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English and international students' adjustment in Indonesian higher education: A teacher's perspective

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International students at higher education in Indonesia encounter an extent of situations amid their adaptations in academic life. These experiences contribute to their satisfaction. As handful of studies within Indonesian context were conducted to identify the international students' difficulties in adapting to academic life, teacher's point of view toward the issue is barely available. This study centers at a teacher's experience in dealing with the international students. Highlight is given to language barrier that is not only encountered by the international students but also the teacher. A narrative inquiry was employed involving an academic leader who is also a teacher knowledgeable in internationalization agenda in higher education in Indonesia. Results of the study reveals that the academic adaptation of international students, with the focus of language barrier, was compounded by the absence of roadmap of internationalization policy in national and organizational levels, less-ideal classroom setting, and not effective interaction within classroom with the diversity of people involved. In attempt to help international students with their academic adjustment, it is suggested that the policy on the proficiency of English language should be regulated to be mastered by students and teachers in international program, the classroom setting should be rearranged to support the academic adaptation of international students, and the interaction between students and teachers in the class needs to be supported by counterpart for the international students. In addition to that, more exposure on English should be provided within international program.

Keywords: International students, academic adjustment, language barrier, English proficiency

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INTRODUCTION

International students' enthusiasm to pursue their study in Indonesian universities seems to keep growing. It can be learned from information shared by the Ministry of Research Technology and Higher Education Republic of Indonesia that 6.967 License of Learning had been issued by the Directorate of Institutional Development of Higher Education during 2016. Consequently, higher education institutions in Indonesia have to be ready in accommodating the international students during their life as university students in Indonesia. The institutions readiness is a part of realization of internationalization programs in Indonesian higher education that is assessed by the Ministry of Research Technology and Higher Education Republic of Indonesia.

However, the increasing number of the international students also incurs more challenges, among which are faced by teachers teaching the international students. The fact that the international students are learning in the same class as the domestic students demands the teacher to keep all members of the class on the same page. This seems not an easy job when students do not share the same language proficiency, let alone when they hardly speak the same language.

[Ellis and van Aart \(2013\)](#) asserted that academic, culture, and university services are the major considerations in studying abroad. The academic concerns professors, courses delivered in foreign language, and instructional methods employed. The culture, on the other hand, includes the location of the city in which the university resides, and its atmosphere. Then, the university services involve help desk, counseling, accommodation and assimilation activities.

Learning from what happened in Australia regarding the international students' academic adaptation process, it can be concluded that the students generally come across ranges of problems during their adjustment into a new educational system. [Wang and Xiao \(2014\)](#) argued that in the beginning, the students seemed to have a hard time adjusting to Australian academic environment as it is essentially distinct from their previous experience. Further, for higher degree research students, socio-cultural adjustment imposes considerable effects on the students' academic success as well as their psychological well-being.

Language proficiency is identified as a main issues faced by international students taking higher degree research in Australia. [Son and Park \(2014\)](#) pointed out that inadequacy in English proficiency persistently becomes a main hindrance for the international students in adapting to their life in Australia. For the international students whose native language is not English have often demonstrated to face difficulties in academic reading, writing and oral presentations.

Responding to the international students' challenges in adjusting to their new academic life, a lot of host universities have provided supports for language and academic skills to improve the students' academic success. A study by [Ward and Masgoret \(2004\)](#) showed a positive relationship between host language skills and international students' personal life satisfaction in New Zealand. However, [Mak \(2009\)](#) study in demonstrated that there is no relationship between the two variables when the study was conducted to Chinese students studying in Australia.

Non-English speaking students also experience this obstacle. [Ibragimova & Tarasova \(2018\)](#) studied students from non-Russian speaking countries who continue their study in Russia. In this case, the medium of teaching is Russian, yet some international students have low Russian language performance. The results showed that low host language skills affected the students' academic and adjustment. Meanwhile, in Indonesia, a study by [Lutfiana et al. \(2020\)](#) about Thai undergraduate students who studied in Indonesia. The Thai students are not fluent in Indonesian and English, yet the medium of teaching is in English.

The low proficiency in English leads to the students' low academic performance.

The international students who have low English proficiency find it difficult to follow the learning process when English is the medium of teaching ([Mei, 2017](#)). The difficulties are primarily in oral, academic writing, especially in grammar and terminology connected to the study ([Cennetkuşu, 2017](#); [Ibragimova & Tarasova, 2018](#)). The difficulties faced by the international students were their capability in academic writing. The students are able to write many sentences in their mother tongue language, but when transferring it into a foreign language, it does not make sense. Since having less vocabulary in the academic writing genre, the different grammatical features, and having no academic writing course ([Cennetkuşu, 2017](#)). This is in line with [Hamamah and Nurhayani \(2017\)](#) study about the academic writing of Libyan students who studied in Indonesia. The teaching medium is entirely in English, while the students are not fluent in both Indonesian and English. The findings show that the writing achievement of the Libyan students was not satisfying. They were many errors grammatically and rhetorically. It is also found that English learning teaching is hard to happen if the L1 of the teacher and students are not the same and they do not understand each other's L1.

Another hardship for the university to conduct courses using foreign language as the instructional media lies in the struggle of providing ample resources and support to help the international program. From the researchers' observation it is revealed that the international programs' host is still facing difficulties in providing English exposure towards international students. Individual student are somewhat reluctant to improve their lack of proficiency in English because they do not recognize it as the cause of difficulties in their studies ([Ballard and Clanchy, 1991](#)). Additionally, [Ma \(2020\)](#), from her research on Chinese students' who continue to study abroad, found that the students prefer to stay in the same communities rather than stay with domestic friends or international friends. This led to low progression of their English skill.

To overcome that, many universities find some solutions, including offering English language classes as the mode of concurrent support to international students. For example, [Ali et al. \(2020\)](#) state some suggestions to overcome students' stress about the language barrier, they proposed to lengthen the duration of their language classes up until one year long. Not only that, but they also proposed the lecturers and staff to take the English class as progress is needed not only on the students' side. Additionally, [Cennetkuşu \(2017\)](#) provide another kind of support that is feedback from the lecture or people outside the department to the students. The feedback would be very helpful for the international students. Other suggestions that can be provided to international students to improve their English are to refer to the dictionary and published journal article to improve the vocabulary and to gain experience in academic writing through a publication, which will provide editor's feedback.

The latter can help them to improve their writing academic ability.

It is also essential to make the student realize their English skills and exceed their self-efficacy. One of the strategies proposed by [Ma \(2020\)](#) on how to make the students learn and break the language barrier is they need to be forced to not stay in their communities. As [Edward and Ran \(2006\)](#) state, the experiences of International students in their host countries usually involve features such as cultural, psychological, social, and academic adjustments.

Adjustment is a dynamic and interactive process that takes place between the person and the environment and is directed towards the achievement of the fit between the two ([Anderson, 1994](#)). Thus, Academic adjustment is a fit for a learner in the academic environment. Many researchers consider academic adjustment a complex process that impacts all university students ([Barker, et al., 1991](#)). The primary reason is that the culture of education differs from country to country. For example, universities in advanced countries pay more attention to class participation. The educational approach in these countries looks unfamiliar to international students who are habituated to expect more guidance and support from teachers.

The previous research mostly talks about international students' points of view on the language barrier they are facing. However, similar research from Indonesia as the background is hardly found. Also, there is not much research which discuss teacher's point of view. To fill this gap, this study elaborates teacher's experience about the language barrier that is not only encountered by the international students but also the teacher in Indonesian higher education. This study also provides some suggestions on how to break the language barrier from teacher's perspectives.

METHODS

This study is a narrative research as it centers on the story of a teacher teaching international students in Indonesian higher education. In narrative research the researcher focuses on studying a single person through the story of his/her experience with a main objective to find out the meaning of the story ([Ary et al., 2010](#); [Creswell, 2012](#)). Data was gathered through spoken or written stories about experiences told by the individual. Then, the researcher and the individual will collaboratively undergo sequencing and re-storying process to understand the meaning of the experience being told ([Ary et al., 2010](#); [Creswell, 2012](#)). In order to conduct the study, a series of research procedure was conducted. It starts from identifying a phenomenon that addresses a problem, selecting an individual from whom the phenomenon can be learnt, collecting the stories from the individual that reflect personal experience, transcribing and re-transcribing the stories, analyzing and sequencing the story, and finally looking for themes ([Ary et al., 2010](#)).

Initially, this study was triggered by a phenomenon of the rapid increase of international students' academic

mobility in Indonesian higher education. Prior to Covid-19 outbreak, strong encouragement from Indonesian government about internationalization agenda was given. As a consequence, more and more international students were coming to Indonesian higher education. This phenomenon leads to questioning challenges especially the ones related to language barriers faced by both international students and their teachers in adjusting to a new academic life. This topic is highlighted as there are many international students who come from various countries with various native languages, in which English is a foreign language. As the students and teachers will heavily rely on English as a medium of instruction during the study, adequate English proficiency to cope with academic discussion is of paramount importance. Unfortunately, it seems that not all of the international students joining the academic mobility program are equipped with it.

The success of academic adjustment of the international students requires active involvement of academic leaders and teachers knowledgeable in internationalization agenda in higher education. Therefore, this research selected a Vice Dean of Academic Affairs Faculty of Cultural Studies Universitas Brawijaya as the individual from whom international students' experience in academic adjustment in higher education can be learnt. Aside from being a vice dean, the research participant is also a teacher of international students studying at the institution. She has been actively teaching and dealing with the international students studying at the institution through various programs, starting from non-degree program, bachelor program, to master's degree program. She also has considerable experiences related to international students that led her to be granted DIES Training Course "Management of Internationalization Indonesia" by DAAD Germany.

Stories from this prominent teacher as the research participant were collected from interviews conducted during close interactions in a period of time. Vast arrays of information related to language barrier that is not only encountered by the international students but also the teacher in Indonesian higher education as well as strategies on how to break the barrier was gathered as the data of this study. The results of the interviews were then transcribed and analyzed to look for elements of setting and existing condition at a certain time to be further sequenced to find out the plot and meaning underlying the story. From this process, some conclusions were made, and some lessons were learnt.

RESULTS AND DISCUSSION

From the analysis of the teacher's story, the researchers identified three main themes concerning the challenges in the academic adaptation of international students with the highlight of language barriers: policy level, classroom setting, and interaction.

Policy Level

The research participant highlighted the policy matter as one of the causes of the language barrier problem that might hurdle the academic adaptation of international students. The process of internationalization of higher education in Indonesian context is progressing slowly because there is no clear grand-design of the plan that mapped the pathways and connected all elements concerning the internationalization, including the major policies and regulations (Kyrychenko, 2018; Sutrisno, 2019). Many universities, then, operate the internationalization with immature planning. Because of that, one of the main problems that emerge along the way of internationalization which also happens a lot in other non-English speaking countries, is the language barrier, that is the lack of English language competence (Abduh et al., 2018; Kyrychenko, 2018). The example of the lack of policy regulating the internationalization in her university is that her university does not yet set standard of English proficiency level as entry requirement for international students.

'There is no standard for the English proficiency... for international students' entry requirement in the uni. That's why, there are many international students from the non-English speaking countries with lack of English communication skills enrolled here. I know that we all are struggling with English and I know that they [international students] are required to learn Bahasa Indonesia, but when there is no prerequisite of certain English proficiency, it will make the situation in class becomes very difficult for the students and the teachers.'

The research participant shared a concern that the absence of the English proficiency requirements at the enrollment is possibly for responding to the government's regulation that internationalization of universities are measured, among others, by the number of international students enrolled.

'Maybe, the reason is also to attract more international students to study here. We have to promote our uni so that we can have more international students to fulfill the contract with governments' in which, among other, university are measured based on certain criteria including the number of international students enrolled.'

The research participant reported that as a teacher and an academic leader she needs feedback from the international students. She then conducted a survey to international students from non-English speaking countries who studied in the university. One of the objectives of the survey is to see the effect of the absence of the requirement of English proficiency in enrollment to find out the students' background experience with English.

'The international students who responded to my survey were 23 students from different faculties in the uni. The result of a survey showed that only 2 students who had ever taken IELTS and 2 others had taken TOEFL. While, the rest of the students were acknowledged to have never taken any of the tests. The interesting thing is that most of the international students do not seem to worry about their English proficiency as most of them are confident

that their English is good. This situation needs to be changed. The uni must regulate the English language proficiency standard soon.'

The research participant also revealed that the international students also had concerns with lecturers' qualifications. This is in line with the study conducted by Ellis and van Aart (2013), which took Australia as its setting, it was argued that there are three most critical concerns about studying abroad. One of the concerns is the qualification of the professors, lessons in different languages, and methods used.

'...in the beginning of their involvement in the classroom learning, the international students usually ask us [the lecturers] for the information on our academic background. They asked for my academic qualification... well where I studied.. like that. When I told them that I earned my doctorate degree from a well-known university in Australia, they seemed to be satisfied.'

Thus, she informs further that higher education institutions need to consider having a regulation or design concerning the lecturers' qualifications for teaching in international programs.

Classroom Settings

The research participant addresses that classroom setting with regard to the composition of the people involved (Guo & Guo, 2017), and their English proficiency level has also contributed to the academic adjustment of international students. The international program offered in the research participant's university is attended by local students and international students. She explains the students' diversity in the program.

'The international program usually consists of students with different background. Some are international students, and the others are local students. The international students can be from English or non-English speaking countries. Some of the local students have completed previous education within English Medium Instruction (EMI), while others attend educational programs in foreign language other than English or in Bahasa Indonesia.'

She also explains the diversity in the lecturers' part.

'The lecturers also have various backgrounds. Some of them have pursued their master and/or doctoral degree overseas and some others completed their education in Indonesia and never been abroad. So, those who study abroad have experiences with international multicultural context, while those who studied in Indonesian context haven't got this kind of experience.'

These dynamics in classroom setting often cause difficulties for international students in adjusting themselves to the academic interaction in class.

'The differences of students' and teachers' English language proficiency, culture and learning backgrounds cause different hopes and assumption from the class interactions. Often there is understanding between teachers' and students or among students about course

expectations, all because of the difficulties in understanding each other due to language barrier.'

Unlike [Ballard and Clanchy \(1991\)](#) who argued that students' English proficiency is often the sole cause of the difficulties faced by students, this study reveals that although it is true, the lecturers' inadequate English proficiency also contributes to the difficulties in the students' academic adjustment.

Interaction

The internationalization of higher education has driven the universities in the non-English speaking countries, including Indonesia, to offer English-medium instruction (EMI) ([Byun et al., 2011](#); [He & Chiang, 2016](#)). The research participant shared her experiences and views of the interaction of the students and teachers in EMI programs in her department. Personally, she is convinced that there is a real challenge in confirming students' understanding about any lesson delivered in English. She explained that her international students wrestled with lessons that are delivered.

'Well, the communication in class is always difficult with students who are coming from non-English speaking countries. But the highest challenge that I experienced was when there were international students in my class who were coming from Libya. Their native language is Arabic, which I don't know,... their English is low and they can only understand very little Bahasa Indonesia. I always needed extra effort to make them understand the material I taught in English. They also struggled very much in understanding the lesson.'

She explained further that the challenge was even escalated for the students and her when dealing with a written assignment. Academic writing is the most demanding task for the international students with a lack of English.

'The writing assignments and thesis are the worst struggle that we had during the pedagogical interaction. Whenever there is written assignment, I always provided one-to-one conference with each of them to discuss in detail about their progress..., but often times was not enough. Therefore, completing assignments on time were considered difficult.'

She also found that the international students' academic adjustment was also hindered by the fact that in classroom interactions, some lecturers and staff cannot speak fluent English. This makes the students could not understand the content of the lecture clearly.

'The international students expressed that language was the most difficult thing they faced to adjust with the academic life. Even worse, some lecturers use Bahasa Indonesia and sometimes Javanese as the language of instruction in the class so that all explanations and presentations were given in Bahasa Indonesia.'

She stated further that these facts in classroom interaction between international students lacking of English and teachers with different English proficiencies and different experiences in international academic context might have caused the students to have concerns with the lecturers' qualification and educational background.

This result is in line with [Ali et al. \(2020\)](#) about the needs of English training not only on students but also the professors and the staff.

CONCLUSION

This study shows that the academic adjustments of international students, especially those from the non-English speaking countries, into Indonesian academic context are often difficult because of the language barrier. The academic adaptation with the focus of language barrier was compounded by the absence of roadmap of internationalization policy in national and organizational levels, less-ideal classroom setting, and not effective interaction within the classroom with the diversity of people involved.

The language barrier, however, also comes from the lecturers who have inadequate English proficiency. This situation imposes more challenges to the international students adjusting to the academic life. Consequently, to help international students with their academic adjustment, it is suggested that the policy on the proficiency of English language should be regulated to be mastered by students and teachers in the international program, the classroom setting should be rearranged to support the academic adaptation of international students, and the interaction between students and teachers in the class needs to be supported by a counterpart for the international students. Apart from that, more exposure on English should be provided within the international program.

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EFL teachers' attitudes and competence in developing HOTS-based formative assessment

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Nowadays, Higher Order Thinking Skills (HOTS) have been a current trend among teachers and researchers. However, there are still a few researchers who investigate HOTS and connect it with language assessment. This case study aimed to examine Indonesian English teachers' attitudes concerning the use of the HOTS-based assessment. This research has been qualitatively conducted to analyze the attitudes towards utilizing the paradigm of HOTS in the creation of good language assessment. The data of this study were collected by using an interview and questionnaire. There are 20 teachers taking part in the study who were purposely selected based on their experience and comprehension of the study's issue. The data of this study were analyzed by using descriptive qualitative. This study revealed that despite several situational constraints, all respondents shared their positive attitude to the principles of HOTS owing to several aspects. Despite the teachers' positive attitude towards implementing HOTS-based assessment, there was still a lack of knowledge about HOTS. This study suggested that more researchers portrayed teachers' competence in developing based assessment in English subject since HOTS is essential in implementing the 2013 curriculum.

Keywords: teachers' attitudes, HOTS-based assessment, formative assessment

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INTRODUCTION

The rapid growth in the 21st century requires individuals to master particular skills, precisely 21st-century skills, to compete globally. As suggested in the "P21 Framework" for 21st-century learning, which numerous stakeholders imagined, qualifications necessary for this century vary from the core subject to innovation, technological skills, to social skills ([P21 Framework Definitions, 2015](#)). The students sitting in classrooms are too different and demanding than in previous decades ([Koh et al., 2015](#)). These millennial and the next generations demand life skills, real-life experiences, application-orientedness, and engagement to help them in this dynamic and robust workplace. Besides possessing excellent content knowledge, individuals must own the demanded skills like decision making, collaborative problem solving, prioritizing, strategizing, and making innovative and creative ideas ([Mishra & Kotecha, 2016](#)). Current students demand those skills because they will be the following human resources for the workforce of the 21st century.

Consequently, schools have to embrace the need to instill HOTS (hereafter HOTS) to prepare the 21st-century workforce since the current schools do not produce a robot that can only remember, recall, understand, and apply the routine steps of main activities (Kadir, 2017). Still, they must create flexible and adaptive human resources that think non-routine or out of the box (Shepard, 2019).

In education, assessment is one of the most crucial components (Köksal & Ulum, 2018). Teachers' assessment is supposed to promote the development of students' HOTS, creativity, and autonomy to accomplish different obstacles relevant to their teaching materials (Wilson & Narasuman, 2020). In other words, the provided assessment should not stop calling up the memorized data or LOTS that aims to stimulate and develop students' HOTS. As a result, they will be ready to face global challenges. The tremendous demand in education to develop the current assessments that aim at HOTS has been confirmed by some scholars (Kamarulzaman & Kamarulzaman, 2016; Wilson & Narasuman, 2020). The scholars stated that it is necessary for a person to face the 21st-century challenge. What's more, it is confirmed by Ahmad (2016), Pretorius et al. (2017), Putra and Abdullah (2019), who asserted that the teachers of any study field need to qualify their students to be professionals based on their field of study. Therefore, there are frequent calls for educational institutions to develop students HOTS through the teaching and learning process and assessment (Mainali, 2012; Schulz & Fitzpatrick, 2016). Due to this issue, a satisfactory assessment is required.

The urgency of integrating HOTS in the teaching-learning and assessment process is also reinforced by the "Programme for International Student Assessment" (PISA) and "Trends in International Mathematics and Science Study" (TIMSS) in which reported that there is a low level of reading, mathematical, and science literacy of learners in Indonesia" (OECD, 2018). Following the evidence, the Indonesian government expected teachers to supply students with HOTS-based assessments appropriate to Bloom's taxonomy (Permendikbud, 2019). Teachers' assessment is supposed to promote HOTS, so the students would meet employee's qualifications or other professional expectations once they are graduated since the condition will prepare them in the competitive era. In an optimal scenario, teachers should supply students with HOTS-based assessments appropriate to Bloom's taxonomy (Permendikbud, 2019).

The current curriculum, 2013 curriculum, has adapted the current taxonomy version of Bloom's revised taxonomy (Anderson & Krathwohl, 2001). The taxonomy is the most widely recognized category to assess thinking skills in education (Singh & Shaari, 2019). Taxonomy is assumed to be beneficial for test items developers to align their questions with the syllabus and learning goals (Krathwohl, 2002). Enacting the six proficiency levels in Bloom's revised taxonomy, the objective of Indonesia's 2013 curriculum is to prepare Indonesians to become religious, productive, creative, innovative, and passionate people who can contribute to communities, nations, and the world's

civilizations (Permendikbud, 2013). Anderson and Krathwohl (2001) released Bloom's revised Taxonomy in 2001. The most significant difference between the original and new versions of Bloom's taxonomy is that the new version has two dimensions: knowledge and cognitive dimensions (Anderson & Krathwohl, 2001). The first three levels of skills are classified as "lower-order thinking skills (LOTS)," while the remaining three are referred to as "higher-order thinking skills (HOTS)" (Brookhart, 2010). Mishra & Kotecha (2016) claim Bloom's revised taxonomy as a reference point to HOTS. Bloom's revised taxonomy can be illustrated in Figure 1:

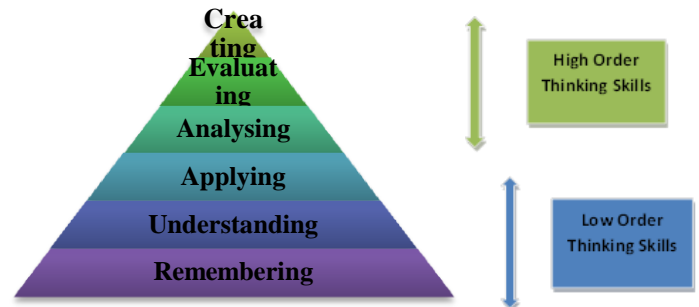


FIGURE 1 | Bloom's revised taxonomy (Mishra & Kotecha, 2016)

In the revised edition of Bloom's taxonomy, thinking skills from lower-order thinking skills to higher-order thinking skills are as follows (Anderson & Krathwohl, 2001). First is "remembering," which refers to the capability to recall specific information from long-term memory. Second, it is "understanding" that includes the ability to construct concepts derived from oral, written, and visual communication, often known as instructional messages. Third, "applying" means the capacity to implement or perform a specific procedure to overcome obstacles and employ knowledge in actual circumstances. Moreover, "analyzing" requires the opportunity to break down a particular issue into its constituent elements and decide how such parts are tied to each other. Furthermore, it is "evaluating" the skill to make judgments based on the current relevant requirements and standards. The last is "creating," which can make coherent information and reorganize the components into a new pattern or structure.

Other than the essence and function of HOTS, to apply this framework proficiently to produce a good language assessment, it is crucial to examine the teachers' attitude towards HOTS, especially HOTS-based assessment. It is essential to investigate the attitude as it is the main factor that endorses the actions and affects teachers' decision making. Marcinkowski and Reid (2019) interpreted attitude as the way people react to their situations or surrounding. Then, their reaction corresponds to the tendency to deliver which actions that they must use. Furthermore, the attitude means psychological predisposition shown by rating a specific entity with some degree of allowing or disallow Eagly and Chaiken (1993). The attitude is a person's tendency to react consistently to the object attitude based on the situation. It commonly specifies a lasting organization of

cognitions and convictions, equipped with an emotional charge to allow or against a defined object, cultivating a consistent action with cognitions and emotions related to the object (Prati et al., 2017). Attitude certainly plays a significant role in initiating a decision-making process. For example, a person who has an attitude tends to decide the reaction of action toward something or a situation. In conclusion, addressed to the meaning of attitudes, it could be concluded that attitude means the individual's tendency to show or deliver behavior. The tendency is obtained from his evaluation of the object or situation.

Typically, many research provided techniques related to how someone's attitude can be studied—the first technique proposed by the earliest experts, [Thurstone and Chave \(1929\)](#). For the researchers who want to learn about human attitude, the scholars provided five techniques, including “equal appearing interval, method of summated rating, social distance scale, cumulative scaling method, and the scale discriminating technique” ([Thurstone & Chave, 1929](#)). The second is the technique offered by [Edwards \(1957\)](#) in which someone's attitude can be measured by the term “method of absolute ranking” that is in the case of each statement or question on the scale, the respondent has to determine the degree of attitude without regard to another item. The most popular model that researchers frequently used to measure attitude is the model proposed by [Eagly and Chaiken \(1993\)](#) in which identifies attitude into three aspects, namely Affective, Behavior, and Cognitive. The affective aspect relates to the feeling or emotion a person has about the attitude object. It depicts agreeable to disagreeable feelings such as like or dislike, feelings and emotions, and physiological reactions ([Gould et al., 2019](#)). Behavior concerns with feelings or emotions a person has about the attitude object. It signifies personal action tendencies in regards to a willingness to do something or not based on situations. Cognitive requires the attitude object from the person's view or knowledge. The cognitive affects attractive to unattractive qualities in which the characteristics of the object and relationships of the object with others influence the attitude.

In this research, the concept of attitude is examined from the teachers' point of view using the model suggested by [Eagly and Chaiken \(1993\)](#), the “ABC” model. The researchers observed teachers' attitudes into the HOTS framework to adequately assess the learning process's output. The teachers' tendency to use the HOTS framework will reveal their cognitive, affective, and conative evaluation of HOTS. Concerning the importance of HOTS in this 21st century and teachers' tendency towards an effective language assessment, the effort to do this research is considered essential in the field that can serve valuable information that could become an insight into the improvement of language learning assessment.

Although there is an urgent need for HOTS-based assessment in this current era, there are still several problems with implementing HOTS in teaching-learning practices, especially in language assessment ([Hashim et al., 2017](#)). Despite the significance of HOTS, in Indonesia, the

level of teachers' understanding of the HOTS concept in teaching and learning activity and assessment are still low ([Utami et al., 2019](#)). Then, many research investigates textbooks, especially for senior high school students concerning HOTS and LOTS questions during the last decades using content analysis based on Bloom's taxonomy ([Anasy, 2016](#); [Atiullah et al., 2019](#); [Köksal & Ulum, 2018](#); [Susandari et al., 2020](#)). They revealed that the distribution of HOTS questions in senior high school textbooks is lesser than LOTS. The reality indicates that EFL instructors also find it challenging to construct HOTS-based questions, which would significantly affect the assessment phase of the teaching-learning process. Educators are the critical contributors to the success of a particular school or education system ([Barnett & Francis, 2012](#); [Jannah, 2018](#)). EFL teachers should be able to encourage their learners to the HOT by delivering HOTS-based questions. Teachers should provide an adequate assessment that covers various cognitive levels to measure students' distinctive abilities. The excellent and suitable assessment should not only assess students Lower Order Thinking Skills. To find a solution to this issue, teachers should promote functional assessment tools to assess students' learning capabilities and critical thinking skills based on the six stages of Bloom's taxonomy.

Even though HOTS has become a popular topic for teachers and investigators in education, there is still little research related to language learning assessment, mainly based on the teachers' points of view. Based on the issues, this research aimed to examine the attitudes of English teachers, especially English teachers in various senior high schools in East Java, while using the framework of HOTS in language assessment. This research is seen as further research from some previous related studies. The main difference is from the study sample that is English teachers in various senior high schools. A good attitude and excellent competence in developing HOTS-based assessments are essential to achieve the goal of the 2013 curriculum. Further, the teachers' competencies in developing HOTS-based assessments were also uncovered in this research. This research is relevant to the current curriculum since, in the newest Indonesian curriculum that is in the 2013 curriculum, teachers are demanded to have the ability to construct HOTS-based assessments to prepare and educate students to be able to face global challenges. Thus, this study is essential to provide some insight to promote HOTS in teaching and learning activities, especially in language assessment. There are two research questions in this study:

- (1) How is the teacher's attitude in developing HOTS-based assessment?
- (2) How is teachers' competence in developing HOTS-based assessment?

METHODS

Research Design

The design of this study is a survey study that is aimed to provide in-depth information about the teacher's attitude and

competence in developing HOTS-based assessment. Because of the "complexity of the setting and the diversity of its participants", [Yin \(2016\)](#) suggested that qualitative study incorporates "collecting, integrating, and presenting data from a variety of sources". In light of this suggestion, the researchers gathered information from respondents by undertaking interviews and analyzing the teacher's questions items. This type of study yields the comprehensive data required to understand teachers' attitudes and competence towards HOTS-based assessment.

Respondent

There are 20 English teachers from different senior high schools in East Java of Indonesia consciously engaged to be the participants in this research. This study used a purposive sampling technique to gather rich data to answer the research questions ([Merriam & Tisdell, 2016](#); [Patton, 2015](#)). The researchers chose heterogeneous participants in which the researchers chose participants who work in four types of schools, participants from both genders, teachers from various senior high schools, and teachers with both bachelor and master degrees to seek comprehensive data. The demographics information of the participants of this study can be seen in [Table 1](#):

TABLE 1 | Demographics Information of the Sample

No.	Types of school	Gender				Years of Teaching X	Degree				N
		M		F			Bachelor	Master			
		n	%	n	%	n	%	n	%		
Under the Ministry of Education											
1.	State Senior High School	2	10	4	20	10	5	25	1	5	6
2.	Private Senior High School	4	20	3	15	8	7	35	0	0	7
3.	State and Private Senior Vocational High School	2	10	2	10	6	4	20	0	0	4
Under the Ministry of Religious Affairs											
4.	State or Private Senior High School	1	5	2	10	3	3	15	0	0	3
Total										20	

Note:

number of participants in each type of school;

% : percentage;

N : The total of the participants

M : Male;

F : Female;

[Merriam and Tisdell \(2016\)](#) claimed that there is no standard fixed sample size for qualitative research. It relies on an "adequate number of participants" required to find the research questions' answers ([Merriam & Tisdell, 2016](#)). They proposed that the sample size depends on achieving saturation in the findings and interview responses; thus, the sample size should be based on the data obtained during the research. The sample size of 20 participants allowed the investigator to collect in-depth data and achieve saturated data ([Patton, 2015](#)). Data saturation means that the author gathered no additional information from the participants' responses to answer the research questions ([Merriam & Tisdell, 2016](#)). The researchers took a sample size of 20 respondents. They were enough to achieve the rich and thick data for the research to be useful for school leaders to make decisions to promote the consistent use of the HOTS-based formative assessment. The participants of this study coded as T1, T2, T3, T4, ...T20 to fulfill the research ethic of research or, in other words, to protect the respondents' identity.

