonesian context, this broad understanding of the crucial role of culture in English teaching has raised challenges in different contexts for EFL teachers. The recent study focuses on Indonesian Junior High School teachers' views on integrating culture in ELT and practices of textbook adaptation to help students build intercultural competence. Therefore, to meet these aims, a questionnaire and an open-ended question were employed to collect the data from fifteen participants teaching English at public and private schools in Indonesia. The study results reveal that Indonesian EFL teachers have positive attitudes on integrating intercultural competence in ELT. Still, some of the difficulties confronted by their implementation of textbook adaptation have been highlighted in promoting intercultural competence. This study suggests that EFL teachers in Indonesia should be provided with teacher training relating to textbooks adaptation and teaching culture. The implementation of ICT in ELT classrooms is also recommended. Finally, the redesign of the curriculum with more integrated intercultural competency materials should be taken into account.

**Keywords:** culture; textbook adaptation; intercultural competence; English Language Teaching (ELT)

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\*Correspondence:

Dian Novita

dian.19005@mhs.unesa.ac.id

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## INTRODUCTION

Initially, foreign language education is a cross-cultural issue. Both languages are used and reflect specific contexts within particular cultural contexts. Therefore, learning a foreign language requires more than gaining proficiency in that language in terms of language and communication. It also needs an increase in the familiarity of learners with the cultural context of the language. In line with this, [Hilliard \(2014\)](#) argues that it is practically unavoidable to teach a language without teaching any cultural knowledge. Besides, [Belli \(2018\)](#) asserts that interacting or negotiating with the native speakers of that language will be difficult, regardless of how proficient people are in all language skills in a foreign language or how flawless they speak that language, as they lack cultural awareness. In other words, in the excellent knowledge of a target language, the mastery of language skills, patterns, rules, and the target culture is involved.

One of the most crucial factors in deciding on good contact with speakers of the target community is speaking the language. Therefore, for the involvement in intercultural interactions and for the development of interpersonal relationships, language skills are important. For essential intercultural interactions, however, language fluency alone is not enough ([Lee and Li, 2019](#)). For this reason, language learners need to understand what culture means to do this, as language learning is a combination of foreign language proficiency, communication skills, successful intercultural communication and socio-cultural adaptation ([Masgoret and Ward, 2006](#))

In line with this, [Byram \(2008\)](#) explains the transition from concentrating on language skills to the role of a language as a means of communication to learn a foreign language effectively. He also emphasizes that the notion of intercultural competence is a goal of teaching languages. According to [\(Sercu, Méndez García and Castro Prieto, 2004\)](#), intercultural competence is one of the keys and most demanding objectives of foreign language teaching. This is because intercultural communication effectiveness arises when a negotiation is held between people based on both cultures, which is usually respectful and beneficial to each one.

Additionally, [Gonenand Saglam \(2012\)](#) claim that language and culture are so intertwined that another's importance will be lost by removing one from the other. Similarly, [Baltaci and Tanis \(2018\)](#) describe that culture is language-based, and culture is filled with language. Specifically, [McKay \(2003\)](#) states that language teaching is affected by the culture in two major ways: linguistically and pedagogically. Linguistically, in the linguistic dimension of the language itself, culture is essential, concerning the language's semantic, pragmatic, and discourse levels. Pedagogically, it affects the choice of language materials because, when deciding on language materials, the cultural content of the language materials and the teaching technique's cultural basis should be considered. He suggests that students must learn both linguistic and cultural norms to master a language.

[Moran \(2001\)](#) sees culture as a lively living thing that is widely practiced every day by individuals; therefore, history or culture is formulated. Then, he groups it into five aspects, namely: products, practices, perspectives, persons, and communities. 'Products' are the objects created or embraced by particular culture members, comprising plants, livestock, clothes, houses, economy, music, and religion, both tangible and intangible. 'Practices' relate to the acts and interactions that are carried out by particular culture members. These methods include modes of communication, product usage, time and space interpretations, and notions of appropriateness.

'Perspectives' belong to the views, values, and behaviors of the members of a society that underpins the products and practices. The individual members who constitute the community are 'persons.' Finally, 'communities' have unique social backgrounds, situations and communities in which cultural activities are carried out by participants. In this study, the five components were adapted to examine how teachers help students become conscious of cultural factors that have emerged in EFL textbooks.

Language teacher's role has been considered a professional mediator between foreign languages and culture ([Byram and Risager, 1999](#); [Vo, 2016](#)). Nevertheless, according to [Gonen and Saglam \(2012\)](#), the value of teaching culture as part of language research is still overlooked by teachers in various classrooms in different parts of the world. The first phase in incorporating culture into language learning should recognize what teachers already think, believe, and do in the classroom to address this problem.

The integration of culture in English learning materials, including textbooks, is significant. In the Indonesian context, the latest curriculum (i.e., the 2013 Curriculum) elucidates that

the purpose of EFL at the level of Junior High School is to enable students to interact interpersonally, transactionally, and functionally about themselves, family, and others, as well as concrete and imaginary objects concerning the everyday contexts and activities of the students. Moreover, the mandated syllabus for Junior High School students advises teachers to adjust learning materials based on students' cultural and geographical characteristics (Ministry of Education and Culture, 2016). It can be inferred that focus is placed on using students' cultural backgrounds as a useful reference for learning English. Therefore, the government has tried to support EFL learners with locally developed textbooks that portray the students' culture and the target culture to make it easier for them to learn English more communicatively ([Novita et al., 2020](#)).

[Kramersch \(1993\)](#) recommends that learners' home culture should be incorporated into instructional materials and the target culture in the teaching of foreign languages so that they can comprehend it. The purpose of the theory is to allow foreign language learners to build meaning rather than making teachers provide quick knowledge about foreign culture. Additionally, educators should be able to raise the consciousness of culture among students, stipulate them with the meta-language of culture, and cultivate a degree of intellectual objectivity necessary for cross-cultural study ([Novita et al., 2020](#); [Sariyildiz, 2017](#)). It implies that teaching culture encourages the comprehension of intercultural context through the students' insider lens to make them capable of correctly deciphering foreign cultural behaviors.

Concerning textbook adaptation, [Moran \(2001\)](#) suggests an approach to curriculum development. In it, teachers can develop textbooks to promote students' intercultural awareness. As a result, cultural practices applied in four groups: the creation of skills (conversations or role-plays), gathering of information (true personal stories or authentic materials), the discovery of explanations (explanations of cultural concepts or projects), and reflection (cultural information related to their lives). Additionally, [Shawer \(2010\)](#) recommends teachers take a step forward in the curriculum-making approach by examining learners' needs, interests, and abilities. Here, teachers perform a needs analysis and communicate with their students about learning material and activities. By completing the stages, teachers get more space to develop their textbooks to serve them based on their desires, preferences, and skills.

In the background of English Language Teaching (ELT), studies on the vitality of culture in English language learning and teaching have gained growing prominence for a decade ([Baltaci and Tanis, 2018](#); [Choudhury, 2013](#); [Kahraman, 2016](#); [Lee and Li, 2019](#); [Luk, 2012](#); [Rodríguez, 2017](#); [Sarıçoban and Çalışkan, 2011](#)). The body of the research is mostly situated in the Middle East (Turkey and Saudi Arabia), Asia (Hong Kong and China), and South America (Colombia). The role of culture in the ELT in various contexts was correspondingly recorded in the samples of the research, such as the teachers' perception ([Luk, 2012](#); [Choudhury, 2013](#); [Baltaci and Tanis, 2018](#)), the students' views ([Sarıçoban and Çalışkan, 2011](#); [Kahraman, 2016](#)), and the cultural representations in English language textbooks ([Lee and Li, 2019](#); [Rodríguez, 2017](#)).

There have been myriads of research concerning to the insertion of culture in the ELT classroom. However, in Indonesia, studies on how and if EFL educators initiate to foster intercultural competence for students remain underrepresented in the literature. Therefore, to fill the gap, the present study needs to be undertaken to reveal the teachers' perspectives on including culture in their teaching activities. Moreover, it is worth examining how the teachers practice the textbook adaptation about promoting students' intercultural skills since the locally developed textbooks

mostly emphasize Indonesian cultural identity ([Mahmud, 2019](#)). For guiding the study, the following research questions generated to conduct the study:

- (1) How are the teachers' views on integrating culture in the ELT classroom?
- (2) How do the teachers say about the textbook adaptation in their teaching to promote students' intercultural competence?

## METHODS

This research included fifteen EFL teachers who had 10-26 years of experience teaching English in Indonesian Junior High Schools from public and private schools. The

following table shows their general information about gender, knowledge sources for cultural teaching, and experience in countries of the target language.

[Table 1](#). The general information of EFL teachers

		n=15	
		F	%
Gender	Male	3	20.0
	Female	12	80.0
Knowledge sources about culture teaching	Coursework	13	86.7
	Training	0	0
	Conference	0	0
	Personal interest	1	6.67
	Not at all	1	6.67
Do you have any actual experiences in countries of the target language?	Yes	2	13.3
	No	13	86.7

Note: n: the total number of participants; F: frequency; %: percentage

A questionnaire developed to attain the data consisting of two key components: background and content. The background section questioned teachers' individual information (see Table 1). Moreover, the contents of the survey consisted of two parts. The first part was to study the teachers' views on integrating culture in the ELT classrooms; it adopted and adapted from [Sercu, Méndez García and Castro Prieto \(2004\)](#) and [Han \(2009\)](#) containing three aspects: (1) the teachers' views about culture teaching (9 items), (2) the teachers' familiarity with cultural themes (10 items), and (3) teachers' perception of the cultural role in the ELT classrooms (10 items). Moreover, to investigate the teachers' perceptions of the textbook adaptation in their teaching to promote students' intercultural competence, the researcher-developed questionnaire was constructed (8 items). The open-ended question was also included in the questionnaire to support the participants' choice of the items that need clarification to attain the rigorous data.

In the present study, to answer the research questions, research procedures are required to obtain the data. For this, the questionnaire was distributed to the participants to complete. Here, they were asked to indicate on a four-point Likert-type scale opinion poll to represent their perceptions. They also asked to answer an open-ended question about their willingness to perform textbook adaptation to promote

intercultural competence in the ELT classrooms.

As abovementioned, the data collected from fifteen Indonesian EFL teachers of Junior High Schools. Then, they were analyzed quantitatively using descriptive statistics. Meanwhile, to ensure the reliability of the outcomes, the open-ended section of the survey was qualitatively evaluated consecutively.

## RESULTS AND DISCUSSION

### The teachers' views on integrating culture in the ELT classroom

The teachers' perceptions about the integration of culture in the ELT classrooms were examined through the three questions, and the findings are as follows:

#### *The teachers' understanding of culture teaching*

In this section, the participants were asked to answer nine items of the questionnaire to explore the teachers' knowledge of culture teaching in the context of English teaching, including attitude (item number 1), knowledge (item number 2-5), and skills (item number 6-9). The results are represented in [Table 2](#).

**Table 2.** The teachers’ understanding of cultural teaching

Items of the questionnaire		F	%
1. Tendencies of responsiveness and acceptance to other cultures and communities established by culture teaching.	Strongly agree	12	80
	Agree	3	20
	Disagree	0	0
	Strongly disagree	0	0
2. Culture teaching provides details on everyday life and habits.	Strongly agree	10	66.7
	Agree	5	33.3
	Disagree	0	0
	Strongly disagree	0	0
3. Culture teaching provides information on the history of international culture(s), geography, and political conditions.	Strongly agree	9	60
	Agree	5	33.3
	Disagree	1	6.7
	Strongly disagree	0	0
4. Culture teaching provides information on shared values and beliefs.	Strongly agree	14	93.3
	Agree	1	6.7
	Disagree	0	0
	Strongly disagree	0	0
5. Culture teaching provides experiences (literature, music, theater, film, etc.) with a wide variety of cultural expressions.	Strongly agree	10	66.7
	Agree	4	26.7
	Disagree	1	6.7
	Strongly disagree	0	0
6. Culture teaching promotes increased awareness of students’ home culture.	Strongly agree	11	73.3
	Agree	3	20
	Disagree	1	6.7
	Strongly disagree	0	0
7. Culture teaching promotes reflection on cultural diversity.	Strongly agree	12	80
	Agree	3	20
	Disagree	0	0
	Strongly disagree	0	0
8. Culture teaching promotes the skills to empathize with individuals living in other cultures.	Strongly agree	15	100
	Agree	0	0
	Disagree	0	0
	Strongly disagree	0	0
9. Culture teaching promotes the ability to cope with intercultural interaction situations.	Strongly agree	15	100
	Agree	0	0
	Disagree	0	0
	Strongly disagree	0	0

As can be seen from the table, nearly all the participants show their highly agreed view on their understanding of the concept of culture teaching in the EFL classrooms, including attitude, knowledge, and skills. Surprisingly, 100% of respondents chose “agree” that culture teaching makes it possible for people living in other communities to be empathetic (item number 8) and the ability to deal with circumstances of intercultural contact (item number 9). Besides, only 1 participant (6.7%) stated “disagree” for the 3<sup>rd</sup>, 4<sup>th</sup>, and 6<sup>th</sup> items. It implies that almost all teachers understand the concept of culture teaching.

The current study reveals similar results to [Kahraman's Table 3](#). The teachers’ familiarity with English-related cultures

[\(2016\)](#) research that sees the cultural teaching is essential in EFL classrooms. The participants had a strong belief about the culture teaching to promote intercultural competence among EFL learners. Further, [Vo \(2017\)](#) proposed that whenever teachers are aware of the principle of cultural teaching, they are then prepared to participate in their teaching practice with intercultural communication competence.

**The familiarity of teachers with English-related cultures**

Concerning the teachers’ familiarity with topics integrating into the ELT classroom, teachers were asked to answer the ten items presented in [Table 3](#).

Items of the questionnaire		F	%
1. The political system, history, and geography	Very familiar	2	13.3
	Sufficiently	2	13.3
	Not sufficiently	10	66.7
	Not familiar at all	1	6.7
2. Daily life and routines, living conditions, food, and drink, etc.	Very familiar	2	13.3
	Sufficiently	10	66.7
	Not sufficiently	3	20
	Not familiar at all	0	0

	Items of the questionnaire	F	%
3. Youth culture	Very familiar	2	13.3
	Sufficiently	8	53.3
	Not sufficiently	4	26.7
	Not familiar at all	1	6.7
4. Literature, art, and drama	Very familiar	2	13.3
	Sufficiently	2	13.3
	Not sufficiently	10	66.7
	Not familiar at all	1	6.7
5. School and education	Very familiar	2	13.3
	Sufficiently	10	66.7
	Not sufficiently	3	20
	Not familiar at all	0	0
6. Body language	Very familiar	2	13.3
	Sufficiently	7	46.7
	Not sufficiently	5	33.3
	Not familiar at all	1	6.7
7. Tradition, folklore, and tourist attractions	Very familiar	2	13.3
	Sufficiently	5	33.3
	Not sufficiently	7	46.7
	Not familiar at all	1	6.7
8. Values and beliefs	Very familiar	2	13.3
	Sufficiently	6	40
	Not sufficiently	6	40
	Not familiar at all	1	6.7
9. Different ethnic and social groups	Very familiar	2	13.3
	Sufficiently	6	40
	Not sufficiently	7	46.7
	Not familiar at all	0	0
10. International relations (political, economic, and cultural), with students' own country and other countries	Very familiar	2	13.3
	Sufficiently	4	26.7
	Not sufficiently	8	53.3
	Not familiar at all	1	6.7

Based on the study results, the topics of daily life and routines, living conditions, food, and drink, etc. (item number 2) and school and education (item number 5) have the highest rank seen from the table. Here, 80% of the participants show their familiarity with these topics. These topics followed by youth culture (66.6%) and body language (60%). About 53.3% of the participants say they are familiar with values and beliefs and different ethnic and social group topics. Moreover, 46.6% of the participants are recognizable to the topic of tradition, folklore, and tourist attractions. Finally, the three low familiarity topics are international relations (40%), literature, art, and drama (26.6%), and political system, history, and geography (26.6%). Cultural topics can be included in the ELT classroom to promote the students' intercultural competence (Byram, 2008; Gonen and Saglam, 2012; Lee and Li, 2019; McKay, 2003). Gonen and Saglam (2012) explicitly notes that when teachers are familiar with different aspects of the target culture, they therefore have a positive effect on learners in helping them with intercultural competence.

The teachers' responses show that they have positive attitudes towards culture in the ELT classroom. Almost all the participants state that they have a higher agreement in viewing culture teaching as essential as well as the EFL teaching (93.3%).

Remarkably, none of the participants disagree with the statements: "The integration of language and culture helps to develop language skills for learners;" "The more students know about the native culture, the more tolerant they are;" "Misunderstandings occur equally much from linguistic as well as cultural gaps when speakers of various languages interact;" and "Teaching at the EFL should strengthen the awareness of students of their own cultural identity." Meanwhile, no participants express their agreement on the items: "A focus on the study of native cultures may lead to the students' loss of cultural identity;" "The study of culture will impede progress in linguistic accuracy in the ELT classes;" and "Learning about native cultures will change the attitude of the learner towards their own culture." The findings confirm the study of Belli (2018), who argues that the full mastery of a target language requires the knowledge of language skills, patterns, and rules and the mastery of the target culture.

**The teachers' views on the role of culture in the ELT classrooms**

Ten questions were designed to examine teachers' attitudes about the role of culture in the ELT classroom, as shown in [Table 4](#).



**Table 4.** The teachers’ perceptions of the role of culture in the ELT classrooms

Items of the questionnaire		F	%
1. In an integrated way, it is not easy to teach a foreign language and foreign culture.	Strongly agree	0	0
	Agree	1	6.7
	Disagree	1	6.7
	Strongly disagree	13	86.7
2. Teaching culture is as important in an ELT classroom as teaching EFL.	Strongly agree	14	93.3
	Agree	0	0
	Disagree	1	6.7
	Strongly disagree	0	0
3. The integration of language and culture helps to develop language skills for learners.	Strongly agree	14	93.3
	Agree	1	6.7
	Disagree	0	0
	Strongly disagree	0	0
4. The more students know about the native culture, the more tolerant they are.	Strongly agree	13	86.7
	Agree	2	13.3
	Disagree	0	0
	Strongly disagree	0	0
5. Misunderstandings occur equally much from linguistic as well as cultural gaps when speakers of various languages interact.	Strongly agree	12	80
	Agree	3	20
	Disagree	0	0
	Strongly disagree	0	0
6. Teaching at the EFL should strengthen the awareness of students of their own cultural identity.	Strongly agree	10	66.7
	Agree	5	33.3
	Disagree	0	0
	Strongly disagree	0	0
7. The cultural dimension should be extended in the ELT classrooms.	Strongly agree	9	60
	Agree	5	33.3
	Disagree	1	6.7
	Strongly disagree	0	0
8. A focus on the study of native cultures may lead to the students' loss of cultural identity.	Strongly agree	0	0
	Agree	0	0
	Disagree	1	6.7
	Strongly disagree	14	93.3
9. A focus on the study of native cultures may lead to the students' loss of cultural identity.	Strongly agree	0	0
	Agree	0	0
	Disagree	1	6.7
	Strongly disagree	14	93.3
10. Learning about native cultures will change the attitude of the learner towards their own culture.	Strongly agree	0	0
	Agree	0	0
	Disagree	1	6.7
	Strongly disagree	14	93.3

**Table 5.** The teachers’ perceptions of the textbook adaptation in their teaching practice

Items of the questionnaire		F	%
1. To demonstrate an aspect of a foreign culture, I use videos, CD-ROMs or the Internet.	Often	2	13.3
	Sometimes	1	6.7
	Seldom	1	6.7
	Never	11	73.3
2. To improve their cultural awareness, I ask my students to individually explore an element of foreign culture concerning the students' home culture represented in the textbook.	Often	2	13.3
	Sometimes	0	0
	Seldom	1	6.7
	Never	12	80
3. I have heard (or read) about a country or culture abroad, and I share it with my students.	Often	2	13.3
	Sometimes	0	0
	Seldom	2	13.3
	Never	11	73.3
4. I ask my students to think about the picture of the foreign country that the media are promoting.	Often	2	13.3
	Sometimes	1	6.7
	Seldom	1	6.7

Items of the questionnaire		F	%
5. I invite my students to imagine what living in a foreign community will be like.	Never	11	73.3
	Often	2	13.3
	Sometimes	0	0
	Seldom	1	6.7
6. In a foreign language, I invite my students to explain an element of their own culture.	Never	12	80
	Often	2	13.3
	Sometimes	0	0
	Seldom	1	6.7
7. I encourage my students to contrast an element of their own culture with the component of the foreign culture.	Never	12	80
	Often	2	13.3
	Sometimes	1	6.7
	Seldom	0	0
8. I explore prejudices about specific cultures and countries with my students or the inhabitants of particular countries.	Never	12	80
	Often	2	13.3
	Sometimes	0	0
	Seldom	1	6.7
	Never	12	80

### *Teachers' voice about the textbook adaptation in their teaching to promote students' intercultural competence*

To know the teachers' perceptions of the textbook adaptation in their teaching to support students' intercultural competence, the participants were asked to answer eight items and the open-ended questions to clarify their choices. The results of the study are presented in the following sections.

[Table 5](#) shows the textbook adaptation practice frequency in the ELT classrooms to promote students' intercultural competence. In this present study, nearly all the participants opt "never" in every questionnaire item statement. Notably, 80% of the participants' state "never" for the items: 2, 5, 6, 7, and 8. Then, around 73% of the participants share "never" for the items: 1, 3, and 4. Only 13.3% out of the fifteen participants often do the activities mentioned in the questionnaire. Here, the findings reveal that nearly all the current study participants experience their insignificant implementation of the textbook adaptation with developing the students' intercultural competence.

Additionally, according to the open-ended questions, the participants explicitly explained why they did not practice textbook adaptation in their English teaching activities. The participants stated that they had time limitations, lack of facilities, and culture inclusion was not mentioned in the syllabus. The following excerpts are the samples of the explanations written by the participants.

*"My students are very interested in cultural events, but due to limited time, I cannot spend much time on those activities."*

*"The easiest way to enrich the students' knowledge about culture actually is from the internet resources; however, I can't practice it since the school has no experience to support this."*

*"Since it is not stated in the syllabus, I feel hard to implement the textbook adaptation. Initially, I realize that cultural knowledge is essential for my students."*

The study results show that it is often overlooked to teach the culture of the target language. Teachers would rather save their time and follow the curricula because teaching culture in the ELT classroom would consume much time and needs more facilities and infrastructure. Here, the current research is consistent with [Gonen and Saglam's \(2012\)](#) and [Vo's \(2017\)](#) studies.

## CONCLUSION

The present study aimed to shed light on how Indonesian Junior High School EFL teachers deal with cultural integration in ELT classrooms and their impressions of textbook adaptation in their teaching to facilitate students' intercultural skills. It confirms that generally the teachers are aware of the cultural integration in the ELT classrooms. Most of them know the concept of culture teaching. They believe that people living in other communities empathize with them and coping with intercultural communication situations is enhanced by intercultural competence. Also, EFL teachers have sufficient knowledge of the cultural subjects that can be used in the ELT classroom to facilitate students' intercultural competence. In terms of the role of culture in the ELT classroom, teachers' responses also indicate that they have positive attitudes to view the importance of culture teaching and EFL teaching. They consider that the target language mastery includes language skills, patterns, rules, and target culture mastery.

However, the teachers' practices deal with textbook adaptation are not well implemented, although they believe that cultural competence in their teaching activities is crucial. The study findings suggest that teaching target language's culture is often ignored as teachers would prefer to save their time and adopt the curricula because it would take a lot of time to teach culture in the ELT classroom and need more facilities and equipment. Therefore, several potential suggestions to strengthen intercultural competence in EFL teaching are suggested from the challenges found in the current study as follows.

First, more training workshops in the field of cultural integration in the ELT classrooms for Junior High School teachers should be delivered, including how to use the ICT (Information and Communication Technologies) to support the cultural integration practices. Secondly, the curriculum redesign with a more integrated intercultural competence substance should be considered. The English curriculum should give more room for teachers in serving the students based on their needs, preferences, and skills, especially for enhancing students' mastery on the target language. Once these recommendations can be adopted, it is firmly assumed that the expectations and behaviors of the intercultural communication skills involvement of EFL educators will change positively.

Finally, more studies must also be conducted in the current context to integrate with other research tools, including classroom observation and document analysis, to gain a deeper understanding of intercultural competence's involvement in EFL teaching. Moreover, to gain better insights into the effectiveness of intercultural competence interaction in the EFL curriculum, more comparative studies between the different middle schools in Indonesia are highly suggested.

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# Multiple e-learning technologies on practicing TOEFL structure and written expression

Damar Isti Pratiwi\*, Dadang Sanjaya Atmaja, Henry Widya Prasetya

Politeknik Perkeretaapian Indonesia, Indonesia

The present study investigates how to implement multiple e-learning technologies on practicing TOEFL PBT Section 2, Structure and Written Expression, and its effectiveness. It is a case study at Indonesian Railway Polytechnic. The participants were 48 students of the Railway Mechanical Technology program observed during eight online TOEFL practicing classes. The data were collected using observation note to describe the implementation of e-learning technologies, comparing each score to determine the effectiveness of the technologies and a questionnaire to identify students' feedback. The findings identified how to implement multiple e-learning technologies on practicing TOEFL PBT Section 2 in which effective to increase students' TOEFL score; those technologies were regarded as interesting media on practicing TOEFL Structure and Written Expression and received more positive feedbacks than the drawback from the students of Railway Mechanical Technology program. These imply that implementing multiple e-learning technologies on practicing TOEFL Structure and Written Expression enhances students' learning outcomes.

**Keywords:** e-learning, quizizz, socrative, Kahoot!, Google Form, TOEFL structure

## INTRODUCTION

The vision of Indonesian Railway Polytechnic is to generate competence and professional human resources in railway transportation based on Railway Act No 23/2007. One of the competences is mastering one foreign language as English is chosen as it is the most widely language spoken in the world. In addition, in industrial revolution 4.0, the university student needs to be able to successfully participate in rapidly globalizing world (Pratiwi et al., 2016) as mastering English will be a passport for someone to enter the global world and to compete with others in a global level (Rokhyati, 2013). It is suggested that Standard English has to be taught in class, so the English proficiency also needs to be proven by English standardized tests, such as TOEFL, IELTS or TOEIC. In this case, Indonesian Railway Polytechnic has decided to use TOEFL PBT as the English standard proficiency measurement as it is instructed by the Human Resources Department of the Ministry of Transportation. Furthermore, this is appropriate as TOEFL is designed to measure the English proficiency of people whose native language is not English (ETS, 2017).

TOEFL gives students the opportunity to prove they can communicate ideas effectively by simulating university classroom and student life communication (Mufidah, 2012). Several universities determine TOEFL score as the graduation standard requirement in Indonesia (Tilana et al., 2019), including Indonesian Railway Polytechnic. It has been set that the minimum TOEFL score is 480 for all students as a graduation requirement; therefore, students need to practice TOEFL whether in class or outside the classroom as many as students find it difficult to do TOEFL. In addition, one big common problem

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\*Correspondence:

Damar Isti Pratiwi

damar@ppi.ac.id

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for students of TOEFL is section 2, structure and written expression, and students often feel stressed with This part (ETS, 2017). In other cases, students regarded structure and written expression as the most challenging part of TOEFL (Hajri et al., 2015; Thu, 2019). Accordingly, this study focuses on TOEFL section 2, structure and written expression.

Language teaching has been extensively influenced by the innovations made in science and technology (Poudel, 2015) as technology advancement has supported rapid global society growth of social interaction. Learners may need to change their learning skills and approach to what is most appropriate and use technological devices for efficient learning (Kaya & Balta, 2016) while teachers have to generate their learning to be more customized, hyper, intelligent, portable, worldwide and virtual (Sariani et al., 2020). When effectively used, ICT tools can enhance the learning process and supporting collaborative works to facilitating authentic assessment (Waluyo, 2020). Encountering students with an online venue can help them foster their language learning and provide an empowering means for achieving educational goals. In short, practicing TOEFL PBT, especially in Section 2, needs to use effective test preparation techniques to derive optimum result (Manoj & Hijazi, 2018).

Mobile applications for language learning purposes are available. Yet, there seems to be a lack of variety in applications for using them in class (Yoon, 2017), so teachers need to get effective and efficient teaching and learning applications. In this technological age, integrating multimedia technology and traditional teaching methods is considered a key promoter of creating an effective learning atmosphere across the globe (Mallick et al., 2020). On the other hand, teaching using traditional methods only could cause passiveness and boredom amongst students (Ubaedillah et al., 2020). Recently, many researchers have focused on using Student Response Systems (SRS) that is reported positive experiences in the classroom which increase student engagement, participation and outcome (Azmi, 2017; Benson et al., 2016; Heaslip et al., 2014). These have offered teachers intelligent tools to enable students to adapt them to suit their learning need. In this current study, the use of SRS is implied in practicing TOEFL Structure and Written Expression, not only general English.

Multiple e-learning technologies offered in this study are about using SRS in the online class. There are Quizizz, Socrative, Kahoot! and Google Form to practice TOEFL structure and written expression. These approaches are quite new for Railway Mechanical Technology students. Only a few lecturers implemented these technologies; however, in this pandemic era, the online teaching and learning process is mandatory (Stickler et al., 2020). It is hoped that by implementing multiple e-learning technologies, students could be motivated to practice TOEFL, especially Section 2, to achieve scores as required by the campus. Thus, this study has the following research questions:

1. How to implement multiple e-learning technologies on practicing TOEFL Structure and Written Expression?
2. Are the technologies effective as media in practicing TOEFL Structure and Written Expression?
3. How are the students' feedbacks on practicing TOEFL Structure and Written Expression?

### Quizizz

Quizizz is a gamified online tool which helps students check their knowledge and progress in learning (Rahayu & Purnawarman, 2019). It assists the students' mastery of English by multiplayer classroom activity, allowing all students to practice English together using their mobile phones (Rahayu & Purnawarman, 2019). This platform also allows the students to see the questions and all possible answers on their own devices shuffled for each student to keep focusing on doing their own work (Basuki & Hidayati, 2019). Many studies have identified this feature as a positive reinforcement to students and entertaining them during the teaching and learning process (Mohamad et al., 2020; Poudel, 2015; Yanmei et al., 2018).

This platform has two kinds of activities: live quiz and homework, making teachers more flexible to use the application, whether online or offline. Besides, it provides a leaderboard as one of its unique characteristics, instead of memes and timer. The leader board shows the performance level and students' achievement, motivating the students and creating healthy competition (Mohamad et al., 2020). For teachers, the activity reports are available so that the students' progress could be monitored easily and instantly as soon as the activity finished. Nonetheless, this platform required a stable data connection to be accessed due to its interactive leader board and memes. In some areas that are not covered with good signal, this application takes a long time to connect. This platform also has letter limitations on questions (300) and answers (100) sections that could not be used for practicing more extended questions.

### Socrative

Socrative was developed in 2010 by Boston-based graduate students for response formative assessment (Shaban, 2017). This application provides activities which engage students with three types of choices: launch a quiz, receive exit tickets and ask a quick question for instant feedback that could be formed in three question models: multiple-choice, true-false and short answer. Besides, teachers could personalize activities based on the classroom's need; they also could adjust teaching and learning activities based on the students' results as those are instantly available when the activities finished. Furthermore, this platform is easy to create, and the automatic grading makes teachers save their time, so it is more time to catering the classroom's need.