Instrument and Research Procedures

The researchers used a semi-structured interview to ask the formal series of questions to answer the first research question related to teachers' attitudes in developing HOTS-based questions. The researchers employed more open-ended questions, enabled a discussion instead of strictly ask a formalized list of questions to the interviewee

([Creswell, 2012](#); [Merriam & Tisdell, 2016](#)). It was agreed as it allows some freedom for the researchers and the participants to over predetermined questions while maintaining the research's main focus ([Merriam & Tisdell, 2016](#); [Patton, 2015](#)). Then, the researchers also administered a questionnaire to the participants. The researchers used a close-ended questionnaire to support the data. The questionnaires used in this study were created and adapted to the idea of attitude proposed by [Eagly and Chaiken \(1993\)](#) as also used by the previous research ([Siregar & Amalia, 2019](#)). The questionnaires have three scopes, and they are used to analyze teachers' attitudes towards HOTS regarding affective, behavior, and cognitive. Participants were asked to select "yes/no" from a different set of predetermined statements ([Creswell, 2012](#)).

The surveys were distributed via google form to the respondents since using this method, a large amount of data can be collected in a short time from many participants. It took less than 30 minutes to finish the questionnaires and submitted them back in a few days. The data obtained were used as secondary data and employed to confirm the first data from the interview. There are 35 items categorized into three elements based on the attitude model suggested by [Eagly and Chaiken \(1993\)](#), they are affective, behavior, and cognitive. Besides, in the present research, it must be known that to examine if there are any modifications required in the questionnaire's statements and to ensure that all of the

questionnaire statements were easy enough for respondents to comprehend, the questionnaires were consulted to the advanced colleagues to provide more valid, reliable, and credible data. Moreover, the researchers also used formative assessment developed by English teachers in 2020 to analyze their competence regarding HOTS. There are 25 questions of each teacher to be analyzed in this study.

Data Analysis

The researchers analyzed the data from the interview first, then analyzed the questionnaire's data, whose result was used to support the first data. The stage is an essential step that is called triangulation (Patton, 2015). It was meant to attain an accurate credibility degree in this study. In this recent study, the researchers will code the data from the interview manually since it seems a more reasonable method to eliminate errors and inaccuracy. Then, to analyze the data from the questionnaire, the researchers calculated the percentage of the participants' answers to know the percentage of yes and no responses in each item. The content analysis method was also used to analyze the thinking skills represented on the question's items developed

by teachers. The question items were analyzed by using Bloom's revised Taxonomy in which "remembering," "understanding," and "applying" questions are categorized into LOTS, and "analyzing," "evaluating," and "creating" questions are classified into HOTS.

RESULTS AND DISCUSSION

Teachers' Attitude in Developing HOTS-based Assessment

This part presents some gathered findings that widen the orientation compatible with this research's focus regarding English teachers' attitudes into HOTS to prepare the effective assessment. Eagly and Chaiken (1993) mentioned that the attitude model could be divided into three indicators: affective, behavior, and cognitive. The details are explained in some parts, namely English teachers' attitudes towards HOTS presented in Table 2, including a statement of the questionnaire, percentage (%), and the total of participants. The finding also supported by the results of the interview with the participants as follows.

TABLE 2 | Teachers' Attitudes in Developing HOTS-based Assessment

	Statement	%	n
Affective			
1.	I favor the concept of HOTS being infused into the Indonesian curriculum.	90	18
2.	I lean to the notion of HOTS that covers "analysis," "evaluation," and "creation" as the standard of critical thinking.	95	19
3.	I like the concept of HOTS as an English assessment framework.	80	16
4.	I like HOTS as the teaching framework rather than the evaluation framework	80	16
5.	I favor the idea that HOTS were targeting learners to think more critically.	95	19
6.	I like the "analysis" principle, which prepares learners to think critically when they speak English.	85	17
7.	I dislike the "analysis" principle as it complicates the learners during their evaluation step.	15	3
8.	I agree that the "evaluation" principle prepares learners to comprehend the concept deeply.	85	17
9.	I dislike the "evaluation" principle as it seems complicated for us, teachers, and students to accomplish.	10	2
10.	I love the "creation" principle that helps students develop their experience from getting the experiences during the English learning process.	90	18
11.	I dislike the "creation" principle as it seems impossible to accomplish.	15	3
Behavior			
12.	To become a professional English teacher, I should refer to the HOTS concept to evaluate students	95	19
13.	To become a professional English teacher, I should use the HOTS concepts as my students' goal to learn English.	90	18
14.	To become a professional English teacher, I should use the LOTS concepts as my students' accomplishments target to learn English.	10	2
15.	To become a professional English teacher, I should never use HOTS as a reference before evaluating my students' English learning performance.	15	3
16.	To become a professional English teacher, I should make my students embrace critical thinking skills.	80	16
17.	To become a professional English teacher, I intend to enhance my students' capability to criticise the learning process based on the existing criteria.	85	17
18.	To become a professional English teacher, I should intend to improve my students' capability to create something based on their language learning.	95	19
19.	To become a professional English teacher, I should implement the "analysis" principle for the evaluation to prepare my students' ability to reflect and think critically.	85	17
20.	To become a professional English teacher, I should implement the "analysis" principle, which is hugely complicated	15	3
21.	To become a professional English teacher, I should implement the "evaluation" principle to make my students absorb the essence of learning English.	90	18

22.	I will not implement the "evaluation" aspect to become a professional English teacher since the "remembering" aspect is the sole purpose of learning.	10	2
23.	To become a professional English teacher, I should implement the "creation" category to encourage my students to create something as the product of English learning.	85	17
24.	To become a professional English teacher, I should not implement the "creation" aspect as it would be too hard for learners.	10	2
Cognitive			
25.	The infusion of HOTS in English learning assessment to assess critical thinking is ideal.	90	18
26.	The ideology used in English learning assessment should focus on students' capability to memorise what has been learned.	20	4
27.	The standard in English learning assessment should focus on the "application" aspect.	10	2
28.	Applying HOTS as the framework of English learning evaluation is ideal for stimulating students to think deeply and comprehensively understand learned topics.	95	19
29.	Targeting the students to think critically is ideal for evaluating their English learning output as their English knowledge can be used daily.	90	18
30.	The "analysis" category prepares students to open their minds and be critical thinkers to understand the situation or something.	85	17
31.	Critical thinking, which is asserted in the "analysis" category, is less crucial as the primary goal of study English is to improve fluency and accuracy to speak English like a native speaker	15	3
32.	The "evaluation" aspect prepares students to observe and understand deeper the result of their English learning.	85	17
33.	The "evaluation" aspect should only be focused on understanding what has been learned during the English classroom.	5	1
34.	The "creation" aspect prepares students to have English skills as it is the ultimate accomplishment to learn English as an International Language.	90	18
35.	The "creation" aspect, which focuses on building students' ability to create something, will complicate the students' learning process.	20	4

According to [Table 2](#), most of the teachers shared positive attitudes toward the HOTS framework, as shown by their emotions, diffused to their enthusiasm. It is showed in the first indicator that is behavior; in statement number 2, 95% of teachers or 19 teachers out of 20 involved in this research had shared a similar attitude, which is positive. From statement number 5, it appears that almost all participants, which is 95% of participants or 19 teachers from 20, shared the idea that HOTS would make their students embrace critical thinking competence. It is shown in statements number 3 and 4. There are 80% or 16 teachers who claim that they apply this framework for their assessment. This finding is supported by the result of the interview phase that is from participant 3's statement. He stated that supplying students with HOTS is essential in this 21st century to make the students ready to meet global challenges.

Participant 3: *It is essential to equip students with the three principles of HOTS, they are analysis, evaluation, and creation to make them ready to face 21st Century challenges.*

The participant stated that those life skills could be the most effective ammunition for students after they graduate from school or universities, particularly once they face a dynamic situation and challenge nationwide and worldwide. In the early phase of the HOTS assessment, which relates to "analysis," the participants shared a positive attitude, as shown in their expression during the interview and how they fill the questionnaire. 85% of the participants or 17 teachers think that "analysis" in HOTS could stimulate their students

to have critical thinking skills. The interview result of participant 2 supports this finding.

Participant 2: *I prefer to use the "analysis" aspect as one of the HOTS framework standards to analyze something or situation needed to enable students to think critically.*

The participant said that the "analysis" category of HOTS is vital to make the students able to analyze a different situation. As a result, they can develop the critical thinking skills needed to meet globalization demand. The participants also showed positive attitudes in regards to the "evaluation" phases. There are 85% of them or 17 teachers from the total participants, as seen in statement number 8. It is supported by the results of the interviews with participant 4.

Participant 4: *The "evaluation" category of HOTS is suitable for learners to identify their weaknesses and find a way to improve them.*

He stated that HOTS's "evaluation" category is appropriate for the students since it can make them know their weaknesses in the learning process. Moreover, participant 7 also supported the previous participant's idea that teachers should implement evaluation in the teaching and learning process and assessment since it is critical to improving their crucial thinking competence.

Participant 7: *Evaluating is the most needed skill to prepare students to become critical thinkers. Hence, students should be equipped with "evaluation" skills. In other words, teachers have to implement HOTS's category during the teaching and learning process as well as in language assessment.*

The “creation” aspect in the first indicator is seen as the highest cognition level. It is supported by the expressions of participant 9 and 10 in the interviews phase that stated “creation” category of HOTS can make them easier to assess the students’ HOTS because it is in the form of products that generated by students.

Participant 9: *I appreciate HOTS's principles as it supports teachers in accessing their students' works and achievement. The reason is that those principles will be in the products' forms. Furthermore, those principles can trigger students' creativity.*

Participant 10: *I like the “creation” category of HOTS since it can make me easier to evaluate the "products" of my students as the "creation" aspect related to the product produce by students. It can also stimulate the students to be creative and innovative as it is crucial to embrace this 21st Century era.*

There are 90% of the participants (18 teachers), as mentioned in statement number 10, who agrees that students accomplish their learning process once they can generate the material as a whole. That is the stage where participants' positive attitudes were demonstrated. Their reasons were those steps or principles that would build their students' experiences based on their absorbed knowledge.

The next indicator is behavior. According to [table 2](#), 95% of teachers or 19 participants intend to use HOTS in their assessment, as proved in statement number 12. There are also 90% of the participants or 18 teachers from the total participants in this study in statement number 13, who agree that to become a professional English teacher, they have to implement the HOTS concept as a student's accomplishment target in learning English. Most participants want to help their students achieve HOTS as the expression of participants 2 and 4 who stated that implement HOTS could be a way to improve their communication, collaboration, creativity, and, more importantly, self-confidence competence faces this era.

Participant 2: *This is a desirable learning method as HOTS covers the must-have skills in this 21st century. Hence, educators need to prepare their students with some skills required for their future life.*

Participant 4: *I believe that by implementing HOTS, teachers will enable students' critical thinking skills. Besides, it will help students communicate better, collaborate, be creative, and more importantly, be confident to face this era.*

Although most participants agree that HOTS is needed to equip the students for having a good performance to satisfy the expectations of the employers, some participants stated that HOTS-based questions could not be implemented in the classroom if students' cognitive skills, reading comprehension, and critical thinking are low. There are 10% or 2 teachers who stated that they want to use the Lower-Order Thinking Skill (LOTS) as their class achievement target, as shown in statement number 14. The finding also demonstrated in the questionnaire result, in statement number 15, in which there are 15% or 3 teachers who stated that they would never use HOTS before they know students'

language competence. The result is also supported by the interview result of participants 5 and 6.

Participant 5: *The HOTS implementation to assess the learning process has not been ideal in Indonesian, including the English learning process. The leading cause is because the HOTS teaching framework has not been conducted well in Indonesia.*

Participant 6: *Before we implement HOTS both in teaching and learning process and assessment, we are as a teacher has to make sure that our students have good reading comprehension, cognitive skill, and critical thinking skills. They are the most vital considerations EFL teachers should make before developing HOTS-based questions or implementing HOTS in teaching and learning.*

The last indicator is cognitive. As mentioned in the table above in statement number 25, 90% of the participants, or 18 participants from all participants, expressed their shared perception of how ideal the HOTS infusion in assessing their students' critical thinking is. Their positive response can also be seen in statements number 28 and 29 (95% and 90%). This finding also following the expression of participant 1, 6, 8, and 10 who claims that targeting learners to think critically, creatively, and innovatively is the best accomplishment to assess their performance since that skill can be used to solve problems in daily lives. Participant 1 also agrees that the HOTS embodied in the Indonesian curriculum, the 2013 curriculum, is the best framework to equip learners with 21st-century skills, 4Cs skills.

Participant 1: *The injection of HOTS in the Indonesian curriculum to equip students with 21st Century skills, especially in learning assessment, is the right step.*

Participant 6: *Targeting students to think creatively and critically is a perfect accomplishment in assessing their English learning performance as their English skills can be applied in everyday life.*

Participant 8: *The "evaluation" concept trains learners to thoroughly understand and analyze their language learning experiences.*

Participant 10: *The "creation" concept will certainly build students' abilities to produce something.*

From table 2 above, it can be seen that the majority of participants, 85% of them or 17 teachers, as shown in statement number 30, affirmed that it is the core to make students think deeply about something or when they face a situation in the dynamic world. There are 85% of participants or 17 out of 20 participants, as shown in statement number 32, who claims that the “evaluation” aspect can prepare learners to observe and understand deeper during their English learning activity. There are also 90% of the participants or 18 of the teachers, as shown in statement number 34, in which they believe the “creation” aspect can make the students creative and innovative to produce something.

Teachers' Competence to Design HOTS-Based Formative Assessment

This part displays and discusses the result of the 20 sets of test questions created by the participants of this study in the

academic year of 2020. The researchers analyzed 500 multiple choice questions developed by 20 teachers in which each teacher made 25 items. Table 3 below shows a more

detailed result of the study, indicating the percentages and the total of questions represented HOTS and LOTS.

TABLE 3 | The Cognitive Skills Represented in the Test Items Developed by Teachers

Participants	LOTS				HOTS				N				
	R		U		Ap		An			E		C	
	n	%	n	%	n	%	n	%	n	%	n	%	
T1	6	24	7	28	10	40	2	8	0	0	0	0	25
T2	10	40	8	32	7	28	0	0	0	0	0	0	25
T3	6	24	11	44	7	28	1	4	0	0	0	0	25
T4	5	20	13	52	5	20	1	4	1	4	0	0	25
T5	9	36	11	44	5	20	0	0	0	0	0	0	25
T6	7	28	5	20	13	52	0	0	0	0	0	0	25
T7	6	24	6	24	12	48	1	4	0	0	0	0	25
T8	6	24	8	32	10	40	1	4	0	0	0	0	25
T9	8	32	6	24	9	36	2	8	0	0	0	0	25
T10	12	48	9	36	4	16	0	0	0	0	0	0	25
T11	9	36	11	44	5	20	0	0	0	0	0	0	25
T12	9	36	9	36	7	28	0	0	0	0	0	0	25
T13	10	40	7	28	8	32	0	0	0	0	0	0	25
T14	10	40	7	28	8	32	0	0	0	0	0	0	25
T15	11	44	8	32	6	24	0	0	0	0	0	0	25
T16	8	32	10	40	7	28	0	0	0	0	0	0	25
T17	8	32	6	24	9	36	2	8	0	0	0	0	25
T18	8	32	9	36	7	28	1	4	0	0	0	0	25
T19	9	36	10	40	6	24	0	0	0	0	0	0	25
T20	8	32	9	36	8	32	0	0	0	0	0	0	25

*n = the total of questions that represented each cognitive skill

**N = the total of all questions of each teacher

*** % = percentage of questions

****T1 to 20 = teacher

Note:

- C : Create
- E : Evaluate
- An : Analyze
- Ap : Apply
- U : Understanding
- R : Remember

Refers to the results displayed in Table 3 above, it indicates that the categories of Bloom’s revised taxonomy reflected in the test items developed by teachers are "remembering," "understanding," and "applying." On the contrary, the HOTS category reflected in the test items produced by the participants in this study were only "analyzing" and "evaluating" categories. The "analyzing" category was created by 11 teachers with the least percentage among other categories. The "evaluating" category was constructed by 1 participant with a percentage of 4% or only 1 question of 25 questions.

It can be seen that the most category that is used by teacher 1 is the skill of "applying" with 40% or 10 questions. For teacher 2, the cognitive skill mainly used is "remember" with 40% or 10 items. Bloom's taxonomy's second most used category is "understanding" with 32% or 8 questions and "applying" with 28% or 7 items. Teachers 3

to 5 (T3 to T5) produced LOTS categories questions mostly used in their test items. The "understanding" category percentage is 44%, 52%, and 44%, respectively, or 11, 13, and 11 questions. The least category used by the three teachers is the "analyzing," "evaluating," and "creating" category. Then, the next teachers are teachers 6 to 9 (T6 to T9), have constructed questions which have "applying" category as the most category that is used in the test items with the percentage of 52%, 48%, 40%, and 36% or 13, 12, 10, 9 questions respectively. Teacher 10 (T10) has constructed questions with the "remembering" category as the most category used in his test items with a percentage of 48% or 12 questions. Teacher 11 used the skill of "understanding" in his question's items with a percentage of 44% or 11 questions. Teachers 12 to 15 (T12 to 15) employed "remembering" skills as the most frequently used category in their questions. Teachers 16 to 20 also applied LOTS categories in their test items, "understanding" and "applying."

Based on the results of this study, most of the teachers shared positive attitudes toward the HOTS framework. Most of the teachers shared positive attitudes toward the HOTS framework. The attitude was evaluated and gained based on the judgments delivered to the three principles of HOTS, namely: "analysis," "evaluation," and "creation." The positive attitudes towards HOTS are also in line with the interview result of all participants in this study. As shown in the first indicator, the affective indicator, most participants put their interest in using three principles of HOTS, and they are "analysis," "evaluation," and "creation." The three principles are used as a foundation to think critically.

Most of the teachers prefer to use this framework in their teaching methods.

The finding of this study is in line with the statement of [Barnett and Francis \(2012\)](#). They have explained the role of teachers to support the success of a specific educational system. English educators should encourage their learners to the HOTS through teaching and learning practices and deliver HOTS-oriented questions. [Butakor and Kwame \(2016\)](#) declared that educators must enhance their content mastery to improve the students' HOTS in teaching-learning activities. Still, they also have to understand HOTS and how they can be involved in the classroom setting. The researchers stated that an educator is the prominent success donor of a particular education system.

Refers to the result of the early phase of the HOTS assessment that relates to "analysis", the participants show a positive attitude. The finding is in line with the study conducted by [Kamarulzaman and Kamarulzaman \(2016\)](#). It is also aligned with the statement of [Anderson et al. \(2001\)](#). They stated that on this cognitive level that is "analysis", students could absorb the knowledge on the cognitive level, break down the situations into components, recognize non-stated assumptions, and identify motives. They also asserted that learners at the lowest HOTS level could decompose the material into constituent parts and acknowledge how the details are internally related to one another's overall structure.

Positive attitudes are also demonstrated by the participants of this study related to the "evaluation" phase. They realize that the "evaluation" category would help students develop their English knowledge and comprehend the information. Furthermore, this cognition level enables learners to judge based on the available criteria and standards. For this reason, [Razmjoo and Kazempourfard \(2012\)](#) affirmed that learners could criticize and consider the value of the knowledge they had learned at the evaluation level.

Regarding the third principle of HOTS, the "creation" phase, the participants also showed positive attitudes. The participants think that with this cognitive level, students can find a solution to improve their abilities. The cognitive level could train learners to make supportive activities based on their newly acquired information ([Kadir, 2017](#)). The participants think that students are superior if they can produce materials components to build a novel whole. They stated that since the concept would be in the form of students' products, it will make it easier for instructors to evaluate learners' efforts and achievements. Furthermore, the learners' inventiveness is included in this concept.

The second indicator is behavior. As the teachers showed respect towards the HOTS framework, this indicator mainly focused on uncovering the English teachers' probability of using this framework in their professional teaching experience. Hence, the finding revealed that most teachers or participants in this research expressed a positive attitude towards HOTS for assessing students' English language learning output. The finding is also supported by the interview results, as can be seen in the transcription above. Most of the participants agree that this cognitive level will make students can express and support opinions

by articulating decisions on facts, the value of concepts, or consistency of performance according to some criteria.

In contrast, some participants stated that HOTS-based questions could not be implemented in the classroom if students' cognitive skills, reading comprehension, and critical thinking are low. This finding is in line with the idea of [Dwyer et al. \(2014\)](#), who claims that students have to have comprehension skills first before they can think critically. In other words, they have to have LOTS first before they can step to the stage of HOTS. Although some participants expressed that HOTS is not ideal, most of the participants apprehend that the three principles in HOTS are suitable for building critical thinking skills for students in Indonesia, especially in this 21st century. More importantly, the capability to think strategically, reflect, and implement the absorbed knowledge in any situation in life is seen as the leading indicator of competency and can even be applied to any discipline and profession ([Conklin, 2012](#)). Therefore, this is essential to use the HOTS framework for any learning assessment.

The third indicator is cognitive. The finding indicates that most participants express their positive cognition towards HOTS principles, promising English language assessment. It can be showed by questionnaires results and the expression of participants in interviews. The HOTS framework was seen as a potential framework to be used as it can investigate and assess students' English competence. Almost all participants proclaimed that teaching students to have critical thinking ability is the quintessential objective to teach English since they would use English during classroom activities and in their daily lives. Furthermore, the participants accentuated that the HOTS, especially the "creation" principle, could prepare students to learn English proficiently. That is in line with the statement of [Siregar and Amalia \(2019\)](#), who stated that the "creation" aspect would be their ultimate accomplishment when teaching English as an international language.

The positive cognitive was shown from the participants' attitudes related to the "analysis" principle. This cognition level could make students evaluate options before making decisions ([Alzu'bi, 2014](#)). Secondly, critical thinking as the result of doing the "analysis" would help students ask questions to their teachers and people in the community and help them be better students and society members ([Dwyer et al., 2014](#); [Mainali, 2012](#); [Zohar, 2006](#)). Connected to other HOTS levels that are "evaluation" can also be seen in the table above. That "evaluation" of the participants' positive cognition can be shown in some staple reasons, including that the item was acceptable to apply since it would encourage learners to think about their options before making a judgment or decision. The teachers also believed that learners' capacity to evaluate themselves in terms of gained knowledge in class would allow them to know about their weaknesses and strength during the learning activity. Hence, as expressed by participants in the transcription above, learners would be less likely to misinterpret information and make errors if they did so.

Based on the data of this study related to the participants' competencies in designing HOTS-based formative assessment, the data showed that participants experience

difficulties in creating HOTS-based formative assessment. Some previous studies also analyzed HOTS-based questions, especially in Indonesia, like the study of [Anasy \(2016\)](#), [Atiullah et al. \(2019\)](#), [Susandari et al. \(2020\)](#), [Utami et al. \(2019\)](#), and [Zaiturrahmi et al. \(2017\)](#). Then, there are some previous studies in which investigate HOTS in a high-stakes assessment that is National Examination in Indonesia, such as [Ahmad \(2016\)](#), [Putra and Abdullah \(2019\)](#), and [Ramadhana et al. \(2018\)](#). Most of them supported this study's finding that almost all of the questions developed by teachers are still represented LOTS.

According to the result displayed in [Table 3](#), it can be inferred that, while the proportion of each skill of each teacher varied, the similarity is, the most skills depicted on the questions are the category of "remembering," followed by "understanding," and "applying" category in which they are categorized into LOTS. From the table above, it is clear that the level of HOTS reflected in the test items developed by teachers is only the category of "analyzing." In contrast, the "evaluating" and "creating" category is the least that almost all participants use. From the six categories of Bloom's revised taxonomy, questions that are categorized into "remembering," "understanding," and "applying" are at the top, compared to the questions that are categorized into "analyzing," "evaluating," and "creating." Although the teachers have a positive attitude towards implementing HOTS-based assessment, their competence in developing HOTS-based assessment is still low. This finding is in line with the study of [Utami et al. \(2019\)](#), who stated that most English language educators still have not fully understood HOTS's whole concept yet. Furthermore, the answer to the first research questions explains that the educators had agreed that HOTS implementation in the learning and teaching activities, including assessment, is essential. They believed that HOTS was urgent to cultivate and become Indonesian students' fundamental skills to face the 21st-century era.

Finally, educators understand that students' HOTS can be advanced by assisting them with a good classroom activity, including providing them with HOTS-based assessment. They stated that the activity could enable them to engage in the thinking process that requires HOTS. The result can be assumed that the teachers have good behavior and awareness about the importance of HOTS. Yet, the teachers still have lack understanding and knowledge about HOTS. This situation could affect HOTS's employment in the classroom, as [Feng \(2014\)](#) asserts that the educator's knowledge of HOTS was essential to assure their students' learning success. [Seman et al. \(2017\)](#) stated that not understanding HOTS will be unable to master HOTS. The teachers' lack of knowledge on HOTS will also be directed to creating effective instruction and applying it for a classroom activity. Hence, the correct HOTS concept will influence the proper teaching and learning instruction and assessment.

CONCLUSION

This study was conducted to investigate senior high school teachers' attitudes and competence towards HOTS. It found that all English teachers expressed a positive attitude towards HOTS and seen it as the most effective assessment. It was demonstrated in their judgments of the HOTS framework and their affective, behavioral, and cognitive aspects. As seen in the affective aspect, the participants show a positive attitude toward HOTS implementation. In the behavioral aspect, the respondents expressed a positive attitude toward substantiating the HOTS as the standard for their students to accomplish their English language classes in their careers. In terms of the cognitive facet, all teachers expressed their enthusiasm for implementing the HOTS basic tenets in light of their prospects for furthering English language assessment. It was seen as having the capacity to become the guideline for examining and evaluating learners' present English skills and competence.

Another, despite the positive attitude towards HOTS's employment in assessment, the teachers' competence in developing HOTS assessment is still low. This research is seen as a fundamental framework for the teachers to improve their English teaching perseverance. It can be used as a teacher's reference to amending their assessment quality. Furthermore, HOTS's implementation of the knowledge courses or training should be conducted progressively for English teachers, both pre-service and in-service teachers, to improve their knowledge to implement HOTS, particularly in English language study.

Ultimately, further research in the contemporary environment is needed to combine with other data collection techniques and instruments, such as class observation and teachers' reflective journals, to better comprehend teachers' competencies in developing HOTS assessment. Furthermore, more specific types of assessment such as formative assessment or summative assessment are highly suggested to see more detail about teachers' knowledge in developing HOTS-based assessment in both types of assessment.

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Difficulties in using correct English prepositions among EFL students

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The objectives of this study are to find out the reasons of the problem related to using correct English prepositions and find some solutions. The participants were ten students at levels seven and eight, at the Faculty of Sciences and Arts. The researcher used the Descriptive Statistical Method and collected the data via a written test as the main research tool. The data were then analyzed quantitatively. The results were as follows: Saudi students faced problems with using the correct prepositions after certain verbs. Students encountered difficulties in identifying the correct prepositional phrase. Students experienced the same problem with the use of English prepositions in writing tasks and in daily communication. The recommendations of this study are that students need to revise the use of English prepositions in general and need more practice in the use of prepositions after certain verbs. They also need to make a greater effort to use English prepositional phrases in their written work. Regarding writing courses, students need to focus more on the use of prepositions in general. Curriculum designers need more attention about teaching prepositions in their textbooks and curriculums.

Keywords: First Language L1, Second Language L2, First Language, Second Language

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INTRODUCTION

Learners of English as a Foreign Language (EFL) need to master four basic skills in English. Due to globalization and the increased use of English in education, communication, business and entertainment, correct writing and fluent communication in English are skills that are in high demand at present. Writing is the most difficult and complex skill for EFL learners to acquire. According to, [Choudhury & PGCTE \(2013\)](#) he said, "the four-core language skill are listening, speaking , reading and writing where writing is obviously the most difficult skill for second and foreign language learners to master".(p.27). Saudi EFL learners experience problems with the use of correct prepositions because some of them do not exist in their first language (L1), which is Arabic. There are many reasons for the misuse of prepositions, one of which is the lack of practices them in curricula. Furthermore, many prepositions do not have rules governing their use, while others have different functions, which lead to problems with using them correctly.

According to [Lindstomberg \(1991\)](#), [Lorincs \(2012\)](#), there are many reasons why prepositions are found to be difficult for English learners, some of these reasons relate to the properties of prepositions in English and to the difference between the properties of prepositions when compared to the learners L1. (p 225-236). Moreover, some prepositions collocate with verbs, nouns, and adjectives to convey various meanings, while the differences in the use, number, and meanings of prepositions in Arabic and English also lead to difficulties in finding the equivalence prepositions between the two languages. This study attempts to answer the following questions: 1- Do Saudi students as EFL use prepositions after certain verbs accurately? 2- Do Saudi students as EFL use prepositional phrases correctly? The following hypotheses are proposed: 1- Saudi students as EFL can identify the appropriate prepositions to use after certain verbs. 2- Saudi students as EFL use English prepositional phrases correctly. The significance of this study the researcher investigated the problems that occur when attempting to use English prepositions correctly in the hope that this would enable students to correct their mistakes and to pay attention to the accurate use of English prepositions, as well as to encourage students to practice using English prepositions. This study also fills the gap in previous studies that have concentrated on the use of specific prepositions in general terms.

While reviewing Saudi university students' tasks, the researcher noticed that the students experienced difficulties with using English prepositions, as the students made numerous mistakes in prepositional use in their written work and when communicating. Saudi students focus less on practicing the use of English prepositions in their communication and writing tasks.

Prepositions are words that are used before or after nouns or pronouns to show the relationship between them in the sentence. Many scholars and researchers have defined prepositions: [Castro \(2013\)](#) defined "prepositions as words that show the relationship between two words in a sentence". (p.97-108). Also, [Seaton and Mew \(2007, p. 132\)](#) define "preposition as a word that connects one thing with another, showing how they are related. They assert that it is usually followed by a noun or pronoun". (p.132). According to, [Cowan \(1983\)](#) stated "preposition as a group of word that indicates relationship between the object of preposition and some other words in the sentence". (p.281). In addition, [Yates \(1999\)](#), "The word "preposition" has a straightforward definition: a word placed before a noun or pronoun to define its relationship with another word in the sentence.". (p.5).

Thus, a preposition is a part of speech that is placed before nouns or pronouns to indicate place, direction, source and so on, as well as to show the relationship of a noun or pronoun to other words in a sentence; as [Wren and Martin \(1999\)](#) stated, 'The preposition is a word placed before a noun or a pronoun to show in what relation the thing denoted by it stands in regarding something else' (p. 106). Another author, [Riyanto \(2012\)](#), described prepositions as follows: 'Prepositions are words that use with a noun or pronoun that are placed in front of them to show a relation between these

words with another part of the sentence'. The English language has a vast number of prepositions that fall under different categories:

1. Place: I will go to London this week.
2. Time: I will be there at 7.00 O'clock.
3. Direction: After they arrived, Ali went to the north.
4. Agent: The lecture was studied by her.
5. Instrument: The plumber fixed the pipe with a hammer.

Moreover, prepositions can be categorized as simple or complex. Simple prepositions include 'in', 'on', 'at', 'for', 'off' and the like, while examples of complex prepositions are 'instead of', 'because of', 'as far as' and 'on behalf of'. According to [Kofi \(2010\)](#), 'English has 60 to 70 prepositions, a higher number than most other languages' (p.297). Furthermore, [Stageberg \(1981\)](#) stated that 'prepositions are words like of, in, on, at and to which are usually followed by a noun, noun phrase, personal pronoun, or noun substitute called the object of the preposition' (p. 169), while [Huddleston \(1984\)](#) stated that "prepositions are the subtlest and a set of small words that are of a closed class in the English language' (p. 336).

[Walker \(1982\)](#) considered that a 'preposition is a word that shows a relationship between a noun or pronoun and other parts of the sentence' (p. 123), while [Wishon & Burks \(1980\)](#) add, "connective words that show the relationship between the nouns following them and one of the basic sentences elements: subject, verb, object, or complement." (p.285) the famed linguist [Randolph \(1985\)](#) stated that '[a] preposition expresses a relation between two entities, one being that represented by the prepositional complement' (p. 673).

The current study focuses on prepositions that follow certain verbs (in, on, at, of, for and from), and on prepositional phrase such as 'from time to time', 'by air', 'by bus', 'concentrate on' and 'believe in'. In these compounds, the prepositions are linked into more than one word, but have a single function. As shown in [Table 1](#), many verbs are followed by specific prepositions.

A prepositional phrase consists of a preposition followed by a complement to form a single constituent. The supplement can be a noun, a pronoun, or a clause. Prepositional phrases are used by English speakers in general and by EFL students in writing and daily communication. In Saudi schools, teachers ignore the teaching of prepositional phrases because the curricula do not touch on this aspect, and it is difficult to teach students the correct meanings. Thus, to allow EFL students to communicate confidently in English, prepositional phrases need to be taught appropriately at schools because EFL students are unable to grasp the meanings of prepositional phrases easily.

Saudi EFL students experience problems with the use of prepositional phrases because they have specific uses, as well as due to the differences between Arabic as the L1 and English as the L2. Many authors have defined the word 'phrase'; according to [Biber \(2003\)](#), '[a] phrase may consist of a single word or a group of words.

Phrases can be identified by substitution that is, by replacing one expression with another, to see how it fits into the structure' (p. 38), and according to the researcher '[p]repositional phrases mostly consist of a preposition followed by a noun phrase, known as prepositional complement. The preposition can be thought of as a link relating the noun phrase to preceding structures.

Similarly, [Warriner \(1958\)](#) stated that '[a] prepositional phrase is a group of words beginning with a preposition and ending with a noun or pronoun (P.211).

Forms of Prepositional Phrases

1. Preposition + noun(s): at a hospital, from Saudi Arabia.
2. Preposition + pronoun(s): with her, for you and him.
3. Preposition + gerund(s): by swimming, for dancing.
4. Preposition + clause(s): about what Mona needs, the girls who love you.
5. Preposition + object: with her sister.

TABLE 1 | Shows Some Verbs Follow by Certain Prepositions

Verbs followed by specific prepositions	Verbs followed by specific prepositions	Verbs followed by specific prepositions
from	to	off
<i>separate</i>	<i>listen</i>	<i>colour</i>
<i>graduate</i>	<i>talk</i>	<i>school</i>
<i>escape</i>	<i>reply</i>	<i>limits</i>
<i>prohibit</i>	<i>add</i>	<i>duty</i>
<i>borrow</i>	<i>agree</i>	<i>work</i>
<i>retire</i>	<i>object</i>	<i>site</i>
<i>suffer</i>	<i>happen</i>	<i>the radar</i>
<i>hinder</i>	<i>respond</i>	<i>the record</i>
<i>prevent</i>	<i>talk</i>	<i>the wall</i>
<i>infer</i>	in	<i>the shelf</i>
<i>escape</i>	<i>persist</i>	<i>the map</i>
<i>abstain</i>	<i>believe</i>	<i>the point</i>
<i>protect</i>	<i>involve</i>	<i>insist on</i>
<i>resign</i>	<i>participate</i>	<i>focus on</i>
<i>recover</i>	<i>arrive</i>	<i>count on</i>
<i>rescue</i>	<i>result</i>	<i>play</i>
<i>stem</i>	<i>succeed</i>	<i>work</i>
<i>save</i>	<i>specialise</i>	<i>congratulate</i>
<i>hide</i>	with	<i>concentrate</i>
of	<i>trust</i>	for
<i>approve</i>	<i>help</i>	<i>excuse</i>
<i>stream</i>	<i>comply</i>	<i>care</i>
<i>stand</i>	<i>coincide</i>	<i>pray</i>
<i>hear</i>	<i>confuse</i>	<i>pay</i>
<i>hope</i>	<i>tamper</i>	<i>search</i>
<i>remind</i>	<i>associated</i>	<i>which</i>
<i>think</i>	<i>acquaint</i>	<i>long</i>
<i>cure</i>	<i>deal</i>	<i>scold</i>
<i>compose</i>	<i>cover</i>	<i>ask</i>
<i>convict</i>	<i>confront</i>	<i>ready</i>
<i>desire</i>	<i>compare</i>	<i>work</i>
<i>Get tire</i>	<i>agree</i>	<i>wish</i>
about	<i>discuss</i>	<i>wait</i>
<i>dream</i>	<i>charge</i>	<i>vote</i>
<i>concern</i>	<i>cluster</i>	<i>blame</i>
<i>forget</i>	at	<i>ask</i>

<i>know</i>	<i>point</i>	<i>apologies</i>
<i>think</i>	<i>look</i>	<i>apply</i>
<i>boast</i>	<i>aim</i>	<i>admire</i>
<i>care</i>	<i>peer</i>	<i>prepare</i>
<i>argue</i>	<i>smile</i>	<i>blame</i>
<i>worry</i>	<i>laugh</i>	<i>head</i>
<i>protest</i>	<i>stare</i>	<i>Fear</i>
<i>decide</i>	<i>glance</i>	<i>fine</i>

TABLE 2 | Some Prepositional Phrases

Some Prepositional Phrases		
on	in	off
call	the 21 st century	school
business	particular	work
the newspaper	the afternoon	air
schedule	the evening	duty
a diet	March	the record
the record	decline	site
The freeway	danger	the shelf
credit	focus	the wall
the beach	need of	the radar
behalf of	the news	the record
at	under	for
issue	the ground	love
hand	the bed	good
First sight	the table	the benefit
the outset	the bridge	the restof
high speed	repair	hire
large	stress	life
last	arrest	the time being
the end	suspicion	a good cause
heart	pressure	certain
midnight	by	nothing
Out of	birth	the time being
service	car	sale
order	train	once
context	bus	example
doors	aeroplane	the moment
duty	taxi	from
data	force	experience
reach	law	memory
fashion	nature	now on
control	mistake	time to time

The Use of Prepositional Phrases

1. A Prepositional Phrase used as an Adverb.

A prepositional phrase that modifies a verb, an adjective or an adverb is called an adverb phrase, and provides information about when, where, why, how, to what extent or how far. As [Warriner \(1958\)](#) stated, 'When a prepositional

phrase tells when, where, how, how much, or how far the action of the verb takes place, then it is used as an adverb and is called an adverb phrase'. Examples are 'Ali usually swims in the swimming pool' and 'He travelled to London on foot'.

The prepositional phrase that modifies a verb, adjective, or adverb is called an adverb phrase. It tells when, where, why, how, and to what extent or how far. [John \(1958\)](#) stated, "When a prepositional phrase tells when, where, how, how much, or how far the action of the verb takes place, then it is used as an adverb and is called an adverb phrase". Examples

- (1) Ali usually swims in the swimming pool.
- (2) He travelled to London on foot.

2. Prepositional Phrases used as an Adjective.

When an adjective is used to describe a noun or a pronoun, it can do so via a prepositional phrase, and answers questions pertaining to what kind or which one. For example, 'Ali from Makkah ate two green apples' and 'The cats on the rug are white'.

There are many previous studies and researchers have discussed prepositions in relation to EFL in different countries. Some examples are provided below. [Ibrahim \(2017\)](#), the study adopted a descriptive, analytical, and quasi-experimental method. The sample consisted of 40 students at Posha Academy in the first semester of the academic year 2017 – 2018. The researcher used a test as a tool to collect the data, which were analyzed using SPSS. The study's findings revealed that most of the students encountered problems when using prepositions of time and proposed the following recommendations: Curricula designers should pay more attention to prepositions when designing syllabuses. Teachers should provide students with intensive exercises including prepositions. Students should pay more attention to English in general and to prepositions. Teachers should employ effective teaching techniques to help students improve in this area.

[Almahameed \(2016\)](#), Jordan, the researchers used a test consisting of fifteen sentences in this study of a sample of 53 students in the first to fourth academic years that were majoring in the English language. The study's results showed that Jordanian learners of English encountered moderate difficulty in learning the three uses of prepositions; this difficulty was ascribed mainly to L1 interference as opposed to intralingual interference. The findings also revealed that the participants found prepositions of standard most difficult to learn, followed by prepositions of accompaniment and prepositions of possession.

[Herdi and Andriana \(2017\)](#), Indonesia. This research implemented a quantitative research design using a survey. The sample population was first-year students in the English Education Department, and the results of the study showed that the average score for the students' ability to use prepositions of direction was 66.47. In conclusion, the students' knowledge of using prepositions of direction was categorized as 'fair'.

[Al-Aidroos et. al \(2008\)](#), Shandi University –Sudan. "Error Analysis of the use of prepositions in English writing skill". The study applied analytical and descriptive method, the study population includes teachers and students English Language department at University of Shendi, Faculty of arts. The sample of the study includes 10 teachers and

28 students, the study tools are questionnaire and test. The researcher used the percentage for analyzing data and come up with the following results: these prepositions are problematic, students assume that prepositions are easy, and prepositions aren't given enough efforts in teaching, also recommendations come out as follow: prepositions should be included in the syllabus of the university, teachers should give enough effort for teaching prepositions and students should be motivated and be aware of learning prepositions.

[Elkhadiri and Khouya \(2019\)](#), University South Korea. The researchers used three tests for different tasks with a sample of 80 Moroccan third-year university students. The study's finding proved that Moroccan students experienced extreme difficulty with the use of the English locative, as they made many mistakes in their attempts to place the five targeted prepositions in the correct places. The research revealed that Standard Arabic could facilitate learning when the prepositional systems of English and Arabic shared some similarities.

[Al-Yaari et. al \(2013\)](#), Saudi Arabia. The researchers used a questionnaire to test the participants' ability to translate the English prepositions of time and place at, in and on. The sample consisted of 50 senior students of both sexes (25 males and 25 females) who were studying at the Department of English, College of Arts, King Saud University. The findings revealed that Saudi EFL students experienced problems related to use and usage when translating simple English prepositions into Arabic. There were also significant differences in the performances of males and females, as the females scored higher marks than did the males. These findings suggest that the acquired skills and abilities involved in translation appear to be more strongly activated in the English-Arabic tasks performed by women compared to men.

In summary, most of the studies conclude that there are problems with prepositional use in general. Most of the participants made mistakes when using prepositions of time, in, on and at. Moreover, they did not know the rules for using these prepositions correctly, and the numerous differences between English and Arabic prepositions led to much of the confusion and misuse. The present study fills the research gap in studies that have addressed the problems with using English prepositions by focusing on English prepositions of place and time.

METHODS

The researcher used the statistic analytic method in this study; a written test was used to collect the data, which were then analyzed via SPSS.

Sample for the Study

The sample for this study consisted of ten Saudi University students who were majoring in English Language at the English Department at Albaha University in Almandag, Saudi Arabia.

The students were in levels seven and eight, were aged between twenty and twenty-two, and all of them spoke Arabic as the L1 and English as the L2.

Instrument of the study

The researcher used one tool, which was a written test, to collect the students' data. The test was divided into two parts: In part one, the students were given certain verbs and were required to write down the correct prepositions that followed them. In part two, the students were given certain verbs, nouns, and adjectives, and were required to write down the suitable prepositions to produce the correct prepositional phrase (see [Appendix 1](#)) for a sample of the written test). The researcher then corrected the tests according to the rules of English.

Procedures

The students given a test on two worksheets and asked to write down the prepositions that followed certain English verbs randomly in the first sheet (part one). Also, they were asked to write down the prepositions that follow certain prepositional phrases in the second worksheet (part two) please check [appendix 1](#). The researcher corrected the students' tests and analyzed the results via SPSS.

Limitation of the Study

This study was limited to ten students at the English Department in the Faculty of Sciences and Arts at Albaha University in Almandag. It took place during the first semester of the academic year 2020-2021.

Data Analysis

The data in this study were collected from ten Saudi university students at the English Department, Faculty of Sciences and Arts in Almandag during the first semester of 2020- 2021. The researcher used the descriptive statistical method, which is a method that analyses, describes, and organizes the collected data in different graphs, tables, and charts. In this study, the researcher used a written test to collect the data, which were then analyzed via SPSS. The researcher corrected the students' tests worksheets, each correct answer got two marks in both part 1 and 2. The total of part1 is 100 marks and part 2 too. The following section describes the results of the data collection.

TABLE 3 | Results for the Prepositions in, on, at and of

Options	in		on		at		of	
	Student's No	%	Student's No	%	Student No	%	Student No	%
Correct	1.6	16	1.4	14	2.4	24	1.8	18
Wrong	8.4	84	8.6	86	7.6	76	8.2	82
Total	10	100	10	100	10	100	10	100

The following [table 5](#) contained the last three prepositions tested in this study. They were into, with, and to. The first preposition into scored 28.0% correct answers, this result means 2.8% of the total result, and 72.0% were wrong answers, this shows 7.2% were wrong answers. The second prepositions which targeted 12.0% were correct

RESULTS AND DISCUSSION

Verbs Follow by Certain Prepositions Results

The researcher selected 50 verbs and asked the students to write down the correct prepositions that follow them. [Table 3](#) below presents the students' results for four prepositions, namely 'in', 'on', 'at' and 'of'. Five verbs, trust, specialize, involve, implicate, and succeeded, were examined in relation to 'in'. As can be seen in the table, 1.6% of the students provided correct answers for the preposition 'in', which means that 16.0% and 8.4% provided incorrect answers, thus accounting for 84.0% of the total answers. The following five verbs were examined in relation to the preposition 'on': decide, congratulate, keen, base and concentrate. As [Table 3](#) shows, 1.4% of the students provided correct answers, which means that 14.0% and 8.6% of the students provided incorrect answers, thus indicating that 86.0% of the total answers were incorrect. The third preposition was 'at'; as shown in the table, 2.4% of the students provided accurate answers, which means that 24.0% of the total answers were correct; however, 7.6% provided incorrect answers, which means that 76.0% of the total answers were incorrect. The last preposition was 'of'; as can be seen in the table, 1.8% of the students' answers were correct, accounting for 18.0% correct answers, and 8.2% of the students accounted for 82.0% of the incorrect answers. The total results for all the previous prepositions were 18.0% correct and 82.0% incorrect answers (see [Figure 1](#)).

Three prepositions were examined in [Table 4](#), namely 'for', 'from' and 'about'. The preposition 'for' scored 24.0% correct answers, accounting for 2.4% of the total students' answers, while 76.0% of the answers were incorrect; this accounts for 7.6% of the total number of students. The second preposition examined in this group was 'from', which received 22.0% correct answers, accounting for 2.2% of the total answers, while 78.0% answers were incorrect, accounting for 7.8% of the total answers. The last preposition in this part was 'about', for which 6.0% answers were correct; this represents 0.6 % of the students. However, 94.0% of the answers were incorrect, representing 9.4% of the total answers (see [Table 4](#)). Regarding the overall results for all three prepositions, 6.0% of the answers were correct and 94.0% were incorrect, as shown in [Figure 1](#) below.

answers, this indicates 1.2% of the total result and 88.0% were wrong answers, which represents 8.8% were wrong answers of the total students' number. The last preposition in this part was to which scored 24.0% were correct answers, this denotes 2.4% for the total students' number and 76.0% were wrong answers, this means, 7.6% of the total students.

Overall, of these three prepositions were 24.0% correct answers, and 76.0% were wrong answers.

See [table 3](#) below for details and [figure 1](#) for more details.

TABLE 4 | Results for the Prepositions for, from and about

Options	for		from		about	
	Student's No	%	Student's No	%	Student No	%
Correct	2.4	24	2.2	22	0.6	6
Wrong	7.6	76	7.8	78	9.4	94
Total	10	100	10	100	10	100

TABLE 5 | Results for the Prepositions into, with and to

Options	into		with		to	
	Student's No	%	Student's No	%	Student No	%
Correct	2.8	28	1.2	12	2.4	24
Wrong	7.2	72	8.8	88	7.6	76
Total	10	100	10	100	10	100

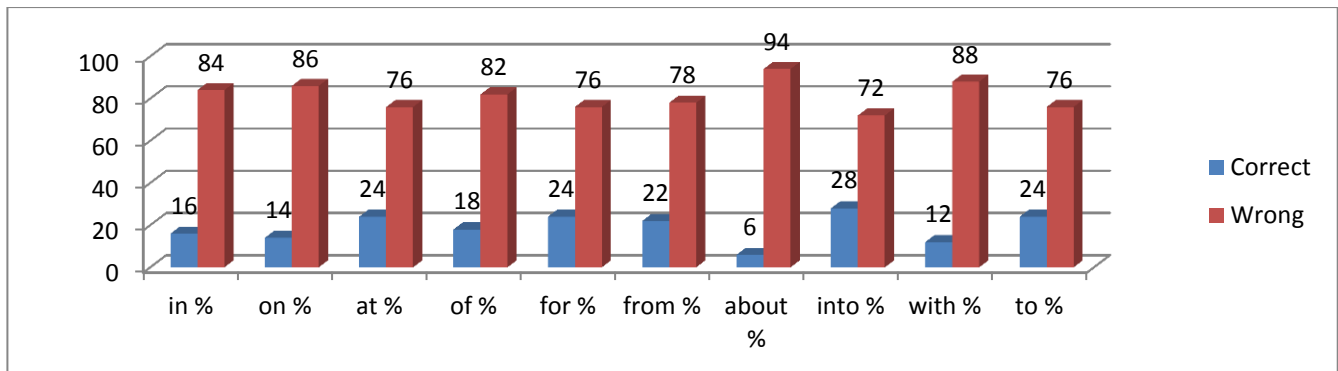


FIGURE 1 | The Total Results for Ten Prepositions (in, on, at, of, for, from, about, into, with and to) that Follow Certain Verbs

Results for the Prepositional Phrases

The Saudi students' use of prepositional phrases using ten prepositions in this part. As shown in [Table 6](#), the first prepositional phrase, 'in', received 3.0% correct answers, thus accounting for 30.0% of the correct answers. However, 7.0% of the students' answers were incorrect, which indicates that 70.0% of the students' answers were incorrect. The prepositional phrase including 'on' received 1.2% correct answers, meaning that 12.0% of the students answered correctly. However, the score for incorrect answers was 8.8%, which indicates that 88.0% of the students' answers were incorrect. The prepositional phrase including 'at' received 0.4 % correct answers, which indicates that 4.0% of the answers were correct. However, the score for incorrect answers was 9.6%, which means that 96.0% of the answers were incorrect. The prepositional phrase including 'for' received 2.2% correct answers, which indicates that 22.0% of the answers were correct. However, 7.8% of the answers were incorrect, which means that 78.0% of the students provided incorrect answers. Overall, the results for these four prepositions were 22.0% correct and 78.0% incorrect answers. See [Table 6](#) for more information.

The next table presents three prepositions that were tested in combination with the prepositional phrases; the prepositions were 'for', 'from' and 'about'. As can be seen in [Table 7](#), the first prepositional phrase included 'for', and received 1.4% of the correct answers, thus accounting for 14.0% of the total responses. The second prepositional phrase included 'from', and the results were as follows: 1.4% of the students provided correct answers, which indicates that 14.0% of the answers were correct. However, 8.6% of the students provided incorrect answers, which means that 86.0% of the students' answers were incorrect. The last prepositional phrase included 'about', and accounted for 2.8% of the correct answers, which indicates that 28% of the students' answers were correct. However, 7.2% of the students' answers were incorrect, which means that 72.0% of the students selected incorrect answers. See [Table 7](#) below for more details.

TABLE 6 | Percentages for the Prepositional Phrases including in, on, at and for

Options	in		on		at		of	
	Student's No	%	Student's No	%	Student's No	%	Student's No	%
Correct	3	30	1.2	12	0.4	4	2.2	22
Wrong	7	70	8.8	88	9.6	96	7.8	78
Total	10	100	10	100	10	100	10	100

TABLE 7 | The Second Group of Prepositional Phrases, which included for, from and about

Options	for		from		about	
	Student's No	%	Student's No	%	Student's No	%
Correct	1.4	14	1.4	14	2.8	28
Wrong	8.6	86	8.6	86	7.2	72
Total	10	100	10	100	10	100

The third group included the prepositional phrases 'into', 'with' and 'to'. For the prepositional phrase that included 'into', 0.8% of the students provided correct answers, which indicates that 8.0% of the students' answers were correct. However, 9.2% of the answers were incorrect, which means that 92.0% of the students provided incorrect answers. For the second prepositional phrase, which included 'with', 2.0% of the students provided correct answers, which indicates that 20.0% of the total answers were correct.

However, 8.0% of the students provided incorrect answers, which represents 88.0% of the total answers. The last prepositional phrase included 'to'; 1.6% of the students provided correct answers, accounting for 16.0% of the total answers. However, 8.4% of the students provided incorrect answers, which means that 84.0% of the students' answers were incorrect. [Table 8](#) shows the results for the prepositional phrases that included 'into', 'with' and 'to'. The general results for all the prepositional phrases are presented in [Figure 2](#) below.

TABLE 8 | The Third Group of Prepositional Phrases, which included into, with and to

Options	into		with		to	
	Student's No	%	Student's No	%	Student's No	%
Correct	8	8	2	20	1.6	16
Wrong	9.2	92	8	80	8.4	84
Total	10	100	10	100	10	100

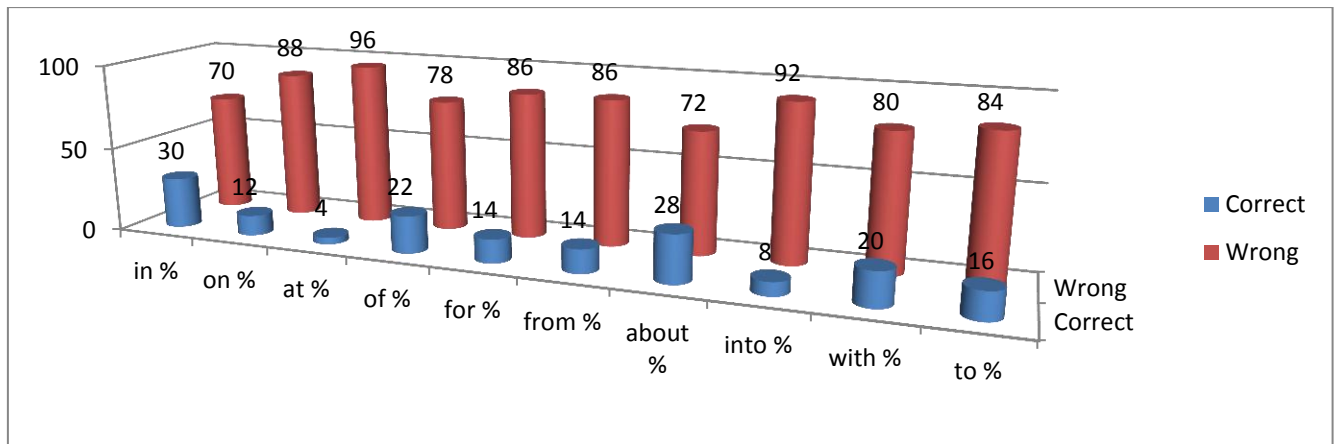


FIGURE 2 | The total results for the ten prepositional phrases that included in, on, at, for, by, under, out of, from, without and to

The first hypothesis in this study was that Saudi students as EFL can identify the appropriate prepositions to use after

certain verbs. To test this hypothesis, ten prepositions were chosen and divided into three groups.

The students were given 50 verbs and were asked to provide the prepositions that followed them. The first group included four prepositions, namely 'in', 'on', 'at' and 'of'. The results were as follows: The preposition 'in' that was to be matched to the words trust, specialize, involve, implicate, and succeed received 30.0% incorrect and 70.0% correct answers. The second preposition, 'on', was tested in combination with the following words: decide, congratulate, keen, base and concentrate, resulting in 12.0% incorrect and 88.0% correct answers. The third preposition, 'at', was tested in combination with the following words: smile, laugh, stare, peer, and point, and received 4.0% correct and 96.0% incorrect answers. The last preposition in this group was 'of', which was tested in combination with consist, think, remind, convict, and accuse; the result was 22.0% correct and 78.0% incorrect answers.

The second group included the prepositions 'for', 'from' and 'about'. The results were as follows: The preposition 'for' received 14.0% correct and 86.0% incorrect answers, while the preposition 'from' received 14.0% correct and 86.0% incorrect answers. The last preposition, 'about', received 28.0% correct and 72.0% incorrect answers. The third group included 'into', 'with' and 'to'. The results were as follows: The preposition 'into' received 8.0% correct and 92.0% incorrect answers, while the preposition 'with' received 20.0% correct and 80.0% incorrect answers. The last preposition in this group was 'to', which received 16.0% correct and 84.0% incorrect answers. The overall result for the first hypothesis was that Saudi students in the English department failed to achieve the target score of 50 marks in all three groups examined. These results indicate that the Saudi students could not identify which prepositions to use after certain verbs; hence, the first hypothesis was not supported.

The second hypothesis was that Saudi students as EFL use English prepositional phrases correctly. The study investigated three groups of phrases; the first group included 'in', 'on', 'at' and 'for'. The results were as follows: 'in' received 30.0% correct and 70.0% incorrect answers, while 'on' received 12.0% correct and 88.0% incorrect answers. The preposition 'at' received 4.0% correct and 96.0% incorrect answers, and the last preposition in this part, 'for', received 22.0% correct and 78.0% incorrect answers. The second group included the 'for', 'from' and 'about', and the results were as follows: 'for' received 14.0% correct and 86.0% incorrect answers, 'from' received 14.0% correct and 86.0% incorrect answers, and the last preposition in this part, 'about', received 28.0% correct and 72.0% incorrect answers. The last group of prepositional phrases included 'into', 'with' and 'to'. The preposition 'into' received 8.0% correct and 92.0% incorrect answers, the preposition 'with' received 20.0% correct and 80.0% incorrect answers, and

the last preposition, 'to', received 16.0% correct and 84.0% incorrect answers. In summary, the students' scores for the three groups were all below 50 marks. These results indicate that the Saudi students did not use the English prepositional phrases correctly; hence, the second hypothesis was not supported.

In this study the researcher investigated ten prepositions, the first group were in, on, at and of. Their final scored as follow; the preposition in 30.0% correct and 70.0% were wrong answers. The preposition on 12.0% correct and 88.0% wrong answers. Also, at scored 4.0% correct and 96.0% wrong answers. The last preposition in this group was of the final scored 22.0% correct and 78.0% wrong answers. The first problem that faced Saudi students in this study, English and Arabic Prepositions are different in number and their structure. Also, prepositions in both languages do not have certain meaning and usage. This agrees with ([Alwreikat & Yunus, 2020](#)) stated "in process of learning English preposition, Jordanian EFL learners justifiably attempt to relate them to the lesser number of Arabic prepositions and to Arabic structure. Therefore, the first problem for these learners lies in the point that not every Arabic preposition has a fixed equal in English and vice versa, secondly, not every preposition in both English and Arabic has a fixed usage and meaning, demonstrating time or space."

The second group in this study was three prepositions: for, from and about. The preposition for scored 14.0% correct and 86.0% wrong answers, and from scored 14.0% correct and 86.0% wrong answers. The last preposition in this group was about which scored 28.0% correct and 72.0% wrong answers. By looking to the overall results, the students faced this problem due to some prepositions do not exist, or do not have equivalent in their (L1). But other prepositions may have. This point agrees with ([Almahammed, 2016](#)) he arrived at the result that "English language prepositions can be grouped as complex prepositions which do not exist or have equivalent in Arabic or one-word prepositions (simple prepositions) that might have an equivalent in Arabic. It is important to mention that many prepositions in English language cannot be treated as prepositions in Arabic". Also, one of the problems that experienced students that English prepositions have different meaning, and this depend on the context. As [Lornicz and Gorden \(2012\)](#) indicated that "there are several factors why English prepositions are found to be difficult for learners of English. First, English prepositions are "polysemous" which means that a lot of them can have a variety of meanings depending on context".