Many researchers have implemented Socrative as multimedia in teaching the learning process in their classroom, which empowers teachers to engage their classrooms and motivate their students to be taught (Kaya & Balta, 2016). This also enhances students' performance as students improve their learning experience (Dakka, 2015) and is proven to be effective multimedia to teach grammar (Maesaroh et al., 2020). Additionally, it contributes to promote students' critical thinking and stimulate students' collaboration (Shaban, 2017). In short,

Socratic provides positive vibration on students' attitude towards learning a language ([Mohammed & Chouthaiwale, 2018](#)), and that means that it provides authenticity by which learners interact easily with others all over the world.

### **Kahoot!**

Kahoot! was formally launched in August 2013 by building on Dr Alf Inge Wang and his students, Morten Versik, research' on lecture quiz ([Chiang, 2020](#)). As the tagline on its website, "make learning awesome, Kahoot! engages learners through games which could unlock the learning potential of each learner. Moreover, it is stated that Kahoot!'s principle is creating a game-based platform for students to enjoy learning in a fun, interactive and competitive manner. Accordingly, this application provides three types of activities; quiz, discussion and survey, which could be played by the whole class lively or as homework via technological devices such as smart phone or computer.

This application has brought many beneficial values for teachers and students. It receives a positive attitude from EFL students in the class ([Chiang, 2020](#)), which could make students collaborate as well as compete through interactive games ([Basuki & Hidayati, 2019](#)), improves students' English score, enhances students' motivation for coming in class, and is proven to be effective as multimedia to teach grammar ([Maesaroh et al., 2020](#)). This also allows teachers to evaluate the students' results effectively and efficiently as the results are recorded and easily tracked. Teachers could make use Kahoot! provided on the application made by public users or modifies the provided activity, instead of creating their own based on their classrooms' needs. Its flexibility, for instance, makes teachers have more choices in conducting the teaching and learning process. However, just like in the Quizizz platform, letter limitations on questions (300) and answers (100) make this application not to write more extended questions. Also, this platform could be a problem when access to the internet, computer or mobile phone is limited.

### **Google Form**

Google form is a web-based application used to create forms for data collection purposes, such as surveys, quizzes or event registration sheets ([Sivakumar, 2019](#)). The form can be shared by sending the link via email, message or other social media platforms, and it is free so that this platform is efficient to be used. The data gathered is in the form of a spreadsheet recorded automatically as the respondents fill the form. Teachers could use this form to conduct a test in multiple-choice, short answer or paragraph during the teaching and learning process. In creating a quiz, teachers could use multiple-choice and divine specific point for each number so that the result and the point would be automatically recorded when students finish the test.

This platform receives positive feedback from students and is proven to be effective media in conducting the test ([Sepyanda, 2018](#)). The results generated are secure as the diagram in the spreadsheet cannot be edited. The spreadsheet containing the respondents' data can be

modified, but the diagram only shows the actual data. Furthermore, the forms allow teachers to collect students' email address and limit the answer by managing the quiz setting, and the look of the forms could be checked before sending to the respondents. Nevertheless, this form has limited design customization, and its responsiveness could not be gathered automatically after the students finish filling-up the form. It cannot be integrated and connected with large datasets, and a particular limitation regarding its capabilities to accept text (up to 500 Kb) and images (up to 2 Mb).

### **TOEFL Structure and Written Expression**

The test is a necessary process to measure learning achievement ([Rahmawati et al., 2019](#)). TOEFL is a standardized test widely used across more than one hundred countries since its initial establishment in the early 1960s. It has been developed to measure the English proficiency of non-native speakers both in educational institutions and non-educational agencies for many purposes, such as school admission, graduation requirement, and working recruitment. There are three types of TOEFL; those are Paper-Based TOEFL (PBT), the Computer-Based TOEFL (CBT) and the Internet-Based TOEFL (IBT). TOEFL PBT and CBT are tested listening, structure and written expression, reading and writing, while IBT is tested reading, listening, speaking and writing. Specifically, in TOEFL PBT Section 2, structure and written expression, there are two types of questions: incomplete sentence and sentence correction ([Tilana et al., 2019](#)).

There are 40 questions in TOEFL PBT structure and written expression divided into two parts, completing sentences for 15 questions and the rest 25 questions for error analysis. The test takers only have 25 minutes to finish this part. Regarding the limited time and the total questions of this part, many students face difficulties in doing the test ([Thu, 2019](#)). So, TOEFL is needed to practice more to make the students get used to the structure and written expression. There is ten main topics of this section ([Hajri et al., 2015](#)): (1) Subject-verb agreement; (2) Verb – tense agreement; (3) Word forms; (4) Reduced clauses; (5) Connectors; (6) Gerunds and Infinitive; (7) Comparisons; (8) Clause formation; (9) Parallel structure; (10) Redundancy.

## **METHODS**

### **Research Design**

This was an action case study in the Railway Mechanical Technology program of Indonesian Railway Polytechnic in terms of practicing TOEFL PBT Section 2, Structure and Written Expression implementing multiple e-learning technologies Quizizz, Kahoot!, Socratic and Google Form. As an action case study, whereas classroom practitioner investigated in his or her professional context, it concerned with chronological narrative events of the case and focused on the individual group to seek and understand their perceptions. Hence, this research involved 48 second-year students in the academic year 2020/2021 as the sample, representing 144 students of the Railway Mechanical Technology program from all level; the first year, second year and third year. This sample was taken based on purposive sampling in which the first-year students were having online class at home, while the second and third-year students did their internship programs.

**Data Collection and Analysis**

The boundaries for collecting data using a mixed-method research design in which qualitative and quantitative data are collected. The qualitative data gathered through observation, interview, questionnaire, documents, visual materials, and recorded information. While quantitative data collected through TOEFL PBT Section 2 results. The observation was used to describe the implementation of multiple e-learning technologies in practicing TOEFL PBT Structure and Written Expression. While TOEFL PBT Section 2 results were essential to know the effectiveness of implementing the application in the class, the questionnaire was for gathering students’ feedback.

The observation result was analyzed by narrating the process of implementing multiple e-learning technologies. There were eight meetings in which each platform was used two times during this study. The results of TOEFL PBT Section 2 were counted using Hake’s theory about normalized gain (N-gain) score by comparing the average score and maximum score of each application. The results were compared to determine the effectiveness of each platform for practicing TOEFL PBT Section 2 (Coletta & Steinert, 2020). Manually, this could be counted and classified as follow:

$$N \text{ gain score} = \frac{(S_{post}) - (S_{pre})}{(S_{max}) - (S_{pre})}$$

Note:

S<sub>post</sub> = average posttest score

S<sub>pre</sub> = average pretest score

S<sub>max</sub> = maximum score

The questionnaire was in the form of an open-ended questionnaire. It was used to investigate students’ feedback after practicing TOEFL PBT Section 2 using those multiple e-learning technologies: Quizizz, Kahoot!, Socrative and Google Form. Accordingly, students were also asked to number the multiple e-learning technologies used to practice TOEFL PBT Structure, and Written Expression started from their most favorite to the least. Students’ perspective and feedback were essential to know the appropriate multimedia used in class based on learners’ need.

The research's validity and reliability were fulfilled from triangulation in which qualitative data analysis involved simple quantitative analysis. Triangulation, at its simplest, combined two or more different data collections methods within one study. In this study, triangulation has been fulfilled by combining qualitative data collection and analysis through observation and questionnaire and quantitative data collection and analysis through comparing pretest and posttest TOEFL PBT Section 2 results using the normalized gain score.

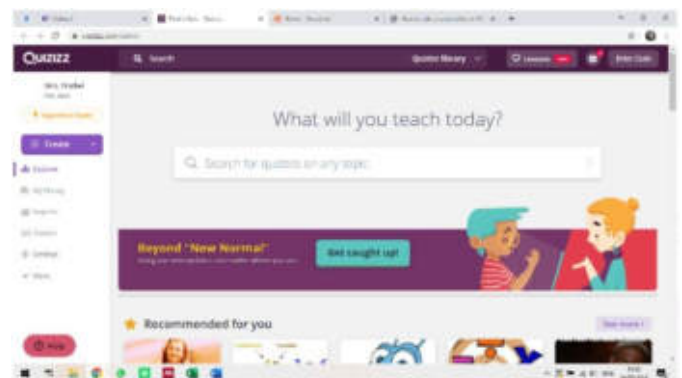
**FINDINGS**

**Implementing Multiple E-learning Technologies**

There were eight meetings for practicing TOEFL PBT Structure, and Written Expression in this study conducted

once a week. The test sources were taken from The Official Guide to the TOEFL 5<sup>th</sup> Edition (ETS, 2017), which provided authentic TOEFL practice test, so there was no need of testing the reliability and validity of the practice test as this research used a standardized test from ETS. Before conducting the action case study, the teacher asked the participants to do the test on paper to get the pretest score. The participants were 48 students from the Railway Mechanical Technology program who joined the research during eight meetings altogether.

Before practicing with the students, teachers had to prepare all questions and correct each application's answer. For the Quizizz application, teachers were required to make an account or sign up using their Google account at [www.quizizz.com](http://www.quizizz.com). Then create a new quiz by adding the questions one by one and click its correct answer. As for TOEFL need, teachers must choose the multiple-choice question type. Furthermore, teachers had to decide the time for each question that was 37.5 second, as the maximum time for 40 numbers was 25 minutes. As for practicing utility, teachers could add explanations for each number that the students could read after finishing the quiz. This quiz could be set up as a one-time quiz or as homework that the students could practice many times in their spare time. Teachers just needed to click share quiz and shared the link to their assigned students for sharing the quiz. The teacher’s code was needed when students wanted to do the quiz, so teachers had to share the code on their application. After finishing the quiz, the results could be downloaded through the Quizizz website or sent through a registered email used for signing up.



**Figure 1** Quizizz Application Display

In the Socrative application, the first step was just like in Quizizz, in which the teachers had to create an account by signing up a new account or using their Google account in [www.socrative.com](http://www.socrative.com). After that, in creating a new quiz, teachers must choose multiple-choice question types for TOEFL practice. Teachers could create a new quiz online through Socrative website or offline by downloading quiz templates and then uploading the fulfilled template on the Socrative website.

Unlike Quizizz, teachers did not need to decide the time for the quiz or each question as the time would be determined when teachers opened the quiz to be done. In conducting the quiz, teachers needed to ask their students to enter the Socrative website; then, they shared the teacher's code on their account. There were some additional features, such as jumbled the questions and answers so that each student would get different numbers or questions and randomized answer. After finishing the quiz, teachers could download the result thoroughly from the



Socrative website, save it on Google drive, or email it. If teachers wanted to use this as homework, they could not check the students' time to do the test as teachers had to be online during the students were doing the test.

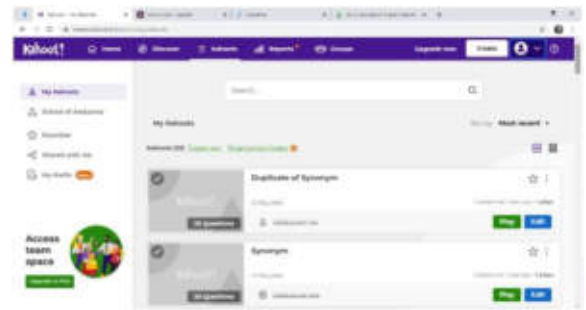


**Figure 2** Socrative Application Display

Using Kahoot! application, teachers had to create an account in [www.kahoot.com](http://www.kahoot.com) by entering details needed there or signing up using a Google account. For this research, the questions had to be set up in multiple-choice as this was about TOEFL Structure and Written Expression. Like the Quizizz application, the given time must be set up for each item, which was 37.5 seconds for each question, so the total time for 40 questions was 25 minutes. The correct answer and detail explanations of each question could be written below the question on the explanation column so that the students could learn more and automatically as often as possible during the activated time of the quiz. In this platform, teachers could set up a one-time quiz or as homework with decided time without online since the given time has been set up on each question. Using live game quiz, teachers just need to share the game pin to the students, while assigning the quiz as homework could be done by sharing the link of the quiz and the game pin so that the students could do the test as many as they wanted to practice in their available time. When the quiz finished, teachers downloaded the result through the application and sent it to email. There could be checked how many times each student did or practiced the quiz.

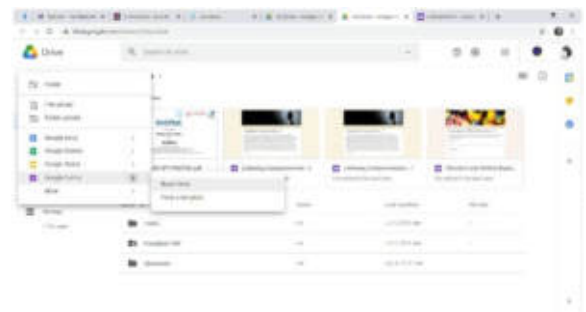
Google Form application is one platform from Google account that could be used as a quiz. The quiz could be created through logging in on Google Drive account then click new. There would be Google Form, which could be set up as a quiz by adding the correct answer, explanation, point and time given on each question so that by the time the quiz finished, the teachers could get the result. The students could get the correct answers and the explanation given. This could create autonomous learning for students

because the learners could learn in their own time. However, this application's display was just like a form without any additional memes' or pictures on the application. Unless this platform only recorded the submitted time, this could be set up if teachers wanted to collect students' email address to give feedback online by sending email to the students.



**Figure 3** Kahoot! Application Display

Google Form application is one platform from Google account that could be used as a quiz. The quiz could be created through logging in on Google Drive account then click new. There would be Google Form, which could be set up as a quiz by adding the correct answer, explanation, point and time given on each question so that by the time the quiz finished, the teachers could get the result. The students could get the correct answers and the explanation given. This could create autonomous learning for students because the learners could learn in their own time. However, this application's display was just like a form without any additional memes' or pictures on the application. Unless this platform only recorded the submitted time, this could be set up if teachers wanted to collect students' email address to give feedback online by sending email to the students.



**Figure 4** Google Form Application Display

**Table 2** revealed the schedule of practicing TOEFL PBT Structure and Written Expression for Railway Mechanical Technology students.

The practicing test was started from the zoom meeting. The students must use a laptop or computer for doing the meeting. There the students were given guidelines in doing the test based on TOEFL guidelines written on the book. The next step was using a mobile phone for doing the test through a scheduled application. In doing this test, students must sit in front of the activated zoom meeting camera and be only given 25 minutes to do the application test. After 25 minutes, the application would automatically close. The activated zoom camera was functioned to check whether the students did the test by themselves or not, while the timekeeper was used to ensure that the students' time to do the test was as exact as TOEFL time.

**Test Results**

During eight TOEFL Structure and Written practice meetings using multiple e-learning technologies, each platform was used

twice, so the Normalized gain score results were obtained two scores. Each score was compared with the pretest score, which has been done manually on paper before starting the research. The pretest average score result was 52. [Table 3](#) below presented the average result of TOEFL Structure and Written Expression in each meeting using the different application as scheduled. The scores were then compared with the pretest score to get the Normalized Gain

Score of each application.

**Table 1** N-Gain Score Category

N Gain Score	Category
0.76 – 1.00	Very effective
0.56 – 0.75	Effective
0.41 – 0.55	Less effective
0.01 – 0.40	Least effective
0.00	Not effective at all

**Table 2** Practicing TOEFL PBT Section 2 Schedule

Week	Implemented Application
1	Quizizz
2	Socrative
3	Kahoot!
4	Google Form
5	Quizizz
6	Socrative
7	Kahoot!
8	Google Form

**Table 3** Average Score of Practicing TOEFL Section 2

Week	Application	Average Score
1	Quizizz	65
2	Socrative	62
3	Kahoot!	64
4	Google Form	60
5	Quizizz	78
6	Socrative	72
7	Kahoot!	75
8	Google Form	68

**Table 4** N-Gain Score of Each Platform

Pretest Score	Posttest Application	N-Gain Score 1	N-Gain Score 2
52	Quizizz	0.27	0.63
	Socrative	0.21	0.48
	Kahoot!	0.25	0.56
	Google Form	0.17	0.38

**Table 5** N-Gain Category

Application	N-Gain Score 1	Category	N-Gain Score 2	Category
Quizizz	0.27	least effective	0.63	effective
Socrative	0.21	least effective	0.48	less effective
Kahoot!	0.25	least effective	0.56	effective
Google Form	0.17	least effective	0.38	least effective

[Table 4](#) indicated the results of the Normalized Gain score in each meeting. Each average score above was compared with the pretest using the Normalized Gain formula to determine each platform's effectiveness by looking at the N-Gain score category. Getting the Normalized Gain score for each platform in 2 meetings could be analyzed into the effectiveness of each platform based on the N-Gain score category. [Table 5](#) revealed the category of each platform.

**Students' Feedback**

After finishing the drilling practice for eight weeks using multiple e-learning technologies, the participants were given an online open-ended questionnaire in Google Form regarding their comments in implementing the technologies and numbering the four e-learning technologies starting from their most favorite (number 1) into the least (number 4). The students were free to write any comments, or sharing their experience in practicing TOEFL Structure and Written Expression, implementing those

four platforms. The questionnaire results could be defined into 2 categories, pros and cons, as shown in table 6. Furthermore, the pros could be grouped into five kinds of feedback, while the cons were categorized into three kinds of feedback. The percentages of each category were in [table 6](#) and [7](#).

Table 6 described that the multiple e-learning technologies made learning activities fun and interesting. It motivated them to learn more by themselves, which later on created autonomous learning for the students. Those four applications were also easy to be used even for those who used the applications for the first time. Some students thought this was challenging as they could compete with each other in a class by getting the winner, especially on Quizizz and Kahoot!.

It could be seen that those four applications had some problems during the implementation regarding the internet connection and the devices based on the data below. The internet connections were about the stability of the connection and the quota needed for practicing TOEFL Structure and Written Expression on each platform. As for the practicing session, the students just required their mobile phone. However, when this was for the test, they had to provide two devices, a computer or laptop and a mobile phone, for doing the test and for monitoring activity from the teacher. This also is a minor problem during the implementation of e-learning technologies. The most until the least favorite application chosen by the students outlined in Table 8 below and the bar chart of each application illustrated the data in the table provided in [Figure 5](#) on the following. Number 1 portrayed the most favorite, number 2 and 3 were the favorite and the less favorite, while number 4 expressed the students' least favourite application.

Thus, it could be interpreted that the most favorite e-learning technology used for practicing TOEFL Structure and Written Expression for Railway Mechanical Technology students was Quizizz. Almost half of the class chose that platform on number 1 (the most favorite). Those were 21 students who chose this platform which meant 43.75%. Almost the same number of the students, 20 students, appointed on number 2 (the favorite application). Then the rests cast on number 3 by seven students on 14.58%. The second favorite was Kahoot!, which chosen by 17 students out of 48 students in class as the most favorite. This fulfilled more than one-third of the total sample joined in this research, which was 35.42%. Most of the students placed Kahoot! on number 2; those were 22 students. This was 45.83%. Just a few students allowed Kahoot! on number 3, 9 students on 18.75%, and there was none of them placed this application on the least favorite.

The next favorite was Socrative which ten students cast on 20.83% as the most favorite one. This was a little bit more than one-fifth of the sample, which meant that not so many students favoured this application. Moreover, more than half of the sample designated this platform on number 3 (the less favorite), 26 students. Students who opted Socrative on number 2 (favorite) and number 4 (the least

favorite) were the same percentage, 12.5%. This was only six students. Google Form was the least favorite application chosen by students. Besides, there were no students who chose number 1 (the most favorite) and number 2 (favorite) for this platform; there were 42 students who ticked number 4 (the least favorite) for this platform. That was 87.5% of the total sample. The rests of the students, six students – 12.5%, determined number 3 for this application which also meant less favorite.

**Table 6** Students' Feedback (Pros)

Students' Feedback	Number of Students	Percentage
Fun and Interesting	15	31.25 %
Easy to be Used	11	22.92 %
Motivating for Learning	10	20.83 %
Helping for Autonomous Learning	8	16.67 %
Challenging and Competitive	4	8.33 %

**Table 7** Students' Feedback (Cons)

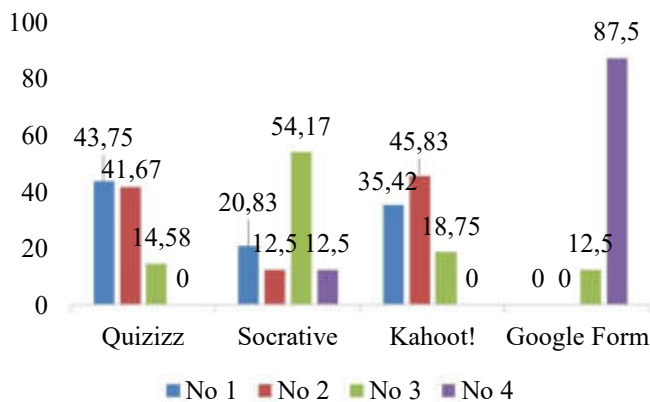
Students' Feedback	Number of Students	Percentage
Need good internet connection	25	52.08 %
Need extra internet quota	18	37.50 %
Need two kinds of devices	5	10.42 %

## DISCUSSION

Due to the revolution industry 4.0, e-learning technologies are needed as a gateway in learning and teaching language ([Poudel, 2015](#)). Mastering English could be a passport for someone to enter the global world ([Rokhyati, 2013](#)). Specifically, in this pandemic era, when the teaching and learning process should be done online, teachers have to develop the skills to successfully integrate digital tools into their classroom practice ([Stickler et al., 2020](#)). Thus, technology-aided ELT (English Language Teaching) systems relied on the effectiveness and efficiency of facilitating the teaching and learning process ([Mallick et al., 2020](#)). This research has pointed out how to implement the four e-learning technologies on practicing TOEFL Structure and Written Expression for Railway Mechanical Technology students. The results of each application's effectiveness have tallied as well compared to the traditional one (paper-test practice).

**Table 8** Students' Favorite Application

App	1		2		3		4	
	Number of Students	%	Number of Students	%	Number of Students	Number of Students	%	
Quizizz	21	43.75	20	41.67	7	14.58	0	0
Socrative	10	20.83	6	12.5	26	54.17	6	12.50
Kahoot!	17	35.42	22	45.83	9	18.75	0	0
Google Form	0	0	0	0	6	12.50	42	87.5



**Figure 5** Chart of Students' Favorite Application

Quizizz application enumerated as the most effective application for practicing TOEFL Structure and Written Expression and cast as the most favorite application. The findings on this study support several previous research which stated Quizizz improved students' grammar understanding while using this application (Rahayu & Purnawarman, 2019), the higher mean score of students who taught using Quizizz compared to conventional strategy and this platform could be effectively used as a distance learning tool (Mohamad et al., 2020). Moreover, in another language classroom, this digital tool has also justified as an effective e-learning technology as long as applied not for fun but for seeking knowledge. This implied that Quizizz was the most recommended digital platform for practicing TOEFL Structure and Written Expression for Railway Mechanical

The quality and reliability of the information obtained in this study must, in theory, be assessed by quantitative analysis. Many studies have used different measures for the AMS and for the OLRs. Using the OLRs portion of this method means that the online learning experience was answered by the survey participants. The online attitude learning component is the only aspect of the data review that involves checking the validity and reliability of this report. The results of the system for analyzing data showed to

classify the alpha of Cronbach ( $\alpha = 0.87$ ). Therefore, there is high reliability in the overall reliability of the online learning attitude segment. The online learning attitude instruments adjust with the validity facing achievement in Technology students of Indonesian Railway Polytechnic.

Kahoot! turned out to be the second effective yet the second favorite digital tools on practicing TOEFL Section 2. However, this platform still classified into an effective one. This study confirmed the previous study, which found out that Kahoot! expressed positive outcomes in the language class, making the student more collaborative and competitive (Basuki & Hidayati, 2019), especially for effectively boosting the students' learning. In addition, in other language skill such as reading, this has also convinced that it was effective to improve students' score and received students' positive attitude towards its implementation neglected its advantages and disadvantages (Chiang, 2020).

Socrative, the third effective platform, was also the third favorite application chosen by the Railway Mechanical Technology program students in learning TOEFL Structure and Written Expression. This application assorted into the less effective in enhancing students' score. This finding upheld the previous research that Kahoot! is more effective than Socrative. Nonetheless, it was proven as effective multimedia in teaching grammar (Maesaroh et al., 2020). Furthermore, it could enhance students' performance (Dakka, 2015) to gain positive attitudes, which facilitated the teaching and learning process interactively in the English language classroom (Kaya & Balta, 2016). This also confirmed as a valuable tool that promoted critical thinking and encouraged effective collaboration in the learning process (Shaban, 2017).

Google Form emerged as the least effective and the least favorite application chosen by the students. There was just a slight improvement in students' scores, and none of them ticked this application as the first or second favorite. Students Response System (SRS) such as Quizizz, Kahoot! and Socrative were more effective in increasing students' score and engagement even in a large classroom (Benson et al., 2016; Heaslip et al., 2014). This platform was a useful application that gave students and teachers ease regarding assignments' submission (Sepyanda, 2018) and a quick poll or survey (Sivakumar, 2019). Hence, the implementation of this digital tool for online examination gained varied perceptions from the students, reflecting its benefits and drawbacks.

Students' feedback is important as in the teaching and learning process; teachers have to take into account the students' need in which interactive and communicative learning could be achieved that leads to autonomous learning. Implementing multiple e-learning technologies in practicing TOEFL Section 2 obtained several positive feedbacks from the students based on the questionnaire given. In previous research, the positive feedback in implementing e-learning technologies was obtained from the language classroom and other majors (Yoon, 2017). The students stated that those e-learning technologies were fun and interesting, which could motivate them for learning beside the easiness of using those applications. This could overcome students' lack of practice in TOEFL Section 2, one of the problems the students faced in the TOEFL preparation class (Tilana et al., 2019).

Additionally, those tools helped the students learn autonomously; indeed, autonomous learning based on an online platform was the students' favorite in learning TOEFL Structure and Written Expression (Thu, 2019) as the students could learn on what they wanted and needed. Some of the students also described that those were challenging, which created a competitive atmosphere among them. After all, familiarizing the students with TOEFL by practicing a lot through autonomous learning was an effective preparation strategy (Manoj & Hijazi, 2018).

On the other hand, implementing e-learning technologies for practicing TOEFL Structure and Written brought several drawbacks, such as the good internet connection, more internet quota and needed at least two kinds of devices if the practice was in the form of classroom practice (not self-practicing). The problems regarding the internet were also highlighted in the previous study conducted by Azmi (2017), Maesaroh et al. (2020), Sepyanda (2018). This meant that implementing e-learning technologies needed assistance from a related party to provide a good internet connection and sufficient internet quota for students, especially during this pandemic era. Many teaching and learning processes have to be done through distance online learning, including practicing TOEFL.

## CONCLUSION

This study highlighted the implementation of multiple e-learning technologies (Quizizz, Kahoot!, Socrative and Google Form) in practicing TOEFL Structure and Written Expression, which broke down into the description of the effectiveness of the implementation and the students' feedback, which resulted in two aspects, the positive feedbacks and the drawbacks. The implementation of the four digital platforms has been discussed. The results reported that multiple e-learning technologies effectively improved students' scores in practicing TOEFL Structure and Written Expression, which was assumed to reflect on the TOEFL score as the more practicing created autonomous learning and higher result. The students' positive feedback could be concluded as supportive data for

implementing multiple e-learning technologies, specifically TOEFL Section 2. Generally, practicing the whole TOEFL set decayed the drawbacks. So, future studies using the more advanced statistical analysis with the whole TOEFL set are recommended. The drawbacks also needed more attention from IT expert despite the related parties to support those students' problem concerning the internet connection and quota.

This study has some limitations to be acknowledged. There are only four e-learning technologies implemented in this study: Quizizz, Socrative, Kahoot!, and Google Form. There are many more digital platforms that could be used for online learning. The research type is more descriptive, supported by simple analysis using normalized gain score criteria and a short open-ended questionnaire to gather students' feedback. There might be different findings if other research designs, such as experimental research completed with a questionnaire or depth interview, were applied. Future studies are suggested to use experimental research designs with control and experiment class to add more discussions and perspectives.

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# Low-tech MALL for EFL intensive class among university students in remote areas

Shofiyatul Hasanah<sup>1\*</sup>, Parahita Pradipta<sup>2</sup>

<sup>1</sup>Madrasah Ibtidaiyah Teacher Education, Islamic Education Faculty, Zainul Hasan Islamic University, Kraksaan, Indonesia, <sup>2</sup>Master of English Education, Graduate Program, University of Islam Malang, Malang, Indonesia

Covid-19 pandemic situation has forced EFL teachers and students to create innovation in online classroom activities. Through a case study at one of private universities in Indonesia, this research aim at exploring the implementation of mobile phone used in learning process in low-tech Mobile-Assisted Language Learning (MALL). The data were collected from observation, in-depth interview, and document review. The findings reveal that mobile phone has an imperative role in concocting student to be full-fledge community, stimulating the feeling of perception, unexceptional mindfulness and teaching of socio-political and social classification. Further, mobile phone and its supporting materials in students' tools rely upon whether there is appropriate security to keep the device, stockpiling of internet data package, wellsprings of electric supply, gracefully of each provider signal, availability to flexibility access in various areas, especially mountainous to remote area. Regarding the challenges, the students experienced multi-layer intricacies: (a) learning facilities including absence of speed data transfer capacity, (b) students' awareness and proficiency in English, and (c) techno pedagogical insight over lecturers. This study implies that enhancement on the student capacity at low-tech level of learning through mobile phone provides meaningful learning assistance, particularly in term of efficiency for classroom activities.

**Keywords:** Low-tech Mobile Assisted Language Learning; EFL intensive class; remote area

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\*Correspondence:  
Shofiyatul Hasanah

Shoffypradipta99@gmail.com

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## INTRODUCTION

Mobile learning is working over society into rapid-progressive development. Thusly boundless admittance to a particularly inexpensive and sophisticated device has rather changed the scene of e-learning from various perspectives. Indeed, mobile learning can be considered as the up and coming age of e-learning (Sharples, 2000). Then current day students re-progressively propelled by their own adapting needs, including those emerging from more prominent portability and successive travel. Meanwhile, the production of Android-based mobile phone as a multi-purpose media device was manufactured by various individuals from various countries and companies.



Simultaneously, it is frequently contended that Android-based mobile phones are especially fit to supporting social acquaintances and communitarian learning claims that have clear importance-needs for language learning, that mobile technologies were an accustomed portion of the lives of the utmost teacher and student (Facer, 2004). Forbye, the impending age of Information and Communication Technologies (ICT) has acknowledged momentous changes in the structure of teaching devices, by including some new contraptions and changing the wave, better than traditional procedures and strategies. This situation is increasingly needed into paramount whereas Covid-19 pandemic condition is in effect. The classroom management should be adjusted from offline classroom transform into online classroom.

The focus looks to interpret how a few Indonesian EFL lecturers managed complexities they experienced as far as classroom management through MALL for remote area and how much they utilized strategies for taking care of the problematic issues. Then the provided specifics concerning a contextual analysis to divulge the phenomenon since this methodology considers a wide exhibit of depictions of the members' voices, education institution, and procedure in their online classroom confabulate. Until gathered information recently, suggesting common interactive EFL activities in which listening and speaking activities in the situation of online and/or distance learning have been perplexing due to issues of speed bandwidth, audio and visual quality and internet data package amount which is common issue that occurred in Indonesia.