In the third group three was prepositions into, with, and to. The preposition into scored 8.0% correct and 92.0% wrong answer. Also, preposition with recorded 8.0% correct and 92.0% wrong answers. The last preposition in this group

was to which gained 16.0% correct answer and 84.0% wrong answer. Using and mastering preposition in the daily life conversation is a problem to some Saudi university students. Because some prepositions do not have certain rules and functions too. This point relied by the researcher, and this agree with [Swan \(2005\)](#) stated "Prepositions do not accept new words easily, but they have notoriously polysemous behaviors in sentences. They are difficult to learn as most of them have different functions and they do not have many rules to help in choosing the right prepositions in a particular context". They combine with other parts of speech to express new meanings, and they participate in idiomatic expressions.

To conclude, by looking to the results of all these prepositions, this study answered the study's questions; do Saudi students as EFL use prepositions after certain verbs accurately? And do Saudi students as EFL use prepositional phrases correctly? In addition, it approved the hypotheses too. Saudi students as EFL can identify the appropriate prepositions to use after certain verbs. And Saudi students as EFL use English prepositional phrases correctly.

CONCLUSION

In conclusion, this study aimed to shed light on Saudi university students' problems with using correct English prepositions. This problem faced some students in their writing and communication at faculty of Sciences and Arts in Almandag. The study reviewed the shortcomings the use of English prepositions based on the students' results and revealed that Saudi university students experienced problems with the correct use of English prepositions following by certain verbs and in the use of prepositional phrases. The study also answered the main research questions in this study.

Based on the results and conclusions of this study, the following recommendations are suggested: Students need to revise the use of English prepositions in general. They need more practice in using prepositions after certain verbs. Students need to focus more on including English prepositional phrases in their written work. Regarding writing courses, students need more lessons that focus on the general and specific uses of prepositions. Curriculum designers need more attention about teaching prepositions in their textbooks and curriculums.

The researcher suggests the following topics for future research: To what extent can EFL curricula solve the problems pertaining to the correct use of English prepositions? The importance of accurate prepositional use in writing. To what extent can the correct use of English prepositional phrases assist students to improve their writing skills and communicative abilities?

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APPENDIX 1

This test is designed to achieve the goals of this study: Difficulties of using Correct English Prepositions among Saudi EFL Students at Albaha University. The test divided into two parts.

Part one: verbs follow by certain prepositions.

Write the correct preposition in front of the following verbs

recover _____	2- cut _____	3-decide _____	4-pray _____	5- split _____
6- contribute _____	7-trust _____	8- fight _____	9- consist _____	10- care _____
11-congratulate _____	12- feed up _____	13- speak _____	14- worry _____	15- keen _____
16- think _____	17- wait _____	18- protect _____	19- belong _____	20-associate _____
21-escape _____	22- forget _____	23- remind _____	24-base _____	25- wish _____
26-specialise _____	27- break _____	28-scold _____	29-invlove _____	30- stem _____
31- smile _____	32-laugh _____	33-reply _____	34-quarrel _____	35-implicate _____
36- cover _____	37-convict _____	38-stare _____	39- crash _____	40-divide _____
41-accuse _____	42- peer _____	43-concentrate _____	44- vote _____	45-differ _____
46-succesed _____	47- listen _____	48- agree _____	49- point _____	50- dream _____

Part one model answers

in	on	at	of	for	from	about	into	with	to
7- 26-29	3-11-	31-42-32	16-41-	17-28	1-21	22-34	2-27	12-8	6-47
35-46	15	49-38	37-23	44-4	18-30	14-10	39 -5	36-48	13-33
	24-43		9	25	45	50	40	20	19

Part two

Write the correct prepositional phrase in the following.

1- _____ least	2- _____ purpose	3- _____ regulation	4- _____	5- _____ of breath
6- _____ stress	7- _____ fear of	8- _____ break	the age of	9- _____ experience
10- _____ the	11- _____ real	12- _____ the best of	13- _____ sea	14- _____ memory
15- _____ date	16- _____ the north	17- _____ now on	18- _____ approval	19- _____ accident
20- _____ midnight	21- _____	22- _____ demand	23- _____ the	24- _____
25- _____	doubt	26- _____	27- _____ ship	purpose
28- _____ love	29- _____	30- _____ the	duty	suspicion
31- _____ foot	32- _____	33- _____	34- _____	35- _____
36- _____ control	37- _____	38- _____	39- _____	40- _____
41- _____ the	42- _____ heat	43- _____ date	44- _____	45- _____
46- _____ luck	47- _____ chance	48- _____ risk	49- _____	50- _____
			treatment	certain

Part two model answers

in	on	at	for	by	under	Out of	from	without	to
22-32	31-10	1-4-20	11-28	13-46	3-6-33	5-24	9-14	8-21-37	12-15
34-44	38-2	42-48	50-35	19-47	49-25	43-41	17-29	26-40	16-23
45	18		7	27		36	39		30



Investigating learning outcome based on a model of English teaching of Indonesian elementary students

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This research aim of this study is to develop a model of teaching English for Indonesian elementary students. This developmental research consisted of five key procedures: analysis of need, model design, development, implementation, and evaluation. In the model development, two treatments were conducted to test the model. In the evaluation, a pre-test and post-test were administered to see the effectiveness of the model and the instructional materials in enhancing the English achievement of the students. The subject consisted of three school headmasters, three English teachers, and the fourth graders of three elementary schools in Makassar city. The teaching model consisting of four main stages: pre-activity, presentation, practice, and evaluation considers three main aspects: the language skill, language performance, and pedagogic aspects. The result indicates that the English teaching model is successful in enhancing the students' achievement in English and learning interest. In its form, the teaching model is flexible; it helps teacher write instructional materials, write lesson plans, teach, and analyze the teaching and learning process. The standards in the field support the model and the teaching of students.

Keywords: Teaching model, research and development, English achievement, elementary school students

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INTRODUCTION

In 2018 National examination questions in Indonesia started using Higher Order Thinking Skills (HOTS), a derivative of learning methods that Benjamin Bloom ignited through the theory of "Bloom's Taxonomy". Indonesian elementary school teacher has to do a lot with implementing it. Schools will develop syllabuses for each subject, and teaching and learning process lesson plan. The implementation of education is important for creating the smart and human generation. ([Training & Tidar, 2019](#)) suggest that Indonesia's education objectives are to increase the ability of students.

[Kirkpatrick \(2016\)](#) stated the materials produced by the teachers, school head masters, and school commission in a teacher forum supervised by the school's educational stakeholders. The school curriculum enables the schools to build their own ability and teachers to articulate their learning goals. In this case a lot of changes are given to regions and schools to chances and improve different educational implementations based on the ability, situation and need of the region and the learning condition of the students.

The curriculum requires teachers to be able to design syllabus write lesson plans, write instructional materials, use appropriate teaching technique or methods, and to develop models of teaching and learning effectively. The English learning outcome of the national assessment needs improvements at any educational level in Indonesia. [Ellis and van Aart \(2013\)](#) asserted that academic, culture, and university services are the major considerations in studying abroad. The academic concerns professors, courses delivered in foreign language, and instructional methods employed. The culture, on the other hand, includes the location of the city in which the university resides, and its atmosphere. Then, the university services involve help desk, counseling, accommodation and assimilation activities.

Research performed by the International Students Assessment System (PISA) and the Progress in the International Reading Literacy Survey (PIRLS) revealed that reading comprehension of Indonesian elementary education students in the lowest rank globally. PISA 2015 announced that reading comprehension of Indonesian students of elementary education was very low. The program ranked Indonesia 62nd out of 72 countries observed; PISA 2018 ranked Indonesia 74th out of 79 countries; PISA 2019 ranked Indonesia 72nd out of 77 countries; PISA 2019 ranked Indonesia indicated that the average scale score 396 (2015) of Indonesian, 371 (2018) of Indonesia score and 396 (2019) of Indonesian rating was 4th grade was 481 – average was 500, slightly lower Indonesia's ranking. The achievement of Indonesian elementary education students reading English needs development.

Thus this study focus on developing a model of teaching English for elementary students, since this study is developmental study consisted of five main procedures: need analysis, model design, development, implementation, and evaluation. In the model development, two treatments were conducted to test the model.

This program was designed to assess the students' academic performance on average in each region. PISA is coordinated by OED (The International Cooperation and Development Organization). Mathematics, Science, and Reading Ability were tested. [OECD, 2013](#) claimed that many students, especially disadvantages, hold lower ambitions than would be expected given their academic achievement. On average across OECD countries, only seven in ten high-achieving disadvantaged students reported that they expect to complete tertiary education, while nine in ten high achieving advantaged students reported. Nation has a different number of samples; the OECD estimates that there are 600,000 students from 79 countries studied worldwide at PISA. Taking exam questions in Indonesia so far, he said, have levels of difficulty below PISA which is already focused on HOTS. It is because the founding OECD countries (the body holding PISA) have adopted the Bloom taxonomy scheme in their own right.

However the Indonesian curriculum does not apply the program at all, except for national exams. According to data from the PISA assessment, it has been shown that the reading comprehension of Indonesian students is weak in other research findings ([Syatriana, 1998](#); [Mardiana, 1993](#);

[Hamra & Syatriana, 2010](#); [Hamra, 2012](#)). The low achievement results from several factors: teachers, students, parents, learning environment, methods for teaching and learning, teaching media. The affective factors: mood, desire, behaviors influence the achievement in English. Critical thinking has been described on a general level as a collection of capabilities or cognitive skills related to logical analysis and argument assessment ([Hamra, 2012](#)). The attitude of students towards a language will influence the achievement of the language. ([Syatriana, 2016](#)), readers are required to convey the central message of the text suggesting that "if we really want to encourage positive reading attitudes or at least minimize negative attitudes (feelings), we need to be mindful of the present attitude of the students." Attitude is the general feeling and the focus is in the specific field of the feeling. It is a really disturbing feeling. It is a positive attitude towards someone or something.

[Bas & Bas \(2012\)](#) claimed that confidence in reading affect students' reading comprehension. Reading has been described in a variety of ways to explain the process of what happens when one reads and how one comprehends a text. The importance of the interest of the reader in fostering the desire to read encouraging and guiding the reading comprehension. The importance of the interest of the reader in fostering the desire to read encouraging and guiding the reading." On the other hand, the reading process may also improve the read interest of the reader. The interest is a tendency of the soul that helps the realization of an action or behavior, expression or statement, and a person's reaction or participation to something or a particular activity that can arouse pleasure. Reading interest influences the reading comprehension of students.

[Noortyani \(2018\)](#) claimed to trigger students' reading interest, reading activity should be designed in a favorable way, not in the sense of utilitarian reading for examination or score, so the love of reading can be instilled gradually. ([Kirkpatrick, 2016](#)) stated in academic settings, from secondary to postgraduate instruction, second language students face mainly academic settings, from secondary to postgraduate instruction, second language students face many challenges, ranging from the need for a large academically oriented vocabulary to the ability to communicate, is one of the importance of reader's interest in promoting ability to read and directing reading." On the other hand, teaching and learning process of reading can also develop the reading interest of the students. In some modern schools, effective reading leads to the effective learning, developing interest in learning should enjoy priority, children should be provided with various kinds of modern facilities in order to create a relaxing, interesting, active and real language learning environment ([Melendy, 2008](#)). For students, habit of learning is started from a motivated thing to do for example habit of finding main ideas and details in reading.

Increasing student motivation is a way of increasing the interest and achievement the problem certainly must receive attention from language researchers considering the negative

impact it highly brings to the learning outcomes ([Mantasiah, Yusri, & Jufri, 2019](#)) since motivation is very important in learning, different efforts should be created especially in designing instructional materials and applying appropriate teaching strategies. Good instructional materials and teaching strategies implemented by teachers can influence the learning achievement and motivation of students.

In implementing the curriculum center, schools must develop their own school curriculum by specifying the school's educational goals, structure and the content, schedule, and syllabus for each subject. Modeling and instructional materials should be prepared based on the characteristics of school and students in order to meet the objective of this subject.

English is a foreign language in Indonesia, and it should be taught according to the teaching rules of a foreign language. Teaching English as a foreign language is different from teaching Indonesian as a first language. In Indonesia, for many Indonesian students. English can be the second, third, or fourth language. The lack of English speaking outside of the classroom makes EFL teachers more demanding. Successful teaching of English is closely related to the teachers instructional materials, the lesson plan prepared and implement.

It is believed that the language output or skills (listening, speaking, reading, and writing) and language competence are affected by several factors, such as learning motivation, the use of teaching technique, classroom engagement, intellectual awareness of students, instructional content, assessment, teacher involvement in teaching, etc. These are the learning environments which the teachers can monitor. Those were considered by this research as significant factors in design of teaching model to improve student learning outcome.

Research Questions

The description above originates some research questions:

- What kind of teaching model is sufficient to boost English achievement for Indonesian elementary school students?
- What is the effectiveness of the teaching model? How does the teaching model work?
- What is the students' interest in using that model?

METHODS

Research Methodology

This developmental research consisted of five steps in its creation: study, design, creation implementation, and evaluation (formative and summative evaluations) The researcher believes that using literature as a resource in ELT tool, may enhance the reading literature which is one of the best ways to encourage the writer in the learners ([Tasneen, 2010](#)).

Subject

The subject consisted of 90 elementary school students (ES) and three elementary school teachers from three elementary

schools in Makassar in Academic year 2018/2019.

Procedure

Analysis of the needs as an integral part of evaluative review of English content, primarily textbooks, requires giving sufficient attention in all English language learning contexts. ([Rashidi & Kehtarfard, 2014](#)).

Treatment

Instructional resources based on the teaching model were structured to see the model's usefulness for treatment purposes. Two tests were conducted to determine the model's the primary aim of the first treatment was to review the content, instructional prototype, consistency and team work and to enhance the process of teaching and learning. The second treatment was performed to see the students' actual effectiveness of the model and the learning effect, and what value the students' had in applying the model. The changes were related to the model development by action testing approach in the first and second treatment, and the learning behavior of the students was monitored and improved in the model development process.

Instrument

The research instruments consisted of reading test, questionnaire, evaluation, and review of focus group discussion. Using concise and inferential statistics quantitative data was analyzed. The motivation of the students' has been qualitatively analyzed. Documentation such as the school curriculum, competence level, basic skills, syllabus, and the lesson plans were addressed in terms of the content.

The instructional design guided of the methods, the quality of the presentation in formative assessment: listening, speaking, reading, and writing, linguistic skills and performance, teaching process. The method for making use the language determined the collection, graduation, presentation, and repetition ([Nunn & Toms, 2009](#)), said efforts were limited in sand could not be part sections and unable to show expressions in terms of the model design. Observations were performed to see the teaching result, a reading test was conducted to see reading achievement of the students, and an interest questionnaire was conducted to explore the use the teaching model use.

RESULTS AND DISCUSSION

Need Analysis

Survey through interview and observation with the fourth year students suggested that the ability to listen, speak, read, and write was far from what they expected ([Sönmez, 2019](#)), define the purpose of the needs analysis is to identify the target language teaching/ learning needs in order to design an effective curriculum. The program requires them to be able to speak English, but most of them could not speak English. Most of them were unable to explain their school, listen to a very clear summary of their class, read with understanding of certain sentences, and phrases, and write good sentences or very short paragraphs.

On the other hand, they wanted to speak English, listen to simple detail about their classroom in English, read about their classroom's simple explanation and write very simple sentences. Students need to develop the language skills (listening, speaking, reading, and writing).

Survey through deep discussion with the English teachers showed that the students need further language skills related improvements. There issue was due to key factors: (1) instructional reading materials did not agree with the curriculum, (and (2) the English learning interest of the students was low. Furthermore, the elementary English teachers lacked socialization and workshop on the curriculum implementation. The instructional materials did not include the themes or subjects, and certain roles did not with the curriculum.

Observations conducted at the three schools were shown that the teacher teaching methods have been monotonous. Monotonous teaching did not improve the students' interest in learning and learning outcomes. Too much talking dominated the teaching of the teachers. Current motivated strategies were neglected so that the students were boring and noisy. Most of the instructional materials did not go with the curriculum. The syllabuses and lesson plans were not prepared well so that they need improvements in relation to the material development.

The educational national standard is based on the definition of the competency level and the basic competences of English as a local subject at elementary school. The skill covers four main skills: listening, speaking, reading, and writing. Curriculum-based English plays a central role in in the student academic, social, and emotional development, and offers strong support for learning a subject in school. Students should be able to understand themselves, their culture, and the other cultures through English at school. Additionally learning English lets students communicate some ideas or emotion, engage in a group and use their basic analytical and creative skill.

English is a language used in both the spoken and written modes of communication. Communicating involves knowing the written forms, communicating facts, emotion, ideas or opinion while at the same time being able to use them to e grow science, technology, and culture. In other words, in the four abilities communication is the ability to address and understand the written and the spoken language: listening, speaking, reading, and writing. The four skills are used to build community-based discourse.

Thus, the English teaching is directed toward ability growth, so the graduates can communicate in English. Students with an educational level are able to use a language to serve their everyday lives, such as reading newspaper, documents or books; students with an information level are able to access knowledge or language skills: students with epistemic level are able to communicate their knowledge. The aim of English teaching at elementary school is to allow students to reach the usable level they are able to communicate in the simple spoken and written forms of English in their everyday lives at school and at home, Exposing students with great deal of English can allow them to better understanding target language (Sukirmiyadi, 2018). They should be aware about the importance of English in the

global competition. English for communication at elementary school develops the four language skills.

English Subject at Elementary Schools

School teacher or English teachers teach the English subject at the high school. Many English teachers at elementary schools in Makassar graduated from university with an English department bachelor degree. Elementary schools offer English as a local subject because English is related to knowledge and science development. Most textbooks in Indonesian libraries and new scientific findings from different fields of study were written in English. English as an international language is taught from elementary schools to universities. Learning English include understanding native speaker culture, making many world mates ad expanding their global awareness. (Shah-Wundenberg, Wyse, & Chaplain, 2013) Comprehension encompasses abilities to recognize words promptly and efficiently, develop and use a wide range of recognition vocabulary, engage a variety of strategic processes and underlying cognitive skills, interpret and evaluate texts matching reader targets and English at the three elementary schools. Many English teachers were given workshops to introduce the curriculum, but some did not.

English Syllabus

The teachers are often required also to write their own instructional material, but in factual most all of them are not able to write their own instructional materials. They are planning to choose from different publishers. A model of teaching at the elementary school was developed based on the focus group discussion among the elementary school teachers. The teaching model was based on the national curriculum and whole physical response concept. The instructional materials for elementary school students were designed in relation to need identification of the materials, exploration of the need, contextualization of the materials, pedagogical realization of the materials, material production, and the use of the materials (Hamra & Syatriana, 2012).

Lesson Plan

The lesson plans are developed by teachers based on the prepared syllabus consisting of competence standard, basic competence, and basic competency, objective result, instructional content, teaching procedure, teaching and learning process, and assessment. Before teaching English teachers are to prepare lesson plans and most English teachers are able to design the lesson plans, teachers must transform the basic skill into performance target and evaluate the teaching content, the teaching and learning cycle, and the students teaching and learning outcome assessment.

The Analysis of the Instructional Materials

The in deep conversation between the researchers and the teachers suggested that English students achievement required improvement in curriculum expectations; the procedures started from (1) the identification of required materials to solve learning problems face by the students. (2) Exploration of problem area of need in relation to what language competence, what meaning, what functions, and what skills need to be involved in instructional materials.

(3) Contextualization of the instructional materials covered three levels of events: regional, national, and international. (4) Pedagogical aspects included the use of appropriate strategies. (5) The physical production of the materials involved the layout, typing, visual. (6) Material use by the students, materials need to be tried out to see the effectiveness of the model. (7) Evaluation of the instructional materials involved students, teachers, and the experts in this field. The teaching procedures of the model and their instructional materials were designed based on the national curriculum. The instructional design or teaching procedure is in the following:

1. Pre-activities

This stages need teacher and students participating in the teaching and learning process using the concept of physical responses. For example: Teacher: Ali, Come over here please. Clean the white board, and take your seat. Thank you. Student: you're welcome. The instructional materials in the presentation and practice sections should be learned outside of the classroom, before students come to the class. Thus, teachers ask students to learn the instructional materials before they come to the class (Hamra & Syatriana, 2012), and this will help students communicate comfortably with each other in the classroom teaching and learning process.

2. Presentation

In this stage the learners are introduced to the teaching materials. The talk includes feature, grammar, and the vocabulary. The teachers are expected to know what they are going to teach by presenting the instructional materials, and the students know what they will learn. Reading instructional material consists of personal and transactional conversations; very short texts about classroom, school, and home environments. By reading a lot, students can learn and gain abundant information (Agustiani, 2017). Students are expected to read or complete personal and transactional conversations and the very basic explanation. Students can write or complete both personal and transactional interaction and explain the classroom events and school home environments in a very specific way.

3. Evaluation

A formative assessment is accompanied by each lesson unit to see the effectiveness of the teaching process and to improve consistency of the learning processes. Every semester has a summative evaluation to know the learning result for the students.

The Teaching Model

The learning model or map developed based on the need analysis through deep discussion between the researcher and the English teachers consists of concepts relevant to the teaching and learning process as shown in figure 1.

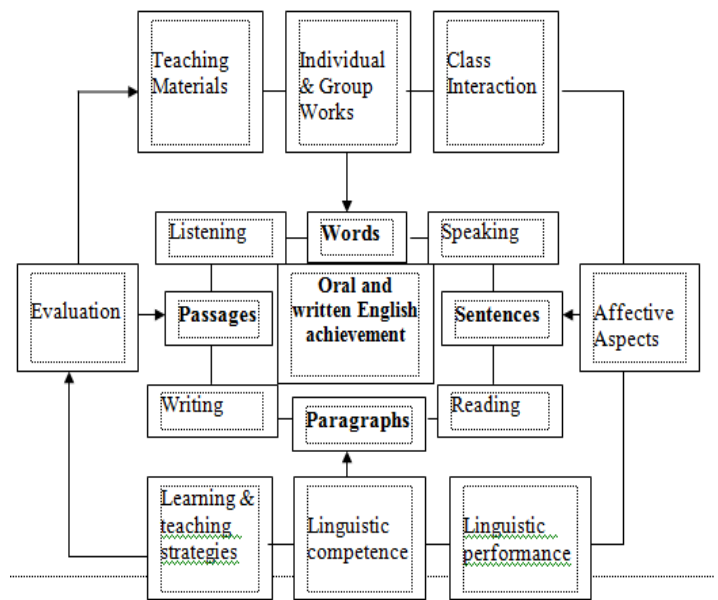


FIGURE 1 | The English teaching model of learning Process

The key goal of the teaching model is to achieve oral and written English in the middle of figure 1 (Hamra, 2010), stated the achievement of reading understanding as an goal of teaching and learning objective, the reading text, the cognitive & affective dimensions, and the teaching environments in this teaching model: 1.The second square range involve listening, speaking, reading, and writing skills that students need to learn and the meaning of terms, phrases, paragraphs, and passages as the origin of the four competencies. The third square find (1) the teaching materials refer to language functions and subjects from the curriculum about class room, school, and home environments of the students (2); students and group participated in the teaching and learning process (3); class interactions in the forms of teacher-students, students-students, and students-teacher (4); affective characteristic of student contribute to the learning engagement enthusiasm and motivation (5); linguistic success refer to ability to use the language or the functions of the language (6); linguistic competence relates to the knowledge of grammar, pronunciation, and spelling or the forms of the language (7); learning and teaching strategies especially relate in particular to the concepts of physical response which promotes the students' motivation and interest to learn English or perform the functions of the language, (8) evaluation refers to the formative and summative evaluations.

The Tryout of the Teaching Model

Model's tryout was performed into two steps of tryout. The first tryout involved one school and the second tryout involved three schools who join of the research view, the essential part of development process is aligning the material with student's needs and interest. The content should be planned and performed in a precise and firm manner because it represents whether or not it has been well developed and interest.

1. The first tryout

Before the first tryout was conducted the teacher was given clarification of the teaching and learning process and the instructional materials were presented to the teacher based on the teaching model, competency level, basic competency, knowledge of total physical response, and school curriculum. The teachers were given the idea to present the instructional materials. Study testing was also conducted to know and at the same time to improve or update them. The tryout was initiated by giving the researcher a teaching example.

The first tryout of the model was performed at ES I, ES II, and ES III by conducting three tests using single one case study with design: X O (X = teaching with instructional material based on the teaching model, O = Observation using a reading test with the analysis of SPSS version 13. The result indicates that each of the tryout is improved (To 1 is compared to To 2, tryout 2 is compared to To 3, and To 1 is compared to To 3). This finding suggest that the use of the model in teaching English is not so effective statistically enhancing the students learning outcome. The detail data are in [table 1](#).

TABLE 1 | The First Tryout

The empiric-al tryout	N	Mean	Std dev.	Paired differences		95% confidence Interval of the Difference		T	df	Sig. (2-tail ed)
				Std. Error Mean		Lower	Upper			
To 1	30	75.7188	31.17788	5.51152		-16.17833	6.3033	-896	29	.377
To 2	30	80.6563								
To 2	30	80.6563	30.03734	5.30990		-19.94462	1.70462	-1.718	29	.096
To 3	30	89.7813								
To 1	30	75.7188	27.39274	4.66567		-2357810	-4.54690	-3.014	29	.005
To 3	30	89.7813								

[Table 1](#) indicates that the average score of To 2 (M = 80.563) is higher than To 1 (M =75.7188), but it is not statistically different. The average score of To 3 (M = 89.813) is higher than To 2 (M = 80.6563), but it is not statistically different. The average score of To 3 (M = 8.9813) is higher than To 1 (M = 75.188), and it is statistically different. The result indicates that hypothesized model is not completely effective in the small tryout, but it indicates improvement.

2. The second tryout

The second empirical tryout was administered at ES I, ES II, and ES III. The tryout was administered three times at each school with one group pretest-posttest design: O1 X O2. The result of the empirical tryout at each school is in [table 2](#).

TABLE 2 | The Second Tryout Result at ES

Broad empiric-al tryout	N	Mean	Std dev.	Paired differences		95% confidence Interval of the Difference		T	df	Sig. (2-tail ed)
				Std. Error M		Lower	Upper			
To 1	30	61.8333	8.45713	1.54405		-14.99128	-8.67539	-7.664	29	.097
To 2	30	73.6667								
To 2	30	7.6667	6.37884	1.16461		-4.38190	.38190	-1.717	29	.000
To 3	30	75.6667								
To 1	30	61.8333	7.27340	1.32793		-16.54926	-11.11740	-10.417	29	.000
To 3	30	75.6667								

[Table 2](#) indicates that the average score of To 2 (M = 73.6667) is higher than To 1 (M =618333), although it is not statistically different. The average score of To 3 (M = 75.6667) is higher than the average score of To 2 (M = 73.6667), and it is statistically different. The average score of To 3 (M = 75.6667) is higher than the average score of To 1 (M = 61.8333), and it is statistically different. The result indicates that the hypothesized model is effective in this tryout.

[Table 3](#) indicates that the average score of To 2 (M = 81.5000) is higher than the To 1 (M = 7.,3333), and it is statistically different. The average score of To 3 (M = 87.3333) is higher than the average score of To 2 (M = 81.50000), and it is statistically different. The average score of To 3 (M = 87.3333) is higher than the average score of To 1 (M = 78.3333), and it is statistically different. The result indicates that the hypothesized model is effective in the tryout.

TABLE 3 | The Result of the Second Tryout at ES II

Empiric-al tryout	N	Mean	Std dev.	Paired differences		95% confidence Interval of the Difference		T	df	Sig. (2 tail ed)
				Std. Error M		Lower	Upper			
To 1	30	78.3333	7.59902	1.38720		-6.00381	-3.2952	-2.283	29	.030
To 2	30	81.5000								
To 2	30	81.5000	6.57625	1.20065		-8.28895	-3.37772	-4.858	29	.000
To 3	30	87.3333								
To 1	30	78.3333	6.35176	1.15967		-11.37179	-6.62821	-7.761	29	.000
To 3	30	87.3333								

TABLE 4 | The Result of the Second Tryout at ES III

The empiric-al tryout	N	Mean	Std dev.	Paired differences		95% confidence Interval of the Difference		T	df	Sig.(2 -tail ed)
				Std. Error M		Lower	Upper			
To 1	30	58.5000	11.47336	2.09474		-14.78422	-6.211578	-5.013	29	.000
To 2	30	69.0000								
To 2	30	69.0000	7.48370	1.36633		-10.96113	-5.37221	-5.977	29	.000
Tot 3	30	77.1667								
To 1	30	58.5000	10.98065	2.00478		-22.76691	-14.56642	-9.311	29	.000
To 3	30	77.1667								

Table 4 indicates that the average score of To 2 (M = 69.0000) is higher than To 1 (M = 58,5000), and it is statistically different. The average score of To 3 (M = 77.1667) is higher than To 2 (M = 69.0000), and it is statistically different. The average score of To 3 (M = 77.1667) is higher than the average score of To 1 (M = 58.5000), and it is statistically different. The result indicates that the hypothesized model is effective in the tryout.

The Result of the Pretest and Posttest

In addition to the model tryout, a pretest was conducted before the treatment and a posttest after the treatment at each school in order see the effectiveness of implementation of the teaching model. The result is in table 5.

TABLE 5 | The Result of the pre-test and post-test

Tryout School	N	Test	Mean	95% confidence interval of the difference		T	df	Sig. (2-tail ed)
				Lower	Upper			
ES I	30	Pretest	52.6667	-27.92743	-20.73924	-13.847	29	.000
		Posttest	77.0000					
ES II	30	Pretest	66.3333	-19.66249	-13.67085	-11.378	29	.000
		Posttest	83.0000					
ES III	30	Pretest	56.33	-26.40690	-20.59310	-16.534	29	.000
		Posttest	79.8333					

Table 5 indicates that the average score of the posttest at ES I (M = 77.0000) is higher than the pretest (M = 52.6667), and it is statistically different. The average score of the posttest at ES II (M = 83.0000) is higher than the pretest (M = 66.3333), it is statistically different. The average score of the posttest at ES III (M = 79.8333) is better than the average of the pretest (M = 56.33), and it is statistically different. This indicates that the hypothesized model is effective in its use in the teaching and learning process. The outcome of the model tryout toward the implementation in

the teaching and learning process is in the following: Active, or experiential, teaching is a student-centered teaching method. It includes any technique that involves the students in the learning process and holds students responsible for their own learning. In the instructional design process, there are a lot of factors that should be taken into consideration. These factors are closely related to each other and affect each other to a certain extent. (Hackathorn, et. al, 2011) From an innovation point of view, active teaching techniques change the pace of the classroom, and are a

creative way to increase students' involvement, motivation, excitement, attention and perceived helpfulness.

The students' Interest toward the Teaching and Learning Process

The Questionnaire of interest given to students consists of three aspects: (1) interest toward the English subject, (2) instructional materials, and (3) teachers' method in teaching. Nearly all of the students (97%) were interested in the English subject, instructional materials given, and teachers' teaching method. (Isman, 2011) noted that in the instructional design process, there are a lot of factors that

should be taken into consideration. These factors are closely related to each other and affect each other to a certain extent. As the result in reading instructional material consists of personal and transactional conversations, very short texts about classroom, school, and home environments that should be considered to affect the interest of the students in the learning process to have global understanding

The Instructional Design

The main teaching procedures of the model include:

The following procedure of the result in reading instructional material consists of personal and transactional conversation as in the following [table 6](#):

TABLE 6 | The Main Teaching Procedure

Pre Activities/Command and Request	Presentation of the instructional materials	Practice of listening & speaking, reading & writing with different strategies	Evaluation
Every lesson starts with commands or request from the teacher to the students or from student to student, for instance: Teacher: Ali, come here please. Clean the whiteboard, close the door, and go to your seat. Student: Zaky, can you borrow me your pen please. I forget my pen at home. These are pre-activities before students start their learning at school. In the pre-activity the students are also required to study the lesson outside the class before they come to their class	In this step instructional materials are presented and introduced to the students. The teachers ask the students to examine, look, and say the instructional materials; they need to explain the social functions and grammatical structures of the language.	For examples: look, say, practice, repeat, say it again please. Listening and speaking skills are connected with integrated strategies. Reading and writing are connected with different integrated strategies. Thus, each of the teaching steps has different teaching techniques that can lead students to construct/speak English independently. Question and answer, role play, say something, etc. are examples of strategies that can lead students to be independent speakers. Teachers facilitate the students to work in pair or in groups of 5 to seven students.	Final judgment conducted for each meeting to improve the teaching and learning process (formative evaluation) and summative evaluation after each semester to know the learning outcome of the students.

To summarize, the main teaching procedure which linked to the model design has been designed to meet the learner needs of the learners, will promote and empower English Achievement.

CONCLUSION

English teaching at Makassar elementary school as a local subject needs improvement in instructional materials and teaching strategies. The teaching model which consists of four main procedures: pre-activity, presentation, practice, and evaluation considering the four main parts: the linguistic

competence, linguistic performance, pedagogical aspects, and learning strategies in order to obtain good spoken and written English achievement at elementary schools. The teaching model is effective in improving the learning outcome of the students, helping elementary English teachers plan an appropriate instructional materials, conducting teaching and learning process, and reviewing the teaching and learning process. In the model implementation the students are interested in the teaching procedures conducted through the awareness of total physical response. The students are interested in the implementation of the teaching model and the instructional materials. The model also helps teachers to conduct teaching and learning process,

will be based on the school curriculum, the purpose of material writing, and the applications of various learning strategies.

This teaching model is an innovative model that can be used by the English language teachers at elementary schools to teach and to develop instructional materials to enhance English skill in Indonesian schools as a local subject. It is expected that teachers in the teaching and learning process are expected to activate learning and to keep good teaching and learning phase should enable learning and maintain a good teaching and learning environment for the students to work. Teachers should monitor the activities of listening, speaking, reading, and writing condition that effect and the achievement of language. Effective teaching and learning motivates students to learn; thus teachers must pay attention to the students' affective factors in the teaching and learning process (Zhu & Zhou, 2012). For the purpose of teaching and learning, instructional materials or course books for elementary school students are required (for the fourth, fifth, and sixth graders of elementary school) based on the teaching model. Implementing the model during the teaching and learning process increase the learning outcome of the students. The model design helps teacher to prepare the instructional materials, lesson plans, teaching and learning process, and learning assessment. Then this model recommendation is relevant to improve the instructional material based on theory of designing a course book as well in university level. The model proposes a balance relationship between the principles of pedagogy, linguistics and success. The students' Interest toward the Teaching and Learning Process as the highlight should be from innovative teachers, to link the transactional conversation in the implementation of English language teaching to boost English achievement of EFL Learners.

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WhatsApp in emergency remote learning: The students' perception

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The emergency remote learning due to COVID-19 pandemic and the government strategy to move the lesson into online mode make language learning technologies play an important role to help students achieving the goals of learning. WhatsApp application as one of learning media offers some benefits that can be utilized by the students and teachers to achieve this goal. This study aimed at knowing the midwifery and nursing students perspective regarding WhatsApp use as the media of English teaching and learning process of Emergency Remote Learning (ERL). This paper presented data survey towards 183 students of nursing and midwifery departments at Poltekkes Kemenkes Malang. To collect the data this study employed a questionnaire and it was designed based on the literature review and administered to the participants through class's WhatsApp Group. There were 25 items in the questionnaire and the content was conveyed the demographic data and students' perception towards the use of WhatsApp application that helped them mastering four English language skills and components as well as getting scoring and feedback. The data were presented in the percentage data and analyzed using descriptive explanation. The finding showed that students' perception on WhatsApp as learning media in English online learning in ERL context gained highly positive perception on all items. Based on this result, teachers can utilize all features on WhatsApp to design meaningful learning during this emergency remote teaching and learning period.

Keywords: Emergency Remote Setting, WhatsApp, Students' Perception

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INTRODUCTION

COVID-19 was coming up with unprecedented impacts in many sectors of human life including education. The pandemic has changed the nation's schools and universities from brick-and-mortar centers of students' lives to ghost towns with right of entry restricted only to important staffs. The school closure was one of the best policy taken by the government to cut off the spread of Coronavirus and it impacted to the sudden change of learning method from face-to-face classroom moved to internet-based instruction setting. All teachers have started teaching their students through e-learning applications by uploading PDF, sending text or chat, video, or audio ([Raheem & Khan, 2020](#); [Atmojo & Nugroho, 2020](#)). The students have to access and download all courses materials from home using mobile learning tools, such as smart phone, laptop, or personal computer. Following this policy, the English language learning for specific purposes also split its learning method to the virtual learning in the context of emergency remote setting due to Coronavirus pandemic.

According to the recent data, nationwide school closure began on March 23, 2021 and it has affected 60.2 million students and 2.3 million teachers who study or teach at 425,451 educational institutions from early childhood to higher education ([Rahiem, 2020](#)). This fast and sudden instructions from the government within 48 hours and had to be responded causing some challenges among the stakeholders of education institutions. The internet-based instruction made it possible for the students to easily access the materials provided through any platforms, but such kind changing mode during the pandemic is very unprecedented and overwhelming. ([Hodges, et al, 2020](#)). They stated that this virtual learning are in the situation of emergency or crisis and it is called as emergency remote teaching (ERT) defined as a temporary change of instructional distribution to another delivery mode as a result of crisis situations. [Rahiem \(2020\)](#) used another term, namely emergency remote learning (ERL) to illustrate the education took place during school closure, synchronous or asynchronous, and the materials were delivered in response to crisis and [Milman \(2020\)](#) called it as pandemic pedagogy. In other words, the process of online classroom was conducted in the middle of urgent situation with no prior notices and preparations of the students, teachers, institution, as well as parents. [Manfuso \(2020\)](#) argued that the terms of online learning and remote learning have been used interchangeably and it caused different perceptions during this pandemic. We surely cannot expect ERTL to be like face-to-face education, nor should we believe it to resemble the sort of well-planned and designed online instruction that many have spent years learning to provide ([Milman, 2020](#)). So, it was said that the process and outcome of learning in the context of emergency remote setting might be different from online learning designed in normal situation and well-planned preparation.

All of educational institutions have called off the traditional classes, including laboratory skill classes and clinical practices for nursing and midwifery students, and moved them to the virtual classes to cut off the spread of COVID-19. In the early year of 2020, COVID-19 case in Indonesia was determined as a national crisis situation, ESP teaching in higher education institutions is no exclusion, succeeding the national government's demand to employ an online mode of teaching. Online setting was considered to be the best choice of government policy to keep the learning process still going on even though it is in the times of pandemic. Some studies pointed out that there were lots of challenges faced by the students and teacher during remote setting due to Coronavirus disease ([Archambault & Borup, 2020](#)), but online learning became the best alternative of education setting since the students have already equipped with basic tools to access the online courses, fostered students' autonomous learning, as well as reduced the spread of COVID-19 at schools ([Firman & Rahman, 2020](#)). It was also in line with statement that E-learning had the capacity to offer and share materials in the format of e-mails, slide show, word documents, webinars, or communication through chat messages ([Raheem & Khan, 2020](#)). In the mode of internet-based instructions, it needed digital technologies or

mobile devices support, such as smart phone or laptop ([Gikas & Grant, 2013](#)) and also online learning platforms to create a virtual connection and communication ([So, 2016](#)) in order to build up students' engagement in the context of ERL.

During the pandemic of COVID-19, the selection of appropriate tool or learning media in the process of online learning in the context of ERL still found to be challenging. Teachers and students had to try and adjust to the many options of mobile learning devices that suit to the learning needs. [Ramdhan et.al \(2020\)](#) stated that there were five considerations taken by the teachers to select online learning platforms, (1) instructions; (2) content; (3) motivation; (4) interpersonal relationship; and (5) mental health. At Poltekkes Kemenkes Malang, there were some platforms used to deliver English instructions, such as Zoom, Google Meet, Google Classroom, Virtual Learning of Poltekkes (Vilep), and WhatsApp (WA). Among those popular platforms, it was needed to look into them regarding the benefits, the utilizations, and the perceptions to find out more about the strengths and drawbacks as an evaluation. Based on this, teachers were expected to be able to select proper technology and learning tool that met students' needs to help them accomplish abrupt online tasks during the pandemic.

One of the possible platforms that offered flexibilities and other advantages to support students' access in the time of crisis during Coronavirus was WhatsApp (WA) application. It was considered to be popular, familiar, and worldwide used among students ([Bouhnik & Dshen, 2014](#)). Some research found that the use of WA in the language learning significantly improve students' language skills and components. Most students reported that not only their willingness to read in English increased, but the experiences had also had a positive impact on their reading habits, resulted in more regularity and confidence ([Plana, et al, 2013](#)). [Fattah \(2015\)](#) and [Wijaya \(2018\)](#) also argued that WA provided opportunity to practice language for free, build up close relationship between teachers and students that helped them to develop reading and writing skill. A study also reported that students' perceptions on the use of WA for vocabulary learning were extremely positive and very best alternative tool to help them enhancing language components ([Wijayanti & Gunawan, 2018](#)).

Following the report on the above paragraph, [Susilawati & Suprayitno \(2020\)](#) concluded that there was an increase in online learning in the era and post-pandemic COVID-19 by using WA application. Another result also added that WA was used as a complement platform of synchronous learning mode with the use of Zoom or Google Meet and minimized the drawbacks of live streaming platforms ([Naserly, 2020](#)). Supporting those results, [Rambe & Chipunza \(2013\)](#) pointed out that WA had potential features to bridge information between educators and students. It bridged access to peer-generated resources. Increased on-task behavior, and promoted meaningful learning. According to [Prajana \(2017\)](#) WA was one of mobile phone application and web-based social network used to communicate with others, ranging from entertainment to education needs.

Shortly, WA application provided lots of beneficial features and forms to support the mobile learning method particularly in the context of ERL due to the COVID-19 pandemic with many challenges faced by stakeholders.

This application offered the students to have an opportunity to feel a sense of real connection and the basis for learning community to share knowledge both formal and informal as the substitution of face-to-face meeting. All teachers can utilize WhatsApp features such as texting/chatting, calling, sending videos, audios, documents, pictures in the process of online learning. Those features, moreover, are considered to be easier, faster, and lower in cost compared with other platforms. Some facts related to the strengths of WA application has been elaborated and many research under discussion of WA for language learning have been conducted, but there was still not enough information and recommendation in the use of this application for ESP especially in the context of ERL. It needed serious attention from higher education institutions in conducting ESP online teaching (Iswati, 2020) during this pandemic as it requires not only technical preparedness, but also most importantly the human aspect involved in it. Therefore, this study aimed to find out the students' perception on the use of WA application to support students of Nursing and Midwifery Department at Poltekkes Kemenkes Malang in the Emergency Remote Learning (ERL) in the time of COVID-19 pandemic.

METHODS

The purpose of the study was to figure out the point of view, perspective, and preferences of a large group of nursing and midwifery students on the use of WhatsApp as the media of online instruction during the emergency remote teaching and learning due to Coronavirus, so that a survey research method was employed. Survey research is commonly used to portray opinions, attitudes, preferences, and perspective of big population of interest to the researcher (Latief, 2011). Through the survey research, the writer would catch a descriptive data of large population and objectively simple to tabulate and analyze.

The participants of this study were 183 students of Midwifery and Nursing Diploma IV at Poltekkes Kemenkes Malang participating in this survey research. There were 78 students of midwifery in the third and fourth grade and 105 students of nursing in the first grade. The participants were spread in some regions of East Java Province (Malang, Probolinggo, Pasuruan, Tulungagung, Blitar, Kediri, Nganjuk, Sidoarjo, Banyuwangi, etc). The main instrument of this research to collect the data was online questionnaire administered to the nursing and midwifery students of Diploma IV Program of Poltekkes Kemenkes Malang in the first, third, and fourth year of 2020/2021. There were 26 items of questions employed in the questionnaire and were categorized into some aspects, they were demographic data

(item 1 - 4) and students' perceptions (item 5 - 26). All items were selected and adopted from previous related research. The instrument was constructed in Indonesian language to make the participants easily understood each of items. In addition to that, most items of questionnaire were constructed in the form of closed questions (multiple choice, tick box, and linear scale) regarding time effectiveness of the participants filling out the form and easy analysis. Here is the link of the questionnaire:

<https://docs.google.com/forms/d/1qTI-9AAWcLzASo1w-GbkOOlBvu1x9IGy4uDNyrqNo1A/edit>. Data collected from the questionnaire were analyzed using percentage and description, showing the proportion of the group in the population (Latief, 2011). The proportion of data was described in the form of descriptive explanation and drew a conclusion in the last.

RESULTS AND DISCUSSION

Previous studies found that WhatsApp application for language learning had a positive impacts among the students, not only for language components but also language skills such as writing, reading, listening, and speaking (Fattah, 2015; Plana, et al, 2013). Based on this result, this paper attempted to find out the students' perception in nursing and midwifery department towards the use of WhatsApp application and its features to deliver English language course where the remote teaching and learning process is implemented, in the event of COVID 19 emergency.

Demographic Data

The responses of questionnaire associated with demographic data were 78 students of midwifery students in the third and fourth year and 105 students of nursing in the first year. According to the data on Figure 1 it showed that they were spread in some cities around East Java Province and most of them come from Malang, Probolinggo, Pasuruan, and Nganjuk with the total number of 10 or more students in those cities and less than 9 students in other cities, as shown in Figure 1.

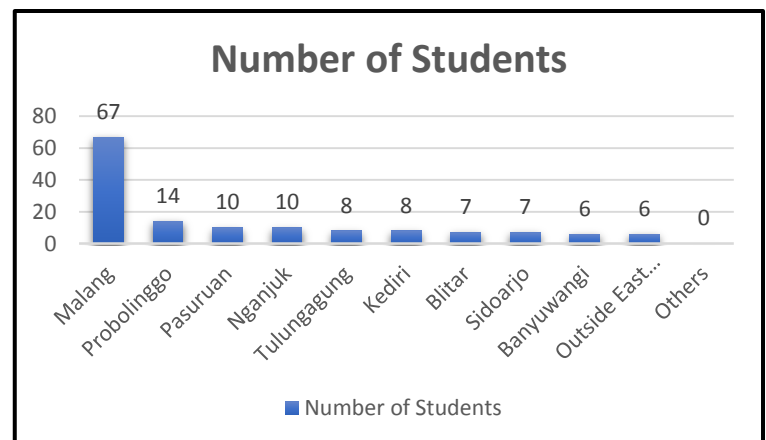


FIGURE 1 | Demographic Data of Cities

During the emergency remote learning due to Coronavirus outbreak, one of the challenges faced by the students was dealing with internet connection. It was in line with the statement that as a student joining online learning mode, internet-based-material was really difficult to adjust to since it had not been prepared through practice in advance. Students' challenge such as internet access, motivation, and involvement are always associating with the success of online learning (Hodges et al., 2020). Another survey study also found that the biggest challenge of web-based learning for nursing students (74%) was internet access (Mandasari & Wulandari, 2020). Below in Figure 2 was the result of internet access for the students of nursing and midwifery during emergency remote learning.

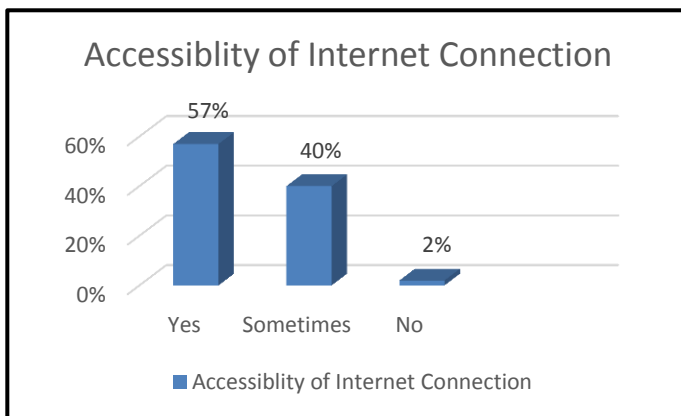


FIGURE 2 | Internet Access Data

Students' Perception

Finding student's perception of nursing and midwifery department regarding online learning media in the times of emergency during Coronavirus outbreak was very essential. It was such kind of evaluation form for a better teaching and learning process as Smart, et al (2006) and Armstrong (2011) stated that taking students' point of view affecting some approach of learning and raising some considerations to set up online learning instruction. According to the data of questionnaire responses, 78.7% students had very high preference in the use of WhatsApp as an alternative learning tool to learn English in the time of crisis due to COVID-19. This preference was supported by the data focused on the items in figuring out nursing and midwifery students' perceptions on WhatsApp in online English language learning. It was portrayed in Table 1 as follows:

According to the Table 1 above, the result showed that all items on questionnaire regarding the students' perception on WhatsApp as online learning media alternative resulted in high or positive responses. Most of the students agreed and strongly agreed that this application was very helpful in the process of of learning English during COVID 19 time. Item number 6, students agreed (48.6%) and strongly agreed (35%) that WhaysApp could encourage their enthusiasm in English learning language in the emergency remote learning due to COVID-19. It meant that among the abrupt assignments of other courses, students were really motivated and excited to have English online learning through

WhatsApp. This finding supported Hamid (2020) that considering students' happiness and flexible space and time to join online instruction were commonly emphasized to promote students' motivation, particularly in the times of emergency or crisis during pandemic. A study revealed that WhatsApp increased students' motivation in the era and post-pandemic COVID-19 (Susilawati & Suprayitno, 2020; Awada, 2016).

Another data also showed a positive result in line with the high perception on enthusiasm in joining the online English lesson during crisis. Students were not getting bored in English language learning through WhatsApp (agree 33.9%; strongly agreed 37.7%) and actively participated in the online activities through WhatsApp features (agreed 36.1%; strongly agree 35.5%). When the students were highly motivated and enthusiastic in joining English online lesson during emergency remote learning, the level of boredom would be lower and elevated students' participation in all online activities. Brown (2001) in his book stated that motivation lead the people seem to be more involved and engaged in the activities for their own sake. There were some reasons that the students had a high encouragement and extremely excited in participating the English online setting using WhatsApp. It offered the students useful features to support education and learning in English (Hamid, 2020) particularly in the framework of remote teaching and learning in an emergency. According to the nursing and midwifery students' perception, they agreed (40.4%) and strongly agreed (41%) that WhatsApp had very effective and efficient features to support web-based English instruction during COVID-19.

Based on the table, students agreed (35.5%) and strongly agreed (41%) that WhatsApp provided them a pair and group work activities in English lesson, besides that according to the students' point of view it was very simple, effective, and efficient (agree 26.2%; strongly agree 54.6%). In relation to the data internet data package, WhatsApp needed low-cost data, and the students were really interested in this advantage (agree 18.6% and strongly agree 71.6%) and in addition to that it had adequate storage data to support online setting in the context of emergency (35% and 45.9%). Some of beneficial features offered by this application could help the students of nursing and midwifery department to have successful online English learning during COVID-19 and deal with some challenges during online setting such as (1) pairing and working collaboratively, (2) ensuring students' engagement, (3) keeping self-motivated (Sun, 2014).

This study also attempted to find the students' point of view focusing on the impact of language process with the use of WhatsApp as learning media. Some items on the questionnaire tried to reveal the nursing and midwifery students' perception regarding the use of WhatsApp that helped them understanding the English instructions, improving their English language components (grammar and vocabulary), improving English language skills, effective scoring and feedback, as well as delivering the reward during the online setting when emergency remote learning and teaching must be applied. The students (85.3%) agreed and strongly agreed that this application could help them

effectively in understanding the English instruction during the COVID-19 outbreak. In addition to that, 73.2% and 71% students absolutely agreed their vocabulary and grammar was improved in the process of English language learning in the emergency remote

context. This positive response were followed by the result of students' high perceptions on four language skills, namely listening (77%), speaking (66.1%), reading (86.3%), and writing (85.8%) during the web-based instruction in the times of crisis due to Coronavirus disease.

TABLE 1 | Students' Perception

No.	Items of Students Perception on <i>WhatsApp</i> in Emergency Remote Learning (ERL) of COVID-19	Scale					Note
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
6.	It encouraged students' enthusiasm to learn English during ERL	0.5%	2.2%	13.7%	48.6%	35%	
7.	The students were not getting bored learning English using <i>WhatsApp</i> during ERL	0.5%	8.2%	19.7%	33.9%	37.7%	
8.	It encouraged students to more actively participated during ERL	0.5%	7.1%	20.8%	36.1%	35.5%	
9.	It provided a pair and group work activities	0%	4.9%	18.6%	35.5%	41%	
10.	It was simple, effective, and efficient	1.6%	3.8%	13.7%	26.2%	54.6%	
12.	It helped the students to understand the English course instructions during ERL	0%	2.2%	12.6%	43.2%	42.1%	
13.	It had effective and efficient features to support English language learning during ERL	0%	3.3%	15.3%	40.4%	41%	
14.	It used low-cost internet data package	1.6%	3.3%	4.9%	18.6%	71.6%	
15.	It had enough storage data to support English language learning during ERL	0.5%	3.3%	15.3%	35%	45.9%	
16.	It encouraged students' achievement in English language learning during ERL	0.5%	3.8%	19.8%	44.5%	31.3%	
17.	It helped students to improve English vocabulary during ERL	0%	6%	22.4%	37.7%	35.5%	
18.	It helped students to improve English grammar during ERL	0.5%	6%	22.4%	42.6%	28.4%	
19.	It helped students to improve listening skill during ERL	1.1%	4.4%	17.6%	37.4%	39.6%	
20.	It helped students to improve speaking skill during ERL	1.7%	6.7%	25.6%	38.9%	27.2%	
21.	It helped students to improve reading skill during ERL	0.5%	1.6%	11.5%	30.6%	55.7%	
22.	It helped students to improve writing skill during ERL	0%	2.7%	11.5%	37.4%	48.4%	
23.	It provided simple and direct feedback or scoring during ERL	0.5%	1.6%	14.2%	36.1%	47.5%	
24.	It provided attractive reward given to students during ERL	0%	2.7%	13.2%	38.5%	45.6%	
25.	Cheating is still possible through <i>WhatsApp</i> application for online setting during ERL	2.7%	5.5%	21.3%	36.6%	33.9%	

Previous study explained that *WhatsApp* are used for main purposes: communicating with the students; nurturing the social atmosphere; creating dialogue and encouraging sharing among students; and as a learning platform (Bouhnik & Deshen, 2014). The result of this survey research on students' perception of nursing and midwifery department towards the use of *WhatsApp* in the emergency remote learning was in line with the previous statement. Positive responses of the students of nursing and midwifery department would be one of the successful indicators of English language learning in the time of emergency remote learning due to COVID-19.

Through *WhatsApp* the students experienced pair/group work, shared ideas through *WhatsApp* chat, and promote their motivation in online communication. Figuring out their perceptions towards online learning platform was very important to the teachers to evaluate their online lesson plan and minimizing some drawbacks. During COVID-19, everyone needs a quick resilience in the process of home-based learning to help students achieving learning goals, particularly encouraging students to master four language skills, listening, speaking, reading, and writing. *WhatsApp* was considered more effectively improving language skills and had positive feedback from the students in the setting of

web-based learning ([Linda & Ri'aeni, 2018](#); [Wijaya, 2018](#); [Mbukusa, 2018](#); [Wijayanti & Gunawana, 2018](#); [Soria et al. 2020](#)).

Another result of students' perception regarding the feedback or scoring and reward in English online learning showed that it also had positive response. More than 80% students said that the feedback or scoring were very effective and the reward was very attractive in English online instruction during the emergency remote learning process. In the online setting, giving effective feedback or scoring were extremely important. They were one of the replacements of face-to-face communication or interaction between teachers and students. WhatsApp provided the nursing and midwifery students with fast and effective feedback as well as interesting reward through various features, such as emoticon, voice note, text, or mixed of them. Results pointed out that the most widespread form of feedback among young learners were smileys and images and not written feedback. Upper-primary students reflected the written feedback more interesting, since they received more language-related details with this type of feedback than with a simple image ([Soria, et al. 2020](#)).

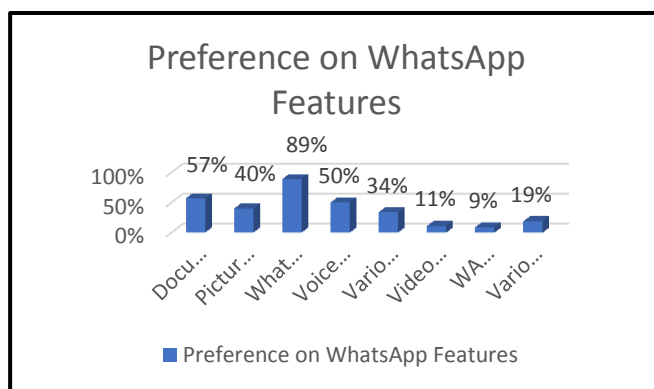


FIGURE 3 | Preference on WhatsApp Features

Regarding the preference on WhatsApp features ([Figure 3](#)), this study found that WhatsApp Group feature was the most favourite one. 40% students of nursing and midwifery stated that they liked to use WhatsApp group as one of the media for English online learning during the emergency due to COVID-19. There were some research results concerned on the use of WhatsApp Group as one of the learning media alternative for online instruction. The findings showed that WhatsApp group was quite useful and preferable to help students in the process of both online and blended learning ([Amal, 2019](#); [Anhusadar, 2020](#); [Bouhnik et.al. 2014](#); [Etim et.al. 2016](#)). In line with this finding, the result of questionnaire response in association with students' perception of nursing and midwifery department in the use of WhatsApp as the learning media in the framework of remote teaching and learning in an emergency during the pandemic era.

The use of technology in online learning, especially in the times of crisis, brought not only positive responses, but it

had negative perceptions. Based on the questionnaire's response, the last data of the cheating probability through the use of WhatsApp in online learning showed high point of view. More than 50% students of nursing and midwifery students agreed and strongly agreed that cheating commonly existed. WhatsApp as one of the alternative media has both strengths and drawbacks. It depends on the teachers' innovation and creativity to design online activities minimizing the negative impact of this application during emergency remote learning ([Mandasari & Wulandari, 2020](#)).

CONCLUSION

Emergency Remote Learning and Teaching during the COVID-19 outbreak that students had to adjust themselves to the mode of online or blended learning in a quick way came up with both positive and negative impacts as well as the utilization of technology-based learning media one of which was WhatsApp application. This study concluded that WhatsApp application on its use as one of alternative media had a high positive perception of students in nursing and midwifery department, even though it also had a few negative responses. Moving English course online could make teaching and learning accessible anywhere and at any time. After experiencing emergency remote learning and teaching for almost a year, it is a brilliant time to learn from multiple viewpoints, including students, about their perceptions.

Some of the feedbacks from this study are reinforcing the good sustainability of online instruction process for the unpredictable length of emergency learning, drilling lecturers on using blended sources with low-cost technology, supporting autonomous learning, and designing wide-variety of meaningful online learning activities using affordable technology. This study's finding cannot be taken a broad view as it was based on few number of university students from two departments. Still, we assume that this study presented students' point of views on the use of WhatsApp in emergency remote learning and teaching in several universities around the world, particularly for teachers and students with ESP during COVID-19 outbreak.

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Implementing basal reading program in EFL upper secondary school settings

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Basal readers have been selected by the school to cope with students' lack of vocabulary size. With some positively perceived learning outcomes, the readers continued to be used from year to year and were decided as a school program, in addition to ELT national curriculum. The research is aimed at exploring the following aspects: (1) the teacher's use of basal readers in the classrooms, (2) the classroom procedures developed by the teacher understudy, and (3) the students' response to the implementation of the basal reading program. A descriptive case study with classroom observation as a main data collection technique was employed to explore the phenomena. The research brings several points to consider. First, basal readers have been extensively used by the school for different purposes: 1) for vocabulary enrichment, (2) for intensive reading materials, (3) as resource making classroom tests, and (4) a basis for writing phonetic symbols, and (5) for promoting speaking skills. Second, the school has developed its own strategies to use the readers with specific procedures. Third, the use of basal readers was positively responded to by the students with some suggestions for better implementation.

Keywords: basal readers, reading programs, EFL Classroom, vocabulary enrichment, Indonesian context

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INTRODUCTION

Basal readers, interchangeably with graded readers, have been a subject of critique for their extensive use in L2 teaching among scholars (see, for example, [Crews, 1989](#); [Day, 2012](#)). Some scholars negatively perceive the readers due to several factors: they do not represent texts commonly used for real communication ([Carrier, 1982](#)); the language used in basal readers is controlled to achieve L2 language teaching goals, and the readers are lack authenticity ([Day, 2012](#)), poor substitutes for real literature and lack of naturalness. Regardless of their criticism, basal readers are continuously used in L2 teaching for several reasons. First, since the readers are made at different levels ([Day, 2012](#)), all students can read the texts according to their level ([Retnaningdyah et al., 2020](#)). This can promote independent reading among the students. Second, the higher-level reader can be used for practicing extensive reading ([Hafiz & Tudor, 1990](#)). This means the middle-level readers are used for scaffolding the higher-level readers for practicing extensive reading. Third, teachers are provided with a complete package of materials ([Morrow, 1987](#)), which they can use for evaluating students' knowledge and progress and guidance as to how to teach and extend each lesson.