Moving back known history around a few decades ago example, the Open University of Indonesia have tended to this issue by dispersing sound tapes or audio CDs of pre-recorded listening materials equipped with printed module as complement document and requesting that students send their own oral recorded on sound tape and written work to lecturers. Then the lecturer checked and returned work, utilizing both printed document and sound tape to give feedback. Consequently, this reflected no direct interaction between lecturers and students and categorized as very low-tech and asynchronous learning concept, in fact this technique cannot be widely applied due to limitation of interactive language learning scope. Henceforth, language learning is, fundamentally, a societal commotion (see Norbrook & Scott, 2003). Thus, it can be inferred that learning language is actually a social activity between lecturers/teachers to their students.

Deprivation of such activity may be seen as drawbacks. In fact, that Mobile devices are not substitute for existing learning devices, yet they fill in as expansion for learning in new climate having new abilities, however, not all learning substance and exercises are proper for mobile devices. Continuously more, however, interaction linking student to student and connecting students and lecturers in nowadays can be provided by Voice over Internet (VoIP) applications such as (e.g. Yahoo messenger, WhatsApp, Skype, Facebook, Google Meet, Zoom).

Attached by the aforementioned vindication, our aim of study is to investigate the enactment of (1) Low-tech Mobile Assisted Language Learning for English as Foreign Language intensive class among remote area's university student around Probolinggo regency and (2) the enactment of Low-Tech MALL for EFL development at this Private University intensive class. According previously existing research-study intended to classroom management inside Indonesian framework has been formerly supported out by Habibi et al. (2017) who enumerated five evolving matters associated to classroom management, including (1) teachers' mentalities toward new innovation for teaching, (2) schools' scarce paraphernalia, (3) countless students, (4) insignificant rooms, and (5) students' deficient quantities of practice. In addition, Miangah and Nezerat (2012) investigated mobile -assisted language learning but the study has yet to specifically focus on foreign language education in remote areas. The research problems of this study are formulated as follow:

- (1) How are low-tech MALL applications for EFL students in remote areas used?
- (2) How do EFL teachers manage classroom for students in remote areas through low-tech MALL?

### **Low-Tech MALL-EFL Application for Remote Area's Students**

Mobile learning is undergoing swift evolution whereas it become into Mobile Assisted Language Learning (MALL) but originally it comes from Computer Assisted Language Learning or we called it CALL due to computer technology miniaturization and enhancement. Initial generations of mobile learning developments lean towards to propose officially premeditated activities in mean time there is transformation from CALL to MALL likewise from Personal Computer into Mobile Computer or laptop into computer-like-capability-mobile-phone form, prudently constructed through educators and technologists, and using evolving technologies that were not yet widely reachable-use or well comprehended by ordinary-like people. Recent, all around spread ownership of mobile and wireless device implies that students are progressively in a situation to play the central-role and partake in exercises roused by their own necessities and conditions of utilization, including those emerging from more noteworthy portability and flexibility (Kukulkska-Hulme et.al, 2007). Sharples (2006), while previously, mobile learning has regularly been characterized as far as its utilization of portable advancements, later reasoning has foregrounded the mobility of the student. Fallahkhair et al. (2007) characterize the casual parts of m-learning are additionally highlighted. By utilizing Android-Based mobile phone, Students can take a direct-watch at a film, listen to music or work close by with advanced media utilizing first class instructing assets through internet.

Moreover, the Android-Based mobile phone gives allowance for the network, for example, the student's shows network that focus on the student giving the amusement and educative capacities like cartoons. These student's shows are intended to stimulate the real characters in the reality and this effectively makes the conditions for learning a similar way oral description and narrating do. Cartoons are meant to teach the children different aspects such as linguistics, numeracy and literacy ([Munene & Mutsotso, 2019](#)). Whereas it could be contended that m-learning nowadays comprises commonly by the application Android-Based mobile phone but actually in fact the use of any mobile learning material, so includes books, audiocassettes, audio-CDs, and portable radios and DVD players as illustration of low-tech-asynchronous m-learning usually occurred in some occasion, meanwhile nowadays focuses on the most current technologies. [Trifanova et al. \(2004\)](#) characterize mobile devices like any gadget that is compact-factor, self-sufficient and unpretentious enough to go with us anywhere in each second.

As admittance to wireless networks grows and responsibility of devices, for example, Android-Based mobile phone that can interconnect through such systems builds, the utilization these sorts of mobile phones to help language learning turns out to be commonly perpetual. Its utilization of individual because of the development of Android operating system by Google. These mobile phones that empower better approaches for new way of learning, emphasizing coherence or immediacy of access and communication across various settings of utilization. As has been spoken out by [Laurillard \(2007\)](#), "a typical m-learning activity could build in more prospects for digitally-facilitated-site-specific activities, and for ownership and control over what the learners do". Consequently, the learning development in online classroom ought to demand students to always rehearsal and exposure English regularly and the teacher ought to facilitate the students to rehearsal English in the online classroom.

Android-based mobile phone is the perceptible encouragement theory which has its indispensable reason that effective learning happens when the faculties are encouraged. Encouragement of senses is the key factor in education because it provides the language proficiency data in the student's mind that commences the process of acquire opportunities for digitally-facilitated-site-specific knowledge, skills and attitudes specifically for student and for this study of remote area's university student. The application which is apposite on such condition due to limitation of internet speed bandwidth, provider data package give direct impact over high-tech-synchronous-audio-visual-mobile-learning, then researcher observed the fact that lecturers who on this perplexing situation is by using low-tech-synchronous-asynchronous VoIP mobile learning technique by which they use WhatsApp as application media learning instead using high-tech-synchronous VoIP application for current available like Google Meet, Zoom or Skype.

## Classroom Management in Low-tech MALL

Basically, classroom management has to do with teacher competence, as [Aliakbari and Heidarzadi \(2015\)](#) asserted that examining teachers' proficiency in dealing with a classroom is urgent. Classroom management including creating a setting, arranging the chair, decorating the class, creating the rule, and communicating the rule to the students. Those are classroom management for the real face-to face teaching in the classroom. However, today's learning in Covid-19 pandemic is in effect complying lecturers in university to implement the teaching and learning via online. Therefore, this condition demands to manage via online classroom that covers student from broaden background culture and area. Hypothetically, concentrates on classroom management bring about a few viewpoints concerning the organization of classwork, for example, associations with parents, showing materials, overcapacity classrooms, seating plans, commotion, and social exercises ([Macias 2018](#)).

The purpose is that teacher teaching-proficiency in the class and measures used to deal with the class performance has a critical function especially during running mobile learning under concept of online class in impacting the accomplishment and learning of student. Along this study, the use of Android-Based mobile phone in the online classroom attempted to-be shown in teaching-learning scheme probably close to naturalistic setting and by including the convenience of the undertaking of EFL learning process in the state of university student in which introducing cases for student and giving the task of comprehending those cases gives a likely to-be naturalistic setting to the mobile learning concept area. However, to deal with the class well, it is needed to comprehend early the three foremost ranges of classroom management: instructional management, people management and behavior management. In addition, [Martin et. al \(2016\)](#), these three measurements collaborate to outline teacher's classroom management styles and guide entirely endeavors to reach proper instructional destinations.

Moreover, [Martin et al. \(2016\)](#) defines three different kinds of classroom management: Instructional management including all aspects: administer seat work, establishing quotidian sequences, and dispensing material, whereas the people management relate to what teachers have faith in about students as an individual and what teachers do to increase their relationship. Meanwhile, the behavior management dimension focuses on pre-planned effort to avert misbehavior moderately than the teachers respond to it. Hence, [Martin et. al \(2008\)](#) adds their clarification that in this feature including building up principles, framing a prize construction, and giving junctures for student input.

By the side of that, the creating task with the cases for online classroom likewise makes more challenging and perplexing for the unexperienced lecturers but the applicability of lecturer's task for resulting direct guidance on assessment models for learning methodologies is under trial and error process, so student may discover mobile learning more burdensome and tough. Overlooking of the

availability of Android-Based mobile phone and internet connection in the online classroom construct easier MALL-EFL process for students to access various English language learning videos which also allow students to learn autonomously through another High-Tech internet content such as YouTube. Autonomous learning refers to student's ability to take control of his or her own learning ([Khotimah, et al., 2019](#)). In his case, students can do rehearsal the material after the online class.

### Current Condition of Student on Remote Areas while Running Low-Tech MALL for EFL

The importance of Android-Based mobile phone as multi-purpose media devices in guidance of mobile-learning is that we live in an audio-visual device era which infers that having the ability to use audio-visual is paramount. Audio-visual aids are critical mechanical assemblies for EFL learning assessment. It makes the lecturers present the activity effectively and student learn, hold the thoughts better and for huge time span. It helps with taking out modified works thoughts through visual presentation.

Base on this purpose, it is paramount to develop CALL which is evolved into MALL through Computer Mediated Course (CMC) whereas Android-Based mobile phone nowadays has computer-like capability by its Android operating system for enhancing skills among teacher, since students are not only required to interrelate with their friends and teachers in the class, nevertheless likewise, they will interrelate with the people over the world through Android-Based mobile phone whereas is connected to internet. Anyway, it is expected to follow student's thinking-realm of the implication of what tails we endeavor to address continuing investigations in research on lecturer's instruction for CALL to MALL through CMC-based EFL language learning and a mixture of methodological theories, a changing from old-fashioned which is class attended learning into online language learning in these Covid-19 pandemic days.

[Fallahkhair et. al. \(2007\)](#) extend the use of web-enabled mobile phones, unfolding the advance of a cross-platform method via mobile phones and collaborative television for casual language learning, at variance of that, while mobile devices have the funds for a widespread variability of individual activities and learning on-the-move, they are less influential for enabling learning as of authentic and immersive content. The responsibilities scrutinize of this issue is relevant for both fledgling and experienced partners while send off on EFL learning with ICT based both in more orthodox-ordinary classroom circumstance transforms into online classroom only settings alongside use of Android-Based mobile phone as conducive learning environment device. [Mistar \(2012\)](#) proposes a conducive learning environment for the students to provide opportunities for the students to learn and acquire communicative competence in both classroom environment and natural environment (outside the classroom). Nevertheless, Natural Environment

in Indonesia is limited, considering English is as foreign language and is imparted as essential subject preparatory averagely around from first to fifth semester by non-English major subject. If there is any, it is as non-proportionate exchange, for example, radio stations or TV programs that could enhance student proficiency through this Covid-19 pandemic is very helpful.

Consequently, it is needed to create artificial-natural environment that gives English exposure to the students and enhancing social interaction and communication in English ([Pradipta, 2020](#)), in this case through Android-Based mobile phone. Today the main fact by teacher in enabling online language learning reliant on the proficiency to take over the affordances of any given device in this study is Android-Based mobile phone. The potentials and restrictions intended for making meaning and communiqué offered by the available modes ([Hampel, 2006](#)) and the capacity to exercising these as per the student's requirements, task requests, and chosen learning conclusions, is generally recognized. In reality, if technology is synchronized into pedagogical performs in a self-assertive style, or, whenever exercised inadequately according to this study which student in remote areas especially around mountainous region around Probolinggo regency is lack of speed bandwidth and internet data package affecting their synchronous audio-visual material during m-learning, their authentic supplementary advantages to language learning possibly will be very unsatisfactory, if not extraordinarily defective English proficiency.

Additionally, a lecturer in exercising a remote area student may have exertion handling online-classroom activities in their lessons. Many lecturers, as the drawback in this study, did not obtain any training on pedagogical CALL-MALL and CMC-based language to teach effectively. Concurrently, some lecturers premeditated their personal learning materials. Thus, the significance of satisfactory-level of training designed for CALL and CMC-based language teaching well-versed by pedagogical contemplations and reasonable hypothetical frameworks ([Guichon & Hauck, 2011](#)). However, to tackle such perplexing issue most lecturers acquiring low-tech asynchronous-synchronous media like WhatsApp due to its flexibility in switching mode from synchronous to asynchronous while it doesn't need a complexity for example high bandwidth and internet data package usage during use on for example Google Meet or Zoom. [Rahmadi and Istiqamah \(2016\)](#) discovered that the hole in educational quality between far off territories and metropolitan urban communities is outrageous. Then instituted by [Yamaguchi \(2005\)](#) a computer is superior to a mobile phone or taking care of different kinds of data like visual, sound, and literary data, yet the mobile phone is improved than a computer in convey ability.

## METHODS

The research project utilized in this investigation is qualitative case study; consequently, the researchers gathered the data by direct observation, in-depth interviewing and document review ([Creswell, 2012](#); [Elliott, 2005](#); [Johnson & Christensen, 2008](#); [Miles, Huberman, & Saldaña, 2013](#); [O'Donoghue & Punch, 2003](#)).

In order to explore the EFL online classroom management of intensive class, this intensive class is additive program that employed on first and second semester in purpose enhancing student English proficiency outside English major to be more prepared for nowadays globalization era. [Creswell \(2012\)](#) asserted that case studies are generally conducted to explore situated phenomena in natural settings. The current study fixated on discovering the MALL-EFL online classroom management of intensive class activity especially the lecturers that have remote areas student around Probolinggo, including problems and solving strategies at one of private university in that area. Next, we introduce the five contributors, with pseudonyms for anonymity.

### Contributors Enlisting Process

Preceding to instigation the study, we obtained permission from the Center of Foreign Language Studies (PSBA) one of Private University in Probolinggo, Indonesia. The advantage position is the first researcher as the director of PSBA and the second is graduated student from Master of English Education at Private University in Malang. The learning institution selected depended on deliberate examining with advantageous methodology. This sampling procedure was used to access the existing data with ease ([Cresswell, 2012](#)). Concerning research ethics, the contributors were enquired to recite comprehensively, and mark a consent procedure that designated they enthusiastically volunteered their period for this study, and they also kept back the right to pull out their contribution in at all stages of this study. The contributors elaborate in this study were five English lecturers from the same learning institution. Their names were created into the pseudonyms Cloud, Barret, Tifa, Aerith and Yufi (see [Table 1](#)).

### Data Collection

The data were collected through observation, semi-structured interview and documentation, started from Covid-19 Pandemic situation in effect around March 2020. Observation is conducted to know the

atmosphere of the class via WhatsApp involve interaction and communication between lecturers and students while online learning. In addition, Interviews were conducted to get information about how the classroom management is designed, the strength and weaknesses and how to deal with the problem faced during learning. Indonesian language is used while interviews to avoid miscommunication and misunderstanding between interviewer and interviewee. And the last, documentation such as course outline, teaching report and students' evaluation were used to know the overall implementation of low-tech MALL.

### Data Analysis

To analyze the data, we employed pattern coding planned by [Miles et. al. \(2013\)](#). The consequence of observation, interview and documentation were coded constructed on research questions that were associated to subjects and enquiries to accumulate the evidence looked-for. Coding helped in constructing effective labeling and retrieving data processes ([Miles et al., 2013](#)). Be that as it may, the outcome of the interviews should be dissected and compared to recognize the similitudes and contrasts, re-read line by line to discover the consistencies and arising subjects just as sub-topics among the information ([Jati, et. al, 2019](#); [Muyassaroh et.al, 2019](#)). Here, the transcripts were read to obtain the global understanding, then the similar data were organized into one theme based on universal view of interview result. In data grouping, we selected the most stood out voice in our perspective which closest to the theme.

### Trustworthiness

To ensure the data validity and reliability, the researchers need to do members checks by returning copies of the interview data, findings, and final report to each participant, [Lincoln and Guba \(1990\)](#). This methodology was completed to ensure that every contributor concurred with the information that was extracted from them, which likewise permitted the researchers to utilize the information in the current study.

**Table 1** | Contributors' related data

No.	Name	Age	Bachelor's Degree	Master Degree	Current Status	Experience
1	Yufi	27	Major	Major	Handle 1 class	<2 years
2	Tifa	29	Major	Major	Handle 1 class	<3 years
3	Barret	55	Major	Major	Handle 1 class	<20 years
4	Cloud	31	Major	Major	Handle 1 class	<4 years
5	Aerith	28	Major	Major	Handle 1 class	<3 years

## RESULTS AND DISCUSSION

### Online English Teaching via WhatsApp

Based on the data collected from observation and interview, the lecturers found some problems in teaching and managing the online class via WhatsApp: (1) Learning facilities in term of speed bandwidth,

Internet data package resulting on defective audio-visual quality, and electricity power supply, (2) students' interest and ability in English, and (3) CALL-MALL-CMC pedagogical insight on lecturers.

### **Learning Facilities**

Both offline and online learning need adequate infrastructure level to support the sustainability of the learning. In online learning there are some problem faced by the lecturers in managing the class.

#### *a. Lack of speed bandwidth*

Speed bandwidth is still a problematic for students coming from mountainous area. However, when the speed is low then the students will be slow response and the time allotment will also be delayed. This reflected on Tifa's statement. She said:

*Online learning needs more time allotment, if the students are slow response so it delays the time allotment. The learning usually takes one and half hours, sometimes takes three to four hours (Tifa).*

Cloud, one of the lecturers also commented on similar condition relate to speed bandwidth, he shared:

*When I shared video material to the group, I have to wait for some time to get students' responds and comments toward the video. When I asked the students why they are slow response, they said it due to bad signal condition (Cloud).*

Besides, based on the documentation analysis from the teaching report, the first researcher overview proceeding to lecturers' document assessment exhibited that:

*The majority of the lecturers start the class on time as schedule but end the class later than it programed before. (first researcher).*

Moreover, based on the result of observation conducted by the second researcher on mountainous areas in Kalianan, Pandanlaras, Bermi, Andungbiru, Jangkang, Batur, Kedungsumur and Gunggungan Kidul showed that:

*Almost to unviability of signal so when the students join online learning, they come to the nearest village with better signal or even they find free Wi-Fi which is connected to internet through fiber optic (second researcher).*

#### *b. Lack of internet data package*

Having online class must be supported with enough internet data package, foronline learning consumes a lot of data package. As Yufi commented on this problem happen to his students in his class, she shared:

*When I shared learning video, asked the students to retell video content in English, the students somehow said they couldn't open it because of limited internet quota (Yufi).*

In line with Yufi, Aerith is another lecturer participant, commented that even though every student was given a SIM card with 10 GB's study data package it cannot be used effectively. She explained:

*All students were given internet packet data 10 GB*

*for academic application purposes such as zoom and google meet, but the students didn't use it because of limited bandwidth or signal in remote area. I teach via WhatsApp that use the regular packet data the students afford by themselves to solve the problem (Aerith).*

Furthermore, the researchers analyze the document on the lecturers' teaching report, in the WhatsApp group chatting showed:

*Some lecturers actually have already invited the students to participate the learning via Zoom and Google Meet, but majority of students rejected due to the limited signal in the area they live and only a few students equipped with standardized-laptop for executing Video-VoIP application such as Zoom or Google Meet (the researchers).*

The problems faced by the lecturers in this present study may be become problem of online learning in general. However, in Pandemic era in effect of Covid-19 demand technology utility. As Livingstone (2012) scrutinized the main-substance of coalesce ICT and the internet in education in universal and its continuity to language teaching and found that (a) it is used to enable the extensive distribution of valuable possessions in both traditional and interactive formulae, affording the means of joint-cooperative learning dispersed over time and place as required and (b) it is enacted for the learning of foreign languages with special educational needs.

#### *c. Dependable on Electricity supply*

Using the product of technology is dependable on electricity. When the electricity is off for a long period, it affects the signal and the process of online learning. As Aerith's statement:

*It is often happened in my class, when I was teaching and giving instruction to the students, suddenly the electricity was black out, no signal and students becomes slow response (Aerith).*

Based on the second researcher direct observation in some areas in Probolinggo, it showed that:

*Especially in rainy season it is often blackout inareas like Kalianan, Pandanlaras, Bermi, Jangkang, Batur, Kedungsumur and Gunggungan Kidul. The second researcher minimum stay at one night in those area to find the truth condition (second researcher).*

### **Students' Interest and Ability in English**

The major encounters in MALL-EFL based is the student's awareness and enthusiasm. Students with less mediocre enthusiasm in learning English difficult to comprehend the material. However, online learning somehow quite boring for some students, besides other factors also affect such as lack of vocabulary mastery, lack of confidence make the students did not participate actively in online learning. This situation revealed by Cloud, Tifa and Barret that when they are teaching only students with

high motivation and good capability in English participate enthusiastically in the learning process, while students with low motivation are lazy to do the task and become unreceptive partaker. It portrayed on their commentaries:

*English is as a foreign language in Indonesia, and the students didn't communicate English in their daily. Many students are difficult to pronounce words in English, so they shy and hesitate to speak English via voice recorded message (Cloud).*

What the lecturer participant tried to explain is that in countries where English is not spoken as the students' first language (Souriyavongsa et. al, 2013). Since English is not used as regular communiqué, so numerous students think that English is not imperative, and they will not use it in the future. Beside their limitation in English pronunciation, when the lecturers give task and the students should submit it via voice recorded message, the students felt shy and confidence.

*When I explain the material in English, I must re-explain it in Indonesian because the students said they didn't understand yet (Tifa).*

*When I gave a task to students, some of them commented in Madurese's. They said that they didn't know English many times although I give them motivation (Barret).*

What the lecturer tried to explain that the students' belief on English affected their thought that English is difficult to master, so it makes students unmotivated to learn English as well as their ability is low. Above and beyond the students more convenient and arrogance to express their native language.

Based on the researchers' document review on WhatsApp group chatting, whereas we work as an admin in second to lecturer but operated silently that is found that:

*There are some students has anomaly in psychology condition have an occasion in mocking the lecturer with Madurese language, even tendency to bullying. This somehow degrading the lecturer's psychological condition in teaching and learning process (researchers).*

To sum up, the lecturers' problem with students' motivation in learning English in this study corroborate recent studies such as students' low motivation for learning EFL (Liu et. al, 2020), and language barriers between mother tongue and English as a foreign language (Souriyavongsa et. al, 2013). Furthermore, this finding is also confirmed by Sayuri (2016) who conducted 24 challenges in learning English. The study showed that English word pronunciation becomes the most difficult part. These encounters befall for the reason that they did not have character-confidence, were anxious of making faults, knowledgeable shyness around others, felt nervous, were occupy in speaking English and adept infrequently.

### **CALL-MALL-CMC Pedagogical Insight on Lecturers**

Another of the third encounters in MALL-EFL based is the

lecturer's pedagogical insight. For peculiar lecturer with lack of experiences in online learning have contributed perplexing learning situation to understand the material specified to the student. Nevertheless, online learning somehow quite perplexing for lecturer, besides other factors also affect such as lack of ICT mastery, lack of CALL-MALL-CMC pedagogical insight make the lecturer shows their slow response in participating in online teaching learning process. Thus, the significance of satisfactory-level of training designed for CALL and CMC-based language teaching well-versed by pedagogical contemplations and reasonable hypothetical frameworks (Guichon & Hauck, 2011). This situation revealed by Barret that he needs an effort to conduct online learning. It portrayed on his commentaries:

*Before the pandemic Covid-19, I used to teach the students directly in the classroom but now everything is transforming into a new territory. I have no experience at all in operating technological applications. but the demand continuously increases in online learning due to pandemic issue. (Barret).*

What the lecturer tried to explain that online learning is something beyond reach to be mastered. Thus, it is a drawback on a lecturer side about lack convenient in CALL-MALL-CMC pedagogical insight might increase difficulties in the future if the lecturer does not want to transform into a better person.

In addition of that, based on the documentation investigation on or after the teaching report under Microsoft Word format which attached the screenshot of learning events via WhatsApp. The first researcher impression over happening situation to lecturers' document assessment exhibited that:

*There was an anomaly lecturer had occasion in persisting an old idea of teaching learning to be applied in online learning, even tendency to change the entire online learning theoretical framework over his online classroom. This somehow degrading the student's psychological enthusiasm in teaching and learning process especially the student with less mediocre English proficiency (first researcher).*

### **Lecturers' Solving Strategies**

#### **Solving Lack of Speed Bandwidth and Internet Data Package**

It is definitely right that lecturers in intensive program applying online learning via WhatsApp, considering students' residence in which difficult to get signal and students' internet data package is also limited and the learning process can run synchronously-asynchronously. It is depicted in dialogue with Tifa:

*I decided to have online learning via WhatsApp because of the students' residence where internet signal still become problem. Even though they cannot study synchronously, they still able to learn the material shared by the lecturer. they can also ask directly to the lecturer whenever the find difficulties in learning (Tifa).*

In line with Tifa, Yufi, the other lecturer participant described that he shared the material, gave explanation and opened asking question session in WhatsApp group. If the students couldn't access the material, they learn it later after they have good signal. Therefore, the lecturer's participant in this study provide leeway for longer time in submitting assignments. It is depicted by Yufi in her statement:

*Before teaching, I prepare learning video and convert the video into smallest size, so the students didn't exert up much quota when downloaded it (Yufi).*

On the other hand, Cloud advised the students to ensure they have adequate internet data package before joining the class, as he stated:

*Before the class, I constantly prompted my students to preserve their internet quota for the online learning since if they do not have sufficient internet quota, it will disturb their online learning (Cloud).*

### **Dependable on Electricity Solving Strategies**

As discussed previously that the product of technology is dependable on electricity. Therefore, before using the product we have to make sure that the electricity is full. Aerith give preventing solution to her students relate to electricity supply:

*I order my students to charge their mobile phone before the class, so even though the electricity is black out the class still go on. Besides having power bank is a good idea in case the battery is off. (Aerith).*

### **Solving Students' Interest and Ability in English**

Every lecturer has different solution for the problems happened in online learning. As Barret and Tifa presented the material in a simple and attractive way. So, the students are interested in the leaning and they can understand the material easily. This strategy is depicted in Barret's and Tifa's narratives:

*Giving interesting material and presenting it in simplest way will make students understand the material easily, so they are motivated to learn English more (Barret).*

*Vocabulary and pronunciation are the major problem happened in my class. So, I select video as learning media. Thus, the students can learn trough the video and re-play it again outside the class hours if they want to learn again. (Tifa).*

As Tifa's statement, it can be inferred that the video shared by the lecturer enable students to learn autonomously. Autonomous learning refers to student's ability to take control of his or her own learning (Khotimah, et al., 2019).

### **Solving with CALL-MALL-CMC Pedagogical Insight on Lecturers**

As mention previously that the problem with CALL-MALL-CMC pedagogical insight only happened to a

peculiar lecturer with no experience at all in using WhatsApp due to his private reason didn't mean that the lecturer himself didn't want to improvise himself about technology. Barret claimed himself that:

*At first, I was inconvenient with online teaching, however I must try hard to learn and to be acquainted with Android-Based mobile phone and some android applications like WhatsApp. Even though, I'm old generation person, I will do best can do (Barret).*

Furthermore, in this study, the lecturer participants generally used different learning method and strategy to deal with the problems. They also use diverse learning sources to support their teaching. Based on the document review, it was found that:

*In the beginning of teaching some lecturers teach based on their perspective, since it was given course outline covering some guidelines, so the lecturers refer to course outline although use different source of learning but in the same topics. (first researcher).*

To sum up, overall, the problems occurred in this study are not a big deal since all lecturer participants tried hard to find solution for every problem they encountered. Having a solid team also make them easier to cope with the problems.

## **CONCLUSION**

The primary goal of this study is to investigate online classroom management in EFL intensive class with low-tech MALL for students in remote area, including the problems faced by the lecturers and coping strategies they employed.

The problems faced by the lecturers in this study, such as: (a) learning facilities including lack of speed bandwidth, lack of internet data package, and dependable on electricity, (b) Students' interest and ability in English, and (c) Lack of CALL-MALL-CMC pedagogical insight on lecturers. We found that the problem occurred is correlated each other, so it needs to be solved thoroughly.

To anticipate the further impact of pandemic, it is vital for the next future lecturers to have adequate pedagogical, teaching and practice knowledge, such as subject matter, pedagogy, and pedagogical content knowledge, and also teachers' professional digital competencies to support learner motivation and learner autonomy. Furthermore, teachers and students are supposed to be familiar and able to apply technology in their learning, either low-tech or high-tech media.

Practically, this study acclaims that both students and lecturers ought to have acceptable internet data package and ensure the signal availability in their area before going on online learning. Beside that, it needs to identified student's entry behavior and student's learning style, so the lecturer can consider what strategies, methods and media to be applied in their online learning. Moreover, lecturers can use interesting media like video that covers audio (pronunciation) and visual (picture) contents that gives students model of EFL learning and prevent them from boredom.

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# Investigating English needs of law department students in English for specific purposes

Ummu Artha Tsary Rumalessin<sup>1</sup>, Rafika Rabba Farah<sup>2\*</sup>

<sup>1</sup>Universitas Gadjah Mada, <sup>2</sup>Universitas Muhammadiyah Malang

This present study aims at investigating the students' target needs in learning ESP Speaking of Law department students. The adapted version of Aliakbari & Boghayeri's (2014) and Alsamadani's (2017) questionnaire was used as the main instrument of this study to understand the 45 students' perception about their needs in learning ESP speaking course. A mixed-method research design was implemented in this present research. Students' responses were analyzed statistically using SPSS 16.0 by calculating the mean, frequency and percentage. To elicit more understanding on the topic, interview was implemented to senior students in order to get deeper investigation about students' target needs. The interview data were then analyzed using NVivo 12 Plus. This study reveals that most of the students' needs are concerned with their professional job in the future so as they are able to use English in their fields. Thus, this study provides some highlighting points on what to include in course development. In such notion, this study suggests lecturers to provide specific materials related to law case in order to face their professional life either in short- or long-term future needs.

**Keywords:** Need analysis, law department, English for Specific Purpose, course development

## INTRODUCTION

English for Specific Purposes (ESP) course is noteworthy to be considered as the course which designs the specific materials so as to meet learners' actual needs. According to [Alsamadani \(2017\)](#), ESP has been known as an approach in teaching and learning of English as a foreign and second language, this course is aims to enhance students' skills in understanding a particular domain. In addition, ESP is fundamental to be learned because it helps university students become more proficient in their field of study ([Xhaferi & Xhaferi, 2011](#)). Besides, [Salazar \(2011\)](#) also states that ESP is a course which focuses on giving students specific skills necessary to carry out an activity related to a distinct professional task. Therefore, a need analysis study is compulsory to be conducted for ESP in order to investigate those important aspects before designing a material ([Aliakbari & Boghayeri, 2014](#)).

Since such issue have been the growing interest for research topic in higher education and university level, numerous researchers have explored on this ([Aliakbari & Boghayeri, 2014](#)); [Chostelidou, 2011](#); [Lee, 2016](#); [Indrasari, 2016](#); [Bosher & Smalkoski, 2004](#); [Xhaferi & Xhaferi, 2011](#); [Alsamadani, 2017](#)). Most of them try out to go over the students' needs in terms of designing a right course over certain fields or majors. It is such a crucial point to ultimately investigate the effectiveness and efficiency of the existing course design through learners' needs.

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\*Correspondence:

Rafika Rabba Farah  
lrafikafarah@gmail.com

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In addition, [Pourshahian, Gholami, Vaseghi, & Kalajahi \(2012\)](#) state that needs analysis plays a vital asset for teacher to learn what aspects of language the learners need to study, what degree they need to study and why the learners study the language. If not been addressed, ESP teaching would bring a challenge on teacher's identity mainly from student and institutional aspect ([Farah, 2018](#)).

Moreover, it is also considered as the starting point of adopting a framework for ESP course design with the aim of highlighting all stakeholders' perception in the process of curriculum development, course and syllabus design, and evaluation of the effectiveness and efficiency of the implementation of the needs-based course ([Chostelidou, 2011](#)). Additionally, the more learner needs are clear, the more the objectives are expressed and the ESP course easily becomes successful ([Albakrawi, 2013](#)). In such notion, [Xhaferi & Xhaferi \(2011\)](#) assert that using English in relevant studies will enable learners to learn the ways and situations they need to use the language in their perspective fields and help them to get ready to cope with everyday situations and deal with professional purposes, which could be an important concern in identification of the learners' needs. A mixture between English for Academic Purposes and General English is suggested for students in religious field ([Farah & Sumarsono, 2019](#)). Moreover, [Bosher & Smalkoski \(2004\)](#) highlights that the situational or function demands of the target setting were determined and curriculum design designed around "learners' lacks" or the gaps between the current skill of Law students and the target skill of Law students.