In fact, basal readers are not merely reading materials. They are written with their accompanying manual procedures and classroom instruction (see [Shannon, 1989](#); [Schmitt & Hopkins, 1993](#)). With their specific methods and techniques, basal readers are quite central in some reading programs. One of the secondary schools in Indonesia has done the same practice in which basal readers were used for all classroom sessions to replace a national ELT curriculum. The policy was taken to accommodate students' reading levels at the school. Mostly they have not acquired sufficient vocabulary to scaffold English textbooks recommended by the government. After 14 years of implementation, the use of basal readers was reported to help increase the students' vocabulary size. In addition to this, the students are more likely to get more interested in English, particularly in reading English texts. The school has selected some basal readers published in 1980s by Oxford University Press, McGraw-Hill Book Company, and Joshua Morris Publishing.

Research on basal readers in ELT program was well documented in both international and national journal publications. Basal readers are frequently used to develop students' L2 vocabulary ([Leung et al., 2011](#)). Since most basal readers in English, most basal readers are used to enhance students' English vocabularies. Besides, they are used to promote students' reading interests ([Morrow, 1987](#)). For primary schools, basal reading program is popular. With the combination between images and letters, the students begin to understand that a letter is a representation of an object. Some papers report that basal readers are used as a resource for extensive reading. It is also reported that the readers are used as a reading selection for a test.

The intensive use of basal readers in ELT program has contributed to the students' reading interest in L2 textbooks ([Sari et al., 2019](#)), as well as, reading comprehension ([Prince & Mancus, 1987](#); [Teigland, et al., 1971](#)). Since basal readers are controlled in terms of vocabulary selection and syntactical structures, basal readers are proven to help the students acquire both language elements by getting exposed to basal readers. Some scholars also found that some students learn a new culture represented in selected stories. This may, in turn, enhance their cultural competence.

Most research reports on basal readers are centered on the analysis of their contents. For example, basal readers are analyzed for: their readability ([Templeton & Mowery, 1985](#)), their gender bias ([Hunter & Chick, 2005](#); [Karniol & Gal-Disegni, 2009](#)), and their lexicon ([Leung et al., 2011](#); [Shapiro & Gunderson, 1988](#)), and their assessment test ([Flood & Lapp, 1987](#)). These content analysis studies were carried out for different purposes. Some others focus on the effect of basal readers (instruction) on the students' language development ([Hafiz & Tudor, 1990](#)), comprehension ([Keene, 1985](#); [Popplewell & Doty, 2001](#)), and reading attitude ([Teigland et al., 1971](#)). However, only a few research reports how basal reader instruction is implemented in the context of classroom settings (see, for example, [Schmitt & Baumann, 1990](#)). Basal reader implementation is often carried out in language learning, but the type of texts, the

type of information in the reading text, and its instruction need to be investigated ([Braker-Walters, 2014](#)). Until recently, there is no specific research exploring how basal reader instruction is implemented in Indonesian EFL classrooms.

To this end, the present research explores the implementation of the basal reader program in EFL classroom settings and how the students perceive the program. Therefore, the research brings with the following research questions: (1) How is basal reading program implemented in the classrooms; and, (2) how is the basal reading program responded by the students? More specifically, the research explores how basal readers are used in the classroom and what the teacher understudy develops the classroom procedures. The research is expected to practically contribute to the existing basal reading programs and help EFL teachers or school practitioners understand another dimension of basal readers for EFL learners.

METHODS

The research, carried out prior to the outbreak of pandemic Covid-19, employs a descriptive case study with observation and questionnaires as the main research instruments. The observation was carried out as much as 18 times and was terminated when there were no longer phenomena coming to emerge. In other words, the data have been saturated. The observation focuses on the teacher's activities in the classroom and her interaction with the students. The activities were recorded in structural field notes, and their verbal interaction was tape-recorded. Open-ended questionnaires, adapted from [Alwasilah \(2002\)](#), were distributed to the selected participants from first and second grade to elicit their opinion dealing with the implementation of the program. Fifty-five students took part in the study.

They were purposively sampled from first grade (30 students) and second grade (25 students) with 20 males and 35 females. Thus, the technique of observation was to collect the data dealing with the implementation of the basal reading program at the classroom settings (Research Question #01); meanwhile, questionnaires and interviews were carried out to collect the data dealing with the students' perception towards the implementation of basal reading program (Research Question #02).

Prior to the formulation of research findings, the raw data from different resources were classified into separate files. The observation data, recorded in handwriting field notes, were retyped for easy analysis. Likewise, the interview data and verbal interaction were selectively transcribed. Focusing on the research goals, all emerging phenomena were carefully coded and subsequently categorized. Employing thematic coding, the same phenomena were put in the same categories. The connection among categories was analyzed for formulating temporary research findings.

To validate the temporary findings, the result of analysis a field note was confirmed to the teacher understudy and was

triangulated by reviewing teaching documents (i.e., syllabus, teaching materials, and handouts) and learning portfolios. Furthermore, the result of analysis from questionnaires was confirmed to the students through a face-to-face interview.

RESULTS AND DISCUSSION

The present research attempts to describe the implementation of the basal reader program at EFL classroom settings and the students' perception of the implementation of the basal reading program. In addition, the research describes how basal readers are used in the classroom and the teacher's strategies to achieve the school ELT program.

A. The implementation of basal reading program at EFL classroom settings

This section addresses two major inquiries: the teacher's use of basal readers in the classroom and the teachers' strategies to use basal readers in the classroom settings. In other words, what are classroom activities in the classrooms? The analysis is based on the classroom observations as reflected in handwritten-field notes and evidenced in students' notebooks, as well as revealed from a face-to-face interview with the teachers under study.

Dealing with the teacher's use of basal readers in the EFL classroom setting, the following findings emerge: (1) for vocabulary enrichment, (2) for intensive reading materials, (3) as resource making classroom tests, and (4) a basis for writing phonetic symbols, and (5) for promoting speaking skills.

1. For vocabulary enrichment

Teachers, as well as students' activities centering on vocabulary enrichment, are evident at most classroom meetings. It is also proven in their learning fort polios in which the list of vocabularies and reading comprehension were written and, later, were compiled. This triangulates the findings from classroom observation. Since the first meeting, the teacher uses basal readers to select essential vocabulary and ask the students to copy them for memorization. To achieve the aim, the students were facilitated with worksheets to fill in and some selected vocabularies to copy. The copied vocabularies can be traced in the students' worksheets and are proven in most classroom interactions between the students and their teacher.

Using basal readers for enriching vocabularies is popular among researchers (see, for example, [Leung et al., 2011](#); [Sparapani et al., 2018](#)). However, there seems to be a closed relationship between basal readers and vocabulary development (including vocabulary enrichment) and use basal readers as its main resources. Basal reading approach (in which basal readers used as its resource) was also used to identify its effect on students' vocabulary, comprehension, and attitude. Although some critiques are addressed to the use of basal readers for vocabulary instruction, several suggestions were put forward for its effective comprehension instruction ([Pilonieta, 2010](#)). Additionally,

content analysis on some basal readers proves that basal readers are written with great concern for vocabulary enrichment. For example, basal readers are controlled in terms of their vocabulary ([Day, 2012](#)) repeated from one grade to another grade and given a special space on the last part of the book.

2. For intensive reading materials

Basal readers were used for intensive reading materials with some selected questions to check students' comprehension. The syllabus made by the school outlines some topics for intensive readings materials. In addition, some handouts, and separated teaching materials, specifically made to support their reading activities, strengthen the finding. In this case, the given answers were relevant to the teacher's selected questions prior to the classroom sessions. 12 classroom observations, intensive reading activities were proven once to twice. The activities were found when the students had fully memorized vocabularies from the selected texts. This implies that the following basal readers were not given before the students had fully comprehended the previous ones. Intensive reading activities help the teacher decide when the newly selected basal readers should be presented to the students.

Basal readers are associated with an extensive reading program. They are commonly used to promote reading fluency, vocabulary acquisition, or reading habit. Using basal readers for intensive reading materials seems to be scanty. ([Tuğrul Mart, 2015](#)) uses basal readers by combining extensive and intensive reading to reinforce language learning. [Day \(2012\)](#) states that when basal readers are used in an intensive approach, their roles are to provide a source for language study ([Day, 2012](#)). This implies that using basal readers for intensive reading materials is common among practitioners.

3. A resource for making classroom tests

The finding was proven in the teacher's documents (i.e. question sheets) distributed to the students. Typed on a one third in -A- 4- small size paper, the teacher selected questions from Basal readers for classroom formative tests. In this case, the teacher developed two types of tests: oral test and written test. The former was employed for vocabulary mastery as well as for promoting pronunciation accuracy. The latter was used for reading comprehension tests. The teacher makes some questions by referring to the selected texts from basal readers.

Basal readers are commonly written with series of tests (see, for example, [Dewitz & Jones, 2013](#)). Testing core vocabulary and comprehension is a part of basal reading activities in which basal readers are used as reading resources as well as a resource for making a test. [Flood and Lapp \(1987\)](#) analyze types and assessment tests and further study the purpose of standardized reading in basal readers. Meanwhile, [Leung et al. \(2011\)](#) use vocabulary tests of basal readers to assess 238 preschoolers from first-grade basal readers. Thus, using basal readers as a resource for making classroom tests seems to be common among practitioners.

4. A basis for teaching pronunciation writing phonetic symbols

The selected vocabularies from basal readers were transcribed into phonetic symbols. The students were given a model of how to pronounce the vocabularies with their phonetic symbols. The activities were evident from the first meeting of classroom sessions to the last observation. Analysis of the students' notebooks reveals that all selected vocabularies were written with their phonetic symbols. This learning fort polio was collected, and, later, checked by the teachers for their accuracy.

Using basal readers to teach pronunciation by writing phonetic symbols seems to be less popular among practitioners. However, some researchers used basal readers as a basis for testing students' pronunciation ([Leung et al., 2011](#)). In fact, basal reader has been a part of phonetics methodology. [Keene \(1985\)](#) used a basal reader to know the effect of phonetic instruction on the students' comprehension score. Meanwhile, [Lockmiller & Di Nello \(1970\)](#) used basal readers to implement phonetic approach and try to find its effects on reading comprehension. This approach has nothing to do with the teaching of correct pronunciation. It deals with the teaching of reading

5. For promoting speaking skills

Basal readers were used to promote speaking skills by asking the students to comprehend the texts and retell the story. The analysis of teacher' document support that activity in which some basal readers from lower to the higher levels were prepared. By retelling a story, the students integrate vocabulary mastery, pronunciation accuracy, and text comprehension. The interview with the teacher reveals that only several students were courageous to practice retelling a story. The rest of students end with answering the questions from the teacher-made test based on the selected basal readers.

As the name suggests, basal readers are mainly written to equip the students with reading skills and vocabulary mastery. Unfortunately, there is no sufficient literature supporting the use of basal readers for promoting speaking skills. However, basal readers can serve as an initiating resource for speaking (including writing and listening) to other areas of the curriculum teachers ([Pilonieta, 2010](#)).

In respect to the classroom procedures with basal readers, upon completing pre-teaching activities (such as: greeting and checking the roll), in the most meeting, the teacher developed the following activities: (1) asking one of the students to write core vocabulary with their phonetics symbols and Indonesian correspondence meaning, (2) getting the rest of the class to copy the vocabularies from the blackboard, (3) having the students memorize the vocabularies (4) orally testing students' vocabularies, (5) asking the students to translate the texts into Indonesian language, and (6) having the students answer the questions from the texts.

Intensive instruction of vocabulary is believed to contribute knowledge of the content and text structure ([Crews, 1989](#)). Meanwhile, translating words into students' mother tongue (L1) is commonly practiced to check comprehension (see [Mart, 2015](#)). In addition, vocabulary

rote learning (including rote memorizations on vocabulary) is justified to build start-up vocabulary ([Park, 2001](#)). Further, he said: "rote learning is several times faster than learning from context (i.e., from just reading lots of books), and it would be a good idea if we could use this rote learning to build a quick 'start up' vocabulary for our learners. Learners need lots of vocabulary at the early stage so they can work out the patterns in the language ([Park, 2001](#)).

B. The students' response to the implementation of basal reading program

The students' response towards the implementation of the reading program is subdivided to (1) the students' response towards the basal readers as L2 instructional materials, (2) the students' response towards the basal reading instruction, (3) the students' response towards the types of reading test administered by the teacher, and (4) The student's suggestions towards the implementation of the reading program.

The students' responses to the basal readers as L2 instructional materials

Most students agreed that basal readers are used as interactional materials; however, they did not agree to use basal readers as the only interactional materials for their reading resources. 48 students, 36 students positively responded to the use of basal readers as instructional materials. It means that as much as 74% of the respondents agreed to use basal readers for their learning materials selected by their teacher. Furthermore, eight students (16, 6%) gave negative responses, and two students (4%) did not give their opinion.

Their agreement to the use of basal readers for their learning resources can be traced from their positive response as follows: (1) more understandable, (2) facilitating them to acquire language skills other than reading skills, (3) widening their horizon, and (4) corresponding with their reading levels. The following excerpts may strengthen the finding.

- R#13 : I like them very much since the books selected by the teacher is understandable.
- R#10 : It's good enough since the content is clear and understandable. They help for those who begin studying English.
- R#20 : By frequently using the books, my English skills improve
- R#19 : I acquire more English vocabulary.
- R#09 : Reading the books can improve my horizon as well as my general knowledge
- R#12 : The books help beginners understand English texts.

There seems to be widely believed that basal readers give easy access for those who learn a foreign language regardless of their proficiency level (e.g., [Hill & Thomas, 1988](#)). Basal readers can accommodate any student's reading level so that they find them understandable. [Day \(2012\)](#) asserts graded readers allow teachers to recognize students' foreign language level of students' reading comprehension.

When they have overall understanding, they develop a positive attitude and increased motivation to read and learn the foreign language. In addition to this, “they make gains in oral fluency, vocabulary, grammatical knowledge, and writing (Day, 2012).” Thus, their positive response towards the use of basal readers in their learning is rooted in their successful experience in understanding a particular story. In other words, their success stories lead them to give a positive response to the uses of the basal readers as their learning resources.

Despite the positive response to the use of basal readers as a resource for learning, this does not mean that basal readers accommodate all students’ needs for reading English texts. It was found that almost all students (96%) did not agree to the use of basal readers as the only recourse for learning English. Instead, they suggest that the school provide other reading materials: (1) readings from EFL textbooks for their school level, (2) Fiction and science fiction, (3) English newspapers and magazines, (4) others (pictorial stories, public speaking textbooks. For more specific findings can be seen in the following [Table 1](#).

TABLE 1 | The reading materials required by the students

Kinds of instructional material	Number of responses	
1. Readings from EFL textbooks for their school level	32	66.70%
2. Fictions and science fictions	26	54.17%
3. English newspaper and magazines	15	31.25%
4. Others (pictorial stories, public speaking textbooks)	9	18.75%

Using basal readers as the only resource for reading seems to be controversial let alone for one year of foreign language learning. Parallel to this, “basal reader cannot be the only component in a well-rounded reading program.” [Dewitz & Jones \(2013\)](#) further suggest that additional books should be provided to the students for literary success. In this case, EFL textbooks in line with their schooling level are the most frequently perceived important for their learning, in addition to fiction.

The students’ response towards the types of reading test administered by the teacher

Dealing with this, the students were asked about the types of the test that help them improve their reading skills. The answer to those questions, like the other, varies from one student to another. However, it seems evident from the questionnaires that most of the students found that individual test contributed to their reading skills better than the other. This can be traced from their responses in which as many as 37 students (80.43%) decided to choose an individual oral test. Furthermore, as many as six students (13.04%) chose class written tests to improve their reading skills. Meanwhile, as many as four students (8.69%) decided

to choose both individual and class written tests that improve their reading skills. They commonly considered that an individual oral test equipped them with sufficient vocabulary to understand the texts.

- R#01 : .. because we can master a lot of vocabulary. At least, we can understand English slogans
- R#15: : .. because testing (memorized vocabularies) can motivate me to memorize more. As a result, we can understand (English texts) well.
- R#07 : the individual testing since the students can understand English passages, in addition, improve language skills.

High stake tests influence the way how a teacher teaches. It is also more likely to influence the way of students’ learning (see, for example, [Muñoz & Álvarez, 2010](#)). Oral tests may lead students to work harder than written tests. In other words, it is a high-stake test that facilitates the acquisition of a specific skill/knowledge. Since it is an oral vocabulary test, the students acquire vocabulary more than others. The accumulated vocabularies acquired after getting frequently exposed to vocabulary oral tests may enhance their reading skills. This suggests that when the students have a sizeable vocabulary, the students can well understand the texts because one of the big problems in reading comprehension is a lack of vocabulary.

The types of activity mostly perceived as facilitating to support the students’ reading comprehension

Reporting memorized vocabulary activities that were conducted in almost every meeting is perceived to contribute to their reading comprehension. It is followed by memorizing vocabulary, translating English texts into Indonesian, copying the texts, answering the questions from the texts, and transliterating the texts into their phonetic symbols. The following [Table 2](#) represents their holistic responses.

TABLE 2 | Type of activities mostly perceived facilitating

The Types of the activities	Number of responses	
1 Reporting memorized vocabulary:	23	50%
2 Translating English texts into Indonesian	12	26%
3 Copying the texts	8	17.4 %
4 Answering the questions from the texts	4	8.7%
5 Translating the texts into their phonetic symbols	4	8.7%

The finding strengthens the previous research findings (e.g., [Sparapani et al., 2018](#); [Coloma et al., 2020](#)) that there is a significant correlation between students’ vocabulary size and their reading comprehension. The more vocabulary they

acquire, the more competent they comprehend the English texts. In respect to this, [Sakata \(2019\)](#) asserts that vocabulary mastery plays an essential role in enhancing receptive language skills, reading or listening comprehension. Thus, any activities to enhance students' vocabulary acquisition (including reporting memorized vocabularies, extensive reading, etc.) facilitate reading comprehension.

The students' response towards the basal reading instruction

The teacher's way of teaching reading (reading instruction) in which basal readers were the only teaching material was positively responded to by most students. It can be seen from their responses. Of 46 students whose opinions were elicited, 40 students (86.95%) gave a positive response, three students (6.52 %) gave a negative one, and two students (4.34%) gave no specific response. They commonly find that the instruction was perceived good (10 respondents), very good (8 respondents), easy to understand (8 respondents), simple (3 respondents), facilitating (2 respondents), elaborating (2), generating competition among their peers (1 respondent), entertaining (1 respondent), helping them read English words more appropriately (1 respondent), impressing (1 respondent), clear (1 respondent). The following excerpts may strengthen the findings.

- R #07 : It is easy to understand and to memorize and the teachers frequently test our memorized vocabularies and their phonetic symbols.
- R #06 : In my opinion, the way she teaches English facilitates me to understand English well.
- R #09 : The teacher's way of teaching English makes me interested in (English).
- R#16: : It is quite good and the teacher tries to accommodate different English proficiency levels.

Regardless of their positive response, this does not necessarily mean that the reading instruction meets the students' expectations. Some suggestions were put forward in order that the reading instruction is getting improvement: (1) explaining materials and tasks provided (2) practicing to speak and to read, (2) varying methods and materials of instructions, (3) trying not to be too serious, (4) giving motivation, and (5) being more friendly.

The following [Table 3](#) represents the extent to which those suggestions are put forwards by the respondents. The learners' responses pertaining to suggestions and expectations are shared among the students getting exposed to basal reading instruction. This stems from the basal readers as well as their workbooks presented in the reading program. The students highly suggested that explaining materials and tasks is urgent to be shared by the English teachers in implementing basal reading instruction and practicing speaking and reading. Furthermore, multifarious instructional methods, fun activities were also needed by the language learners. In responding to the weakness of basal reading instruction, it is suggested that a teacher should not rigidly follow any single step, as suggested in teacher

manuals. A professional judgment should be exercised when using instructional materials ([Dewitz & Jones, 2013](#)).

TABLE 3 | The students' suggestions towards the reading instruction

Students' suggestions and expectations		Number of responses	
1	Explaining materials and tasks provided	10	21.74%
2	Practicing to speak and to read	10	21.74%
3	Varying methods and materials of instructions	8	17.39%
4	Trying not to be too serious	8	17.39%
5	Giving motivation	4	8.68%
6	Keeping on the track	2	4.38%
7	Trying to be more serious	1	2.17%

CONCLUSION

The school has developed its way of procedures in using basal readers in the classrooms. The procedures lead the students to acquire new vocabulary. Two major classroom activities supporting the acquisition of vocabularies are reporting memorized vocabularies and translating the text. The former was preceded with vocabulary memorization individually conducted in the classroom; meanwhile, the latter was followed by answering the selected texts' questions. Thus, a gradual step of classroom activities was formulated as follows: memorizing selected vocabularies, reporting memorized vocabularies, translating texts into students' native language, and answering the questions from the selected texts.

The classroom activities are positively responded to by the students as reflected in their engagements in the classroom and their verbal responses. Most students perceive that the classroom instruction was motivating. In addition, it accommodates their English proficiency levels. This implies that basal readers may facilitate L2 learning and, therefore, can be used as a teaching and reading resources in addition to the state-prescribed English textbooks.

The shortcoming was found in the present research, i.e., the limitation of the sample, which was only carried out in one school. Accordingly, further research is suggested to focus on the sizeable samples of schools in implementing a basal reading program to obtain generalizable data.

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Enacting an emergency EFL course in an Indonesian disadvantaged condition

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Situated in a disadvantaged condition in Lombok, Indonesia, the present study looks at the enactment of an emergency EFL course after earthquake and aftershock circumstances in a public university in the region. For such a purpose, forty-two non-English department students who attended the course in four face-to-face and nine asynchronous meetings were recruited using a convenience sampling technique. A set of questionnaire was disseminated to document participants' responses on the course implementation. Observation and semi-structured interviews were also conducted to portray the pedagogical praxis. The findings suggest that the course delivery did not utterly reflect an effective teaching-learning process accordingly due to various factors. Barriers to using the WhatsApp tool also existed. Interestingly, the students positively reflected the course as the best way to learn in a disadvantaged condition. However, they were not confident with their attainment in English skills and components. Further considerations on how to design materials and assessment instruments and build a decent interaction are needed in learning under such disadvantaged condition.

Keywords: aftershock, earthquake, EFL course, teaching-learning process

INTRODUCTION

“Dear my lovely students, it is not easy to learn in a disadvantaged condition, but giving up doesn't help anything. Earthquakes may destroy our homes and belongings, but they may not destroy our courage and passion for learning.” A quote from the classroom teacher.

The above-quote is illustrative of a classroom condition based in Lombok, Indonesia, which was hit by a devastating earthquake in 2018. Inspired by such a disadvantaged condition, the present study was designed to uncover teaching-learning enactment, particularly in the EFL course, and students' responses to it. We identified that research investigating the impacts of natural disasters on teaching-learning has not received ample attention from researchers (Pietro, 2015). With this in mind, this study aims at revealing how teaching-learning is enacted and to what extent the students respond to the practice.

The earthquake which occurred in Lombok on July 29, 2018, with a 6.4 magnitudes followed by thousands of devastating infrastructure, including a 7.0 magnitude aftershock on August 5, 2018 destroyed thousands of houses and buildings. Refugees were in a horrendous trauma and then started building tents at the open spaces to avoid sudden aftershocks (Baharun, personal communication, January 17, 2019). Economic sectors and legal services were hampered. Teaching and learning processes in schools and universities were halted unavoidably for a month. In this condition, the English as a foreign language (EFL) course in universities was enacted using online platforms.

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Specifically, the students who enrolled in the EFL course in the gap semester were in a traumatic condition. Two out of forty-two students lost their houses, whereas the rest of them could not live at their own houses due to the house's severe damages and the fear of the frequent aftershocks. The only thing they could do was staying in the tents or refugee camp with their families; they could not even go to the class.

Alike with the students' condition, university buildings were severely damaged and could not be used to facilitate the teaching-learning process. The university was still hushed, with no lecturers, staff, and students. Moreover, the regular aftershocks made the situation frightening to sit or walk around as well as to conduct academic purposes. Within these disadvantaged circumstances, the English lectures were encouraged to design an online learning platform to accomplish the course in one semester. The lecturers, along with the students' agreement and commitment, set out an asynchronous online teaching-learning using WhatsApp.

This study sought to investigate the course enactment and the students' reflection upon learning using such a tool. Empirical studies depict that the impact of natural disasters in educational sectors is not exclusively studied. Several scholars attempted to explore such an issue using different perspectives, such as the integration of disaster management into the curriculum (Seyle, Widyatmoko, & Silver, 2013), the importance of student-teacher relationship to improve students' emotional stability after disaster trauma (Moore, 1989), the role of teachers in a recovery phase (Mutch, 2015), and the academic impact of a natural disaster (Pietro, 2015). However, studies picturing the teaching-learning process after the earthquake and in the wake of aftershocks are underexplored.

It is undeniable that conducting the teaching-learning process in such a condition cannot be considered similar to a normal situation. Previously in Italy, Pietro (2015) found that the L'Aquila earthquake affected not only the learning environment and psychological factors but also had tremendous impacts in the area of academic performance for both teachers and students. In his study, the L'Aquila earthquake decreased the students' opportunity to graduate on time.

The use of technologies offers promising benefits. It provides flexibility in many platforms of complexity, such as time and place (Song et al., 2013). Teachers, instructors, students, and school stakeholders are privileged with some adoptions at their convenience, although they may feel reluctant to perform online learning at the beginning of their classroom activities (Redmond, 2011).

The deployment of technology in the education sectors has been studied several decades ago, for example, initiated by Coldeway (1995). He highlighted four approaches in using technology, such as same time-same place, different time-same place, same time-different place, and different place-different time. On the other hand, other scholars prefer to use two significant terms such as synchronous learning (for same time-same place and same time-different place teaching-learning) and asynchronous learning (for different

time-same place and different place-different time teaching-learning) (see Chen, Ko, Kinshuk, & Lin, 2005; Giesbers, Rienties, Tempelaar, & Gijsselaers, 2014; Johnson, 2006; Offir, Lev, & Bezalel, 2008).

In line with these different perspectives, Redmond (2011) further compared and contrasted synchronous and asynchronous learning processes. He suggested that teachers consider the details of those two processes before deciding to use one of them. At this point, schools or university stakeholders, particularly teachers, have the authority to choose a suitable approach considering the most applicable, possible, effective approach to teaching enactment. Therefore, using certain technological tools can be an alternative to conduct a teaching-learning process after the earthquake and aftershocks. In this study, the discussion focused on asynchronous learning using WhatsApp in the EFL course enacted in one public university in Indonesia as an emergency choice after the earthquake and aftershocks.

In relation to such a condition, previous studies have been conducted to examine the impact of WhatsApp use in EFL classes. Many of the findings found that it gave positive effects on students' achievement and attitudes in learning (Amry, 2014; Arifani, 2019; Zulkanain, Miskon, & Abdullah, 2020), vocabulary enhancement (Awada, 2016; Bensalem, 2018; Hani, 2014; Man, 2014), and reading and writing skills (Maria, 2016).

However, Hamad (2017), despite revealing some benefits of using WhatsApp, listed some considerations for teachers such to (1) have more time and experiences to prepare the materials, (2) to be more cautious in classroom management, (3) to monitor students' learning process as well as the originality of students' work, while students are also encouraged to participate actively in the WhatsApp discussion. On a broader scope, Chauhan (2017) described the advantages and disadvantages of asynchronous learning using technology properties, as stated in the following Table 1.

TABLE 1 | Chauhan's (2017) descriptions of advantages and disadvantages of asynchronous learning

Advantages	Disadvantages
<ul style="list-style-type: none"> • Offers students to be more independent in controlling their learning • Gives time to reflect • Offers flexibility • Reduces social obstacles • Interactive, regardless of location and time barriers 	<ul style="list-style-type: none"> • Lacks instant feedback • Lacks personal interaction • No live collaboration and real-time activities • Can cause a lack of motivation and lead to procrastination • Requires self-discipline

Another essential aspect of online learning application in teaching is the managerial system. Using an application such as WhatsApp is not limited as to how to use it as a repository tool only in which the teachers can store and distribute the material more easily. The teachers as decision-makers should also consider another factor, just as using the internet application in WhatsApp for managing the teaching-

learning process, supporting online group work, and giving students opportunities to do project-based learning.

In other words, teachers are required to be able to establish an effective interaction in the WhatsApp group. In line with this suggestion, [Neroni et al. \(2019\)](#) also argued that interaction determines the satisfaction or dissatisfaction of distance-learning. Thus, establishing an interaction is a vital component in the teaching-learning process. Earlier, [Moore \(1989\)](#) categorized the interaction in an instruction into three types, such as learner-teacher interaction, learner-content interaction, and learner-learner interaction. More sophisticatedly, [Redmond \(2011\)](#) suggested four types of interaction based on his research findings, these are, learner-teacher interaction, learner initiating interaction with a teacher, teacher facilitating learner-to-learner interaction, and learner initiating learner-to-learner interaction.

Another exploration of classroom interaction using online learning platforms was also carried out to reveal what type of interaction that contributes to students' learning attainment (see [Huang et al., 2019](#)). In their study, teacher-student interaction had a positive impact on students' achievement, although student-student interaction did not run well. Unfortunately, research investigating interaction using WhatsApp learning enactment, particularly in Indonesian education sectors with a disadvantaged condition, seems sparse. To fill such a void, the present study was carried out to explore the extent to which the implementation of an emergency EFL course facilitates active learning and interaction as viewed from students' reflections and learning documents.

The results are expected to shed light on considerations as to how teacher and teacher educators design learning enactment, including materials and assessment, in a disadvantaged condition. Given that this issue is underexposed, further research is expected to investigate the teaching-learning process using multilayered perspectives.

METHODS

This study was carried out within a three-week emergency condition at one public university in Lombok, Indonesia. A case study with multiple data gathering methods was used as the appropriate design to capture learning discourses situated in one English language class at the university. Forty-two freshmen (henceforth, participants) were recruited through a convenience sampling technique. They were all from non-English departments at the university. The data were obtained from a self-made questionnaire, semi-structured interviews, and observation.

The questionnaire was distributed to the participants through the WhatsApp group in which they were asked to respond to it and asked to hand it in on the same day they submitted the portfolio. At the following step, when submitting the portfolio and questionnaire, the students were interviewed in a face-to-face setting. Each interview lasted

between 30 to 45 minutes.

The interview session was set in an informal situation in the form of reflection on the instructions. This interview intended to capture students' reflection and appraisal upon the learning activities in the WhatsApp group. This setting was aimed at creating a more natural situation in which the students did not realize that they were being interviewed. No specified number of students was targeted to be in the interview. Particularly, when the same pattern of response was found, the interview was stopped. In this case, at the ninth student, sufficient data were found. Besides, the observation was also done within a three-week learning process in the face-to-face classroom.

Data from the questionnaire and observation were triangulated and compared with the interview transcripts. We attempted to document emerging themes from questionnaire, observation, and interview. To capture such themes, we carefully compared each data and sought for similar lines of issues. Subsequently, the data were also related to previous studies and theories in order to appropriately construct the themes.

RESULTS AND DISCUSSION

Findings from the study are detailed into four emerging themes: the approach in teaching-learning enactment, teaching materials, teachers and students' classroom interactions, and assessment process.

The Approach in Teaching-Learning Enactment

The approach employed in this course was an asynchronous teaching-learning process conducted from different places and at different times. In this case, the teacher and students communicated using the WhatsApp group. The teacher decided to use this approach after doing a brief observation resulting in some considerations such as 1) students' residence distance, 2) disadvantaged condition in Lombok, 3) the presence of a WhatsApp group covering all classroom members, 5) unpredictable earthquakes. Thereby, an asynchronous teaching-learning process using the WhatsApp group was deemed as the most possible and applicable approach to practice.

This teaching-learning process was different from the conventional classroom activities. In the previous course, each meeting had a series of steps starting from the opening, primary instruction, and closing. On the other hand, in this emergency course, nine-meeting instruction was seen as a continuum with a single opening in meeting 1 and a single closing in meeting 9. The detailed steps based on the documentary observation are synthesized as follows in [Table 2](#).

TABLE 2 | Course Arrangements

Meeting and Date	Agenda	Details	Product
1. August 14, 2018	Opening from the teacher Lesson 4 Travel and Adventure	The teacher described the manual and the detail of the teaching-learning process The students independently learned the details in Unit 4 and then responded to every question. The response should be written on a piece of paper under the title Portfolio 1.	Portfolio 1
2. August 15, 2018	Lesson 5 Famous Place: Vanuatu Singular and Plural nouns in context	<ul style="list-style-type: none"> The students independently learned the details in Unit 5 and then responded to every question. The students found a resource explaining the concept of Singular and Plural nouns and made some original examples. 	Portfolio 2
3. August 16, 2018	Lesson 6 Unit 6: City Life Present Continuous Tense in context	<ul style="list-style-type: none"> The students independently learned the details in Unit 6 and then responded to every question. The students found a resource explaining the concept of Singular and Plural nouns and made some original examples. 	Portfolio 3
4. August 17, 2018	Quiz	The questions were integrated into the classroom activities	
5. August 20, 2018	Lesson 7 Prehistoric Timeline: Dinosaurs The use of preposition of time: at, in, on.	<ul style="list-style-type: none"> The students independently learned the details in Unit 6 and then responded to every question. The students found the resource explaining the concept of the preposition of time and place: at, in, on and made some original examples 	Portfolio 4
6. August 21, 2018	Lesson 8 A Penguin's Year	<ul style="list-style-type: none"> The students independently learned the details in Unit 8 and then responded to every question. 	Portfolio 5
7. August 24, 2018	Lesson 9 Additional Reading text. Simple Past Tense & Present Perfect Tense.	<ul style="list-style-type: none"> The students found additional reading text and retell the content. The students distinguished the use of Simple Past Tense & Present Perfect Tense. The students provided some examples of them. 	Portfolio 6
8. August 25, 2018	Review	<ul style="list-style-type: none"> The students learned unit 4 up to 8. Any problem and difficulty could be raised to the WhatsApp group to be discussed. 	Portfolio 7
9. August 29, 2018	Closing	<ul style="list-style-type: none"> Final Exam items were uploaded on August 26, and the students submitted them on August 29 before 12 o'clock. 	Portfolio 8

In this process of teaching-learning, the students were demanded to be more independent to learn the materials and find ample supporting resources. It is clearly seen from the table that the teacher and students were not set to do many discussions. In other words, WhatsApp was used as a repository rather than the space to discuss every single activity related to the lesson. The teacher attempted to be very effective in planning the course scene considering the inconvenient situation surrounding the university.

Out of the WhatsApp group, the students had to invest their time to read and understand the materials, made a summary of them, and answered related questions independently. Based on the questionnaire, the length of the learning can be seen from [Chart 1](#).

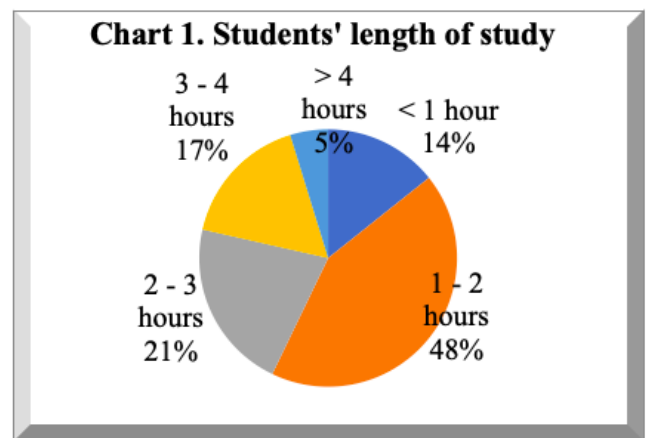


CHART 1 | Students' length of study

The data also indicate that students (48%) studied for about 1 up to 2 hours, and 14 % of them studied less than an hour to accomplish one meeting’s materials. This explains that many of them (62%) appeared to not learn sufficiently.

Teaching Materials

Based on the teachers’ document, the materials used in the course were mainly from the textbook provided. Besides, the teachers assigned students to find out specific grammatical structures from any sources. Different from the previous face-to-face meetings in which students were exposed to the four language skills; listening, speaking, writing, and reading, in this emergency course, students were only exposed to reading, writing materials, and some grammatical structures as the supplementary materials. Practically, sharing audios, videos, or some other sophisticated resources was not simple to manage due to some unforeseen and unavoidable factors such as lacking electricity and internet connection.

Teachers and Students’ Classroom Interactions

Face-to-face meetings gave a chance for all class members to interact with one another. Teachers had a lot of access and opportunity to interact formally or informally with the students in the form of discussion, a short lecture, dialogue, private chat, and many other ways. Similarly, a wide range of interaction could happen among students in many activities, starting from the pair works, the group works, or on a broader scope. In this fashion, the students were also able to construct a small discussion either inside or outside the classroom to deal with their learning difficulties.

TABLE 3 | Offline interaction among students during the course

Number of meeting	Topic of discussion			
	Related to the learning process		Related to the other things	
	In number	In %	In number	In %
Once	4	9.52	5	11.90
Twice	2	4.76	2	4.76
3 times	1	2.38	0	0
4 times	2	4.76	1	2.38
➤ 4 times	2	4.76	2	4.76
Never	19	(45.23 %)		
No response	2	(4.76 %)		

TABLE 4 | Online interaction among students during the course

Number of meeting	Topic of discussion			
	Related to the learning process		Related to the other things	
	In number	In %	In number	In %
Once	5	11.90	2	4.76
Twice	2	4.76	2	4.76
3 times	2	4.76	2	4.76
4 times	4	9.52	3	7.14
4 times	0	0	2	4.76
Never	17	(40.47%)		
No response	1	(2.38%)		

Although [Table 3](#) and [Table 4](#) indicate the students’ interaction frequency in a different setting, the data show a consistent pattern. A significant number of students (> 40%) did not have verbal and physical contact with each other. Meanwhile, more than 5% of them met more than 4 times, and the rest of them met ranging from once up to three times. Considering the topic, few of the students interact with each other to discuss the lesson-related topic. The number of students discussing the lesson-related topic and the non-lesson-related topic is almost equal. These results indicate that, in general, the students did not do much interaction among them.

[Table 5](#) illustrates the interaction type’s frequency inside the WhatsApp group in which the conversation was mainly intended from students to teachers or vice versa (86.89%). The student-student interaction occurred at no more than 10%. In further investigation through the interview, it was found that students were more comfortable asking their accessible seniors (ones who did not belong to the class) rather than their classmates. This was due to a psychological factor. Almost all of the students stated that they were indifferent majors and had met each other only in four meetings, albeit they were not emotionally connected.

TABLE 5 | Interaction types’ frequency in WhatsApp group

Interaction Types	Frequency	%
Teacher – student (s)	643	86.89
Student(s) - student(s)	70	9.45
Student(s)-student(s) initiated by the teacher	8	1.08
Others	19	2.56

Assessment Process

In the portfolio and final test submission day, based on the teacher’s note, 3 out of 42 students (7.14%) submitted the document late. Meanwhile, 7.14 % was not a small number when there was much chance to do it on time. In this case, the teacher had plotted the time considering the required time and additional time. Besides, the application of this assessment process failed to promote a crucial process of conducting a practical assessment and giving feedback. This would give such ineffective learning conditions for the students since they did not have the opportunity to reflect on what they had learned in the instruction. In other words, the assessment in this course only served as the instrument to measure students’ accomplishments (learning for assessment) and did not play the role of what so-called assessment for learning.

In particular, the application of the EFL emergency course after the earthquake and aftershocks in the university did not entirely reflect an effective instruction. The benefits of a particular technological tool use did not have a significant effect on what was promised. It might happen due to some unavoidable factors, such as insufficient time for the teachers to design a more comprehensible instruction, lack of electricity and internet connection, and some psychological factors. Therefore, some considerations on how to design more effective materials and assessment instruments and build a good interaction are needed in the learning.

To investigate students' reflections of the course, a series of the questionnaire was distributed to the students via WhatsApp attachment. Moreover, when the students had to come to the university to finish administrative tasks such as signing the attendant list and the preparation for the new semester, a series of interview sessions was conducted to explore in-depth data about students' reflection. The data were analyzed and coded in two domains, such as 1) language skills and component enhancement and 2) advantages and disadvantages of the course. [Table 6](#) presents data of language skills and component enhancement.

Based on [Table 6](#), the students acknowledged that they mostly had some improvement in vocabulary, reading, and writing skills. Almost half of them also perceived improvement in grammatical structure. On the contrary, they did not positively feel improvement in terms of listening and speaking skills. The abovementioned result was deepened through an interview session. Furthermore, the result was seemingly congruent with what on the questionnaire result. The most common responses are 1) the course helped the students in finding the main ideas of a text faster, 2) the text in every unit exposed the students to be familiar with some new words, 3) the students practiced much in making sentences using specific grammatical structures, and 4) the students did not have the chance to do listening and speaking practice.

TABLE 6 | Students' reflection on their language skills and components

Statement	Number of Students out of 42	
	In Number	In %
The course helps me to improve my:		
1. Listening skill	0	0
2. Speaking skill	5	11.90
3. Reading skill	40	95.23
4. Writing skill	27	64.28
5. Vocabulary	42	100
6. Grammar	18	42.85

These findings are quite logical to be correlated with what the students were exposed to. Based on the materials description, the students were not intentionally exposed to listening and speaking related materials due to some inconvenient factors. However, based on the interview, most of the students were not confident about the result of their learning. They needed direct interaction with the teacher to get a more effective feedback. In response to this finding, some presuppositions could be seen as the factors underlying it. First, the students' English proficiency level could contribute to their dependency. Based on the data, this course was held for the students who obtained low scores from the previous semester. In other words, the students who participated in this course had a low level of English proficiency.

Understanding this condition, the teacher should be aware that the students with a low level of English proficiency needed more scaffold instruction and teacher's guidance, which both were not significantly facilitated in this kind of emergency course. Second, the quality and the

quantity of the classroom interaction should be enhanced. As it was found that this emergency course lacked of interaction among teacher and students and students to students. These might contribute a negative effect to students' learning attainment. Third, learning after the aftershocks were not easy to maintain. The students, as well as the teacher, could not pay maximum attention to the lesson-related aspects. Thus, the condition likely brought a feeling of being unconfident and dissatisfied with the learning result. However, these three situational factors are still presuppositions based on this research finding and some related possibilities. Therefore, further research focusing on the factors underlying this condition is worth conducting to obtain a more relevant and accurate conclusion.

Although the students were not confident with the result of their learning process, most of them positively responded to this emergency course as the best alternative of the teaching-learning process within this disadvantaged condition. In response to the questionnaire and interview, they explicitly noted some advantages and disadvantages of the course such as flexibility and independent learning enhancement within the WhatsApp group. Overall, this study indicates that, in the emergency condition, the participants experienced advantages and disadvantages of asynchronous learning ([Chauhan, 2017](#)). Besides, the participants also voiced their preference for face-to-face learning approaches rather than the online ones. This belief might be shared since they experienced the asynchronous e-learning for the first time.

This study has revealed how teaching and learning enactment after the earthquake and aftershocks situated in one public university in Lombok was geared by teacher and students. Data were found in four emerging themes such as teaching-learning approach, teaching materials, teacher and student interaction, and assessment process. Our findings essentialized that pedagogically-intended learning was not well-practiced in the four themes since the condition in the tents and refugees' camps where students temporarily lived are hindering to echo such teaching and learning activities ([Dabner, 2012](#); [Wodzicki, et.al, 2012](#); [DeAndrea, et.al, 2012](#)). Students in this context failed to experience a comfortable learning atmosphere ([Shaw, et.al, 2004](#)), and the teacher was also unable to facilitate active learning ([Elgort, 2011](#)). Although ready-used sources (e.g., textbooks) were exclusively used, pedagogically oriented learning was difficult to enact. The teacher could not share videos and other online teaching sources due to a lack of electricity ([Arghode, et.al, 2018](#)) since a particular electronic and internet-based technological tool would not work well when the electricity and the internet connection is insufficient ([Savi, et.al, 2018](#)).

In this emergency course, the teacher found that it was sophisticated to set effective interactions among students. After the aftershocks, teacher and students did not have enough time to interact. Teacher-student interaction had a significant influence on learning success, while student-student interaction did not give any impacts ([Alghasab, et.al, 2019](#)). Unfortunately, this study was not experimentally intended to investigate whether those interaction types significantly correlate with the students' attainment

(Üzel & Özdemir, 2012). The assessment process is another point to be considered in the teaching-learning process. The teacher has a wide range of chances to carry out various assessment instruments in the form of either formative or summative assessment (Nordström et al., 2019). Several ongoing assessments can also be carried out more easily in face-to-face instruction (Rawas et al., 2019). This condition is quite different from what happened in the virtual classroom. The teacher found it difficult to carry out an ongoing assessment. Thus, the teacher selected a portfolio-based assessment in which the students had to carefully read the teacher's guidance to meet what each portfolio required them to do. In this process, students were required to do and glean each portfolio in their convenient time and place in which they were supposed to hand in those portfolios at particular decided time. Also, the teacher used the quiz and final test.

Responses to the interviews were also positive. Most of the students viewed the teaching and learning process helpful for them. This indicates that learning enthusiasm in such a disadvantaged condition is still held (van Harsel et al., 2019). Teacher in this study could successfully lead the students to sustained learning motivation regardless of several lacks in the process (Dunn & Kennedy, 2019). Our study has documented that barriers encountered by teacher and students were mostly due to the uncontrolled disadvantaged condition. Although the teacher had remarkable endeavor to work effectively to engage the students in learning, the process was much hampered by a lack of facilities, such as electricity. Thus, online learning did not run effectively. Our findings also imply that policy-makers and stakeholders should take a firm action in an open-school system for refugees.

CONCLUSION

This study has documented teaching-learning enactment of an EFL course under a disadvantaged condition in a classroom context of a public university based in Lombok, Indonesia. The findings have revealed that undertaking a specific course in a devastating earthquake and aftershocks is not a simple process. It needs rigorous consideration in terms of choosing the best model and how to deploy it effectively. In this case, this study has emphasized that asynchronous e-learning using WhatsApp was considered as the most applicable and accessible model for the teacher and students at the university in conducting the EFL course after the earthquake and aftershocks situation. Despite this, the instruction seems not entirely to reflect effective teaching.

The study also documents that benefits of a technological tool use were not sufficiently significant as promised. It might be due to some unavoidable factors, such as insufficient time for the teacher to design a more comprehensible instruction, lack of electricity and internet connection, and some psychological factors. In addition, the participating students in the study encountered multilayered obstacles in which they need more direct guidance from the teacher. Besides, they were not confident with their

attainment in English skills and components. In response to the application of this course, the students positively reflected the course as the best way to learn in an extreme condition.

Further considerations on how to design materials and assessment instruments and build a decent interaction are needed in learning under such disadvantaged conditions. Research exploring EFL course implementation in disaster situations is also consistently underexplored. It is therefore an intriguing space for future researchers to investigate such an enactment from different angles of methodologies e.g., a large survey of quantitative data and perspectives e.g., teacher preparedness in learning and educational stakeholders' views on the course implementation.

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Online assessment strategies to enhance EFL students' competence and their implementational challenges

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Education is a key to a successful life for all human beings. Having a good education certainly helps people to have a better life and improve their living standard. Therefore, education should be continually conducted meaningfully to enhance students' competence. However, carrying out effective learning and appropriate classroom assessment during the coronavirus pandemic could be highly challenging for the teachers to do. Teachers need to utilize various technological devices to assess students' learning competence. This is due to online learning has become a priority in learning activities in the pandemic situation. Consequently, teachers must have broader horizons on how to conduct the learning processes and appropriate assessment strategies and operate various communication technologies. This study found that English teachers implemented three types of online assessment strategies to improve students' learning competence during the pandemic of Covid-19 in Indonesia. Those strategies are online test administration, portfolio, and self-assessment. Several challenges were accoutered by the teachers in carrying out the classroom assessment through online systems such as slow internet network, expensive internet quota prices, limited access to computer and smartphone devices, poor ability in using digital technology, and difficulty in conducting effective interaction. Feedback was occasionally provided when the learning processes were conducted through zoom meeting or google meet. The study implies that teachers should improve their communication technology ability and fulfill online assessment strategies' administrative procedures.

Keywords: assessment, strategies, competence, challenges

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INTRODUCTION

Along with the advancement of science and technology, educational processes have moved towards more sophisticated and independent strategies because it allows open communication to occur in a distant location. The educational process in 21st-century society is an interaction between teachers and students in accordance with advances in communication technology that become more democratic as in an open community. Besides, as teachers, sufficient competence must be possessed to carry out the tasks of teaching, guiding, fostering, and directing students to have excellent, motivated, and noble character. This is a difficult task for the teachers to do. There are many skills and competencies that should be enriched to be highly professional teachers (Mantra et al., 2019). Therefore, there are several challenges faced by the teachers in conducting their duties nowadays.

Furthermore, teachers must be able to conduct appropriate assessments to assess the students' competence suited to the competence needed to live in a 21st-century society (Ma & Gao, 2010). Therefore, higher skills are needed by teachers to make their students gain higher thinking skills.

High-quality assessments can create students to think more deeply about the subject matter (Baleni, 2015). It can be said that through the assessment of higher-order thinking skills, students can more easily develop their thinking skills. Therefore, assessments should be conducted to ensure improvements in learning competence and thinking skills. Moreover, in a broader sense, teachers are expected to always follow the development of the education system and as assessment systems, both science and technology must be mastered to keep up with the current needs of the students (Wang, 2018). This implies that teachers should be technically minded. This is one of the characteristics of 21st-century society. The 21st century is marked by the presence of various types of internet instruments and facilities in the world of education that provides many conveniences and choices in order to support the learning process (Alruwais, Wills & Wald, 2018).

Technology plays an important role in updating conventional learning to technology-based learning. Technological developments can change a person in learning, both to obtain information and present information in a good and complex manner (Alruwais, Wills & Wald, 2018). Teachers can use technology to conduct better online assessments. Assessment is a process or an effort to obtain much information about students' development during learning activities as material in decision making by teachers to improve the students' learning outcomes and improve the upcoming learning process. Assessment activities are an integral component of teaching and learning activities (Robles & Braathen, 2002). An assessment of learning outcomes needs to obtain information about the achievement of results from students' learning process by predetermined goals. Besides, the implementation of the assessment enables teachers to provide feedback to students to improve their competence.

In practice, assessment is the process of gathering information and processing information to measure students' learning outcomes (Kearns, 2012). Moreover, it is also used to determine the strengths and weaknesses of the learning process to be used as the basis for decision-making in modifying learning strategies so that the upcoming learning process is more effective. The assessment process under normal conditions certainly does not require a special strategy to be mastered by teachers. However, the process of classroom assessment during the current pandemic requires the ability of teachers to design appropriate assessment process strategies because the assessment process is carried out indirectly or online (Gamage, et.al, 2020). Teachers are forced to conduct online assessments to avoid direct contact with their students. Assessment and evaluation carried out at home are carried out by teachers through remote assessment methods or distance assessment practices (Sewell, Frith & Colvin, 2010).

Therefore, in addition to suitable assessment strategies and good and well-planned assessment systems, the ability of assessment technology is also needed (Cakiroglu et al., 2017a).

In educational practices, the rapid development and advancement of technology today enable teachers to be more creative in teaching because of the availability of communication technology. Moreover, online assessment becomes easier to be carried out, especially with the existence of the internet network (Timmis et al., 2016). Teachers can take advantage of application media connected to the internet network to assess and evaluate learning outcomes online. However, in Indonesia, problems in implementing online assessment are merely related to limited accessibility and poor internet connection or online network unavailability. To solve these obstacles, various efforts were undertaken by the education stakeholders to ensure that assessment activities were administered appropriately by ensuring that all students had equal access to technology and internet networks, and teachers have higher competence in the use of online applications (Cakiroglu et al., 2017a).

Several studies have been conducted concerning online assessment (e.g. Wulandari, Pratolo & Junianti, 2019; Cakiroglu et al., 2017b; Prastiwi, Kartowagiran & Susantini, 2020; Gaylard Baleni, 2015) which mainly dealt with perceptions and online assessment strategies conducted by teachers in a normal situation, however, this study specifically investigated teachers' assessment strategies during the Covid-19 pandemic in Indonesia. The study revealed provides contributions for teachers to broaden their horizons in conducting effective classroom assessments. Comprehending various difficulties in conducting assessments through online systems could help teachers to be aware of the challenges which may occur during the teaching-learning process. This study was conducted mainly to investigate the research questions such as (1) what online assessment strategies are employed by EFL teachers during the covid-19 pandemic, and (2) what challenges are encountered by EFL teachers in conducting online assessments during the covid-19 pandemic.

METHODS

This study used a qualitative research design with descriptive analysis. Observations, interviews, and documents were conducted to collect data for this study. Observations were conducted to collect the real implementation of the online assessment conducted by the teachers. Interviews were conducted to obtain further data related to implementation and challenges in conducting the online assessment. Moreover, document studies were carried out to gather the data related to the test types, scoring, and grading. Furthermore, the data were processed using descriptive analysis to examine the phenomena that occurred during the learning process in the Covid-19 pandemic. All teachers were interviewed through online communication

media and observed them when they were conducted online learning by joining them in the classroom as passive participants in Zoom and Google Meet classes. All assessment documents used by the teachers were critically overseen to get the real pictures of the teachers' preparation and students' results as well as teachers' corrective feedback. The collected data were then categorized according to the appropriate category, and then analyzed descriptively, supported by various arguments based on multiple sources related to online assessments carried out by teachers during online learning. To ensure the reliability of the data, all data were triangulated by conducting a cross-analysis of all data collected from interviews, observations, and document studies. All the data collected were put in the right category and data which were collected from the observations were matched with the data collected from the interviews and the document studies.

RESULTS AND DISCUSSION

This study merely investigated the online assessment strategies employed by teachers during the Coronavirus pandemic. Moreover, this study also intended to reveal the challenges encountered by the teachers during the assessment administration. This study focused on comprehensively studying the online assessment strategies which were employed, and challenges encountered by EFL teachers in conducting online assessments during the covid-19 pandemic. The results of the study were presented as the following [Table 1](#).

TABLE 1 | Result of the Study

Teacher	Online assessment strategy	Challenges	Platform
Teacher A	online test administration	Slow internet network, expensive internet quota prices, limited access to computer and smartphone devices, poor ability in using digital technology	WhatsApp, Google Classroom
Teacher B	online test administration	Slow internet network, expensive internet quota prices, limited access to computer and smartphone devices, poor ability in using digital technology	WhatsApp, Google Classroom
Teacher C	online test administration, portfolio	Slow internet network, expensive internet quota prices, limited access to computer and smartphone devices, poor ability in using digital technology	WhatsApp, Google Classroom, Google Forms
Teacher D	online test administration, portfolio	Slow internet network, expensive internet quota prices, limited access to computer and smartphone devices, poor ability in using digital technology	WhatsApp, Google Classroom, Google Forms
Teacher E	online test administration, portfolio, and self-assessment.	Slow internet network, expensive internet quota prices, limited access to computer and smartphone devices, poor ability in using digital technology, difficulty in conducting effective interaction	WhatsApp, Google Classroom, Google Forms, google meet, zoom meeting
Teacher F	online test administration, portfolio, and self-assessment.	Slow internet network, expensive internet quota prices, limited access to computer and smartphone devices, poor ability in using digital technology, difficulty in conducting effective interaction	WhatsApp, Google Classroom, Google Forms, google meet, zoom meeting

Furthermore, during the interviews, most teachers explain that they encountered similar challenges which were mainly about slow internet connection, expensive internet quota prices, poor ability in technology, and difficulty in communicating effectively with their students. The challenges encountered by the teachers were similar in their forms but the degree of difficulty depended upon the geographical location, economical background, and experiences in using technology.

“well, online learning is a very new system for me. We live in a very remote area. I mainly teach and assess my students using WhatsApp. I send the tests to my students and my students send their answers through WhatsApp. Internet connection is very poor here and internet quota prices are expensive for my students”. (Teacher A)

“oh yes, online learning is definitely new for me. I am not really a technology-minded person. My friend told me to use the WhatsApp group to teach. In assessing my students, I just send a set of tests every end of learning unit and my students send their answers through WhatsApp after a few days because most of my students have no computer and only a few of them have a smartphone. They have to borrow it from their parents” (Teacher B)

“I teach my students using google classroom and WhatsApp. So, it is easier for me to assess my students which I send their answers through google classroom. Sometimes I send the test in the form of google form through WhatsApp. I collected my students' tasks in the form of a portfolio (Teacher C)

"it is a challenge for me to teach and assess my students online. Sometimes I use to upload the test through google classroom and sometimes using WhatsApp, but it is difficult to monitor my students. I ask my students to file their tasks into a folder and they send them at once every week. (Teacher D)

"I use WhatsApp, sometimes google meet or zoom. I send the link of the tasks through chatbox and WhatsApp. My students send their answers through google form and then I collected to be my students' files for their portfolio. I ask my students to give their reflection on what their understanding through voice note on WhatsApp or directly when I ma using zoom or google meet". (Teacher E)

"Well, WhatsApp, Zoom, and google meet are really a big help for me. I assess my students using tests that I send through a google form, it is easier for me to file my students' work for their portfolio. I use zoom or google meet to get my students' self-reflection and provide them feedback"

Moreover, based on the document study prepared by the teachers in the form of lesson plans, it was found that teachers mainly utilized three forms of assessment strategy such as online test administration, portfolio, and self-assessment or reflection. Meanwhile, the online platforms used were zoom meeting, google meet, WhatsApp, and google classroom. The use of those platforms was varied because of their difficulty in internet connection.

In a broader sense, this study tried to reveal several solutions and suggestions for the sake of improvement of online learning and online assessment administration. This study found that teachers in this study understood that both conventional and online assessments were conducted to merely measure the learning outcomes of students. In this context, assessment is positioned as if it were a separate activity from the learning process ([Widiastuti et al., 2020](#)). Some teachers have a higher understanding that assessment is not only intended to measure learning outcomes but more importantly, how the assessment can be utilized to improve the competence of students in the learning process ([Frunza, 2014](#)). Therefore, the assessment needs to be conducted through three approaches, namely: (1) assessment of learning, (2) assessment for learning, and (3) assessment as learning. Assessment of learning aims to measure students' achievement of predetermined competencies. Assessment for learning allows the teachers to use the information on students' conditions to improve learning ([Jordan, 2009](#)), while assessment as learning allows students to see their learning achievements and progress to determine learning targets. Therefore, assessment of learning and assessment for learning are essential types of assessment for the enrichment of students' competence ([Hargreaves, 2005](#)).

Teachers in this study conducted the assessment strategies, namely (1) online test administration, (2) self-assessment, and (3) portfolio. Online test administration is an assessment by administering tests sent through WhatsApp, Google Classroom, Google Forms, and other applications. Students were assigned to answer tests provided by the teachers after the learning process took

place. There was very limited supervision since teachers were unable to see the assessment activity directly, students answered from their own homes and then sent their answers to their teachers after completing the assessment. This indicates that teachers should have the ability to carry out various assessment strategies to ensure that students attain a higher level of competency ([Arend, 2019](#))

A portfolio is another assessment conducted by teachers during online learning. Students were asked to answer several tasks and send them to their teachers. The tasks were based on the topics of the lesson taught by the teachers. The use of a portfolio model is an alternative to the distance learning process. A portfolio is a collection of student work that is arranged systematically and organized as a result of the learning efforts he has done within a certain period, for example, teachers put the assignments of the students into students' folders which showed gradual improvement of the students' achievement in learning. Therefore, it can be said that a portfolio assessment is an ongoing assessment based on a collection of information that shows the development of the students' competencies in a certain period ([Karimi and Shafiee, 2014](#)). In this case, the portfolio assessment assesses the work of individual learners at one time for each subject. Portfolios can be real products produced by students, such as articles, journals, or reflective notes that represent what students have done in one subject.

Another assessment strategy that most teachers carried out was self-assessment. Self-assessment is an assessment method that gives students the opportunity to take responsibility for their own learning. Therefore, teachers can start the self-assessment process by giving students the opportunity to validate their own thinking ([Kirby and Merchant, 2020](#)). Self-assessment is an assessment technique in which students are asked to assess themselves in relation to the status, process, and level of achievement of the competencies they have learned in certain subjects based on the criteria or references that were prepared. With self-assessment, students are trained to monitor and evaluate their own thoughts and actions and identify their own weaknesses and strengths to achieve the desired learning outcomes. The main objective of self-assessment is to support or improve learning processes and outcomes, so this assessment serves as an assessment that supports commonly used judgments ([Ćukušić, Garača & Jadrić, 2014](#)).