However, a number of research projects discussed previously are still fairly limited investigating about Law department students' area meanwhile their professional needs in particular about their oral skills are significant to be analyzed. Thus, this present research aims at investigating Law students' exact needs in ESP for speaking course with the formulated research question as follow: "What are the actual ESP Speaking needs of Law Department students?" In regards to this, the result of this research is significant for teacher or curriculum developer to use it as the needs of Law department students are clearly highlighted.

## METHODS

### Research Design

This present study used a mixed method design, encompassing a small scale of questionnaire and interviews. The questionnaires were distributed to the participants (students) to gain profound concepts into the English needs of Law department students. The participants were the first-semester students who are taking English for

Specific Purposes (ESP) course. Thus, the results of the questionnaire were further investigated by semi-structured interviews with three seniors students (seventh-semester students) who had taken English for Specific Purposes (ESP) in their first and second semester. The three participants were selected randomly based on their response in the questionnaire. The interviews presented as a triangulation of the findings from the questionnaire and provided deeper concepts of students needs as well.

### Research Instrument

There were two kinds of instruments employed in this current study, namely (1) questionnaire and (2) interviews. The questionnaire was adapted from the study of [Aliakbari & Boghayeri \(2014\)](#) and [Alsamadani \(2017\)](#) with some modifications to fit the context of the current research setting. This questionnaire was implemented as it has been tested in Cronbach's alpha consistency analysis to verify its reliability. Thus, the questionnaire was designed into 5-point Likert scale and divided into two parts that are intended to investigate the students' lacks and needs in learning ESP Speaking. There are 11 items in total. The questionnaire was distributed for first-semester students who are currently taking an ESP Speaking course. The researchers came to their class and asking their permission to fill in the questionnaire in the class. During the process of filling out the questionnaire, the first-semester students were allowed to asked the researchers question orally related to the question that needed to be clarified.

The second instrument used was interviews. The interviews were conducted to senior students who have graduated or taken an ESP course. The interviews used semi-structured design and the interview guideline was developed based on the questionnaire results. The interview aimed at further investigating about whether or not the needs percieve by the first-semester students matched with their next related-courses in the next semester as well as their future job. Nevertheless, the interviewees might disagree or have different opinions of what need to be learned for ESP Speaking. Therefore, all the results were served as the findings in this study. In addition, all the interviews were fully recorded and transcribed.

### Research setting

The study was carried out at Law Department of University Muhammadiyah Malang, focused on first-semester students with the total number of 45 students, consisting of 20 males and 25 females.

### Research Participants

The participants for this present study were (1) first-semester students and (2) senior students at Law Department, Universitas

Muhammadiyah Malang. The first participants filled the questionnaire. The number of the students was 45 in total.

The second participants were the senior students who have finished or graduated from ESP program in their first year. Also, three-interview participants were recruited from senior students to verify their actual needs in real life used upon completing ESP course. The participants were to relate their needs based on the experience that they have been through while doing internship or from related-courses in their next semester.

**Data Analysis**

Since the two kinds of questionnaires (one questionnaire for investigating students' lacks and the others to explore students target needs) used 5-Likert scale, therefore the number of each item was calculated using Descriptive statistics which included calculating the mean, percentage and the frequency of each response to further analyze the data. Moreover, Statistical Package for Social Science (SPSS) 16.0 was used for the whole calculation. After analyzing the whole results, then, investigate the target needs by developing small syllabus based on the results and refer the results with relevant studies. Furthermore, the

results of the interviews were transcribed and also coded to indicate the information about their thought of students' target needs of Law students using qualitative research analysis software, NVivo 12 Plus. Their overall interpretation was described qualitatively to support the results of the questionnaire.

**RESULTS AND DISCUSSION**

There were two sub-sections presented as the findings in this present study. The first one is the results of the questionnaire (quantitative analysis) while the second is the results of the interview (qualitative analysis).

**Analysis Data from First-semester Students**

The Law students' (first-semester students) perception of the English for Specific Purposes (ESP) Speaking needs were analyzed from the results of tabulating and analyzing each responses of the questionnaire. Descriptive Statistics which included the calculation of mean, percentages and frequencies were used and presented as the main source for analyzing the results.

**Table 2. Descriptive Statistics of Perceived Students' Lacks of Speaking Skill**

Materials	0		1		2		3		4		5		MEAN
	F	%	F	%	F	%	F	%	F	%	F	%	
Speaking in court situation	11	24	6	13	11	24	14	31	3	6.7	0	0	1.82
Talking with clients	7	16	3	6.7	11	24	12	27	8	18	4	8.9	2.51
Asking and answering clients' call	8	18	8	18	8	18	10	22	8	18	3	6.7	2.24
Talking in daily life and social setting	11	24	6	13	5	11	14	31	5	11	4	8.9	2.17
Talking with professional in real situation	18	40	8	18	11	24	4	8.9	3	6.7	1	2.2	1.31
Speaking at seminars and presentations	4	8.9	4	8.9	14	31	13	29	5	11	5	11	2.57
Talking with native speakers	13	29	9	20	9	20	10	22	3	6.7	1	2.2	1.65
Participating in academic situation (classroom discussion)	14	31	12	27	12	27	6	13	1	2.2	0	0	1.28
Asking and answering questions in class	6	13	7	16	10	22	8	18	9	20	5	11	2.48
Participating in debate	6	8.9	3	6.7	14	31	10	22	8	18	6	13	2.73
Speaking at meetings	10	22	8	18	11	24	9	20	4	8.9	3	6.7	1.95

F= Frequency; 0 = Very Poor; 1 = Poor ; 2 = Fair; 3 = Good; 4 = Very Good; 5 = Excellent.

From [tabel 1](#), it can be learned that all of forty five (45) students (100%) replied that they have incapability skills almost for all the items in the questionnaire as indicated by the means ranging from 1.31 to 2.73. This shows that they are still incapability in learning specific materials related to their majors.

Therefore, in [table 2](#), they were perceived all the items in the questionnaire to be somehow very important to be learned and they definitely needed them very soon. This information as signified by the means from ranging 1.91 to 2.80 in the table. Nevertheless, in order to draw the students target need easily by the results of the means and percentage in the [table 2](#), the items could be classified into two categories, that is strongly needed (as signified by mean of 2 and more than 50% of the participants with *now* and *very soon* responses),

and less strongly needed (by means of 1 or below 50% of the participants with the *next year* up to *no needed* responses). The needs in the first category were *speaking in court situation* ( $\bar{x}$ = 2.28), *talking with clients* ( $\bar{x}$ = 2.08), *asking and answering clients' calls* ( $\bar{x}$ = 2.37), *talking in daily life and social setting* ( $\bar{x}$ = 2.22), *talking with professional in real situation* ( $\bar{x}$ = 2.44), *talking with native speakers* ( $\bar{x}$ = 2.60), *Participating in academic situation (classroom discussion)* ( $\bar{x}$ = 2.80), *asking and answering questions in class* ( $\bar{x}$ = 2.17), and *speaking at meetings* ( $\bar{x}$ = 2.66).

Moreover, those belonged to the second category were *speaking at seminars and presentations* ( $\bar{x}$ = 1.86) and *participating in debate* ( $\bar{x}$ = 1.91).

**Table 2. Descriptive Statistics of Perceived Target Needs of Speaking Skill**

MATERIALS	RESPONSE										MEAN
	1		2		3		4		5		
	F	%	F	%	F	%	F	%	F	%	
Speaking in court situation	5	11.1	29	64.4	4	8.9	7	15.6	0	0	2.28
Talking with clients	5	11.1	35	77.8	1	2.2	4	8.9	0	0	2.08
Asking and answering clients' call	5	11.1	27	60	4	8.9	9	20	0	0	2.37
Talking in daily life and social setting	9	20	25	55.6	3	6.7	8	17.8	0	0	2.22
Talking with professional in real situation	5	11.1	25	55.6	5	11.1	10	22.2	0	0	2.44
Speaking at seminars and presentations	14	31.1	26	57.8	2	4.4	3	6.7	0	0	1.86
Talking with native speakers	3	6.7	23	51.1	8	17.8	11	24.4	0	0	2.6
Participating in academic situation (classroom discussion)	23	51.1	8	17.8	14	31.1	0	0	0	0	2.8
Asking and answering questions in class	7	15.6	30	66.7	2	4.4	5	11.1	1	2.2	2.17
Participating in debate	10	22.2	32	71.1	3	6.7	0	0	0	0	1.91
Speaking at meetings	4	8.9	22	48.9	5	11.1	13	28.9	1	2.2	2.66

F = Frequency; 1 = Now; 2 = Very Soon; 3 = Next Year; 4 = Don't Know; 5 = No Needed

[Table 3](#). Summary of the Perceived Needs in Two categories

Skills	Category 1 (Strongly Needed)	Category 2 (Less Needed)
Speaking	<ul style="list-style-type: none"> <li>Speaking in court situation</li> <li>Asking and answering clients' calls</li> <li>Talking in daily life and social setting</li> <li>Talking with professional in real situation</li> <li>Asking and answering questions in class</li> <li>Speaking at meetings</li> </ul>	<ul style="list-style-type: none"> <li>Speaking at seminars and presentations</li> <li>Participating in debate</li> </ul>

### The Results of the Interview

In this section, the result of the interviews is transcribed then coded based on nodes created on NVivo 12 Plus software. The hierarchical chart and tree map emerged based on the coded transcription are shown as follows.

The nodes created for the analysis were long-term goal, short-term goal, and the needs on specific materials. The long-term objectives were accounted to have 19 coding references; short-term goal for 13 coding references; and the needs of specific materials for 9 coding references.

It is found that the long-term goals are related to gaining competence to compete in international labor market, using English in court situation, solve client’s problem, and understand legal knowledge.

*The idea of Asian free trade area has required us to be able to speak English, mainly to understand western law or international case. (Participant A)*

*Our future clients are not always coming from local area, but can be international one. To deal with this, as future prosecutor, the ability of speaking English with client is necessary. (Participant B)*

*English is important for Law students, as someday when we apply for a job, we will meet the HRD staff during the interview. For me, having the ability to speak English can give us added value from the other applicants. (Participant C)*

Short-term goal related to graduate from bachelor degree, having the courage to speak English in the classroom, to fulfill the assignment, read international journal.

*English competence is necessary to complete our assignments as some courses like International Law, Law and Human Right, and Transnational Crime requires English as the language of instruction. (Participant A)*

*When I did my internship at Notary Public, I just realized that English is that important. There was a foreigner called us wanting to buy land, while no one could not speak English well, so the director called someone to help us. (Participant B).*

*Some of Law terminologies are difficult to understand. I once got confused understanding the term ‘everyone must be equal before the law’. I thought that before here means ‘the opposite meaning of after’ in fact it is not. Also, the same thing happens when I tried to understand the continental, which later I know that this word means code. (Participant C)*

*It is very necessary to learn specific English because this matter around trial, client trust and satisfaction influences our reputation as legal expert and so that we better understand the problems experienced by clients even though we can also bring in translators. (Participant A)*

*We know that now is MEA era. So, we, as Law Department students need to learn more about English in our field, because mostly the terms in Law Department are using English. (Participant B)*

*As a lawyer or as a public prosecutor we have to dig out for information from the client, and our clients are not only from local but also foreigner. So, English in law department is crucial. (Participant C)*

Therefore, the previously mentioned phenomena have led students into one conclusion that the needs of specific English materials are what the students have highlighted in this research. These needs have been clearly shown in the [figure 1](#).



Figure 1. NVivo Hierarchy Chart of Interview Transcript

Based on the analysis, the 20 frequently mentioned words by the students are described in [Figure 2](#). It is shown that the 20 frequent words emerge from the interview transcription among others are law, esp, speaking, English, court, course, judge, skills, defendants, communication, job, vocabulary, legal, client, situation, international, problem, assignment, debating, foreigner. From those words, it can be derived that provisioning Law students with ESP speaking can assist them to reach the short-term goal such as completing their lecture assignment in the form of international articles and to understand difficult vocabulary related to court situation; and to reach the long-term goal such as encouraging them to have better communication skills for future job such as to deal with client’s problem and debating to judge’s arguments, also to speak with foreigner. In addition, the hierarchy chart also highlights on students’ expectation to learn specific materials.

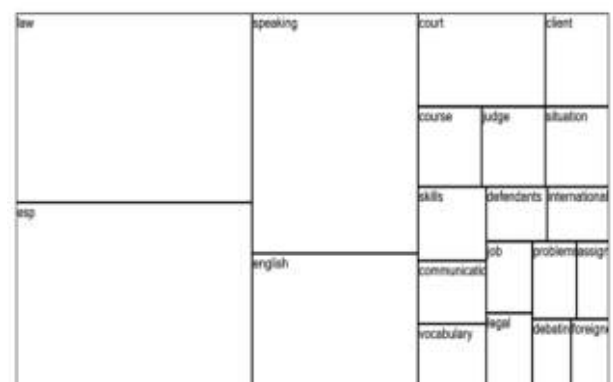


Figure 2. Tree Map of the Frequent Words

## DISCUSSION

This study on Law Department students showed list of needs in learning speaking and also justification from senior students. Eliciting from the results, the needs of Law students were focused on the professional needs in order to prepare the students cope with professional jobs. In regard with this, as suggested by some experts, English for Specific Purposes (ESP) seems to provide the actual materials to enhance the students' understanding about particular or specific domain to be more proficient in their field (Ahmed Alsamadani, 2017; Khaferi & Khaferi, 2011; Khaferi & Khaferi, 2011; and Salazar, 2011). Furthermore, it is also congruent with the findings of Liu, Chang, Yang, & Sun (2011) that state students' attendance on ESP/AP course is to gain skills on their related jobs, or in another term [Poedjiastutie & Oliver, \(2017\)](#) regard this as pragmatic use. In this current study, actual materials can be provided by the lecturers in teaching ESP Speaking course in their class for first-semester students. Hence, it can be assumed that ESP Speaking course is designed to stimulate the students' speaking skills in preparing them to cope with their professional challenges related to their future job. Moreover, as stated by the senior students, this course also will be useful for Law students in facing their study in the university about course-related challenges in the next years if the lecturers provide specific material. This information about the ESP materials provided is based on the work experience by senior students that strengthens the findings of this present study.

As suggested by [Albakrawi \(2013\)](#), the more learner needs are clear, the more the objectives are expressed and the ESP course easily becomes successful. Therefore by these results, the lecturers should consider students' needs prior to designing a syllabus for teaching. Not only from students' aspect, the clear needs will also helpful for ESP teachers to prepare their teaching, as a matter of fact, teaching ESP has been ambivalent experience for teachers ([Ishak, 2019](#)). In addition, ESP teachers has experienced what are so called as student-related challenge and institutional challenge ([Farah, 2018](#)). From the explanation and the results, it is interesting to design small syllabus for teaching ESP Speaking course for Law Department as listed in the columns of strongly-needed items.

## CONCLUSION

Based on the results, this study has informed that most students of Law department needs' are concerned with their professional job in the future so as they are able to use English in their fields. Therefore, they expect the lecturers to provide specific materials related to Law case in order to face their professional life and cope with their academic challenge as well during the semester or even in upcoming semester. In other words, ESP in Law department has to be a course to

facilitate the students' needs to learn English specifically so that both academic needs and professional needs can be implemented in one time.

The findings and discussion of this current study are expected to have contribution for all ESP practitioners in designing ESP course. Moreover, this present study is limited only for one particular skills which is ESP Speaking course. Therefore, further researcher are suggested to explore more on Law students' perception about another skills in learning ESP such as listening, reading, and writing.

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# Engaging young learners of English with multilingual digital storytelling (MDST) during covid-19 school closure

Ermawati Zulikhatin Nuroh<sup>1,2\*</sup>, Pratiwi Retnaningdyah<sup>1</sup>, Ahmad Munir<sup>1</sup>

<sup>1</sup>Doctorate Program, Pendidikan Bahasa dan Sastra, Universitas Negeri Surabaya, <sup>2</sup>Fakultas Psikologi dan Ilmu Pendidikan Universitas Muhammadiyah Sidoarjo

In Indonesia, the use of Multilingual Digital Storytelling (MDST) to teach elementary school students English is not new. However, digital learning is rarely implemented in practice because English is a local subject and a foreign language in elementary schools. However, during the pandemic, researchers recognized the need for online learning and used Multilingual Digital Storytelling (MDST) as a model to promote and reflect on multiliteracy in education. The teachers recognize the importance of storytelling, and interactive storytelling allows for self-expression and interaction with others. This research explicitly outlines their experience of using MDST as a pedagogical innovation for pupils aged 12 years. In this MDST project, students co-created digital stories as multimodal texts. In this regard, they used a variety of multilingual (e.g. Javanese, Bahasa Indonesia, and English) as well as visual and technical resources, which enabled them to communicate their real-life experience through digital stories. As a result of this learning, English primary school teachers will experiment with MDST to engage students in language learning as an effective method of innovative learning.

**Keywords:** English language learning, multilingual digital storytelling; multiliteracies framework, young learners of English

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\*Correspondence:

Ermawati Zulikhatin Nuroh  
ermawati.19008@mhs.unesa.ac.id

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## INTRODUCTION

As was the case in several other countries, tens of thousands of schools in Indonesia were closed in March 2020 as a result of COVID-19's pandemic lockdown. While schools reopened in August for the green zone and a portion of the yellow zone, as announced by Minister of Education and Culture Nadiem Makarim on the Indonesia Minister of Education and Culture's YouTube channel. However, the teachers' constraints remain, and it's almost impossible to predict when the closure will end at this point. As a result, teachers face enormous difficulties adapting to online teaching in the face of this pandemic, sustaining learning with limited contact with students, and encouraging students to pursue learning and growth. However, it is unclear to what extent educators are equipped to address this issue and its most critical factors.

Extensive school closures have taken place over several periods, generally affected by rapidly changing technological advances and digitalization, not least to the point of education (eg, Selwyn 2012; McFarlane 2019). As a result, 'digitalization in the classroom' has become a major concern, both before and after the COVID-19 pandemic.

However, several schools in Indonesia – as in other Asian countries such as Malaysia, Singapore, and Thailand – lag behind the planned development of information and communication technology (ICT) transformation ([Frailon et al. 2019](#)). The question, therefore, arises not only as to whether the lockdown can be compensated by the use of digital resources by teachers and students in online teaching but also as to how the expertise of teachers and the educational opportunities of teachers to acquire digital skills lead to mastering the difficulties of the particular situation of teachers.

The use of technology to teach children can be a complex learning tool for children to learn, particularly when learning English. One of the approaches used to teach English online through digital storytelling. Current research on the use of interactive stories in primary schools ([Jones & Chapman, 2017](#)) shows that children are involved in sensors as they engage in multilingual digital storytelling. Multilingual Digital Storytelling (MDST) is a digital storytelling method that provides language and culture, young learners argue that when stories are produced in different languages or a mixture of languages, they also have greater cultural validity" ([Anderson and Macleroy 2016, 1](#)). The theoretical approach is defined in the book "Multilingual Digital Storytelling" ([Anderson and Macleroy 2016](#)), which aims to change monocultural discourse and to create connections between languages. They explore how language learning should go beyond a narrow instrumental approach that focuses on conversational concepts, adapted environments, and intercultural exchanges ([Anderson and Macleroy 2017, 494](#)). Another research confirmed the value of incorporating digital storytelling and language learning in the MDST study: the ability of students to cope with reading and writing difficulties; link speech and literacy and carry out the writing process; the room for children to analyze and communicate various cultural influences in the lifestyles; facilitated learning through meaning and trust.

Numerous studies on the use of multilingual digital storytelling (MDST) in English classrooms have been conducted. Evidence suggests that multilingual digital stories, or MDST, can have a significant impact on knowledge, language, and literacy ([Jones & Chapman, 2017](#); [Widodo, 2016](#)). Although previous research has focused on the use of MDST in adult-oriented language learning, recent literature has rarely focused on young learners, such as children aged 10-12 years ([Pappamihel & Knight, 2016](#)). To address this realistic void, this article discusses the use of multilingual digital stories in primary schools throughout Indonesia. To begin, we'd like to provide some context for English in Indonesian primary schools. Since the 2000s, English has been included in the curriculum of Indonesian elementary schools ([Hawanti, 2014](#); [Widodo, 2016](#)). Although English primary schools lack an official curriculum, this ICP class follows the Cambridge curriculum and the Ministry of Education and Culture's National Curriculum; English primary school teachers create or start preparing curriculum documents in English, such as textbooks, teaching materials, and practice tests.

Numerous educators continue to rely on and utilize nationally published EYL textbooks. According to [Hawanti \(2014\)](#), English teachers have taught this textbook to children. This textbook contains exercises and examination questions. These practices are grouped according to themes. Current empiric evidence ([Widodo, 2016](#)) suggests that the English teaching profession does not provide much space for students to be innovative and engage in various English things that are related to everyday life.

This study examines the professional development of teachers, specifically those who have been teaching for two years. They were at Islamic Primary School in East Java, SD Muhammadiyah 3 Ikrom. As part of the digital indigenous' generation ([Prensky 2001](#)), the goals of this study are required to rapidly adapt to the complexities of online learning posed in the current situation. After completing basic education, they are assumed to be significantly qualified to use interactive learning software ([Jäger-Biela, Kaspar, and König 2020](#)). We will discuss the following research questions: What is the importance of Multilingual Digital Storytelling for learners and their studying?

## METHODS

Three months (March–May 2020) of research observations were conducted at the Islamic Elementary School in Sidoarjo, East Java, Indonesia, with the following considerations: (1) the school provides an EYL curriculum for the International Class Program (ICP); (2) the school has a bilingual class that uses English in the learning process; and (3) the researcher has access to the school to carry out the research process. The ICP program is a regular plus class, which implements the National curriculum from the Ministry of Education and Culture, but in the process, there is an additional Cambridge curriculum. Participatory Action Research (PAR) was used in this study because multilingual digital storytelling (MDST) is a component of a learning tool activity that teaches students and teachers how to become storytellers. Two English teachers as well as the researchers discussed with students about such a theoretical subject. The purpose of this study is to motivate and inspire teachers and students to use multilingual digital stories (MDST) as a method of English instruction through the creation and delivery of multilingual digital stories. The researcher collaborated with two English teachers to collect this data. Researchers have also served as peer teachers. This is the role of researchers in the choice process. The classes developed by English teachers and researchers are made up of students who have volunteered to engage in online learning of English. These participants are inspired to learn technology in English. During fieldwork, researchers place themselves as outsiders and insiders in the field to close the distance between the participants studied and us as researchers ([Bruce, Flynn, & Stagg-Peterson, 2011](#)).

Participants consisted of 20 children aged between 10-12 years of a private Islamic primary school in rural areas. The school is located in Sidoarjo, East Java, Indonesia. The students studied English in kindergarten for two to three years. Before beginning the observational field research, the

researcher held a Video Chat with two English teachers and twenty students to discuss and report on this research in Indonesian. I encourage students and teachers to maintain the confidentiality of all information that may be used for publication purposes. Additionally, they offered to represent the data's use for research purposes. When this study began, the students were in fifth grade. Each student is multilingual in Indonesian, Javanese, and English. They come from diverse socioeconomic backgrounds (for example farmers, traders, entrepreneurs, employees, etc.).

Before interacting with students, the researcher presented technical consulting instruction to two English teachers on how to use multilingual digital storytelling while working from home (WFH) during the pandemic, to professionally train more of these teachers. The two English professors were literary technicians. During the five hours of classroom instruction, students are instructed to take pictures and write stories or essays. Photo Story 3 software was used as a visual story development software framework in this research. Photo Story 3 has been selected due to its low ICT skill requirement as well as ability to be accessed offline. All English teachers have received technology training, and both teachers and researchers have instructed students on how to use the software in multilingual digital storytelling. To sum up, there are four stages of participating students, teachers, and researchers: gathering observational data through participant assessments, informal interviews, and images of student work and story drafts. All data were analyzed using interpretive and narrative approaches. Data is classified as point interactions, i.e. teacher-student interactions; groups of students, description of this relationship based on how often teachers and students optimize this encounter, and interpersonal contact, i.e. how students communicate with friends.

These three phases of research make it possible to catch some of the results that are important to the research question. Thematic research is primarily focused on recognizing, analyzing, and documenting trends (themes) in data ([Braun & Clarke, 2006, p. 79](#)). This research involves the preparation of data, the preliminary coding, the search for themes between codes, the verification of themes, the definition and marking of themes, and the preparation of the latest presentation ([Braun & Clarke, 2006](#)) explaining that a thorough discussion of each phase has taken place. Data is then classified and labeled based on recurrent themes that represent data sets related to a specific research subject. Class discourse analysis is being used to understand categorized results.

## RESULTS AND DISCUSSION

### Developing Knowledge and Collaborative Storytelling

The purpose of this study is to teach students how to comprehend stories in aspects of their objectives and context, how to use story-telling technology, how to use Indonesian and English as story-telling tools, and how to engage in multimodal activities. Students have compiled this knowledge and shared draft stories to create digital

stories. Students can prepare for interactive story creation with classmates by developing knowledge about stories and using Microsoft Picture Story 3 as a technology tool.

Additionally, the teacher has increased students' familiarity with digital stories, which are creative mashups of personal voices, images, music, sounds, and/or text, typically displayed in the form of short videos ([Lee, 2014](#), [Lee, 2015](#)). Developing digital story knowledge to demonstrate student growth through digital stories has the potential to provide students with new possibilities to write a wide range of multimodal texts. Additionally, students are fostered in the creation of digital stories using the Photo Story 3 software. In other words, students have been involved in the creation of digital stories throughout that knowledge-building stage. Equipping students with a variety of skills, such as storytelling, Photo Story 3, language resources, additional technical support tools (e.g. cameras or smartphones), and semiotic resources, enables others to collaborate on the production of digital stories.

Take note that data sources such as pictures, songs, and audio all contribute to the overall meaning and implications of the digital story. The teacher demonstrated several online language resources for students to use when creating digital stories, including devices such as smartphones and electronic translators. Additionally, students may use copyrighted content, like images and videos, as long as the source is properly cited or recognized (to avoid plagiarism and respect copyrighted content, they study literacy). They are also directed to use a cell phone equipped with a camera to photograph the object being observed. After knowledge is built, students and teachers participate in writing stories about the object being observed. This joint story was created during field visits by visiting and inspecting rice fields around the school.

The teacher says students what they have been learning and guides them to think about what stories they're going to write. Until pupils take pictures of their stories, the teacher teaches them how to take pictures. The teachers are preparing to draw from these images. This example shows students how to take pictures of what they are going to observe. When a teacher discusses how images can be a source of stories, students are interested. Service requires logical thought. After the photo session, the teacher describes the rhetoric or organizational gestures of the plot, including the beginning, the middle, and the end. They've read a few brief accounts of such a three-stage organization. All participants stated that they had never been taught how to write stories using this rhetorical device. They are simply writing stories without regard for the rhetoric surrounding them. Each student stated that they earned straightforward instruction within an immersive story they had never heard before. They also admit that sharing knowledge and making stories together makes them think about how to make digital stories. Through teacher-structured learning activities, learners are ready to follow the development of story texts and story circles at this stage.

### Language learning, multilingual repertoires, and identity

The research focuses on the creation and sharing of digital storytelling in schools as a framework for language learning. This is true pedagogically for both content-based and task-based approaches to language teaching when viewed through

the lens of network-based language teaching (NBLT), with an emphasis on learning and themes. In contrast to the widespread belief in communicative language education that L1 should be removed from the classroom, the idea here is for digital stories to be bilingual.

Significant evidence from school data indicates that participation in activities deemed important has aided students' language learning. It aims to improve student's communication skills and ability to present to an authentic, local, and global audience, while also providing an appropriate space for learning and self-expression. Highlighting the process of creating a visual story using the Photo Story 3 program, elementary school students in the ICP class explain how to say something significant, assisting you in finding appropriate words to describe yourself: 'Since you're in the actual life and that you are obvious to say this just happened to come out of your mouth' (student 15). As with previous research ([Castaneda 2013](#)), it has been demonstrated that the sense of responsibility, as well as possession generated by digital storytelling when students are tasked with their voices being heard, is a powerful stimulant for learning, and we begin immediately. Naturally, what has been real and true in the story can also be fictitious, as evidenced by the work of the students in the beginner English class at SD Muhammadiyah 3 Ikrom, who transformed the theme of the textbook 'My Village' into mystical. 'external.' A world filled with intrigue as well as journey.

This enables students to move beyond the consumed vocabulary and practice deciphering the new language required by the stories they tell. The teacher was surprised at how many learners had been able to complete it independently when given adequate space. This includes the acquisition of skills in the use of dictionaries, the application of grammar rules (for example, transitioning from first to third person verb forms), and, perhaps most importantly, the ability to manipulate the language they were previously completely proficient in. new goals' (Teacher 1).

In response to other research findings ([Castaneda, 2013](#); [Reyes et.al, 2012](#)), she also made significant strides in communicating with students about 'putting their English phonics together to sort pronunciation' (Teacher 1) and repeating voice work to get it right. Increased speaking confidence has been widely discussed in schools by students and teachers, and it is also considered critical when exposing assignments to the role of preparing controlled assessments in English, so it is necessary to develop the quality and the use of language in their research.

Due to the bilingual nature of story production, various language levels emerge at various stages of the creative work. When students collaborate in groups, they frequently use their L1 (or dominant thinking language) for task preparation, assignment agreement, and debate. As far as drafting is concerned, linguistically more skilled students go straight to the target language and then transform into English, but most of them are written first in both Indonesia and Javanese, after which the text is transcribed into the target language (English). Correlations between languages, as revealed by interview data, promote valuable metalinguistic perspectives, including the likelihood of

distorted literal approaches. As a result, teachers working with L2 (Indonesia) students are reflecting on how their students begin to understand that 'you cannot directly translate from Indonesian to English,' trying to add that it's something they do not know until they choose to use their language targets (Teacher 2). When sharing digital stories during learning, it was also shown that students were proud to present themselves in an integrated and detailed way through a language vocabulary embodied in the 'multi-competence' framework of Photo Story 3 and the principle of multiliteracies. In addressing this prevalent monolingual debate, we are attempting to re-evaluate and re-organize identity involvement.

### **Teachers' perspectives on multilingual digital storytelling with young learners**

English teachers have discovered that multilingual digital storytelling is beneficial for young English learners when they focus on the overall teaching experience. They discovered that students acted as agents in a variety of capacities, including photographer, policymaker, negotiator, analyst, interviewer, and researcher. Such functions provide a necessary framework for developing multimodal digital stories. Teachers who participated observed that multilingual digital storytelling engaged students in the development of multimodal storytelling texts, something they had never encountered during their structured journey of English learning. While acquiring knowledge, they recognize that language subjects serve as a springboard for developing awareness.

The chosen theme provides a starting point for students' writing scripts for multimedia story assignments. Also, the teacher needs to teach pupils to get acquainted with the story structure, vocabulary sources, and technological resources. They also claim that digital storytelling has required students to use a variety of skills to find and organize content, compose scripts, and combine image, voice, and music to share stories with others through storytelling circles ([Lee, 2014](#)). One teacher said that multilingual digital storytelling creates literacy and digital awareness for students. It provides a learning environment in which students can study various forms of literacy, such as multimodal (e.g. sound, video, visual effects) and visual modes of communication (e.g. text, pictures, sound), to create digital storytelling. Just like two English teachers demonstrated, because creating multilingual digital stories requires a variety of resources, students engage in a variety of modes of thought, including logical reasoning, critical thinking, and creative thinking. The teacher notes that multilingual digital storytelling engages children in a range of events that involve the others in discursive photo discussions as a form of narration and storytelling.

In the search and collection of objects (photos), learners participate in activities such as judgment, collaboration, critical thought, innovative thinking, problem-solving, teamwork, and cooperation. When writing stories, the teachers said that the students grasped each other's perception of the images taken in collaboration. During this writing exercise, students learned the need for teacher scaffolding to help students find acceptable words

when such terms were either professional or quasi. The teacher points out that students have generated and exchanged meaning and information through their linguistic and academic experiences with classmates. This student-centered learning has facilitated the production of meaning and the collective creation of knowledge.

## CONCLUSION

The multilingual digital story-making learning provided students with a new way to tell their own story in a multilingual way, and to share and explore their life experiences through the production of digital stories. It inspired children to become multimodal narrative text writers. Throughout the process of creating a digital story, students should be actively involved when solving problems in selecting images, considering captioning photos, and co-editing a digital story design. They could convey their thoughts through the images they captured. The development of multilingual digital stories could democratize the way children made a story using a variety of tools, such as pictures, music, and animations. Equally significant, students used both the first and the national languages as well as English to make sense of the photographs chosen to construct a narrative that reflected their experience. They often took advantage of the various meanings or messages conveyed in the chosen images. In this respect, photographs may enable students to generate ideas. This visual artifact reflects what the students learned during field observation.

By engaging students with multilingual digital stories, they have more creatively developed their stories based on images taken by themselves. We noticed that three areas of language that most students were concerned with were vocabulary, grammar, and pronunciation. We, therefore, offered additional language-focused tutorials to students. Also, collaborative learning has been able to involve students in a variety of MDST activities. By working together on digital stories along with the assignment of roles, students may assume their responsibilities. As regards the use of technology, we had to make sure, in the beginning, that students were literate in or familiar with technology (e.g. laptop or desktop) and editing software (e.g. Photo Story 3) because they may not know how to operate computers. While most children were digitally literate, we spent some time teaching them to use editing tools, Photo Story 3. We also had to teach the students how to objectively collect and pick appropriate images and sounds to construct a story, so that certain non-linguistic tools could give meaning to the story. Another problem we've faced is how to teach students to give positive feedback on their peer-reviewed stories and multilingual digital stories. As stated earlier, due to time constraints, we did not introduce story circles or presentations.

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# Developing e-learning media in grammar instruction for beginner learners

Nurul Afidah\*, Hanifah, Dliyauddin Alkhoyyath

Universitas KH.A Wahab Hasbullah

The present study intended to develop E-learning media in teaching grammar for beginner learners. In developing the product, this study adapted the ADDIE model. The product that was developed using construct application focused on part of speech material. Thirty students of sixth grade enrolled on the implementation phase. Before implemented the product, some experts gave some suggestions and critics related to the quality of the product. The final product consists of some explanations of part of speech along with exercises, and in each exercise it is provided direct feedback whether the answer is right or wrong. On the first slide, a cover is displayed with attractive and colorful background since the target learner is beginner. The language used in this product is fully in English to habituate the learners with English environment. For the back sound, the researcher used rhythm only, not a song to avoid disturbing the learners. The researcher provides learning objectives. In this case there are three learning objectives. Then on the next slide it is showed eight part of speech that will be explained in detail. In material the researcher provided the definition and kinds of part of speech, also the example of part of speech. Moreover, the exercises were created in various types, ten questions in multiple choice and five questions in jumble word. This media can be used by anyone who needs it, and another researcher can develop similar media in different topic or level.

**Keywords:** technology, part of speech, ADDIE, young learners

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\*Correspondence:

Nurul Afidah

nurulafidah@unwaha.ac.id

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## INTRODUCTION

Nowadays, students live in a technological world. They use it all the time on their daily lives both at home or school. Also, some learning media that are conventional now move to digital Technology. As a teacher, we are demanded to be familiar with technology in education field. [Grinager \(2006\)](#) defined education technology as the use of hardware, software or other digital technologies in learning teaching process. The following is a partial list of the types of technologies found in educational settings. a) Computers or laptop b) Instructional Software and Digital/Online Content, c) Student Information Systems and Data Warehouses, d) Interactive Whiteboards and LCD Projectors , e) Sound Enhancement such as Speakers and microphones , f) Smart Cards, g) Televisions , h) Telephones , and i) Digital Cameras. Moreover, in this era using chalk and conventional method is not quite effective in English instruction. The teacher should be more creative in designing or using another teaching media such as technology ([Susikaran, 2013](#)).

Technology can be utilized in many ways in language learning. [Warschauer \(2000\)](#) explained that there are two different views about how to integrate technology into the class. The first way is cognitive approach. In this approach, students are given opportunity to improve their exposure to language meaningfully and promote their own knowledge using any technology. In this case, common technology that is usually applied is applications of mobile learning that are easy to copy or install. The teacher may utilize it during class instruction both in delivering the material or giving exercises to the students. The second is the social approach. In this approach students get opportunities to have social interactions so that they can practice their skills in real life. Some technologies that can be used in this approach is application that provides direct communication among the users. In another way, the teacher can ask the student to record their activity when they have conversation with foreigner then upload the recording.

There are many kinds of tools that can be used in English instruction, and each tool has different benefits on each skill. [Davies and Hewer \(2012\)](#) said that when the teacher utilized used technology in language teaching, the computer will plays its role. However, the teacher should be familiar with computer or internet, and be able to utilize them during learning process. So that it is one of teacher role to habituate himself and the students using technology in English Instruction. It is in line with [Nomass \(2013\)](#) statement, "English language teachers should encourage their students to use technology in developing the language skills." Moreover, technology has several positive effects in language learning, but it will be more has beneficial result if it is combined with the role of teacher ([Sharma, 2009](#)). In addition [Harmer \(2007\)](#) and [Gençter \(2015\)](#) declared that the learners should be encouraged to find appropriate activities using computer Technology so that they can be successful in learning process. [Ahmadi \(2018\)](#) said that technology enables interaction between students and teachers, supports the students to increase thinking skills, improves students' motivation in acquiring a foreign language, increases students' autonomy and confident, makes the atmosphere be more student-centered, and provides comprehensible input and output.

Several studies have shown that there are some benefits on the use of technology in classroom instruction. By using technology, it can increase student cooperativeness in creating projects. Cooperation or collaboration is very effective in instruction ([Keser, Huseyin, & Ozdamli, 2011](#)). Also, they can learn each other from their peers who have higher ability. Moreover, technology can be used to create new environment, or to be used as problem solving in classroom instruction ([Kurt, 2010](#)). It is in line with previous statements, [Siswandi \(2017\)](#) revealed that ICTs have some positive effects on the EFL learners in the language teaching and learning. They felt more successful when using computer-based instruction. Also, they were more motivated to learn and their self-confidence and self esteem significantly increased. This was particularly true that by using the technology, it allowed learners to control their

own learning. Moreover, [Solanki and Shyamlee \(2012\)](#) stated that there are some benefits of multimedia technology in English instruction. First, it improves students' interest and students' communication capacity, and interaction between teacher and student during instruction. Next, it can widen students' knowledge and creates a new context for Language teaching. Also, it gains an Insightful understanding to Western culture. Last, it can improve teaching effect and provide flexibility to course content. Also, [Harmer \(2007\)](#) and [Gillespie \(2006\)](#) stated that using computer-based language activities improve cooperative learning in learners. It is in line with Keser's statement. [Keser and Ozdamli \(2011\)](#) stated that Technology can improve cooperativeness among learners.

[Mittal \(2015\)](#) revealed the use of technology on language learning is necessary because of some reasons. First, technology gives them opportunity to see visual and audio aid and enhance communication skills. Second, the use of ICT and multimedia increase students' knowledge and give them some background knowledge in classroom study. Next, multimedia enriches teaching content, and there are many apps which offer the teacher to interact with students one-to-one at any time even when they do not meet face to face. Forth, technology always makes class become interesting and interactive. Also, since ICT offers sound and picture coming together, students can use these things in the absence of teacher and revise the content for better understanding. Last, language teaching is not a one day process. It is a continuous process and needs special attention and revisions. So, teachers can give tasks to students and they can see their contents with the help of devices as per their need. Students can use technology, contact their teachers through Net when they are not in class and get their expert. Moreover, [Christen \(2009\)](#) stated that the students will be more excited if technology is utilized during class instruction. It is appropriate with young learners characteristics that need object than spoken word only ([Wendy & Lisbeth, 1990](#))

In this decade, there were some researchers who had conducted studies on the role of ICT in English instruction. [Parvin and Salam \(2015\)](#) investigated the effect of information and communication technology in English instruction in one of primary schools in Bangladesh. Based on the finding of the study, the researcher implied that the use ICT is very essential as learning media. The results of the study showed that the use of ICT has strong potential for enhancing and promoting interactive language classes. Teachers in the project claimed that the utilized of technology was highly beneficial, both to promote students' general language skill and to help students in learning the kind of English communication and language skills.

In another study, [Solanki and Shyamlee \(2012\)](#) investigated the use of multimedia technology in language teaching. Based on the finding of the study, it is stated that technology increases student learning motivation since it implicates students in the practical processes of language learning via communication with each other. The researchers recommended the teacher to use multimedia technology during class instruction since it has abundant positive impact.



The finding of the research confirms that learners are more enthusiastic and interactive when they are using modern technology to assimilate English. Statistical data also shows that the students prefer to use modern media such as smart boards, computers and screens, than traditional teaching methods. Moreover, the study reveals that the interaction with teachers and overall responsiveness of students in the classroom is significantly increased when using modern techniques in English teaching.

Also, [Baytak, Tarman, and Ayas \(2011\)](#) investigated the effect of technology on learning process. The results showed that the teaching and learning process were more interactive and interesting when technology was incorporated into their classes. Moreover, students' social interactions, motivation, and engagement improved as well. [Peregoy and Boyle \(2012\)](#) used technology to improve students' reading and writing skill. After conducting the study, the finding indicated that it enhanced their skill both writing and reading. When technology was applied in class instruction, they could learn faster than traditional teaching method was used, also the teaching process was more effective. In addition, [Godzicki et.al \(2013\)](#) examined the effect of technology on motivation and engagement in English teaching process. Based on the finding it was revealed that when the teacher used technology as teaching media inside the class, students' engagement and motivation improved significantly.

Moreover, [Vahdat and Behbahani \(2013\)](#) investigated the effect of video games as teaching media on vocabulary learning. There were 40 intermediate EFL learners, both male and female who participated in this study. The finding of the study revealed that using video games has some benefits in vocabulary instruction. Also, males are more interested toward the use of video-game in vocabulary instruction than females.

Based on those previous studies, it had been clear that technology or ICT can be applied in any English skill and any level. Also, the teacher could utilize it in warming up activity, main activity, or in assessment process. It was depend on teacher need. [Afidah and Ma'arif \(2017\)](#) improved student score in grammar ability using ICT based instruction. It was optimally applied during main activity. The media being applied was video that was designed by using Video Subscriber Application.

On the present study, interviewing the English teacher was conducted on need analysis phase to get initial information related to the existing media, and it was obtained that the teacher only used worksheet in part of speech material, and the exercises were taken from that worksheet. The teacher did not use another media. Moreover, the researcher also interviewed the students, and it showed that both the teacher and students need interactive e-learning media as the supplementary media in grammar instruction. Based on the reasons above, the researcher intended to develop e-learning media in grammar instruction for elementary school students by using construct application.

## METHODS

In this study, product being developed is e-learning media in grammar instruction using construct application. It means that this study uses research and development design that is well known as R n D. Research and development is a research which aims producing or creating new educational procedures or product ([Richey & Klein, 2007](#)).

Some models of research and development had been developed by several experts ([Dick, 1996](#); [Thiagarajan, 1974](#)). This research belongs to Research and Development, and ADDIE model is chose since it is the feasible model to adapt. This model covers analyze, design, develop, implement, and evaluate (ADDIE).

The first step is analysis. In this step the researcher interviewed the teacher and students whether they needed the media based ICT for their English instruction. The next step is design. In this step the researcher designed the media by using construct 2. Before designed it, the researcher drew the rough draft related to part of speech for elementary school. The next step is developing. After designing the products for several months, the researcher consults the product to the experts to get suggestions and critics related to the feasibility of the product. The fourth step is implementation. The researcher implemented or tried out the product on sixth grade students, and the researcher used questionnaire to obtain some suggestions from the user. The last step is evaluation. In this part the researcher evaluated the product based on the suggestion from the experts and the users.

Here is the description of product being developer. The first slide a cover is displayed with attractive and colourful background since the target learner is beginner. The definition of beginner in this study is sixth grade of elementary school students, but another beginner learner may also use this product. The language used in this product is fully in English to habituate the learners with English environment. For the back sound, the researcher used rhythm only, not a song to avoid disturbing the learners. After cover, the researcher provides learning objectives. In this case there are three learning objectives: a) the students are able to identify the meaning of eight parts of speech, b) the students are able to identify kinds of each part of speech, c) the students are able to identify the example of eight part of speeches.

Then on the next slide it is showed eight parts of speech that will be explained in detail. Those are noun, verb, adjective, adverb, pronoun, preposition, conjunction, and interjection. Each part of speech is completed by material and exercises as well. In material the researcher provided the definition of part of speech, kinds of part of speech, also the example of part of speech. Along with the explanation, it is also provided visual aids to help the student. After explanation, the students are asked to have to exercises. The exercises are created in various types. Those were ten questions in multiple choice and five questions in jumble word.

Some instruments used in this study were interview sheet, questionnaire and Validation sheet. Those instruments were constructed by the researcher. Interview was used to obtain the data from the teacher and the students related their need on learning media. Validation sheet was used to get the data from the experts in developing phase, questionnaire was used to get some information regarding their perception after using the product.

## RESULTS AND DISCUSSION

On analyze phase, the researcher interviewed the teacher and students whether they needed the media based ICT for English instruction. The interview was conducted before the product was developed. The blueprint of interview sheet covered twelve questions related to the media used on English instruction in that class. From the result of interview, it was obtained data that both students and teacher needed supplementary materials in grammar instruction especially in part of speech material.

Next, the researcher drew the general concepts of the product. Some components being prepared were the material of part of speech and the exercises as well. In this phase the researcher was helped by ICT expert to design the product, so the researcher only provided the outline and the content. Construct 2 application was utilized to design the media. Construct 2 was one of platforms android that could be used in creating game.

After designed the product, the researcher involves material expert and media expert to give suggestion and criticize the quality of the product. In develop phase, validation sheet is utilized to obtain suggestions and critics from the expert. The suggestions and critics are used as the basis in revising the product.

In design phase, the researcher involved two validators. The first validator is one lecture of Wahab Hasbullah University who taught in Faculty of Education. The researcher chose him because of his expertise in learning media development. Moreover, he had developed several media in different types during these years. The next validator was one of lectures in Wahab Hasbullah University who had taught in Faculty of Information Technology more than 5 years. Based on the result of validation sheet and questionnaire given to the students, there were some critics and suggestions such as : a) it is better to add another variation of exercises , b) Change the background colour and backsound that is more attractive, d) There were some grammatical errors on the product, and e) add back button. The following were data obtain during design phase both from media validator and material validator.

**TABLE 1 |** Data Obtained from Media Validator

No	Content	Criteria	Score
1	Letter	The use of letter is appropriate, clear, and readable.	4
2	Typing	The typing is clear, neat, and regular.	3

3	Spacing	The spacing is appropriate and consistent.	4
4	Lay Out	The layout is attractive and clear.	3
5	Operating System	The product is easy to operate.	4
6	Scoring System	Scoring system is fair and well regulated.	4
7	Button	The click-buttons can be operated	4
8	Time	The time of answering is adequate.	3
9	Color	The color in the product is appropriate.	4
10	Music	The music is appropriate	4
11	Image	The selection of the images is appropriate.	3
Total Score			40

Table 2 presented the data that was obtained from validation sheet of Material validator. The total score was 23 which can be described that the media was very good and deserved to implement.

**TABLE 2 |** Data Obtained from Material Validator

No	Component	Criteria	<i>Xi</i>
1	Organization of the materials	The organization of the materials and activities is appropriate.	3
2	Vocabulary	The selection of the vocabulary is appropriate to the target situation.	3
3	Grammar	The grammar is correct and accurate.	3
4	Presentation	Presentation is clear, educative, and constructive.	3
5	Objective	The product can motivate students.	3
6	Scoring System	Scoring system is fair and well regulated.	2
7	Level of Difficulty	The level of difficulty of each question is proper with the score.	3
Total Score			20

In implementation phase the researcher applied the product during two meetings. The topics discussed were only noun and verb. The number of students who enrolled in the try out or implementation phase is thirty students of sixth grade MI KEBOKICAK JOMBANG. 18 of them are male, and 12 of them are female. Most of them had learnt English since on the third grade. It means that they had learnt English mostly for three years.

After implemented the product, students were given questionnaire to get their response related the feasibility of the product. The questionnaire consisted of twelve questions that covered whether the letter was clear, whether the colour and picture was interesting, whether the explanation was

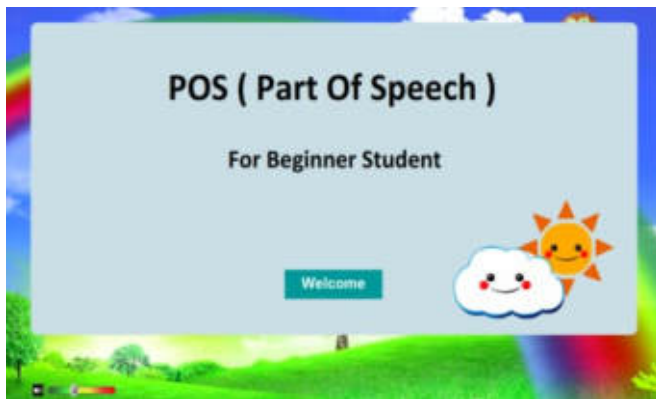
easy to understand, and so for. The following are the data obtained in this stage.

**TABLE 3 |** The Result of Questionnaire for Users

No	Statements	Totally agree	Agree	disagree	Totally disagree
1	The design of this application is attractive	70%	23.33%	3.33%	3.33%
2	The font letter is readable	80%	20%	-	-
3	The background is eye catching	86.67%	10%	3.33%	-
4	The backsound does not disturb me in learning part of speech	80%	16.67%	3.33%	-
5	The picture helps me comprehending the material	66.67%	20%	10%	3.33%
6	The button is easy to operate	80%	16.67%	3.33%	-
7	The explanation is easy to understand	66.67%	23.33%	6.67%	3.33%
8	The exercise is not too difficult	63.33%	20%	10%	6.67%
9	The instruction in each exercise is easy to understand	80%	13.33%	3.33%	3.33%
10	All test items on the exercises have been explained on the material	83.33%	10%	6.67%	3.33%
11	The application motivates me to learn English especially part of speech	66.67%	30%	3.33%	-
12	I like to use this application in grammar class	73.33%	23.33%	3.33%	-

From the data (Table 3) obtained from the questionnaire, it could be concluded that media developed was easy to operate especially for elementary school. Moreover, the background and back sound were appropriate to their age. The language used was easy to understand so that the students also could operate it autonomously. The exercises were also designed based on their level. Since they were beginner so the exercises provided were basic level. Overall, most of them were interested in using this application.

After being revised, the final product developed can be described as follow:



**FIGURE 1 |** Cover of Application

On the cover, the researcher only displayed POS (Part of Speech) for beginner students. The reason why the researcher used the term beginner since this application also could be used by another beginner learners who needed it. However the definition beginner in this study is students of sixth grade. When the user wants to start to learn, they can click the welcome button.



**FIGURE 2 |** Kinds of Part of Speech

After click welcome, the user will see kinds of part of speech. Before giving exercises, the researcher also gave material related part of speech. In this application there were eight parts of speech. Those were noun, verb, adjective, adverb, pronoun, preposition, conjunction, and interjection. When the user clicked one of part of speeches, there were three categories that involved in this slide. Those were the definition of part of speech, kinds of part of speech, and the exercises.



**FIGURE 3 |** The Definition of Part of Speech

On the definition, the researcher defined the part of speech and gave some examples as well. Since the target user was beginner, so the researcher helped them by giving some pictures on the example. In this part the teacher also can add more examples using another media.

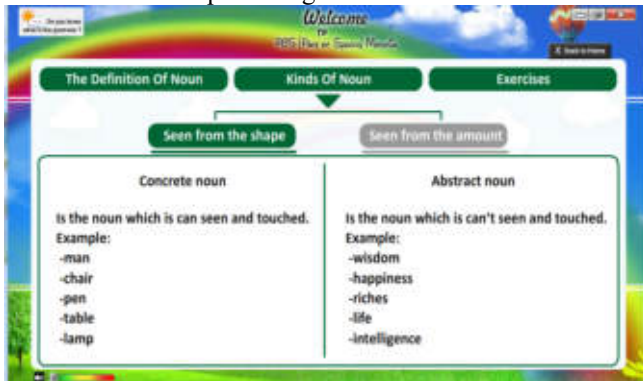


FIGURE 4 | More Explanation of Part of Speech

In this slide, the researcher explained more about kinds of part speech and the example. Different topic will have different the number of variety of part of speech.



FIGURE 5 | Multiple Choice Exercises

Then, there were two kinds exercise given on the application. The first type was ten questions of multiple choices. The users got score five if they had right answer. However, they would get zero if they had wrong answer. The score appeared automatically on the above.



FIGURE 6 | Jumble Word Exercises

The next type on the exercise was jumbled word. There were five items of jumbled word. It was provided some words then the users should click the word to arrange into sentence that had complete thought. As like previous one,

the users got score five if they had right answer. However, they would get zero if they had wrong answer. Something that were rather different was the users could not continue to the next number if they still had wrong arrangement.

This application can be copied and installed easily in any personal computer. It has owned the criteria of good media. As stated by Harmer (2000) that good learning media is media that is flexible and feasible. Also, the exercises provided feedback for the user. Every application, of course, has strength and weakness. The following are the strength of product developed: a) This application is easy to operate, b) This application is easy to install or copy, c) This application can be operated without internet connection, d) This application can be operated without teacher instruction. It is supported by Mittal (2015) who stated that the students can learn by themselves although there was no teacher beside them. e) This application provides automatic score, and f) All part of speech include in this product. Moreover, on implementation phase, the students were highly attracted toward the product. It seemed that they enjoy using product developed. It is in line with Christen (2009) who stated that the students will be more excited if technology is utilized during class instruction especially for young learner.

However the weaknesses of this product are the target learner of this product is beginner, so the exercises are too easy for intermediate or advance learner. Then this product can be operated using laptop or personal computer only.

## CONCLUSION

As stated in background, this research is intended to develop e-learning media in grammar instruction for sixth grade of elementary school students since the media that was used by the teacher was only worksheet. Moreover, the students needed supplementary attractive media so that the researcher decided to develop this e-learning media. The topic explained on the product developed is part of speech. From the result of design phase and implementation phase, the media deserved to use in Grammar teaching and learning in MI Kebokicak Jombang.

This research is far from being perfect, the next researcher can design similar product in different topic or different level. Also, because this study used research and development design, further researchers can use another research design such as utilizing E-learning media to improve students' English achievement.

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**Conflict of Interest Statement:** The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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# Pre-service teachers' beliefs about language teaching and learning in EFL classroom: A review of literature

Ririn Pusparini<sup>1\*</sup>, Utami Widiati<sup>2</sup>, Arik Susanti<sup>1</sup>

<sup>1</sup>English Department, Fakultas Bahasa dan Seni, Universitas Negeri Surabaya, <sup>2</sup>English Department, Fakultas Sastra, Universitas Negeri Malang

Pre-service teachers' (PST) beliefs and practices have been agreed as an initially vital basis to continue maintaining a qualified learning process. This article reviews the research on PSTs' beliefs and practices concerning teaching and learning English as a foreign language (EFL) and the exploration of the complex relationship between EFL PSTs' beliefs and practices. It encompasses a discussion about the nature of teachers' beliefs, an overview of PSTs' belief formation, and some previous studies on PSTs' beliefs. The review of related literature summarizes the empirical studies on PSTs' beliefs and practices from 2011 up to 2020, which reveal the diversity and similarity of the studies on EFL PSTs' beliefs. The result obtained in this study depicts that PSTs' beliefs about EFL teaching and learning are affected by prior language learning experiences, teacher education, and teaching practices. Besides, some constraints in the classroom setting can trigger the beliefs change covering time restriction, curriculum emphasis, students' misbehavior, students' competence, students' motivation, or even PSTs' motivation and confidence. Finally, when their tacit beliefs turn into explicit beliefs, PSTs can identify and assess their beliefs attributed to their classroom practices, from which EFL PST education can be informed to design better courses and prepare PSTs' future careers.

**Keywords:** pre-service teachers, beliefs, teaching, learning

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\*Correspondence:  
Ririn Pusparini

ririnpusparini@unesa.ac.id

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## INTRODUCTION

Belief is an essential topic in human behavior and learning. Some studies define teachers' beliefs as considerable ideas in understanding teachers' thought processes, teaching methods, and learning to teach (Borg, 2003; Xu, 2012; Löfström & Poom-Valickis, 2013). They are important aspects in teacher education that have been designed to help teachers develop their thought and principles. More specifically, Löfström & Poom-Valickis (2013) specifies teachers' beliefs as personal theories about teaching, influencing how teachers respond to certain situations, generating choices, and adopting particular strategies. Thus, beliefs are deemed as a key role in language teaching and learning.

Teacher beliefs, therefore, are significant in conducting teacher education designed to help PSTs develop their thinking and practices. In line with what Radwan (2019) states that comprehending the belief structures of future teachers is important to improving their professional preparation and teaching practices. While at the beginning of teacher education programs, they may have inappropriate and unrealistic understandings of teaching and learning (Borg, 2003). Henceforth, beliefs about language teaching and learning formatted by their previous knowledge will be influenced by the teacher education (Farrell & Bennis, 2013). When they have teaching practicum, they are in a condition to transfer what they have learned from teacher education courses into the classroom, resulting in transforming

theory into practices.

These beliefs, according to Richards and Theodore (2001), tend to shape their approaches to language teaching and inform and guide their teaching practices. In this regard, [Jaimes \(2013\)](#) conveys that when PSTs are in the classroom reality, they first seek to confirm and validate their teaching beliefs. Gradually, when they find proper conditions, they begin to use their growing knowledge to modify, adapt, and reconstruct their beliefs. Moreover, [Seymen \(2012\)](#) presents that the two elements might shape their beliefs and images. The first role is “teachers from the past who are seen as models,” and the second one is “the students’ self-image as learners.”

In accordance with PSTs’ beliefs, there are five types of PSTs’ beliefs in the context of English for Foreign Language (EFL): beliefs about EFL learners and EFL learning, beliefs about EFL teaching, beliefs about EFL subject matter and pedagogical knowledge, beliefs about self, and beliefs about professional development ([Fang, 2009](#)). In this regard, it is undeniable that these different types of beliefs are interconnected. For instance, beliefs about teaching maybe closely related to beliefs about learning. If a PST believes language teaching should focus on CLT, this belief might be reflected on how the language taught and learned and what the teacher’s role should be applied. Furthermore, [Radwan \(2019\)](#) explained that “Teaching is a very personal activity, and it is not surprising that individual teachers bring to teaching very different beliefs and assumptions about what constitutes effective teaching.” In this regard, any incorrect beliefs about EFL teaching and learning can be detrimental to the students’ learning and might negatively affect their future practices. For example, learners who believe in the importance of grammar are likely to spend considerable time focusing exclusively on memorizing grammar rules and paying less attention to other tasks. As these learners become teachers, they are likely to steer their future students into the same type of activities they were engaged during their training process. It is, hence, critical to helping these prospective teachers eliminate any detrimental beliefs before they start their careers as EFL teachers.

Nevertheless, a few PST studies focusing on describing the beliefs that these teachers hold on their teaching practicum at school have been conducted ([Borg, 2015](#)). [Chaaban et al., \(2019\)](#) confirms that most studies in accordance with teachers’ beliefs were conducted on in-service teachers (novice teachers or experienced teachers) and their teaching practices. Moreover, studies of PSTs’ research have been conducted for different purposes, e.g., tracking the changes in PSTs’ beliefs of learning and teaching language components ([Bangou et al., 2011](#); [Debreli, 2012](#); [MacAlister, 2012](#); [Özmen, 2012](#); [Altan, 2012](#); [Çapan, 2014](#); [Saputra et al., 2020](#)), identifying PSTs’ beliefs of learning and teaching language skills ([Gürsoy, 2013](#); [Dinçer & Yeşilyurt, 2013](#); [Tagle et al., 2017](#); [Turnbull, 2017](#); [Radwan, 2019](#)), exploring PSTs’ beliefs of language learning and teaching attributed to ELT methods and strategies ([Seymen, 2012](#); [Woodcock & Reupert, 2013](#); [Chan, 2014](#); [Simsek, 2014](#); [Kelly, 2018](#); [Chaaban et](#)

[al., 2019](#)), and identifying PSTs’ beliefs about language learning and teaching toward technology ([Yerdelen-Damar et al., 2017](#); [Nariyati et al., 2020](#); [Hughes et al., 2020](#)). These differences need to compile to disclose a clear picture of how PSTs’ beliefs of language teaching and learning are reflected in EFL classroom teaching practices, why their beliefs change, how they change, and what constraints need to be aware. The findings will be essential to understand PSTs’ beliefs about language teaching and learning and raise awareness about the importance of conducting research studies in TEFL education. Furthermore, students, teachers, teacher educators, and other stakeholders can also make use of the findings to establish a common vision of excellence in PST education.

On behalf of the need for the development of PST education and the importance of their beliefs in teacher education, the present review aims to examine themes related to EFL PSTs’ beliefs in English language teaching and learning and identify the role of their beliefs in EFL classroom. Thus, the present review was composed to address a research question, namely:

1. How are the current studies of pre-service teachers’ beliefs about English language teaching and learning toward EFL classroom teaching practices?”

The next section of this review covers the methods in selecting the studies to develop the review and also present the key findings of the review, followed by section three, which discusses the results and discussion of the review, and finally, the conclusion based on the review findings is presented in the fourth section.

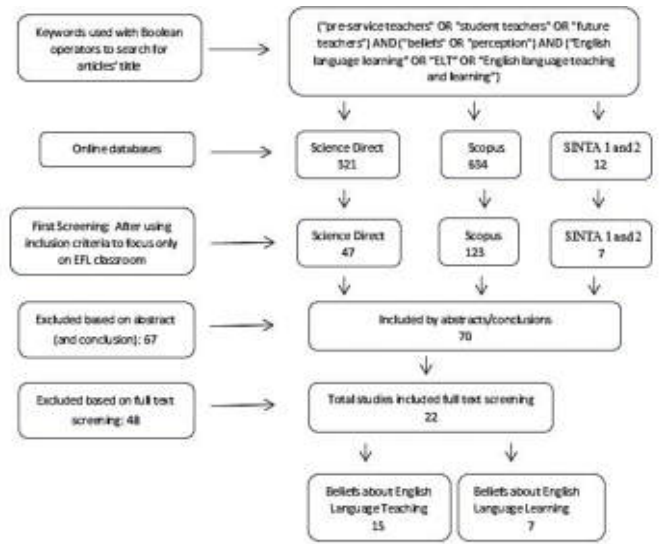
## METHODS

This study is primarily based on the literature review on pre-service teachers (PST)s’ beliefs of English language teaching and learning in the EFL classroom. The peer-reviewed article is searched in the online databases of “Science Direct”, “Scopus”, “SINTA 1”, and “SINTA 2”. Specified key terms were selected, and expert/advanced search functions were utilized along with Boolean operators to come up with the following search string: (“pre-service teachers” OR “student teachers” OR “future teachers”) AND (“beliefs” OR “perception”) AND (“English language learning” OR “ELT” OR “English language teaching and learning”) AND (“EFL classroom” OR “EFL context”). The key terms of awareness, impact, teacher training, practicum were included considering their close relation to PST’s beliefs on English Language Teaching and Learning in EFL classroom. The search string was then inputted in the search field and searched for titles, abstracts and keywords. Furthermore, inclusion criteria were restricted to PSTs’ beliefs research-based articles, published within the years of 2011 to 2020 time frame, in the context of English language teaching and learning and EFL, and related to the subjects of interest mentioned in the search string. As for the exclusion criteria, articles are deemed irrelevant with the subject of interest, non-English articles, publications before the year of 2011, and duplicate articles from the four web-based databases were eliminated carefully.



With the key terms used in the search string mentioned above, a total of 1100 articles were found in Scopus, 411 articles in Science Direct, and 12 in SINTA 1 and 2 (Nov 20, 2020). Subsequently, with the inclusion criteria set to limit articles within EFL themes, the total articles were reduced to 35 articles in Scopus, 30 articles in Science Direct, and 5 articles in SINTA 1 and SINTA 2. Articles from other themes still showed up. After sifting thoroughly and eliminating irrelevant and duplicate articles from the four databases, a total of 22 articles taken from 15 articles in Scopus, 6 articles in Science Direct, and 1 article in SINTA 1 were finally selected. Then, the articles selected classified into 15 articles related to beliefs about EFL teaching and 7 articles related to beliefs about EFL learning. A summary of the search and selection process presented in [Figure 1](#). Adapted from [Boelens et al. \(2017\)](#). N=Total number of selected articles.

The 22 articles were analyzed concerning: (a) the publication year, (b) measurement instruments, (c) the number of participants, and (d) the study result, and could be illustrated by [Table 1](#).



Adapted from Boelens et al. (2017)

FIGURE 1 | Criteria and Procedure of Literature Search

Table 1. Previous research addressing PST beliefs about ELT and ELL

Categories	Author	Year	Instrument	Participants	The Study Result
PSTs' beliefs about English Language Teaching (ELT)	Emre Debreli	2012	Interview sheet	3	PSTs' believed that group work in games, singing and pair-work were regarded as distracting and difficult activities to control. Besides, explicit correction sometimes proved to be useful.
	Esim Gursoy	2013	Interviews and observation sheets	170	PSTs believe that teaching writing in English must be framed within the process approach.
	Seyit Ahmet Capan	2014	Questionnaire, interview, observation sheets	47	Most PSTs had strong beliefs about the importance of presenting grammar through explicit instruction by using their mother tongue to improve learners' consciousness about grammatical rules.
	Sezen Seymen Bilgin	2016	Classroom interaction recording, individual interviews and stimulated recall interviews	5	PSTs viewed that they had to code switch most during grammar instruction to provide explanation of grammatical items for the students.
PSTs' beliefs about English Language Learning (ELL)	Dwi Bayu Spautra; Didi Suherdi; Rojab Siti Rodyah	2020	Interviews and classroom observations	3	PSTs viewed that lecturing the students or explaining a lesson can create effective learning and grammar must be taught exclusively in one meeting. More specifically, they believed teachers as a transmitter of knowledge instead of a facilitator.
	Kemal Sinan Özmen	2012	Questionnaire	49	PSTs believed that teacher should use written and oral context and guide students to discover usage and language use. They claimed that language learning as a process through which individuals tried to develop their communicative competence.
	Tania Tagle, Claudio Diaz, Mark Ortiz, Lucia Ubilla, Paulo Etecheagaray	2017	Semi-structured interview	37	PSTs' beliefs were affected how they received the information provided within the program. School background and teacher education clearly influenced the development of the PSTs' beliefs.
	Adel Abu Radwan	2019	Questionnaire, observations, interview	212	PSTs believed in the importance of having opportunities to use language, and fear of making mistakes might hinder speech production and overcoming feelings of self-consciousness were strong predictors of success in learning a language.
	Nariyati, Sudirman, N. P. A. Pratiwi	2020	Questionnaire and interview	70	PSTs viewed that the integration of MALL was to facilitate English learning in terms of time-efficient learning accessing teaching-learning materials with unlimited time, and giving a chance to be done anytime and anywhere.

Based on textual data analysis, I summarized PSTs' beliefs into two categories, namely (1) PSTs' beliefs about English language teaching and (2) PSTs' beliefs about English language learning.

## RESULTS AND DISCUSSION

A total of 22 scholarly articles used to initiate answers addressing the proposed question about the current studies of PSTs' beliefs about English language teaching and learning and the role of their beliefs in EFL classroom. Below, I present the findings and discussion from the two categories by considering the results of the studies which are ELT or ELL as the focus of this article.

### PSTs' Beliefs in English Language Teaching

Beliefs about teaching has restricted teachers' capability to open to new opinions ([Borg, 2003](#)). Teachers enter the teaching field with predetermined beliefs that can make better their classroom practices. Several studies investigated PSTs' beliefs about grammar instruction in EFL context ([Debreli, 2012](#); [Gürsoy, 2013](#); [Çapan, 2014](#); [Saputra et al., 2020](#)). [Çapan \(2014\)](#), for instance, investigated PSTs' beliefs about grammar instruction during their first teaching practices. The result of the study indicated that most of the participants agreed about the importance of grammar in EFL education. Prior to their practicum, they viewed grammar as "a tool rather than a goal" to help students express themselves. Besides, grammar should be taught implicitly by using a text rather than in isolation, subconsciously by embedding the role of using games or role-plays. Grammar is also essential in a communicative context or problem-solving activities.

[Çapan \(2014\)](#) conducted the research by distributing the questionnaires to 47 participants before and after the practices. However, he interviewed and observed 20 out of 47 participants' classroom teaching chosen based on their various beliefs. The result revealed that practically, 20 participants had strong beliefs about the importance of presenting grammar through explicit instruction by using their mother tongue to improve learners' consciousness about grammatical rules. Although they gave students opportunity to practice, they often interrupted. All of the constraints of PSTs' beliefs into teaching practices were due to time restriction and curriculum emphasis. It is in line with what [Debreli \(2012\)](#) found that PSTs' beliefs about the importance of implementing Communicative Language Teaching (CLT) in teaching grammar were changed during teaching practicum. Group work in games, singing, and pair-work were regarded as distracting and difficult activities to control.

Moreover, [Gürsoy \(2013\)](#) presented that PSTs viewed students should practice grammar rule via worksheet to learn it. This indicated that they considered worksheets as essential tools compared to games and role-plays. Likewise, [Saputra et al. \(2020\)](#) examined PSTs teaching beliefs and their teaching practices. The study was conducted by observing classroom interaction in Indonesian context and conducting depth-interviews for three participants. The result obtained indicated the changes between PSTs' beliefs about English learning and teaching and their practices. Prior to teaching

practices, they believed that teachers should act as facilitators instead of only a knowledge transmitter, integrate grammar with other English aspects, involve students in a class, and lead them to find the grammar pattern through discussion and discovery learning. Practically, they perceived students primarily as the teaching objects rather than active and collaborative problem solvers of their learning in the classroom. They viewed that lecturing the students or explaining a lesson can create effective learning, and grammar must be taught exclusively in one meeting. More specifically, they believed teachers as a transmitter of knowledge instead of a facilitator. Eventually, all studies have a uniform idea that some constraints in teaching grammar make PSTs apply the traditional approach.

[Seymen & Bilgin \(2016\)](#) conducted research by interviewing and observing five participants' classroom interaction. The result presented that PSTs viewed that they had to code switch most during grammar instruction to provide explanations of grammatical items for the students. The code switching was used to provide explanations and clarification. Another factor influencing code switching was PSTs' thought for they did not have sufficient competence as a native English speaker. This condition triggered them to apply code-switching. Meanwhile, [Kandilla et al. \(2011\)](#) found that when English was used as a means of instruction, the class was silent. Thus, PSTs believed that code-switching was one way to avoid students' misunderstanding related to the teacher's instruction and materials. On the other hand, [Çapan \(2014\)](#) found PSTs believed that grammar rules should be explained in the first language (L1) and traditional way. They felt obliged to give grammar instructions in L1. Furthermore, in speaking and listening, the participants focused on the idea that practicing to communicate in the L2 must be done in English. However, what many failed to recognize was the indirect benefits of L1 use in the development of speaking and listening such as increasing learner's confidence, eliciting stress and anxiety, and offering a sense of security ([Turnbull, 2017](#)). The studies above have significant findings that PSTs view that English as the target language should not be used all along in a class mainly for explanation and clarification.

Several studies have examined PSTs' beliefs about vocabulary in EFL teaching and learning ([MacAlister, 2012](#); [Gürsoy, 2013](#); [Andres et al., 2017](#); [Turnbull, 2017](#)). [MacAlister \(2012\)](#) investigated 60 Malaysian PSTs' beliefs about vocabulary teaching and learning by conducting interviews. The result obtained from this study revealed that reading was the best way to learn a new vocabulary since words were not learned in isolation. Moreover, [Gürsoy \(2013\)](#) indicated that pictures and objects could be utilized to learn new words. PSTs disagreed if vocabulary was learned by memorizing a word, but they favored vocabulary list with L1 translation. However, translation of a text for comprehension was rejected. Similarly, [Turnbull \(2017\)](#) stated that L1 could be used "sometimes" to aid FL reading, particularly in the translation of difficult vocabulary. Thus, findings from several studies above imply that PSTs argue that new vocabulary should be learned in context; meanwhile, translation is allowed only for the difficult words in reading comprehension.

[Dincer & Yesilyurt \(2013\)](#) carried out a study about how PSTs were affected by their beliefs. The researcher studied PSTs' beliefs about speaking skills. The result of this study revealed that PSTs believed that gaining fluency in speaking took longer

times and required a process, in which motivation played an essential role during the process. However, some of them remained to underestimate their speaking proficiency though they were excellent speakers. These negative thoughts about their competency might cease in succeeding their teaching practices. Meanwhile, [Turnbull \(2017\)](#) indicated that PSTs focused on the idea that practicing to communicate in the L2 must be done in English and subsequently disregarded any other roles of the L1. Hence, it was important to gain a native-like pronunciation as part of developing the speaking skill and know the foreign language's culture understudy to speak the language ([Gürsoy, 2013](#); [Altan, 2012](#)). Thus, PSTs emphasize that they should have motivation and confidence, as well as knowing the culture to improve their speaking ability.

[Tagle et al. \(2017\)](#) used interviews to investigate teachers' beliefs about teaching writing and their effect on their learners' writing. The obtained results indicated that the teaching of writing in English should be delivered by way of different stages: planning, writing, revising and editing. This vision had been set up within the process approach instead of teaching students linguistic concepts. These teaching practices helped students organize their ideas, prepare, revise, and correct their written texts. Thus, these beliefs had a great impact on the teachers' classroom writing instruction. Moreover, [Gürsoy \(2013\)](#) presented that when developing the writing skill, PSTs believed that a word could not be considered as writing. However, writing should consist of at least a paragraph, and students made a draft in their first language. Two studies above reveal that PSTs believe that teaching writing in English must be framed within the process approach.

As for correcting errors, [Debreli \(2012\)](#) and [Andres et al. \(2017\)](#) investigated PSTs' beliefs on correcting students' errors. [Debreli \(2012\)](#) conducted interviews and classroom observation on three PSTs to gain more insights into the development of their beliefs. The obtained result indicated that participants believed that it was necessary to correct student errors implicitly. However, after their first teaching, they changed their beliefs and said that explicit correction sometimes proved to be useful. It is in line with [Capan's \(2014\)](#) findings that PSTs adopted a traditional approach which learners' errors were corrected by the teacher immediately. This traditional approach was deemed effective to provide learners with the opportunity to practice the target form. Meanwhile, [Andres et al. \(2017\)](#) carried out their study and found that PSTs believed that they must always correct students' mistakes, especially writing and speaking tasks. Thus, it is obvious that PSTs emphasize on a high priority to error correction in class.

Consequently, what PSTs believed that teaching could determine how they would teach in a classroom and what teaching methods and strategies would be adopted might affect learners' learning process and outcomes ([Chan, 2014](#)). Some studies had investigated teaching methods and strategies and learning to teach ([Seymen, 2012](#); [Simsek, 2014](#); [Chan, 2014](#); [Kelly, 2018](#); [Chaaban et al., 2019](#)). [Kelly \(2018\)](#) carried out a study by observing 12 PSTs' drawings during their teaching practices. The result revealed that their

drawings illustrated their beliefs on direct instruction as an efficient and appropriate way to instruct students instead of cooperative learning that might result in confusion and wasted time. Besides, they also implemented enjoyable activities (i.e., drama and reading aloud) to engage students in the lesson. Similarly, [Chan \(2014\)](#) portrayed that PSTs believed in several ways of teaching: implementing many appropriate teaching methods, meeting students' needs, matching students' levels of English, and providing engaging activities for students. Additionally, [Kandilla et al. \(2011\)](#) found that PSTs believed in treating their students by giving different instruction based on students' characteristics. Meanwhile, students' motivation and eagerness to learn a language are essential aspects of teaching and could be regarded as the best learning method. In this case, PSTs emphasized that EFL teachers needed to control students' behavior and environment since students learned, practiced, and produced the language ([Simsek, 2014](#)) and employing rewards, initial corrections, and preventive strategies ([Woodcock & Reupert, 2013](#)) were also necessary. Moreover, teachers' teaching motivation was also essential to consider as it determined the initiated teaching practices ([Yüksel & Kavanoz, 2015](#)). The studies highlighted that PSTs believed in direct instruction based on students' characteristics and appropriate teaching methods to teach. They also believed in behavioral management, including motivation in language teaching and learning.

By conducting interviews with five participants, mid-and post- reflective essays, and weekly journals, [Chaaban et al. \(2019\)](#) investigated PSTs' views of their roles and whether their beliefs change during the practicum experiences. During the teaching practicum, the obtained result revealed that PSTs believed in their roles as provider, authority, participant, nurturer, interest arouser, technology specialist, and problem solver. However, one teacher role changed during the practicum since the teacher as facilitator turned into a teacher as an instructor in the sense that the teacher made the decisions during the lesson planning phase and then closely guided students through different activities. Meanwhile, [Seymen \(2012\)](#) found that PSTs' beliefs about their roles before the practicum were as facilitator, controller, and provider. During the practicum, they believed in the teacher as facilitator, activator, and organizer. However, [Saputra et al. \(2020\)](#) obtained the result that PSTs changed their beliefs about the teacher as a facilitator to a transmitter of knowledge in the practicum. Therefore, it is obvious that PSTs' roles during teaching practices are as provider, controller, participant, nurturer, interest arouser, technology specialist, and problem solver.

Teachers play an important role as decision-makers and designers of what and how they utilize technology in their classrooms. They also have to cope up all of the barriers and support for technology use in classrooms ([Hutchison, 2012](#)). Several studies investigated the PSTs' beliefs about the technology for conducting effective language teaching and learning ([Yerdelen-Damar et al., 2017](#); [Nariyati et al., 2020](#); [Hughes et al., 2020](#)). [Yerdelen-Damar et al. \(2017\)](#), for instance, identified how PSTs' beliefs about technological pedagogical content knowledge (TPACK) by interviewing 65 participants. The result found that if PSTs believed in their competence in TPACK, they would be more encouraged to integrate technology into their instruction effectively. Similarly, [Hughes et al. \(2020\)](#) found that

PSTs believed in technology's ability for presenting materials, supporting visual needs, or engaging students. Therefore, PSTs positively view the benefits of technology in language teaching and learning. Their beliefs in their competence in TPACK motivate them to integrate technology into their teaching practices.

### **PSTs' Beliefs about English Language Learning**

Teachers' views about how foreign language should be learned could interfere their way of teaching. One can visualize many ways in which teachers' beliefs about language learning may impact their teaching way in the classroom. For example, a PST who believes in grammar as an important component in learning a foreign language will spend most of his time to teach grammar. Henceforth, studies agreed that EFL PSTs should eliminate any detrimental beliefs which would likely influence their language teaching (Zheng, 2009).

The connection between PSTs' beliefs about language learning and their teaching practices have been presented by many research studies (Altan, 2012; Debreli, 2012; Özmen, 2012; Andres et al., 2017; Tagle et al., 2017; Radwan, 2019). Altan (2012), for instance, administered the questionnaire to 217 participants and examined PSTs' beliefs on language learning that could affect their instructional practices. The obtained result revealed that PSTs believed that learning a foreign language requires a special ability (language aptitude), and young age students have a better ability in language acquisition, especially pronunciation. These beliefs may discourage and demotivate adult language learners if this view was indirectly transmitted to students and the teaching practices might be negatively affected. In this regard, Debreli (2012) found that at the beginning of the training, PSTs believed that learning a foreign language needed a special ability; however, they all rejected that view after the classroom practices. This study revealed that PSTs emphasized that learning needed a process, and through that learning process, students would improve their foreign language.

Özmen (2012) administered the questionnaire and interviewed 47 PSTs to investigate the belief changes during the course education. The obtained result indicated that PSTs believed that language learning should start with learning grammar and vocabulary in the first year. However, at the end of the program, they changed their beliefs that teachers should use written and oral context and guide students to discover usage and language use. They claimed that language learning as a process through which individuals tried to develop their communicative competence. In this regard, teachers should be patient, resourceful, fun, and friendly. Similarly, Radwan (2019) also carried out a research to examine the changes in the PSTs' beliefs about EFL teaching and learning over the length training program. He conducted the research by administering questionnaire to 212 participants which had different study level. The result obtained revealed that students at the first study had strong beliefs about the importance of grammar and vocabulary in learning a foreign language and implied less emphasis on the communicative nature of learning a foreign language. They

emphasized that it was better to postpone speaking activities after the students were sure that they could produce the language correctly. At the last level of education,

participants believed in the importance of having opportunities to use the language in language learning and the importance of cognitive and affective factors of success in learning a language. Their beliefs were based on the experience they got in schools that their target language was influenced by L1. They also viewed that fear of making mistakes might hinder speech production and overcoming feelings of self-consciousness were strong predictors of success in learning a language. In line with this study, Debreli (2012) stated that PSTs' beliefs were "contextually bounded and rooted" in their experiences within and outside the teacher education programs. Their beliefs were also affected how they received the information provided within the programs. School background and teacher education clearly influenced the development of the PSTs' beliefs (Gürsoy, 2013; Altan, 2012; Özmen, 2012; Tagle et al., 2017).

Regarding to technology, Nariyati et al. (2020) investigated EFL PSTs' beliefs about using Mobile Assisted Language Learning (MALL) in teaching EFL. By administering a questionnaire to 140 participants, the obtained results revealed that PST believed that the integration of MALL was beneficial for the learning process. In the learning process, the integration of MALL was believed to facilitate English learning in terms of time-efficient learning, accessing teaching-learning materials with unlimited time, and giving a chance to be done anytime and anywhere. Both teacher and students could implement MALL well in language teaching and learning since they used their mobile device for their daily activities.

Based on the above studies, it can be underlined that PSTs' beliefs about English language teaching and learning are affected by prior language learning experiences, teacher education, and teaching practices. Their prior experiences impact on what they learn and how they learn in their teaching programs. In this case, these prior experiences may have positive or negative impact on their beliefs. Teacher education program can help them eliminate any detrimental beliefs before they start their careers as EFL teachers, as some studies indicated the great impact of teacher education on changing PSTs' beliefs. Moreover, these beliefs also can be impacted by teaching practices since the beliefs might be changed due to some constraints covering: time restriction, curriculum emphasis, students' misbehavior, students' competence, students' motivation, or even PSTs' motivation and confidence. What teachers understand about particular changes in ELT is attributed to what they believe about it. Consequently, to have a deeper understanding of the specific changes in English language teaching; teachers must have a deeper understanding of their beliefs.

## **CONCLUSION**

This study reviews some important issues related to PSTs' beliefs about language teaching and learning. Their beliefs are related to some factors that interact each other during teaching and learning processes. As it has been indicated in this review, EFL PSTs' beliefs are acquired from many years of learning experiences they got from schools to a teacher education, of which the condition has influenced what and how they learn to teach.

These beliefs are the changes in teaching and learning process since one goal in teacher education should be oriented towards the formation of beliefs. Their beliefs, then, influence what they say and do in the classroom, which, in turn, shapes their beliefs. Besides, some constraints in the classroom setting can trigger the beliefs changed. Therefore, when their tacit beliefs turn into explicit beliefs, PSTs can identify and assess their beliefs attributed to their classroom practices, from which EFL PST education can be informed to design better courses and prepare PSTs' future careers.

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# Jeopardy classroom instruction: Fostering students' motivation to learn English vocabulary

Widya Ratna Kusumaningrum<sup>1\*</sup>, Endang Binarti<sup>2</sup>

<sup>1</sup>Pendidikan Bahasa Inggris, Jurusan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Tidar, Kota Magelang, Jawa Tengah, Indonesia, <sup>2</sup>SMP Negeri 1 Magelang, Kota Magelang, Jawa Tengah, Indonesia

The issue, dealing with gamification to foster learners' motivation and vocabulary in learning English, has been investigated recently. It is perceived that gamification will directly affect the teaching-learning process and determine the learning ambiance. This study aims to shed light on the extent of the employment of Jeopardy Classroom Instruction to foster EFL learners' motivation to learn English vocabulary. The study deployed an action research method with three phases of pre-cycle, cycle 1, and cycle 2. Pre-cycle was to document the initial classroom condition before using Jeopardy Classroom Instruction, while cycle 1 and cycle 2 were for knowing the teaching-learning process situation during the use of Jeopardy Classroom Instruction. The participants were junior high school students. The data were collected through observation, closed-ended questionnaire, and students' score. The results suggested that Jeopardy Classroom Instruction is an adjunct to aid students' motivation to learn vocabulary. It helped students to acquire self-belief, learning focus, the value of learning, study management, planning and monitoring and persistence. Also, it mitigated some motivation guzzlers such as learning anxiety, low control, failure avoidance, and self-sabotage that might hinder them from learning vocabulary.

**Keywords:** learning motivation, Jeopardy, action research, vocabulary learning, gamification

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\*Correspondence:

Widya Ratna Kusumaningrum

kusumaningrum@untidar.ac.id

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## INTRODUCTION

Vocabulary plays an essential role in reading and comprehending a text ([August et al., 2005](#)). English language learners who experience slow vocabulary development tend to read texts slower and have poor comprehension. Not to mention, vocabulary indicates a higher level of our language ability as it is reflected in language construction, such as in speaking and writing. Research has demonstrated that English language learners should acquire 3,000 words to understand spoken discourse ([Peters & Webb, 2018](#); [Webb & Rodgers, 2009](#)) and 8,000 to 9,000 words to understand written discourse ([Nation, 2006](#); [Peters & Webb, 2018](#)).

Some studies imply that vocabulary development is through incidental learning ([Nation, 2020](#); [Renandya & Jacobs, 2016](#); [Webb, 2015](#)) provides large amounts of L2 spoken input that contributes to the development of vocabulary knowledge. However, incidental vocabulary learning may be beneficial for students who have a genuine interest and understand the importance of vocabulary development. These students may be internally motivated to learn without requiring the external push.

They have strong self-willingness to be integrated with the English socio-cultural context rather than for career purposes. Numerous studies confirmed that intrinsic motivation leads to better conceptual learning, more cognitive flexibility, greater creativity, and enhanced well-being (Ryan & Deci, 2000).

However, the preliminary study indicated that it would not be an easy task for English language teachers since not all students are equally and highly motivated. Students perceived English as a foreign language as a complex subject to be mastered. Not to mention, the socio-cultural factor, such as their circle of friends who are attracted to non-English songs and movies, plays a significant factor affecting students' low motivation and interest. Besides, teaching English as a foreign language will be challenging compared to English as a second language due to limited classroom time. This may be a decisive predictor of students' achievement to expand their range of vocabulary. English language teachers devote their time to set their teaching-learning process to be attractive to help students mastering some new vocabularies (Kingsley & Grabner-Hagen, 2018). Teachers may integrate the use of some teaching strategies, media, and tools to gain any attention from their students, not to mention the use of games in the educational context.

Various forms of gaming have been used in teaching English. Jirasevijinda & Brown (2010) argued that gaming could be an attractive and effective teaching strategy for teaching any subjects that could be considered as problematic and uninteresting, including English. Education games (hereafter, called gamification) offer practical, engaging, interactive, fun and motivating (Beylefeld & Struwig, 2007) and build a positive learning atmosphere. Even, Blakely et al. (2009) underlined that using games as strategies and tools may develop students' long-term retention.

For this study, we investigated the jeopardy game as a teaching strategy in English classroom instruction to motivate students to learn English vocabulary. Jeopardy classroom instruction is an example of gamification, which is defined as an educational game to deliver certain educational content (Simkin, 2013). Jeopardy game is a game board adopted from a popular TV show with six question-answer categories. Each question in the different categories or columns is displayed from easy to difficult with increasing point values (\$100 to \$500) (Leach & Sugarman, 2005). As a learning strategy, the jeopardy game fits for teaching students in a group with a range of skill or knowledge levels (Silberman, 1996). Players or teams need to answer the questions correctly, if not, the dollar/point value would be deducted from their scores.

A study by Revere (2004) verified that the improvement of the students' content mastery and their course satisfaction after playing Jeopardy in class. Jeopardy is a technique within an active learning method that is perceived as having many benefits, such as the high level of learner engagement (Grady et al., 2013) and its immediate feedback procedure (Revere, 2004). Benek-Rivera & Mathews (2004) testified that Jeopardy has interactive instruction or active learning.

Students are more engaged in the teaching-learning process compared to traditional classroom instruction. However, these studies seem to fail to explain the extent of the use of Jeopardy in classroom instruction (Grady et al., 2013), fail to control the equal participation within groups (Benek-Rivera & Mathews, 2004), and fail to describe how Jeopardy benefits classroom assessment (Revere, 2004). These studies testify how Jeopardy could be used but need some improvements in its implementation. Based on these particular reasons, this study aims to explain the extent of the implementation of Jeopardy to boost the students' learning motivation, particularly in learning English vocabulary.

## METHODS

To answer the research question, this study used the action research method (AR) as its research design. The use of action research was to improve the quality of the teaching and learning process, particularly on the learner's motivation to learn vocabulary by integrating jeopardy classroom instruction.

This study was carried out in two iterative cycles: Cycle 1 (July – August 2019) and Cycle 2 (August – September 2019) adjusted with (1) the students' intrinsic motivation improvement to learn vocabulary, we referred to Gardner's (1985) attitude/motivation test battery, (2) better learning ambiance, and (3) score improvements. Each cycle had four main stages of planning, acting, observing, and reflecting, as reflected in figure 1.



FIGURE 1 | The iterative steps of Action Research

### Planning

In stage 1 (planning), we identified the problems in accordance with the implemented curriculum 2013. On the identification of the problems, we observed the conditions that might affect the students' intrinsic motivation to learn and the most challenging problem for them. Based on the preliminary result, we set our focus on vocabulary improvement since it functions as the basic knowledge for the students. These results shaped our teaching scenario, such as the materials, tools, media, approaches, methods, and strategies to be used to improve the problems (see Figure 2, as an example). The teaching scenario was adjusted with Jeopardy as the primary strategy for classroom instruction. In this stage, we also designed the classroom observation form to see behavior/attitude changes and learning situations during the teaching-learning activities.





**FIGURE 2** | The constructed Jeopardy Game

**Acting**

In stage 2 (acting), we collaborated to perform our teaching plan that has been proposed in the previous stage. In acting out, we tried to maintain our portion to talk with the focus on the students' improvement.

In setting the class with jeopardy classroom instruction, we taught them by building their background knowledge. We used an exciting video to grasp their attention towards the new vocabulary introduced to them. To start implementing Jeopardy in our classroom, we organized our students into 8 groups of 4 students. We preferred to team up the students and have them compete with each other (Bee & Hayes, 2005). It aimed to appeal to their attraction and increase the students' involvement. The game began with tossing a coin to decide which group would have the first opportunity to select a question category based on a particular rupiah amount (e.g., IDR 5.000, IDR 10.000, IDR 20.000, and IDR 50.000). The more money the students might choose the more difficult question that the students might have. As in the TV show, the students had 10 seconds to answer the question. They had to introduce themselves, answer the prompts correctly, and use good and proper vocabulary. We collaborated to decide whether the answer given was correct or not. If the group member successfully answered the questions, they might keep the card and take the counterfeit money. The team with the biggest amount of money won the jeopardy game.

**Observing**

The observing stage (stage 3) was an ongoing process that was done simultaneously as the acting stage (stage 2). During this stage, we observed the class situation by implementing a chosen strategy. At this stage, we gathered information such as the strengths, weaknesses, opportunities, and threats of the strategy. We started observing to analyze the teaching-learning process, such as the learning ambiance right from the acting stage started in accordance with the constructed classroom observation.

**Reflecting**

The last stage was the reflection stage. All of the observed acting plan results were contemplated and discussed whether the teaching strategy improved classroom conditions, developed the students' motivation, and assisted students in

learning English vocabulary. The reflection results were to see whether the implemented scenario needed to be revised and improved.

**Participants**

The participants involved 32 seventh graders of a public school in Magelang whose ages ranged from 12-13 years old. These participants were chosen along with the new school admission system in 2019 that the central government ruled schools to accept students based on the school zoning system. The school is reputable with its best academic performances for more than decades in Magelang Municipality, but the new zoning admission system causes a class with significant ability differences. The participants were purposively selected since the class learning motivation was varied compared to the other classes.

**TABLE 1** | Demographic Information about the respondents

Age	
Below 12	14
After 13	18
Gender	
Male	12
Female	20

**Data Collection**

To collect data, there were some instruments used (i) classroom observation form, (ii) questionnaire, and (iii) written test. The observation sheet was used to document any qualitative data, such as behavior and activity during the process. The observation was adapted from Martin's (2003) Student Motivation Scale with six motivation boosters (self-belief, learning focus, the value of learning, study management, planning and monitoring, and persistence) and four motivation guzzlers (anxiety, low control, failure avoidance, and self-sabotage) to see the students' intrinsic motivation in learning preceding the teaching scenario and the learning progress from Cycle 1 to Cycle 2. The questionnaire was the Likert-scale survey that was adapted from Gardner's (1985) Attitude Motivation Test Battery. It acted as a student's self-assessment to elicit their learning motivation in learning vocabulary. The written test was to document the quantitative data and to see the students' improvement. Since action research is a mixed method, these collected data were analyzed qualitatively and quantitatively. The mixed-method was opted to document any development during the teaching-learning process were verified and supported with the quantification (students' score improvement).

**Data Analysis**

This study adopted Burns' (2010) framework with five stages: (1) assembling your data, (2) coding the data, (3) comparing the data, (4) building meanings and interpretations, (5) reporting the outcomes. Burns (2010) defines assembling data as collecting all the data, reviewing the questions, and going through them to find patterns, ideas, and trends. Coding the data means refining into more specific patterns and identifies the qualitative data. Comparing the data was to triangulate different sets of data and display them in charts. Building meanings and

interpretations is essential to see the abstract concepts which could be done by thinking deeply, posing questions, and refining personal theories. Reporting the outcomes deals with presenting the research and organizes the whole story of the research.

## RESULTS AND DISCUSSION

### Pre-cycle phase

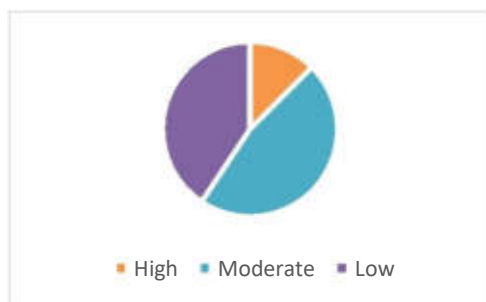
The pre-cycle phase preceded the four stages carried out in cycle 1, the students were observed to see their motivation in learning vocabulary tailored from [Martin's \(2003\)](#) Student Motivation Scale. The use of an adaptable scale was to observe a view of conditions and the level of students' motivation in learning vocabulary before the activities were carried out.

**TABLE 2** | Student motivation Level in learning vocabulary in the Pre-cycle Phase

Motivation Descriptor	Mean	Motivational Level
<i>Motivation boosters</i>		
Self-belief	2.41	Low
Learning focus	2.00	Low
Value of learning	3.00	Moderate
Study management	2.13	Low
Planning and monitoring	2.00	Low
Persistence	1.67	Low
<i>Motivation guzzlers</i>		
Anxiety	1.45	Low
Low control	2.15	Low
Failure avoidance	1.93	Low
Self-sabotage	2.07	Low

(Source: [Martin, 2003](#))

[Table 2](#) describes the students' motivation level in learning vocabulary in ten indicators with three different low to moderate degrees of motivation. [Table 2](#) shows that the participants are likely not to have strong self-belief and confidence, learning focus, study management, planning & monitoring, and persistence toward their ability to learn vocabulary, learning focus, even though they value the importance of vocabulary learning. These data were in line with their self-assessment with [Gardner's \(1985\)](#) Attitude Motivation Test Battery in [Figure 3](#).



**FIGURE 3** | Students' Motivation in Learning Vocabulary in Pre-Cycle Phase

[Figure 3](#) describes the students' motivation level in learning vocabulary in three different categories of low-moderate-and-high motivation. The chart shows that 15 students (almost 50%) had moderate motivation in learning vocabulary. The students in this category paid attention to the teaching instruction and did the assignment, but had difficulty learning vocabulary due to the fact that their arguments that English is only one of the subjects they have to pass and not to fail. Meanwhile, 13 students had low motivation (41%) as seen from their behavior attitude: they tend to sit with a slump, slouch position, lean back on the chair, or put their heads on the table. Students with low motivation to learn vocabulary were situated in difficult situations between their low ability to understand the instruction and their terrifying feelings when learning with peers who have moderate and high motivation. They did not know how to join the class interaction and preferred to be silent rather than make mistakes, as seen from their behavior. The chart also depicts the fact that only four students (9%) had a high motivation to learn vocabulary. The students had their motivation beyond passing the exam, but they wish to use the vocabulary to interact with Native English Speakers.

The big gap between high motivated and low motivated students led to the conclusion that the existing teaching-learning process requires some improvement and needs to be rectified and solved in proper action. It could be perceived that students' motivation could be changed into a positive trend if the classroom condition changed into a better ambiance by applying Jeopardy game as the main classroom strategy, and they had lower anxiety in learning.

### Cycle 1 Phase

Cycle 1 was the initial phase of implementing the four stages of planning, acting, observing, and reflecting that took for about eight meetings. Cycle 1 was (1) to solve the classroom problems on the students' motivation in learning vocabulary ranging from low to moderate level as indicated in the pre-cycle phase, (2) to describe the extent of the implementation of Jeopardy Classroom Instruction to boost the students' learning motivation in learning English vocabulary, and (3) to report the behavioral and academic changes from the pre-cycle phase to Cycle 1 phase. These were reported from the three instruments: classroom observation forms, questionnaires, and written test results.

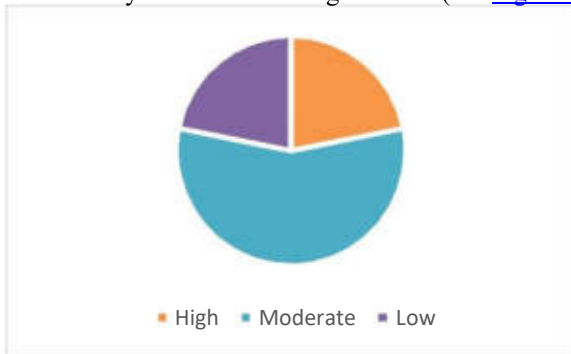
**TABLE 3** | Student motivation Level in learning vocabulary in the Cycle 1 Phase

Motivation Descriptor	Mean	Motivational Level
<i>Motivation boosters</i>		
Self-belief	3.00	Moderate
Learning focus	3.20	Moderate
Value of learning	4.00	High
Study management	2.30	Low
Planning and monitoring	2.12	Low
Persistence	1.93	Low

<i>Motivation guzzlers</i>		
Anxiety	2.00	Low
Low control	2.70	Moderate
Failure avoidance	2.45	Moderate
Self-sabotage	2.35	Moderate

(Source: [Martin, 2003](#))

[Table 3](#) indicates the classroom observation on the students' motivation level in learning vocabulary in Cycle 1. The Jeopardy Classroom Instruction was able to portray some behavioral changes with better motivation boosters and motivation guzzlers. These were indicated from their value of learning, learning focus, and self-belief to represent the existence of enthusiasm for learning vocabulary. During the implementation of Jeopardy Classroom Instruction, we witnessed how the students looked happy and started to involve themselves in the Jeopardy Classroom Instruction in learning vocabulary. They showed a positive attitude toward learning and had a solid willingness to answer the questions correctly. It could be seen that they tried hard to memorize all vocabulary that had been taught before (see [Figure 4](#)).



**FIGURE 4** | Students' Motivation in Learning Vocabulary in Cycle 1 Phase

[Figure 4](#) discussed the students' self-assessment of their motivation in learning vocabulary with 22% of highly motivated students, 56% of moderate-motivated, and 22% of low-motivated. The data in [Figures 3](#) and [Figure 4](#) highlighted that students with relatively low motivation were attracted and motivated by the Jeopardy Classroom Instruction to learn vocabulary. Comparing two charts in [Figures 3](#) and [Figure 4](#), there was a considerably significant improvement in the scale of low motivated students from 41% to 22%. These were reflected in their written test improvement from the pre-cycle test (Mean Score = 62.31) to Cycle 1 test (Mean Score = 69.81) (See [Table 5](#)). The Cycle 1 test results supported the claim of how the teaching ambiance was positively different. Students began to have a better comprehension of using vocabulary, and these were reflected in their performance. These findings were in accordance with [Spolsky's \(1998\)](#) theory that motivated students will pay more attention and learn more quickly and better. Even though the classroom ambiance depicted how students were enthusiastic and motivated and how students' scores showed an upward trend of 7.50 points, 12 students failed to get the minimum passing grade (Min Score = 75). It is perceived that individual motivation needs to be boosted up. These underlying reasons were to justify the

furtherance of the classroom action research in the second phase (Cycle 2 phase).

**Cycle 2 Phase**

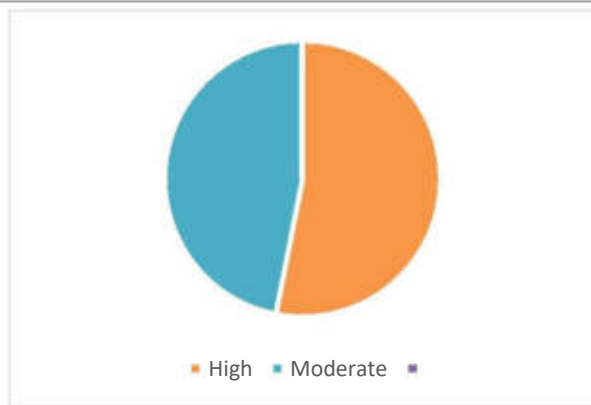
Cycle 2 was the continuation of Cycle 1, and it aimed to build individual motivation in learning vocabulary and achieve the minimum passing grade. The positive drifts on the classical teaching ambiance in Cycle 1, need to be maintained and adjusted to develop and facilitate individual motivation in learning vocabulary. For these reasons, the minor but possible variation of the grouping system in the Jeopardy Classroom Instruction was carried out, i.e., from grouping students to pairing them. With pairing up, we believed the essence of good collaboration could be maintained, and the individual motivation in learning vocabulary could be supported without any substantial changes in the procedures of Jeopardy Classroom Instruction. The classroom observation indicates that the implementation of pairs was preferable and motivating for the students to be actively involved in the Jeopardy Classroom Instruction and to learn vocabulary than the big group size.

**TABLE 4** | Student motivation Level in learning vocabulary in the Cycle 2 Phase

Motivation Descriptor	Mean	Motivational Level
<i>Motivation boosters</i>		
Self-belief	3.50	High
Learning focus	3.77	High
Value of learning	4.23	High
Study management	3.00	Moderate
Planning and monitoring	2.90	Moderate
Persistence	2.40	Moderate
<i>Motivation guzzlers</i>		
Anxiety	2.30	Moderate
Low control	3.83	High
Failure avoidance	3.75	High
Self-sabotage	3.70	High

(Source: [Martin, 2003](#))

[Table 4](#) reflects the classroom observation on the students' motivation level in learning vocabulary in the Cycle 2 phase, and it implies the considerable improvement of the students' motivation in learning vocabulary. The slight adjustment from big group size to pair group of the Jeopardy Classroom Instruction procedure was able to give significant results on the students' motivation, particularly on how they value the importance of learning vocabulary, their focus, and their belief of success in learning vocabulary. With the procedure, the students are likely to learn to control the motivation guzzlers such as anxiety, low control, failure avoidance, and self-sabotage. This means that more students were motivated to learn vocabulary and actively participated in the Jeopardy Classroom Instruction. This classroom situation was likely in accordance with the questionnaire results ([Figure 5](#)) and their written test results ([Table 5](#)).



**FIGURE 5** | Students' Motivation in Learning Vocabulary in Cycle 2 Phase

Figure 5 describes how students assessed their motivation in learning vocabulary in Cycle 2 Phase with 53% of highly motivated students and 47% of moderate-motivated. These data informed how pairing students with a slight variation instead of grouping them benefited and motivated them to learn vocabulary with the Jeopardy Classroom Instruction. These data were in accordance with the written test improvement from Cycle 1 test (Mean Score = 69.81) to Cycle 2 test (76.79) (See Table 5) with all of the students passed the minimum passing grade and three students had the minimum passing grade. The data indicated how each student felt energized and motivated in learning vocabulary with the Jeopardy Classroom Instruction.

**TABLE 5** | Students' score improvement between pre-cycle test, Cycle 1 test, and Cycle 2 test

	Pre-Cycle	Cycle 1	Cycle 2
Average Score	62.31	69.81	76.79
Students with below the passing grade = 75	19	12	0
Max Score	80	85	91
Minimum Score	59	62	75

Table 5, which depicted the students' score progress, implied the benefits of Jeopardy Classroom Instruction to motivate students in learning vocabulary and indicated how students passed the required passing grade in Cycle 2. The research has answered its aim to see the extent of the implementation of Jeopardy Classroom Instruction to motivate students to learn English vocabulary. At this point, this research was completed accordingly and no longer continued to the next phase. The students' score improvement from pre-cycle to Cycle 1 and Cycle 2 as in Table 4 demonstrated how students were more motivated and engaged in Jeopardy Classroom Instruction to learn vocabulary.

The study was then triangulated to shed light on the implementation of Jeopardy Classroom Instruction to nurture students' motivation to learn vocabulary. They experienced considerable improvement from July to September 2019, which was captured by the researchers' observation, questionnaire, and students' scores. In the

beginning, their motivation was dominated by non-enthusiastic and silent students rather than by the highly motivated students. The improvement of score and the observation were in line with the students' perceptions in which students are in favor of game-based instruction than in any didactic teaching. However, by the end of the project, Jeopardy Classroom Instruction acted as an effective way to boost students' motivation in learning vocabulary in a language classroom setting, and eventually, Jeopardy Classroom Instruction was able to help the students to get better vocabulary scores.

In this regard, this study upheld the value of Jeopardy Classroom as an adjunct to a conventional language classroom condition, and this study corresponded with some prior studies (Benek-Rivera & Mathews, 2004; Grady et al., 2013; Revere, 2004). This is due to some reasons. First, the study verifies how Jeopardy Classroom Instruction helps the students improve their self-belief. Students who did not have a positive attitude and self-esteem towards their learning capability, in the beginning, started to gain their self-confidence. They began to manage their study plan to learn vocabulary. Also, they are encouraged to discuss the answers of the questions. With regards to win the game, they started to value their learning and build communication within groups. Second, the study testifies how the Jeopardy Classroom Instruction could hinder some motivation guzzlers such as anxiety, low control, failure avoidance, and self-sabotage. As they found that the Jeopardy Classroom Interaction is both challenging and pleasant, they began to manage their fear and nervousness and not avoid any possible failure during the classroom practice. They learned that remaining silent might sabotage their learning process. With the triumphant activity, they start to learn to be involved in the class activities. These findings become the most substantial contribution to vocabulary attainment.

With the employment of Action Research, these findings could snapshot a more thorough picture during the classroom practices than some prior studies which were investigated under survey research (Grady et al., 2013) or experimental research (Dehghanzadeh et al., 2019). The first study concluded the efficacy of the game only based on the students' perceptions and attitudes, while the latter study, which suggested a successful vocabulary learning, drew its conclusion only based on the immediate test results and did not shed light on the delayed effect of the game for vocabulary learning. Hence, the study functions as an adjunct to these studies as mentioned earlier.

## CONCLUSION

Jeopardy Classroom Instruction could be considered used as a strategy to motivate students to learn vocabulary and, even in the wider context is to instruct the language classroom. It helps the classroom teachers develop the quality of the teaching-learning process, as seen from three main indicators, such as participation/involvement, motivation, and score. With its active learning principles and jeopardy

classroom instruction, Jeopardy classroom instruction has successfully appealed to the students' participation in winning the vocabulary game. The passive students were challenged and motivated to participate in it. Jeopardy classroom instruction as a game-assisted language learning has helped students attain self-belief, learning focus, the value of learning, study management, planning and monitoring, and persistence. Not to mention, this study suggests how Jeopardy Classroom Instruction overcome some guzzlers such as learning anxiety, low control, failure avoidance, self-sabotage, and the students worked harder to memorize all of the vocabulary taught. Jeopardy classroom instruction could be seen as the model of vocabulary learning. Last but not least, Jeopardy could fit into any teaching materials and improve the quality of the teaching-learning process.

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**Conflict of Interest Statement:** The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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# Designing an online work-related language skill for nursing students: a developmental research

Hafidzhatu Nadia\*, Yansyah, Dina Rafidiyah

Universitas Muhammadiyah Banjarmasin

Technology brings opportunities to extend the learning environment outside the classroom. An online course can be an extracurricular activity which allows the students to learn English for their career preparation. This article reports a developmental research for designing an online learning module for nursing students to pursue their career abroad. One English teacher and 40 nursing students from a private university participated in this research. Interview, validation checklist, questionnaire and observation were employed to collect the data regarding the students' need, usability, and the implementation of the product during the field try out. Two experts were also invited to evaluate the quality of the product's content and instructional technology. The result of this developmental study is an online course and a workbook to accompany the students learning. The findings reveal that online learning has an opportunity to help students to shape their work-related language skills at home. The students' engagement in learning is considered high and they also become more autonomous in learning. Technological readiness and internet connection become the main challenges for the online course implementation. To deal with those challenges, some recommendations are offered.

**Keywords:** Online course, work-related language skills, English for nursing, developmental study

## INTRODUCTION

In the globalization era, learning English for Specific Purposes (ESP) in the field of nursing become important. Developing English language skills for nursing is to communicate and give full care to patients from different nationalities ([Moradimokhles & Hwang, 2020](#)). However, teaching English for nursing has many challenges, especially for countries that English is a foreign language. [Kailani & Murtiningsih \(2019\)](#) stated that from the teacher's side, the challenge of English teachers in Indonesia is the limited time to prepare the interactive lesson. While for the nursing students' challenges to learn English are their low language proficiency, and their low learning motivation to do the entire stages of the simulation.

The advancement of technology devices and internet connection makes online learning become commonly used in educational settings nowadays. Especially during the COVID-19 pandemic, online learning becomes more urgent and mandatory. The use of online learning is to facilitate the needs of nursing students to learn at their own pace and time, so they can construct their own understanding related to the certain subjects as active learners ([Lindeiner-Stráský et al., 2020](#)). Furthermore, in order to ensure the success of online learning, it needs the readiness of learners and teachers, especially for better internet

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\*Correspondence:

Hafidzhatu Nadia  
hafizhatunadia@gmail.com

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connection and digital competency ([Adedoyin & Soykan, 2020](#)). In addition, many studies (see [Lindeiner-Stráský et al., 2020](#); See [Moradimokhles & Hwang, 2020](#); [Rafidiyah et al., 2019](#)) show that educational institutions have explored ways to make the students who joined online learning feel safe, encourage, motivated, and engaged with their teachers and peers.

This research based on several studies related to online learning, flipped classroom or blended learning in the field of teaching language. The concept of online learning through flipped learning was delivered by [Lindeiner-Stráský et al. \(2020\)](#). The study was about teaching Germany for beginners in Open University UK. Two-hundreds and eighty-three students were joined in a blended format, so they can join either online or face-to-face tutorials. The results show that the teachers must consider students' initiative and engagement to learn the language. The preparation of online learning needs lots of effort to ensure collaboration with other teachers in form of ideas and resources. Relevant topics to the learners have a significant contribution to the success of language learners. Using flipped principals in an online learning courses can encourage active learning.

In the field of teaching English, the study examining the effect of online and blended learning using an experimental study for sixty nurses in Asadabad Nursing Faculty, Iran was conducted ([Moradimokhles & Hwang, 2020](#)). The respondents were divided into three groups randomly. The control group was using face-to-face through the communicative approach. The online group was using the Learning Management System model, while the blended learning using the blended learning instructional model. There were pre-test and posttest for standard general English (TOEFL). The result of the study shows that blended learning has a positive impact on learning English skills. Online learning still can contribute positively if the learners got adequate and accurate feedbacks. The most important thing is the teachers who are going to use the online setting must have prior training to ensure that they can use online learning effectively.

Another research was done by [Rafidiyah, Yansyah, & Nadia \(2019\)](#) using research and development adapting Borg & Gall model. This study is to develop skill-based materials for Nursing Diploma Program to work abroad. There were fifteen nursing students in one of the private universities in Indonesia involved and the results are six units related to skilled-based materials that the students need. The course was designed for face-to-face classes, therefore, in the situation nowadays especially after the strike of the COVID-19 pandemic we need to focus on developing online courses. Thus, adequate planning and design instructions must be designed and developed to ensure the effectiveness of the online courses particularly in the field of work-related language skills for nursing. This study is focused on preparing nursing students for their future job interviews. These are important issues that can be used as motivations for nursing students to master English autonomously.

This study is expected to be able to contribute theoretically and practically to ESP materials development.

The presence of COVID-19 pandemic helps us to realize the importance of migrating our lesson into online mode. Furthermore using technology or online platform is considered new ([Walters et al., 2015](#)), so we need to prepared both teachers and students to be ready with any possibilities in the future. In addition, preparing nursing profession to work across countries and cultures is relevant with the situation lately in the new normal era. Therefore, this study is essential not only for Indonesian nurses to work abroad, also for other nurses from different countries to understand more about working in international settings. The benefit of preparing nurses using online platform may help the nurses around the world to prepare themselves for their future jobs.

As the advancement of technology has evolved rapidly, now, this situation also affects our current learning format. The traditional face to face meeting has been replaced by an online classroom interaction. Even, people has blended between live online meeting and asynchronous classroom. Both of the modes have been deployed in order to reach a better learning achievement. This mode has been so called blended classroom. Without an exception, in nursing discipline there have been massive use of these modes as a current trend of teaching delivery methods ([Jones et al., 2020](#)). This is aimed to give an equal chance to every learner in order to get the same learning experiences. In this way, learners are able to access the learning materials 24 hours 7 days, anywhere and anytime. More importantly, they can save much more time than a time allocation for a traditional meeting with their lecturers ([Coopasami et al., 2017](#)).

Comparatively speaking, the design and development of learning content of nursing education is not far different from that of traditional one. Several crucial things need to be taken into account, for instance, the learning content that may stimulate learners to be more active and engaged during online classroom interaction ([Walters et al., 2015](#)). Furthermore, blended learning has been proven to give a significant impact on students' learning outcomes. Especially, blended learning that has been adopted in nursing English classes. [Moradimokhles and Hwang \(2020\)](#) found that students' learning outcome increased after they experienced blended learning. Students had plenty of time to navigate learning materials online after class.

Good communication patterns and interaction between the client and the nurse are needed when they are in a hospital or a clinic. English mastery is another supporting skill to achieve the expected nursing service. Possessing a good command of English may prevent nurses from miscommunication and misunderstanding in a clinical interaction. Thus, a good command of English is a-must have skill for a nurse ([Allan et al., 2009](#)). Within an online classroom context, the design and development of learning content is really important, particularly, in a nursing class. This would be another plus for nurse students who are willing to work overseas or work in a multinational



hospital.

## METHODS

### Participants

This study is based on design-based research (DBR) to ensure how online learning using Canvas can work in the English classroom for nursing students. The research was done in one of the private universities in South Kalimantan Province that have an undergraduate nursing study program. The reason to choose this institution is that they have the focus on preparing their students to be ready to work abroad as nurses. They do not have a special program to teach work-related preparation. Therefore, for the sake of this research, we focus only on the preparation of job interviews in English. Actually, we planned to do blended learning. We would have face-to-face classes and also online learning through Canvas. However, the outbreak of COVID-19 pandemic, since March 2020, forced us to switch every meeting to be online. For testing the prototype, we asked the help of forty students in their fifth semester. Hopefully, by joining the project, they could get the benefit of the material and at the same time. We explained that they could motivate and prepared themselves to apply for nursing jobs abroad. Based on the interview with the English teacher, the English level of the students is intermediate. They had intensive English classes for one year (course) and an English subject in their curriculum.

### Procedure

The present study adopted DBR model from [Schmitz, Klemke, Walhout, & Specht \(2015\)](#). Drawing from that model, there are four steps in designing work-related online learning for the candidate of nurses.

1. Identify and analyze problems by interviewing the nursing teacher and English teachers related to their expectations for the nursing students after they finish their studies.
2. Develop the prototype of online learning using Canvas based on theories, existing design principles and technology innovation.
3. Use it in the real nursing classroom for a one-month trial
4. Reflection to produce online learning design and how to implement it in practice.

First, prior to the identification and analysis of the problem, the researchers asked for permission to conduct a study in that institution. It took several months to explain the aims of this research and how to do it. We also had to wait for the fifth-semester nursing students to get the schedule from their tight schedule of classes and clinical practice. Meanwhile, we used the time to conduct several interviews and discussions with the nursing teacher and the English teacher about their expectations for the nursing students, the teaching and learning conditions, the goals of learning English, the students' ability, and their agreement to involve in the study.

Then, the second step, we developed the prototype of online learning using Canvas to teach job interviews in English for nurses. We added up some topics, such as the reason to work abroad, job interview preparation, describing skills,

strengths and weaknesses, research to make job applications, and common questions for job interview of nursing position based on the discussion with the teachers and the result of need analysis questionnaire. The design of materials, videos, and assessment also was made to complete to online learning module for work-related material for the nursing candidates.

After that, we tried in the nursing class. The first meeting was through Zoom Meeting so we could explain about the research and how they could use Canvas. After that, the students enrolled themselves to the Canvas class to access the materials. The Canvas class contained the materials, quizzes, and tasks. We also provided a WhatsApp Group for sharing in case they had any technical or material problems. This try out ran for one and half month. The duration of the course was considered shorter than what we expected. However, the institution only allowed us to conduct the study during that period since the students would have other classes to take. Therefore, we decided to try out only one of six chapters in the e-learning module. Job interview was selected based on the teacher's recommendation and the students' choice.

For the reflection, we conducted with the teacher by having an interview. We asked about what she had learnt and reflected during the implementation of the online course. She was requested to tell what happened in the class and how to solve any problems occurred. Regarding the students' opinion, we shared a questionnaire by using Google Form. We also interviewed five students to enrich the reflection of the online learning practices.

### Data Collection and Analysis

The present study employed four main instruments: interview, validation checklist, questionnaire, and observation. The interview was conducted with the head of nursing department and the English teacher. It aimed to revealed the data regarding the curriculum, the students' ability, the teacher's and student's necessity for learning work-related language skills, as well as their readiness to join the online course. This instrument was also used to collect the data related the teacher's reflection. She was asked about what she learnt, the challenges she dealt with, and the opportunities she observed during the implementation of the online course. It was in form of a semi-structure interview. In the interview, the conversation was recorded to make the transcription easier. The participants were informed about the recording process before the interview was started.

The validation checklist was developed so the experts could give their rating for the online course designed in this study. The rating ranged by using Likert-Scale from one to five. One meant the expert agreed with the statements listed in the checklist and five means she/he strongly agreed. Two experts were invited in this study. The first expert had expertise in English for Nursing and the second one was in the E-Learning design. Their expertise was considered based on their experiences and

education background. The validation checklist for the first expert contained 15 statements belong to some aspects, including content, language, context, and attractiveness of the materials. For the second expert, it listed 16 statements belong to these variables: functions, accessibility, technical problems, registration, copyright, social and pedagogical aspects.

The questionnaire was adapted from the previous study (Rafidiyah et al., 2019). The present study was same in the term of skills investigated, but it was different in terms of the students' level and the mode of learning. It was intended to gather the data about the students' responses toward the online course. It focused on asking students' satisfaction for joining the program. Using a Google Form, the questionnaire was distributed online after the course finished. To get additional data related to the students' responses in the class and what happened during the implementation, observation was conducted during the try out stage. The researchers joined the online classes and took some field notes.

A mixed method was used to analyze the data obtained from this study. The quantitative approach was used to analyze the data from expert validation and questionnaire. While for the data from observation, the interviews, and reflections of nursing teacher, English teacher, and students were scripted, coded, and categorized with thematic analysis.

## RESULTS AND DISCUSSION

### The Result of Need Assessment

Needs assessment was conducted by interviewing the head of nursing department and the teacher. Based on the interview with the head of nursing department, it was concluded that they have included English into their curriculum, but it was not specifically designed to meet their work-related needs. It was focused on general English and English for specific purposes. This finding was in line with the researchers' previous research (Rafidiyah et al., 2019; Yansyah et al., 2019) that nursing departments were actually aware with the importance of English for their students. However, English materials related to their career preparation were not programmed in their curriculum. Therefore, after we showed and explained our previous research product to the head of nursing program, she agreed to implement this online research project.

Next, the teacher reported that the students had got English lesson before joining this research. In that university, English was taught from the first semester so the student had learnt English for five semesters. Based on her experience on teaching English to the students, she claimed that most of the students could be categorized having intermediate level. The students had taken English for general purposes and English for nursing courses so they already had sufficient ability to join the present research project. In addition, based on the result of questionnaire handed to the students, they were interested to learn topics offered in this online course. The topics offered are 1) introduction to advanced English, 2) Scientific writing, 3) Presentation, 4) Working Abroad, 5) Job Interview, and 6) Studying Abroad. These six topics were developed based on

the previous research finding (Rafidiyah et al., 2019). Some adaptations were made to meet the level of the students (undergraduate degree) because the previous research product was designed for diploma degree. These findings supports the idea that English for specific purposes is always specific (Bielousova, 2017). It frequently requires adjustment so the materials developed suit the students' need.

### The Development of the Online Materials

As it was discussed above, the development of the present research materials was adapted from the previous research product. Therefore, the main difference from the present and the previous research are on these two aspects: 1) the targeted level of the students and 2) the platform used to deliver the materials and instruction. First, the targeted students in the present research were undergraduate degree so some materials were adjusted to this level. Writing cover letter lesson, for instance, were changed so the examples included in that chapter suitable for the students. Meanwhile, the content and the distribution of each skill was still followed the previous research. See Figure 1 for the distribution of skill taught in the module. Second, the platform used was Canvas (<https://canvas.instructure.com>).

Canvas is considered for its user-friendly materials. The features allow teacher and students to access materials, to have discussion, to assignment, to collaborate in group, and to track their progress through the gradebook. The users only need to create account by setting their username and password to have access to the course. All these advantages make Canvas became the choice when deciding the platform for the online learning. The picture of the online course is displayed in Figure 2.

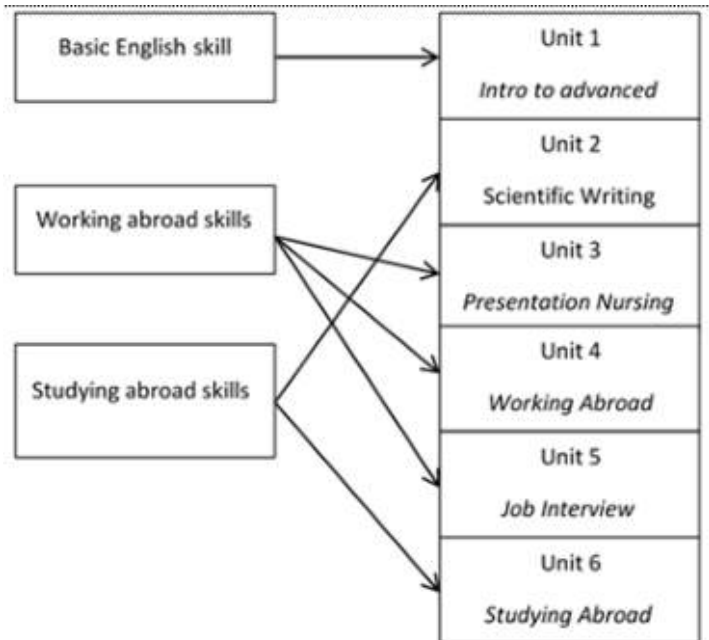
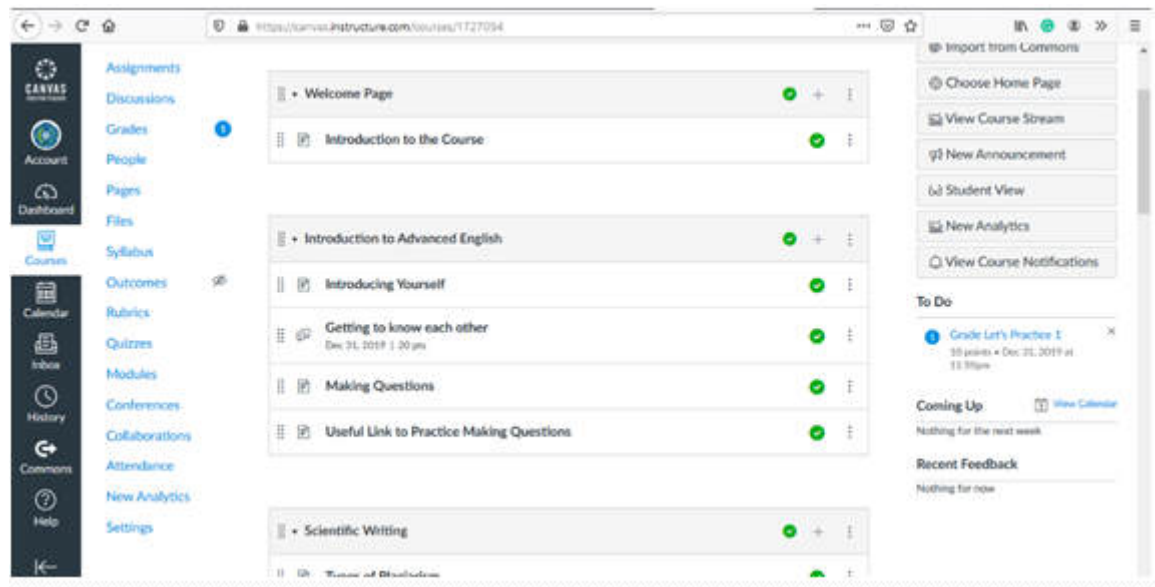


FIGURE 1 | The content and skills in English for Nursing Career (adapted from Yansyah, Rafidiyah, Nadia, 2019)



**FIGURE 2** | The screenshot of the online course and its features

Besides the online class, English for Nursing Career course is also equipped with a workbook. The workbook is intended to help students measure their understanding toward the materials in the online course as well as to guide their study. The workbook is designed to accompany the six online modules. In the online modules, for example, they will watch a video and, in the workbook, they can answer some questions related to the video. By doing this activity, the students can control their self-study. Therefore, the role of teacher in this course is as a facilitator to help the students to achieve the learning outcome set in the online course.

**Try Out of the Product**

Before trying out the product, it was validated by two experts to make sure the quality of its content and instructional technology. The content was evaluated by one expert in English for Nursing. She examined five areas, such as e-learning content, workbook content, vocabulary and grammar, attractiveness of the product, and learning context. She gave a very satisfying rating, with average 4.4 out of 5. It means the materials are well designed so it can be used for teaching English in the nursing context. However, she also recommended to give more videos instead of text in the online learning. She argued that audio visual media might help the students better than only reading the text. Her recommendation is in line with [Jung et. Al., \(2019\)](#) that video can be an effective media for delivering content and message in learning. The second expert is a lecturer in an information technology department. He evaluated five aspects, including function, accessibility, technical issues, copy right and students' privacy, and pedagogical and social dimensions. He gave rating 4.3 out of 5, which means the instructional technology used was sufficient and can be used for online learning. He only reminded that since it was the first time for the students to use that application for learning, they should be informed for all features of the e-learning and given a guide how to deal with some possible technical issues.

All feedbacks from the experts were accepted and used for the revision of the workbook and the e-learning tool before it was ready for next stage. Next, the product was tried out for one and half month. When this project was implemented, it was out of the nursing department curriculum so it was assumed as an extracurricular activity for the students. For this time constraint, we only could try out one module for the students. Job Interview Module was selected for this purpose. After discussing with the teacher, we decided the spent six meetings for this module. The schedule of each meeting is provided in [Table 1](#).

**TABLE 1** | Try Out Schedule

Meeting	Topic	Learning tool
1	Introduction to the course	Zoom
2	Reason to work abroad	Canvas & workbook
3	Describing your skills, strengths, and weaknesses	Canvas & workbook
4	Finding a job	Canvas & workbook
5	Drafting a job interview	Canvas & workbook
6	Job interview practice	Zoom

The first meeting was through Zoom because we needed to introduce the course and Canvas to the students. In that meeting, the students were informed the purpose of the course, the benefits for joining it, and what the students should do to complete the course. During the implementation, a WhatsApp group was also created to make communication between the researchers, the teacher, and the students easier. They were allowed to ask

questions about the course and the technical problem encountered during the course. This kind of treatment is important in an online course. Since the teacher and the students cannot see each other so the teacher quick response to the students' problem is necessary. [Lindeiner-Stráský et al. \(2020\)](#) found that students' engagement in an online learning is one of the factors contributing to the success of an e-learning implementation.

**Reflection**

During the try out stage, the students were trained to improve their job interview skills, such as describing their own skills, strengths, and weaknesses, finding a job online, drafting interview responses, and doing a job interview practice. After each meeting, the students were required to complete a quiz or to do a task to measure their progress. The assessment during this project implementation was not intended to judge their ability since the students joined the class voluntarily. It was merely for tracking their progress and measuring their own understanding towards the materials given in the online learning. Therefore, when doing the quiz, the students could retake it many times until they got the highest score. When doing a task, for example writing an interview draft, they were encouraged to submit it even if it was just a makeshift or a low-quality draft. Sometimes, some students submitted a draft which was written in Bahasa Indonesia and English because they were not sure the correct English for those words or sentences. Then, it became the teacher's task to give feedback to improve their work.

This kind of practice helped students to be more engaged during the training as well as to be more autonomous in learning. Based on the observation on the students' engagement through their participation in doing the tasks, 60% of the students were actively completed the tasks and got more than 70 out of 100 points. That percentage is considered high since dropout rates for online learning or training sometimes can reach 53% ([Ginting, 2018](#)). Daniel added that a low dropout rate of an online program showed that the program was well managed. One of factors contributing to the dropout rates is the workload of the online course and the students' willingness to learn. Therefore, the materials and tasks for online course should be carefully designed. Besides, teachers' feedback does matters to help students deal with the difficulty of the tasks. Regarding the students' autonomous, it was observed based on their willingness to retake the quiz and revising their drafts. Many of the students (60%) got more than 70% out of 100% for the quiz. During the interview, some of them said that they could take the quiz up to three times until they got that score. They learnt from their mistakes and sometimes read again the materials to earn that score. When writing the interview responses draft, the also learnt how to make good responses by learning from the teacher's feedback. According to [Lengkanawati\(2017\)](#), autonomous learning should be considered in designing a course because it will offer a better learning outcome. It can be integrated into the learning activities which requires the students to be more active and

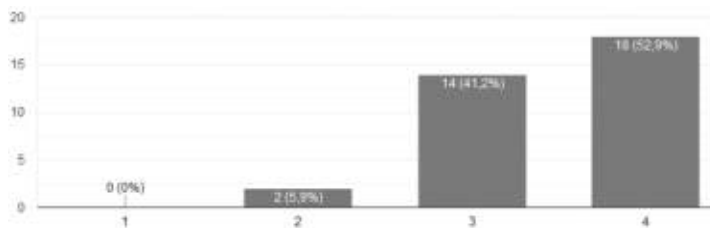
responsible for their own learning.

Regarding the improvement of students' language ability, based on the result of job interview test, it was shown that 60% of the participants could pass this interview practice. The average score got by the students was 70.76. This score was considered good since it was their first interview practice. This quantitative data supports that the product of the research could be implemented to elevate the students' work-related language skills. The students admitted that it was their first time to join a training related to a work preparation. The course was conducted for one and half month and they had confirmed that they did not take other English courses during the training. Therefore, it is justified that their ability is not interfered by other factors, such as previous or other English courses. However, it should be admitted too that this kind of score measurement is not like in the experimental study which was carefully designed to inform the effectiveness of the materials. The test was only intended to check the students' language ability progress, regarding the skills taught, in the end of the program. The students' score is described in [Table 2](#).

**TABLE 2 |** Descriptive Statistics of the Job Interview Practice

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Score	25	60	77	70.76	5.246
Valid N (listwise)	25				

Next, the students' responses toward the implementation of this course were recorded in the questionnaire. Figure 3 shows the students' satisfaction for joining the program.



**FIGURE 3 |** The students' satisfaction for joining the program

[Figure 3](#) points out that most of the students (41.2% & 52.9%) agreed and strongly agreed that the program helped them to improve their skills. Nana, one of the respondents, expected that this kind of program will be held again in the future since she needs it to prepare her career plan. Sarmila also expressed her opinion for the benefits of this program in the following excerpt.

“This program is like an eye-opening for me. I never imagined that I will have my career abroad because I don't know how to get the information and what I need to do to get that chance. In this course, we are taught about the reasons to get this opportunity. Then, we are equipped with the English skill for making ourselves ready.”

Sarmila's opinion shows that the program promotes a new knowledge for her. It makes her aware that she has opportunity to pursue her career out of her country. In addition, the eye-opening term she used in that interview shows that language course focusing on career preparation are not well embraced in the nursing curriculum. This finding supports the previous research (Rafidiyah et al., 2019) that English for nursing career preparation should be given a space in the curriculum so it will broaden the opportunity for the nursing students work abroad.

### Challenges and Opportunities during the Online Course Implementation

Regarding the online learning, the result of questionnaire reveals that most of students agreed and strongly agreed that the online course ran well and had been implemented as it was scheduled. Figure 3 presents the students' opinion about how the course was run.

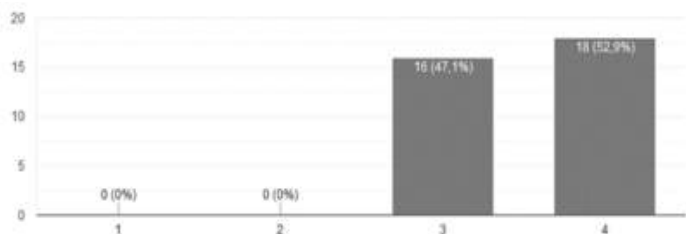


FIGURE 4 | Students' Opinion on the implementation of e-learning

According to the participants, Canvas was quite easy to use because the interface was user-friendly as well as simple. Most of them were new to learning management system, like Canvas. Coopasami et al., (2017) explains that it is important to ensure the students' readiness to make an online learning run smoothly. One of the readinesses is the students' technological readiness. It is related to the students' appropriate technological skills to access the e-learning. To deal with this issue, in the beginning of the try out, we already spent one meeting to introduce all the features of Canvas, how to use it, and tips to cope up with some technical problems which may occur. However, based on the result of interview and observation, we found one student could have more than one Canvas accounts because they got difficulty to re-login after logging out. Thus, the WhatsApp group was useful to help students to overcome such problem. Active interaction between the teacher and the students outside the online learning is still necessary in the e-learning environment so the students do not feel like they are left alone to complete the course. The teacher's support to keep the students engage during the course is considered important to make them active. In the end of the course, 60% of the students completed the course with the average 80% for their online participation.

The present research findings showcase that online learning has a good opportunity to support learning English outside the classroom. When this research was carried out, the outbreak of COVID-19 was an unpredictable situation that we need to face. It requires us to make the course become full online. An online

course has benefits such as flexibility, interactivity, and self-facing (Adedoyin & Soykan, 2020). The latter advantage allows students to take the course and achieve the learning outcomes based on their preference. They can access it in their free time. This opportunity, of course, can be a solution if when wants to make a work-related language course out of the main curriculum. The institution can make it as an additional course or enrichment for the students who are interested in pursuing their career abroad.

However, this course also has some challenges for its implementation. The main problem stated by the students in the questionnaire was the internet connection. Since most of the students were at home during the COVID-19 pandemic, many of them lived in a remote area. Aris, for example, said that he frequently got trouble to submit the assignment or to watch the video due to the bad internet connection. Anik also stated that she could not join the interview practice because at that time she could not connect to the Zoom. This kind of problem can lower the students' motivation to participate in the e-learning. Therefore, another alternative for a low-internet connection app, such as accompanying with a Google Classroom or a WhatsApp group, should be considered to solve the problem.

### CONCLUSION

The present research found that an extracurricular online course can be an alternative to support nursing students in pursuing their career abroad. Online course offers flexibility and self-facing learning, which can be accessed in the students' free time. It can develop the students' autonomous learning as well as provide a good solution for both remote and emergency learning, like what we have during the COVID-19 outbreak. The online learning brings opportunities for the institution to provide an extracurricular program, out of the main curriculum. This program is useful since most of the participants in the present research got advantages for the improvement of their work-related language skills. However, since online learning required technological readiness and good internet connection, it becomes a challenge for both institution and teacher to implement a full online course in the Indonesian context. A WhatsApp group or other low-internet connection apps are recommended to accompany the e-learning tool so students can report their technical problem. The teacher role as an active facilitator is considered important because in the online learning environment, the students should not feel like they are in isolation. The social dimension should be presented by giving immediate feedback and responses to the students' problem during the course. This kind of treatment can help to maintain the students' engagement and participation during the course.

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# Preparing EFL pre-service teachers for curriculum 2013 through authentic materials and assessment integration

Alan Jaelani\*, Amalul Umam

*English Language Education Department, Faculty of Teacher Training and Education, Universitas Ibn Khaldun Bogor, Indonesia*

Changes in Curriculum lead to changes in teaching and learning processes as well as new ways to demonstrate best practices for increasing students' achievement. The Curriculum 2013 suggests teachers to use authentic materials and requires them to apply authentic assessments. It is quite challenging for English teachers because this condition creates problems especially for novice teachers. Therefore, they need to have prior knowledge and personal experience related to teaching practice and situation. In this study, authentic materials and authentic assessments were implemented in pre-service-English-teacher classroom at a university in Bogor, specifically in listening class, in order to familiarize them to the kind of materials and assessments. Action research was employed where documentation, observation, questionnaire, and interview were used to collect the data. The result shows that the integration of authentic materials and authentic assessment in EFL classroom helped the students in understanding the nature and the use of authentic materials and authentic assessment for their future needs of profession.

**Keywords:** Pre-service English Teacher; Curriculum 2013; Authentic Assessment; Authentic Materials

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\*Correspondence:

Alan Jaelani

[alan.jaelani@uika-bogor.a.id](mailto:alan.jaelani@uika-bogor.a.id)

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## INTRODUCTION

A significant point in curriculum 2013 is creativity. Creativity can be defined as the competence of designing something interesting. Creativity in the curriculum refers to the activities of designing, implementing, and evaluating the teaching in an appropriate and dynamic way in accordance with the context, situation, or environment in which the teaching is taking place, so that the lesson will be conducive to achieving the goals that have been agreed upon beforehand ([Nurkamto, 2016](#)). Creativity in designing teaching materials needs to be taken into account. The materials fitted with the students' needs should be designed in interesting way and implemented based on the nature of the latest curriculum. Interesting teaching materials can be found in authentic materials.

Authentic materials are defined by [Kılıçkaya \(2004\)](#) as exposure to real language and use in its own community. [Arianie \(2017\)](#) argues when authentic materials are used with the purpose of students learning, they will have a sense that the real language for communication is being learnt, as opposed to classroom language itself. In contrast to the

design of the text books, [Lee\(1995\)](#) states that authentic materials are intrinsically more active, interesting and stimulating. [Richards \(2001\)](#) suggests and mentions several reasons for using authentic materials in the classroom. These are: (1) they prepare learners for real life, (2) they meet learners' needs, (3) they affect learner motivation positively, (4) they encourage teachers to adopt effective teaching methods and (5) they present authentic information about culture. [Arianie \(2017\)](#) therefore assumes authentic materials help students grasp the use of language in the situations which are real.

The other significant point in Curriculum 2013 is the use of new method of assessment, namely authentic assessment. The regulation of the Minister of Education and Culture ([Permendikbud No. 81A, 2013](#)) about the implementation of Curriculum 2013 requires teachers to implement authentic assessments as the method of assessing the students' competence. The regulation of the National Minister of Education and Culture ([Permendikbud No. 104 year 2014](#)) on assessment system also expects teachers to assess students' skills using performance, project, and portfolio assessments ([Rukmini & Saputri \(2017\)](#)).

Authentic assessment is considered to be a new approach in assessment ([Kinay, 2018](#)). It is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills ([Mueller, 2017](#)). [Umam & Indah \(2020\)](#) define authentic assessment as an actual measurement of students' attainment in their learning in which high level of cognitive ability, higher-order thinking and problem-solving skills are assessed in the form of tasks completion. Furthermore, [Olfos & Zulantay \(2007\)](#) assume that authentic assessment is performance assessment, appropriate assessment, alternative assessment, or direct assessment, containing such techniques as written texts, portfolios, checklists, teacher observations, and group projects. The assessment stands for the application and utilization of knowledge as opposed to secluded skill assessments which contains the overall performance of meaningful but complicated tasks in challenging contexts ([Montgomery, 2002](#)).

[Varela et al.\(1997\)](#) classify authentic assessment into three types: performance assessment, portfolios, and students-self assessment. In line with the classification, the Curriculum 2013 mentions three types of authentic assessment: performance, portfolio, and project assessments. In reference to the regulation of the minister of education and culture number 81a year 2013, [Rukmini & Saputri \(2017\)](#) assume that a performance assessment is an assessment which is conducted by observing student's activities in doing particular thing; a portfolio assessment is a purposeful collection of student's work that is intended to show the progress over time. Accordingly, [Rukmini & Saputri \(2017\)](#) conclude that

teachers are required to assess students' skills using performance, project, and portfolio assessments.

However, the implementation of authentic assessments is difficult and challenging for English teachers. A study conducted by [Trisanti \(2014\)](#) describes that teacher still had limited understanding about Curriculum2013; teacher also thought that the implementation of authentic assessment did not run effectively because of the complex procedure and the class condition. In addition, [Rukmini & Saputri \(2017\)](#) assume that teachers' knowledge and their experience influences the implementation of the assessment. The teacher who has lack of knowledge of the nature and types of authentic assessments implements it improperly. The challenges are confirmed by [Umam & Indah \(2020\)](#) assuming that "the goal of the curriculum can be achieved by giving attention to the content of the learning processes, teaching approach and assessment method."

In relation to the above findings and issues, the implementation of authentic materials and assessments certainly becomes more challenging for novice teachers as well. They need to have relevant prior knowledge and experience related to teaching practice and situation. In this regard, pre-service teachers need to be introduced and equipped with the knowledge of authentic and authentic assessment. Their exposure to the materials and assessment will result in their beliefs and competence in using the approach in the future professional as a real teacher.

In this study, therefore, authentic materials and authentic assessments were integrated in the pre-service class. The integration of knowledge and experience of using authentic materials and authentic assessment were employed from the beginning of the learning process in the classroom. A number of learning activities were also promoted to encourage authentic materials and authentic assessment in teacher education. The finding of this study is to prepare pre-service teachers in implementing authentic materials and authentic assessment in EFL classroom as well as their responses.

## METHODS

The method of this study was action research. It was conducted to the fourth semester student of English Education Program at a university in Bogor. The class involved eleven students of pre-service teachers. The writers accompanied two cycles of learning process and adapted the spiral model of [Kemmis et al.\(2014\)](#) involving the four steps: planning, acting, observing, and reflecting.

The data were obtained through four ways; documentation, observation, questionnaire, and interview. Documentation is started in the planning step. Observation is conducted in action step. Observation was administered to know the teaching-learning processes. The questionnaire is given after acting and observing steps completed as references in reflecting steps. The questionnaire was conducted to obtain data or information about the students' opinion toward the implementation of authentic materials and authentic assessment in the classroom. Interview was



conducted to complete and support the data from observation, questionnaire, and documentation.

## RESULTS AND DISCUSSION

### Cycle I

#### Planning

In the planning step, some necessary preparations were made, i.e. reading some literatures related to the application of authentic materials and assessment for EFL classroom. From the literatures, it turned out that students need to be exposed to authentic materials and authentic assessment. A lesson plan was then formed with the intention that teachers would use the authentic materials and authentic assessment in learning activity. The writers prepared teaching materials by collecting and selecting suitable materials. The authentic materials were taken from English Listening Lesson Library Online (ELLLO) which can be accessed freely at [www.elllo.org](http://www.elllo.org). According to its official website, ELLLO provides lessons containing an MP3 file of an authentic conversation with a transcript of the conversation, vocabulary support, and a comprehension quiz. The writers chose listening materials with the duration of three minutes in average. The writers then prepared instrument for data collection.

#### Acting

In the acting step, the implementation was done in accordance with the prepared planning. Authentic materials taken from ELLLO were used. As the learning activity was conducted in the language laboratory, the materials were delivered through students' computer and they listened to the MP3 audio lesson through their headphones. Students could control the audio by using audio player. They can make pause, adjust the volume, or replay the audio as many as they wanted. A comprehension quiz of traditional assessment in form of multiple choices was given to the students. Traditional assessment was in the form of usual methods of assessment by using multiple choices. It was given to evaluate and measure students' listening comprehension and to determine their comprehension in acquiring information from the materials.

#### Observing

Observation was conducted during the learning process to analyze the implementation of learning activity in the previous cycle and to have direct observation to the students' behavior, especially in listening to the authentic materials. After observing the use of authentic materials followed by the assessment, it resulted that there were some important matters to take into account in the first cycle; (1) Students felt that it was too easy to understand the material content because they can read the transcript while listening to the materials; (2) Students thought that the duration of the materials from ELLLO was short with no more than five minutes; (3) Students would like to have materials with both audio and visual. (4) The quiz in the assessment was too easy for the students. It seemed they needed more challenging assessment to do.

#### Reflecting

In the reflecting step, the researchers examined the results of actions in the previous cycle. The reflecting step is the evaluation of the result of the acting obtained from observation. The results were used as references for other suitable and better alternative action to be implemented in the next cycle. Based on the result of the observation, the focus of the next plan would be to address the above problems by raising the content complication, using longer materials, having materials with both audio and visual and changing the type of assessment.

### Cycle II

#### Planning

In the planning step of the second cycle, the writers had similar activity to the previous cycle. A lesson plan was created and developed to guide the class instruction. Teaching materials were collected and selected. After reading some related articles about authentic materials and authentic assessment, some instruments for data collection were prepared. For the classroom evaluation planning, it was done by reading some books related to the integration of authentic materials and authentic assessment in an EFL classroom from which the learning process can reach the optimum result. The writers collected and selected the authentic materials from TED (Technology, Entertainment, and Design) Talks. TED Talk consists of a videotaped presentation in the form of brief and influential talks in front of live audience. TED Talks are free to watch and can be accessed at [www.ted.com](http://www.ted.com). Finally, the researchers decided to use the following actions: (1) Authentic materials from TED Talks video with longer duration of more than five minutes would be used in learning activity. It was also chosen to accommodate audio-visual materials; (2) Authentic assessment would be given to students in the form of project-based assessment. It was selected to provide more complicated and challenging assessment. They were asked to find authentic materials of audio-visual from any sources and create questions and answers related to the content. The integration of both authentic materials and authentic assessment aims at promoting the students of pre-service teachers to the materials and assessment.

#### Acting

In the acting step, the implementation was conducted according to the prepared planning. The selected materials of TED Talks video were delivered to students' computer and they were asked to watch the video. Similar to the activity in cycle I, students could control the video by using a video player. They can make pause, adjust the volume, or replay the video. In the learning process, question and answer session was given to discuss all the problems faced in understanding the materials. The discussion was about the content, vocabulary, accent, and language features of the authentic materials. In the end of teaching process, students were given a project in which they had to find authentic materials that can be used in listening activity from any sources and create questions and answers related to the chosen materials. The project given to the pre-service-teacher students was one of authentic assessments

because in their real life, as in-service teacher, teachers are required to search, select, and choose materials for their classroom and create assessments based on the materials.

### Observing

The observation was addressed to the learning process and the result of it. In the learning process, the observation was used to know the level of learning achievement in using authentic materials and authentic assessment. This was supported by the observation result on the learning outcome. The result showed that the students could find and use a source of authentic materials and they were able to generate questions as a form of assessment based on the chosen materials. This data is supported by interview that was conducted after the completion of the course.

### Reflecting

After observation, students were familiar to using authentic materials. Students felt that it was more challenging to comprehend the content because of the video's longer duration. Student also became more concentrated and focused watching and listening to the materials. The visual helped students grasp the content and engage with the materials for better comprehension. Students were also more comfortable and inspired with the authentic materials of TED talks. They also became more challenging in doing the project based-task given in the end of teaching process. From the observation conducted, it came to a conclusion that students were more enthusiastic, comfortable, inspired, and challenging in the teaching activity of cycle II than that in the cycle I.

Students also liked to have their learning assessed in authentic ways. Assigning such kind of task provides students a more meaningful way to show how they, as the pre-service teacher, will complete the task in the real world when they become in-service teachers. As a result, they will be able to engage their students about the use of authentic materials in the classroom to support learning objectives in Curriculum 2013.

### The Integration of Authentic Materials

The questionnaires were distributed to obtain data or information regarding the integration of authentic materials in the classroom. From the data gathered, it was found that students were not familiar with authentic materials at first. The data shows that most students had ever used authentic materials in the previous courses namely Academic Writing. However, the materials in the previous course were in the form of scientific article and were categorized as authentic visual materials, not listening-viewing materials. In addition, the use of the materials was limited as supplementary materials. This indicates that the students have little familiarity with authentic materials. Whereas, authentic materials need to be more introduced and exposed to pre-service teachers. [Oguz & Bahar \(2008\)](#) in line with [Sari \(2016\)](#) assumed that it is crucial for authentic learning environments organized in pre-service teacher training and

prospective teachers to be educated in authentic environments which have a connection to the real world and in which they have a chance to experience using authentic materials. The necessity to equip them with such qualifications makes it compulsory to increase the quality of education presented to the students. [Maria et al., \(2018\)](#) suggest that teachers may use authentic materials for the learners to listen for the gist of the information presented and they add that by using authentic materials teachers will have the opportunity to encourage students to read for pleasure especially certain topics of their interest.

The other data showed that authentic materials were challenging. This is in line with the findings of [Astika & Kurniawan \(2020\)](#) in their study of TED Talks use as a materials resource that the students encountered challenges in understanding the speaker because of the rate of speech, pronunciation, and vocabulary. Students assumed that the speaker talked too fast that they could not catch the information well and needed to replay the talk many times.

*"The way the speaker speaks is too fast for me that I miss the information."* (Student 6)

Students perceived that the speaker's pronunciation was unusual and unique. This is because TED talk has speakers from around the world with different accent. In other words, they lacked the ability to understand varieties of English accents by speakers from different nationalities. Another difficulty is the intonation of the speaker with different accent. Most students mentioned that they could not understand the talk because of the different accent, the speaker does not use American or British accent.

*"I found strange and different ways of pronunciation as well as the stress when the speaker speaks"* (Student 1)

Insufficient stock of vocabulary also becomes the students' problem. Many of them experienced difficulty with the vocabulary. Compared to ELLLO, the materials in TED Talks were perceived as the most difficult.

*"I cannot understand part of the talk because I don't know the meaning of some words."* (Student 4)

*"The vocabularies of TED Talks video are difficult."* (Student 11)

In regard to motivation, students were motivated with authentic materials in learning activity. They assumed that the speakers in both TED Talks and ELLLO talk expressively. However, compared to ELLLO, TED Talks was considered more motivated. Students said that TED Talks consists of not only the audio but also visual which were more engaging and meaningful lesson. The speech content was also assumed to share inspiring ideas.

*"I always excited to discuss the materials of TED Talks in listening class."* (Student 7)

*"The materials from ELLLO and TED Talks provide inspiring and motivational messages with lots of language variation."* (Student 8)

[Peacock \(1997\)](#) has shown that authentic materials promote motivation for learning. The materials give authentic cultural information, expose students to real language use, and relate more closely to students' needs ([Astika & Kurniawan, 2020](#)). Furthermore, [Citra Dewi](#)

(2018) assumed that the learners should get the opportunities to practice by adapting or listening the real language as authentic texts and materials in their classroom situations to master the foreign language. Bacon & Finnemann (1990) and Citra Dewi (2018) suggest that authentic aural texts as the source of learning can be used to increase students' motivation and self-satisfaction. It is advantageous to use authentic materials in teaching foreign language to increase students' motivation. Kiliçkaya (2004) assumes that the use of authentic texts is a technique which can be used in language learning to increase students' motivation because the students feel that they are learning the real language. Sari (2016) finds that the learners were mostly motivated by using authentic materials because they are exciting to be discussed in the class, interesting to learn and appealing to the learners.

Other results showed that both ELLLO and TED Talks gave significant contribution in enhancing listening ability. Most students acknowledged the materials enhanced their knowledge about pronunciation and the varieties of accents. The transcript or subtitles give students information about what they are listening and how to pronounce it.

*"From TED Talks and ELLLO, I can learn pronunciation and the varieties of accents, not only American and British accent."* (Student 1)

*"I can learn how to pronounce the words in the subtitle by paying attention to the speaker's pronunciation."* (Student 6)

María et al. (2018) noticed that the specific characteristics of the video such as movement, sound, and color, permit students to get engaged and understand the topics presented easily; thus, students improve significantly their listening skill. Students memorize vocabulary easily and fast. This is also confirmed by Astika & Kurniawan (2020) that the online sources of TED talks should have provided support and had beneficial effects on student's pronunciation development. The use of authentic materials should get more interest in teaching listening, and learners should be exposed to real-life input. Based on the student comments, pedagogical input was created after using the authentic materials.

## The Integration of Authentic Assessment

Based on the collected data, the students said that the assessments which were commonly used in the previous courses were traditional assessment as it is depicted in the interview result given by the student below. Traditional assessments in the form of essays and multiple choices were given to the students. The assessment was given to students to evaluate their comprehension and acquisition of the content.

*"We were given evaluation test in the form of essays and multiple choices."* (Student 9)

It is admitted that authentic assessment has some challenges in its implementation. Fox (2017) stated

that challenges may be encountered in the form of student resistance, working with large groups and resource and time constraints. Hart et al. (2011) also confirm that authentic tasks may require or be perceived to demand a greater investment of time and resources than more traditional assessments. In line with the assumption above, Aliningsih & Sofwan (2015) and Riyani (2019) also find that the teachers' main problem in applying the authentic assessment is that they have large number of students, exhausting and time consuming activities, and complicated administration. Therefore, it is challenging for teachers of English to implement authentic assessment in their classroom. As written above, most teachers assume that authentic assessment is a hard activity to implement in class.

However, students assumed that authentic assessment was more meaningful than traditional one. They assumed that the tasks in authentic assessment have real-life relevance and genuine. It allows them to take control of their own learning rather than simply recalling facts. Authentic assessment requires students to create a product to show what they know and can do.

*"Having authentic assessment is interesting because I can learn to create a real project in my future career as teacher."* (Student 5)

It is essential for teacher to give more meaningful tasks to make learners get into rich content. Rusmawaty et al (2018) believe that authentic materials are able to stimulate students' motivation to learn in which they can support students' opportunities to intermingle with real uses of language rather than artificial materials which are made for learning purposes only. Authentic assessments allow students to find a way to demonstrate their knowledge that best suits them. Authentic assessment engages students in processes and evaluations that are meaningful to them, both now and in the future (Fox, 2017). Students are influenced to move from being consumers of knowledge to creators of knowledge (Swaffield, 2011).

Based on the level of difficulty of traditional assessment compared to authentic assessment, most students assumed that authentic assessment was more difficult than traditional assessment. In regard to the project-based task given in cycle II, students assumed that it was not easy to make authentic assessment especially in the process for creating an authentic assessment i.e., in identifying the standards, selecting an authentic task, identifying the criteria for the task.

*"I have difficulty in classifying the materials based on the need."* (Student 4)

Some research confirmed that to assess students is challenging, complex and crucial. Umam & Indah (2020) argue that teachers find it difficult to implement the approach in the classroom because they believed that one of the problems in implementing authentic assessment is the rigid steps.

## CONCLUSION

Curriculum 2013 requires teachers to implement authentic materials and authentic assessment. However, this research proves that many pre-service teachers are not

accustomed to the authentic materials and authentic assessment. It is recommended that pre-service teachers are introduced in their learning process with a wide variety of authentic materials and authentic assessment. This can be done by integrating authentic materials and authentic assessment in the content-based courses and skill-based courses in pre-service English teachers' classroom. They should also be offered updated, attractive, interesting, motivating, and meaningful authentic materials to accommodate the demands of Curriculum 2013. Exposure to authentic materials and authentic assessment to pre-service teachers in teacher education program leads to their competence in using the approach in their future professional as a teacher.

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