Based on the interviews, teachers stated that in assessing students, there are several things that need to be considered by the teachers as follows: (1) assessment carried out by the teachers should not only be an assessment of learning but also an assessment for learning and assessment as learning; (2) assessment is directed to measure the achievement of basic competencies relevant to core Competencies; and (3) assessment uses the criteria reference, which is an assessment that compares the achievements of students with the specified competency criteria ([Mantra, Astawa & Widiastuti, 2018](#)). Moreover, the results of the assessment should not be compared with the results of other students but should be compared with the mastery of specified competencies. The assessment should be carried out in a

planned and continuous manner, and the results were then analyzed to determine the basic competencies that have been and which have not been mastered by students, as well as to determine the learning difficulties of students (Maba, 2018). The results of the assessment are analyzed to determine the follow-up, in the form of a remedial program for students with the achievement of competencies to ensure that students attain higher learning competencies.

There are many technical challenges and obstacles faced by teachers in conducting online assessments during this corona pandemic. Teachers found obstacles in adapting their conventional assessment practices to online systems that need extra knowledge to design and administer the assessment using communication technology (Alruwais, Wills & Wald, 2018). Teachers should modify their form of assessment to suit the needs of the students and test types can be easily assessable accommodated by online applications and assessable easily by the students. Moreover, students faced various constraints on internet access which burden students in doing the learning process and assessment (Timmis et al., 2016). The challenges encountered by the teacher in conducting online learning and assessment varied in their forms. Most teachers mainly experienced the following challenges in conducting classroom assessment during the pandemic of Covid-19, they were slow internet network, expensive internet quota prices, limited access to computer and smartphone devices, poor ability in using digital technology, difficulty in conducting effective interaction.

At glance, the challenges encountered by the teachers were similar, however, every teacher experienced a different level of difficulty depending upon their geographical location, economical background, and abilities in using technology in teaching. Teachers and students who were located in rural areas where internet connection was very low, the learning interaction was hard to be established. In this situation, teachers relied on the WhatsApp application to send the assignment to their students. Students who were economically disadvantaged, they had to borrow smartphone from their parents or their neighbors. Meanwhile, those who were in the city could conduct the learning activities through zoom or google meet. Although they were able to communicate through zoom or google meet, they still found it difficult to communicate effectively.

Another difficulty encountered by teachers is providing feedback on the students' assessment results. Teachers found it difficult to communicate directly to students to explain students' problems in learning. Feedback is very important to be given to students to enhance their ability to achieve the predetermined learning competence stated in the learning curriculum (Widiastuti et al., 2019). Both written and oral feedback should be provided although the learning processes are conducted through online learning. In this study, written feedback was sometimes provided if the teachers have the time and opportunity to return their students' assignments. Short remarks in the form of short phrases were given such as "good", very good, excellent, good job and other similar phrases" when they were

teaching using WhatsApp. Oral feedback was hardly given because teachers mainly spent their time delivering the learning materials when they were teaching using Zoom or Google Meet.

Assessment in the context of learning is a process of information gathering to measure the achievement of students' learning outcomes (Widiastuti et al., 2020). The assessment in this case should really be intended to assess students' learning outcomes which include aspects of attitudes, knowledge, and skills. An attitude assessment is carried out to obtain information that describes the behavior of students. Assessment of knowledge to measure the achievement of students' knowledge mastery. Meanwhile, skill assessment aims to measure the ability of students to implement knowledge to perform certain tasks. The spread of the massive corona pandemic has had a significant impact on the implementation of education in Indonesia (Abidah et al., 2020). The implementation of education during the Corona pandemic was carried out at home which required internet connection and learning applications to conduct the learning process and assessment.

The learning process is carried out by the teachers using an online learning model. It is a very different way of teaching. Mainly, the difference between conventional learning models and online learning models lies in the form of interaction between teachers and students, types of programs, the role of human resources, management, and technology. The tendency to transition from conventional face-to-face learning to contemporary learning based on e-learning can be accessed by utilizing media, software devices, interactive multimedia, and internet networks without being limited by distance, space, and time (Abidah et al., 2020). Through communication applications, teachers can conduct multiple communications with the students.

The online learning model enables students to develop their independent learning. The dependence of students on teachers for face-to-face learning is very minimal because application such as Zoom and Google Meet allows teachers and students to communicate as if they were in a real classroom. However, in a remote area, sometimes limited face-to-face communication may take place when students experience difficulties in their learning activities or after completing certain learning units. To be the assessment process more effective, teachers are required to use an assessment model or alternative assessment rather than the assessment model that is usually done in conventional learning processes. This is because the online assessment is an assessment that is carried out using information technology and internet network, where the assessment can be done anywhere as long as the students have access to the internet network it is. However, teachers should utilize various assessment strategies in online learning (Gaytan & McEwen, 2007).

Considering the types of the assessment strategies and problems encountered by the teachers, several things that should be pursued by the education institution to improve the quality of online learning and assessment, administration, among others: first, educational institutions must begin to improve facilities and infrastructure for supporting online learning, Learning Management System,

and adequate supervision. Second, increasing the capacity of teachers in the implementation of online learning and assessment, and improving the ability of the teachers in using information technology. This is important because teachers should always update their knowledge, so the assessment of students can be done more varied. Third, the expansion of technology platform which supports the online learning and assessment activities.

Furthermore, teachers should continually make efforts to be more professional in carrying out online learning. Teachers are not only expected to be competent in planning the online assessment but they are also expected to be able to administer the assessment effectively using information and communication technology. Since most teachers found some difficulties in developing digital competence due to lack of prior knowledge as they are used to teach their students directly in a real classroom setting, therefore, continuous training is needed to improve their competence in conducting online learning and digital communication technology.

CONCLUSION

The online learning process applied in all learning institutions during the Covid-19 pandemic requires teachers to conduct various assessment models appropriate and support online learning. Several assessment strategies were applied in online learning which includes online-based assessments, portfolio assessments, and self-assessments. The online assessment conducted by the teachers during the Covid-19 outbreak has provided a change and challenges for the teachers to carry out the learning activity successfully. Moreover, teachers found difficulty in carrying out effective online assessments due to several obstacles and challenges encountered. Therefore, teachers should have the ability to adapt to their conventional teaching practices to online learning. Meanwhile, students should continually adapt their way of learning to keep up with learning materials given by the teachers through online communication technology. This study suggests that teachers should be provided with sufficient knowledge of online assessment and information technology to enable them to conduct the assessment properly to attain the predetermined assessment purposes and assessment objectives. Furthermore, other researchers are suggested to conduct more intensive studies on the implementation of online assessment and the challenges encountered by the teachers.

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The students' language attitudes towards lecturers' code mixing: An SFL study

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As the effort to have the insight into the existing status of a local language in Indonesia, especially in the academic setting viewed as the respected discourse, this current study aims to delineate the attitudes of millennial students towards lecturers' code mixing to Sundanese during courses. 42 responses reflecting respondents' perspectives towards the issue were collected via a qualitative questionnaire. To reveal the view of participants on the issue under the context of higher education, responses in the forms of 62 clauses were analysed by the transitivity framework of Halliday and Matthiessen. The findings of this SFL study shows that lecturers' code mixing to Sundanese during courses were viewed by 74% of Sundanese and non-Sundanese participants in positive ways while the rest addressed it with negative attitudes. The positive attitudes were respectively represented in material, mental, relational, and existential processes while the negative attitudes were constructed sequentially in relational, material and mental, verbal, and existential clauses. The main reasons in the positive attitudes as revealed by the transitivity analysis are associated with the need to maintain and preserve local language especially Sundanese via the academic channel.

Keywords: Attitudes, Millenials, Code Mixing, Sundanese, SFL

INTRODUCTION

It has been known that Indonesia with its above-average cultural diversity has over 700 local languages spread from islands to islands. The numbers of local languages Indonesia reach 706 (Lewis et al., 2008, cited in Ewing, 2014) while Hasibuan et al. (2018) in his background of study points out that based on the data of Indonesian Language Centre in 2008 there are 746 native languages spread in the archipelagos. It has been commonly recognized that local languages serve not only as inherited identity and cultural treasure but also as a preserver maintaining systems, beliefs, ways of life, and many others in the society. The loss of local languages may trigger the disappearance of these properties especially ideology embedded in a society. To the present time, the existence of certain local languages in Indonesia has been approaching the in-danger status due to various factors such as government policy, cross cultural marriage, native speaker's attitude towards the image of their language, and many others. The study of Ewing (2014) has proved that even the popular local language like Javanese with native users surpassing 80 million is facing onslaught. The study has further reported that mothers in the middle- class society tended to avoid Javanese when speaking to their children for the expectation that their offspring were familiar with the national language used as the language medium for studying and working.

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Those mothers as the participants of the study believed that if their children have good communication skills in Indonesian then they will have good achievement in the academic world that will subsequently affect their success in the profession world after graduation. To conclude, the participants believed that to be accepted in a good job, their children must have good skills in Indonesian and this, to mention one, was done by not speaking their mother tongue to their children.

The phenomenon of shifting mother tongue or local language to another language especially national language in the family is also underpinned by [Fitriati & Wardani \(2020\)](#) on their study scrutinizing the attitude of university students in Yogyakarta towards Indonesian, English, and local languages. The study found that although more than 90 per cent of participants addressed positive attitude to the preservation of local languages, most participants whose parents were native users of local languages in fact did not speak or did not have their ethnic language as their mother tongue. On the discussion of their study, it was interpreted by [Fitriati & Wardani \(2020\)](#) that parents of students in their family tended to use and transfer national language instead of local language to their children. This even occurred with fathers and mothers coming from the same ethnic background. Again, one of the main reasons to avoid using local languages is due to academic and profession issues for future or career. As the result of certain factors, local languages in comparison with the national and international languages might be viewed not as salient as the two latter. This phenomenon of local languages facing the two more-influentially considered languages can lead to language shift even language loss for the long term especially in this virtual or cyber era where unlimited space and time for communication are available. Ideally it is expected that both local and national languages are viewed important, prioritized, and employed within their own area since both are the identity of Indonesia. This idealism again, to mention one, cannot be separated from people's attitude towards their languages.

Thus, figuring out how speakers or language users view their native language has become one of attempts to reveal the status of language existence in certain community or society. It is not denied that native users either as an individual or as a group have image on the languages that they or their environment speak. This is especially noticeably apparent in a multilingual society, for example, Indonesia. Indonesian people are commonly raised with local languages as their mother tongues and with the national language as their second language. This implies that Indonesian people in average are multilingual language users. This multilingualism may subsequently lead to the distinct attitude towards the image of different languages they speak.

Attitude can be viewed as "a feeling or opinion about something or someone, or a way of behaving that is caused by this" ([Cambridge Dictionary, n.d.](#)). If this definition of attitude is linked to language, then attitude towards language can be claimed as opinion addressed to certain languages.

Theoretically, language attitude is defined as "the attitudes which speakers of different languages or language varieties have towards each other's languages or to their own language" ([Richards & Schmidt, 2002](#)). It is further argued that the attitude towards a language can be either positive or negative. ([Richards & Schmidt, 2002](#)).

The attitude that native users address to their language may have possibility of affecting the sustainability of their languages. Positive attitudes towards their own local language can contribute to more sustainable existence of the language itself while negative attitude for various contexts may result in language shift even language loss in the long term. The library research conducted by [Wulandari \(2012\)](#) has claimed that negative attitudes addressed to certain languages especially ethnic languages are responsible for the phenomenon of language shift apart from the factors of language policy and language contact. It is also pointed out by [Holmes \(2012\)](#) that positive attitude towards language especially minority language can support its existence while the negative one may cause language shift. This indicates that as explained earlier the status of language existence can be previewed based on the attitudes that the native users put on their languages.

To the present time, there have been studies scrutinizing people's language attitudes towards certain languages. The study of [Rahayu & Wibowo \(2018\)](#) investigating the perception and language attitude of South Lampung people towards the language use on Lampung Post has revealed that either the local, national, or international language was employed but in different portions. Among the thirty respondents in the study, most showed positive attitude towards the use of Indonesian language. The survey study also specifically showed that some respondents posed the necessity to incorporate local language especially certain terms into Lampung Post to promote its existence. Though being less-valued compared with the national language, the use of some terms of local language in Lampung Post is seen with positive views. This implies that South Lampung people have positive language attitude on their local language employed in least portion accompanying the national language in Lampung Post newspaper.

Another study scrutinizing peoples' attitude towards their ethnic languages was conducted by [Deliana et al. \(2017\)](#) on Minang Community in Medan. This questionnaire-major study revealed that overall participants from permanent and immigrant Minang citizens in Medan addressed positive attitude to their ethnic language. The study with its Holmes theory even found that positive attitude was addressed not only to the use of Minang language in informal contexts such as family and friendship, but also to that of formal situation. However, in terms of language choice between Minang, Indonesian, and other languages, the study specifically reported that respondents who were born and raised in Medan tended to choose Indonesian than their ethnic language for communication while the immigrant participants from Minang preferred to speak Minang instead of the former.

Attitude towards ethnic language can also be viewed in relation with cross-cultural intermarriage phenomenon as found in the study carried out by [Seli & Kristi \(2020\)](#) on Sumatran-Javanese families living in Lubuk Linggau South Sumatera. The qualitative study with questionnaire as the major instrument studied 100 participants and reported that children overall addressed negative attitude towards their parents' languages including Javanese. The children in general tended to choose Palembang Malay Lubuk Linggau dialect for the context of family and friendship while for public or formal domain such as religion, education, and employment they preferred to choose Indonesian. The study further claimed that the three most determining factors of the language choice were because of identity, environmental force, and working demands.

To date, most studies on the attitude towards local languages have been limited on the context outside academic setting. One of a few studies that indirectly related attitudes towards local language in the academic area is the study of [Fitriati & Wardani \(2020\)](#) examining university students' attitudes towards Indonesian, English, and local languages. This quantitative questionnaire-based study, nevertheless, has not focused directly on examining participants' attitudes towards the use of local languages during academic courses. Further, previous studies of attitude towards language in general have tended to gather participants' responses without specific scrutiny on the linguistic features used as evidences. This study entitled "Students' language attitudes towards lecturers' code mixing: An SFL study" hence employs SFL transitivity to delineate the insight into the language attitude especially of millennial student participants'.

[Halliday & Matthiessen \(2004\)](#), SFL (Systemic Functional Linguistics) views language as a set of tools for meaning making based on the social contexts or purposes brought by texts. In a simple way, different texts of different contexts need different linguistic strategies and features. From the perspective of SFL, linguistic patterns and rules are not randomly selected and maneuvered but are suited to the function or goal brought by texts with their own distinct convention. One of meta-function of SFL refers to ideational aspect especially experiential meaning realized in transitivity system. Based on its origin, "the system of transitivity construes the world of experience into a manageable set of process types" ([Halliday & Matthiessen, 2004](#)). The processes representing experiences are realized in clauses completed with participants (animate and inanimate) and optional circumstances attached to the process ([Martin et al., 1997](#)).

In this current SLF transitivity study, the concept of language attitude is linked to existing status of Sundanese language in the academic setting especially when the language is used as code mixing apart from the use of Indonesian language. Code mixing based on Longman Dictionary of Language Teaching and Applied Linguistics is viewed as "a mixing of two codes or languages, usually without a change of topic" ([Richards & Schmidt, 2002](#)). It is further pointed out by [Richards & Schmidt \(2002\)](#) that this

phenomenon of employing different languages within the same topic occurs commonly in the multilingual context. In the context of Sundanese language with its native speakers surpassing thirty million, for example, the language is sometimes code-mixed with Indonesian language especially when it is used for multilingual classroom contexts.

Based on the general as well as empirical background and reviews above, this SFL-transitivity study aims to answer:

- 1) What language attitudes do millennial students address towards lecturers' code mixing to Sundanese during courses?
- 2) What meaning making is represented in the positive and negative attitudes towards lecturers' code mixing to Sundanese during courses?

METHODS

This qualitative SFL study investigating the language attitudes of millennial students towards lecturers' code mixing to Sundanese during courses applied Hallidayan transitivity system as the unit of analysis. The participants in this study are millennial university students studying in Bandung. Millennial generation or generation Y based on the [American Psychological Association \(2014\)](#) were born in the 1980s and 1990s. Millennial can also be defined as "born in the 1980s, 1990s, or early 2000s" ([Cambridge Dictionary, n.d.](#)). Millennial generation is also addressed to those born from early 1980s, mid 1990s, and early 2000s ([Barr, 2020](#)). This generation is characterized by high education level, above-average literacy in technology, and high familiarity with social media ([Deal et al., 2010](#); [Hershatner & Esptein, 2010](#); [Kowske et al., 2010](#)).

For the data of this SFL-transitivity study, responses of 42 millennial student participants were gathered and analysed based on clauses. 22 Sundanese millennial students and 20 non-Sundanese (Aceh, Batak, Bugis, Minang, Javanese, Malay, and Sasak) participated in completing and sending back the questionnaire responses. This number of 42 participants is beyond the expectation of researchers.

The answers along with the questions in this questionnaire-based study were stated in Indonesian. Prior to this, the theory for classifying of language attitudes as proposed by [Holmes \(2012\)](#), namely positive or negative was employed in formulating the questionnaire questions. The closed-ended questions asked whether millennial student participants agreed or disagreed with the phenomenon of lecturers' code mixing to Sundanese during courses. Participants who agreed with lecturers' code mixing to Sundanese during courses were subsequently asked to rate the ideal adoption of Sundanese in percentage in comparison to Indonesian language. This phase was followed with open-ended questions asking participant's most main reason behind their agreement or disagreement. Further, all clauses derived from responses with positive and negative attitude were analysed into certain type of process followed with the

analysis on the types of participants and circumstances. This step was executed by adapting the transitivity analysis table of [Halliday & Matthiessen \(2004\)](#).

RESULTS AND DISCUSSION

The general purpose of this study is to reveal the attitudes of millennial students towards lecturers' code mixing to Sundanese during courses. Specifically, it aims to depict how the meaning making is represented in the attitudes of participants. Based on the findings of this SFL qualitative questionnaire study, of 42 millennial Sundanese and non-Sundanese university students in Bandung, 31 participants or 74 % addressed positive attitudes to lecturers' code mixing to Sundanese during courses, as long as the portion is less compared to the Indonesian language. Participants agreed that lecturers' use of Sundanese once at a time for accompanying the national language bring positive impacts. Even the majority of non-Sundanese participants agreed with the use of Sundanese as an addition to Bahasa Indonesia. In contrary, 26% or 11 participants (5 Sundanese and 6 non-Sundanese) addressed negative attitudes towards lecturers' code mixing to Sundanese during courses. Further details of participants' attitudes towards lecturers' code mixing to Sundanese during courses are provided in the following [Table 1](#).

TABLE 1 | Participants' attitudes towards code mixing to Sundanese

Participants	Positive attitude	Negative attitude
Sundanese	17	5
Non-Sundanese	14	6
Total	31	11

In terms of the ethnicity of participants, both Sundanese and non-Sundanese respondents have either positive or negative attitudes. In other words, there is no noticeable correlation between ethnicity and the tendency of responses. The majority of each group in both ethnics addressed lecturers' code mixing to Sundanese with positive attitude while the rest coming from both groups address it with negative attitude. For the portions of expected Sundanese to be employed in the classroom, in general, most participants agreed that the adoption of Sundanese by lecturers in the classroom should range from 10 to 20 per cent. This rate was gathered from open ended questionnaire questions without any predetermined scales by the researchers.

Based on the findings of the current SFL questionnaire-response scrutiny on the process of meaning making in relation with the positive and negative attitudes, four types of processes (material, mental, relational, and existential) exist in the responses of positive attitudes, while in the responses containing negative attitude there are three verbal processes apart from the mentioned four categories of processes. The responses with positive attitude are mainly

realised in the forms of material clauses followed with mental, relational, and verbal clauses respectively as provided in [Table 2](#).

TABLE 2 | Process types in the positive and negative attitudes

Process types	Positive attitude	Negative attitude
Material	18	6
Mental	10	6
Relational	7	9
Verbal	-	3
Existential	2	1
Behavioural	-	-
Total	37	25

In material clauses, 10 of 18 clauses represent the activities of promoting or sustaining local languages especially Sundanese. All goals in the 10 clauses represent Sundanese language (8 occurrences) and local language (2 occurrences). For the first participant, 9 of 10 actors are made elliptical or hidden. Other experiences apart from activities of language conservation deal with personal reasons such as increasing knowledge about Sundanese language, experience related with academic benefit in the classroom, and few miscellaneous experiences. The processes related with the activities of conserving local languages are realised by *melestarikan* (preserve), *menjaga/mempertahankan* (maintain), etc. One of those phenomena is depicted below.

Menjaga dan melestarikan bahasa Sunda
Maintain and preserve Sundanese
 Material Process Material Process Goal

From the data of responses with negative attitudes, the occurrences of material clauses are in the second position in terms of frequency. 6 material clauses representing the negative attitudes, 3 are related with the experiences on academic or classroom matters while the rest is about general and personal experiences outside the classroom context. One of material clauses in the responses representing experiences on the academic context is shown in the following extract.

lebih meminimalisir waktu pembahasan materi
tend to decrease the time for discussing materials
 Material Process Goal

Further, in mental processes, of 10 mental clauses, 7 processes represent the experiences of understanding local language especially Sundanese, 2 mental experiences are related with academic benefit in the classroom and 1 deals with personal matter. Most second participants in the mental clauses represent Sundanese language as the phenomenon with elliptical sensors. The major processes of mental clauses found in the responses of positive attitudes belong to the cognitive aspect realised by *mengenal/mengetahui* (know), *mempelajari* (learn), *ngerti* (understand) dan *kuasai* (master) as exemplified below.

<i>Lebih</i>	mengenal	<i>budaya bahasa sunda "lemes".</i>
	know	<i>the culture of Sundanese low-intonation language</i>
	<i>better</i>	
Mental Process		Phenomenon

In reference to the data of responses with negative attitudes, mental clauses are equally distributed with material clauses. Among 6 mental clauses representing the negative attitudes, 5 are related with the negative experiences on academic or classroom matters while the rest is about personal experience outside the classroom context. All sensors in the academic experiences refer to students while all second participants (phenomenon) refer to Sundanese. One of mental clauses in the responses representing experiences on academic context is shown in the following extract.

<u><i>Tidak semua mahasiswa</i></u>	memahami	<i>bahasa Sunda</i>
<i>Not every student</i>	understands	<i>Sundanese</i>
Senser	Mental Process	Phenomenon

Third, for the processes of making relation, 4 of 7 clauses in the positive attitudes represent the general importance of knowing and learning Sundanese for individuals as realised in the attributes of suatu kepuasan tersendiri (a self-satisfying thing), penting (salient), unik pisan euy (very unique), and bentuk pembelajaran untuk memahami bahasa selain bahasa ibu (a way of learning on understanding other languages other than one's mother tongue). Further, 1 Relational clause in the positive attitudes builds on relation between the use of Sundanese and the instruction strategy for academic benefit while 2 clauses link the use of Sundanese to the strategy in language maintenance or conservation. One of clauses used to give attribution to conserving local language is given below.

Carrier	Relation Process	Attribute
<u><i>Selingan penggunaan bahasa sunda di sela-sela perkuliahan</i></u>	Merupakan	<i>salah satu strategi dalam pelestarian bahasa daerah.</i>
<u><i>The use of Sundanese once at a time during lecturing</i></u>	is	<i>one of strategies in preserving the local language.</i>

From the data of responses with negative attitudes, the occurrences of relational clauses surpass other types of processes. 9 relational clauses representing the negative attitudes, the majority is related with the experiences on

academic or classroom matters while the rest is about personal experience outside the classroom context. Carriers in the academic experiences in general refer to students while the majority of attributes represent their cultural backgrounds. One of relational clauses in the responses relating students to their ethnic background is shown below.

<u><i>Karena tidak semua mahasiswa</i></u>	berasal	<i>dari suku sunda</i>
<u><i>Since not every student</i></u>	is	<i>from Sundanese ethnic</i>
Carrier	Relation Process	Attribute

The last category of process found in the responses of positive attitude refers to existential clauses. One of two existential clauses in the data of positive attitudes is used to represent the existence of academic benefit and the other reveals the existence of general benefit of Sundanese words. The existential clause revealing the academic benefit is exemplified below.

Ada	<i>sesi penyegaran ketika belajar</i>
<i>There is</i>	<i>a session of refreshing when learning.</i>
Existential Process	Existent

On contrary, based on the data set of responses with negative attitude, the only one existential clause represents the existence of students coming from outside Sundanese background. This indicates negative stance towards lecturers' code mixing to Sundanese. The only-one existential clause in the negative-attitude response is given below.

Ada	<i>yang berasal dari luar suku Sunda.</i>
<i>There are</i>	<i>ones coming from outside Sundanese ethnic.</i>
Existential Process	Existent

The last type of process found in the negative-attitude responses but is absent in the responses with positive attitudes is verbal clause or the process of saying experiences. In the former, 3 occurrences of employed verbal processes construe the saying activities in the classroom with lecturer as the sayer and academic utterances as the verbiage. This adoption of verbal clauses indicates the possibilities that lecturers' code mixing to Sundanese can cause academic drawbacks to students other than Sundanese. One of verbal clauses found in the negative-attitude responses is depicted below.

harus mengulang	<i>kalimat yang tidak dimengerti oleh mahasiswa yang bukan suku Sunda.</i>
must repeat	<i>sentences that are not understood by non-Sundanese students.</i>
Verbal Process	Verbiage

Based on the findings of this current study, it has been reported above that around 74% of millennial participants addressed positive attitudes to lecturers' code mixing to Sundanese during courses. This phenomenon implies that millennial students with their traits of more-academic perspective, above-average literacy skills in IT, and high familiarity with social media are still aware of the importance of local languages.

Even the majority of non-Sundanese participants in this study addressed positive attitudes to Sundanese. This phenomenon of respect and awareness with other cultures apart from their own hints that millennial university students have good sense of unity. Most important, both Sundanese and non-Sundanese millennial student participants are sensitive to promoting local languages especially Sundanese. They are still aware of the struggling existence of local languages in the middle of national and international languages. The positive attitude of millennial student participants towards lecturers' code-mixing to Sundanese during courses in general also implies their stance for making use of academic discourse as one of medium for maintaining the existent of local languages especially Sundanese. Apart from the academic context, the study of [Rahayu & Wibowo \(2018\)](#) investigating the perception and language attitude of South Lampung people towards the language use on Lampung Post have also reported that some participants of their study considered the use of local-language terms in the newspaper as way of promoting a native language in Indonesia.

Other previous studies on the attitude of native speakers towards local languages in Indonesia to some extent have also reported that local language users still view their ethnic language in positive ways but in terms of contexts other than academia. Most previous studies have not related the phenomenon of language attitudes with academic setting especially classroom context. One previous study that connects the academic context to students' attitude towards their native language refers to the investigation of [Wagiati et al. \(2017\)](#). The study with Sundanese teenagers as participants, however, delineates that the participants showed negative attitudes towards the use of Sundanese in schools. This phenomenon is different from the findings of the current study with university students as the participants. Nevertheless, the contradictory findings of this present study and that of [Wagiati et al. \(2017\)](#) cannot lead towards one holistic conclusion. In this current study, Sundanese is positioned only as a part of code mixing where its portion does not match the dominant adoption of Indonesian. In their study, the case refers to the use of Sundanese in general within school context.

Different with the study of [Wagiati et al. \(2017\)](#), the study of [Wulandari & Sundari \(2012\)](#) on the case of students

in pesantren (Islamic boarding school) reveals that participants had positive attitude towards the use of their Javanese native language at school context. It was specifically reported that pesantren students showed positive attitude to the adoption of Javanese by their teachers or Kiai. The study even notes that the student participants will possibly use Javanese as their language instructions when they become teachers in the pesantren. The findings of [Wulandari & Sundari \(2012\)](#) at least support the result of the current study that the adoption of native languages in the academic context can be viewed with positive attitudes.

From the linguistic aspect, further findings of this SFL study have revealed that the distributed processes in the responses with positive attitudes are material, mental, relational, and existential respectively while those in the responses with negative attitudes contain relational processes in the first position, material and mental in the second place, verbal in the third and existential in the fourth rank. In the data set of positive-attitude responses, the processes of meaning making realized in the material, mental, relational, and existential clauses majorly establish the importance of preserving local languages especially Sundanese through the academic channel. In the negative-attitude responses, the processes of meaning making realized in relational, material, mental, verbal, and existential clauses give priority to the negative impact of using Sundanese on the academic aspect especially for non-Sundanese students.

The most noticeable distinct feature of meaning making processes between the responses of positive attitudes and those with negative attitudes is the distribution of material and relational clauses. The most frequent adoption of material clauses in the positive-attitude responses is in line with their function for making action meanings. As proposed by [Halliday & Matthiessen \(2004\)](#), material clauses can establish concrete changes in an event. This concrete meaning serves to create impact in the form of action reflecting powerful experience. In the data set of positive-attitude responses, the major adoption of material instead of relational processes indicates the roles of using Sundanese in the academic channel for maintaining the language existence. Thus, there is a tendency to focus on taking action for sustaining Sundanese.

In another side, the most frequently used relational instead of material clauses in the data set of negative responses focus more on establishing connection between the millennial student participants and their non-Sundanese cultural or ethnic backgrounds. Because of these traits, the code mixing to Sundanese by lecturers might negatively affect their academic achievement. This representation is in line with the role of relational processes for establishing values. When experiences are symbolized in relational clauses, the perspectives addressed to an issue can be

affected (Reath, 1998).

Millennial students' acceptance to welcoming lecturers' code mixing to Sundanese in this current study provides two distinct sides of interpretation. First, this phenomenon might reflect that Sundanese language is still considered as the prestigious native language with its sustainable status. As claimed by Wulandari (2012) in her library-based study, speakers' positive attitudes towards a language correlates with its status of sustainability. Another interpretation on millennial students' acceptance to welcoming lecturers' code mixing to Sundanese might be less optimistic as reflected in the process of meaning making. Since processes in the positive attitudes mostly represent the importance of action for language preservation, it can be interpreted that local languages in Indonesia including Sundanese might have encountered language shift in certain contexts. This suspected situation might have lead millennial academicians to think of academic setting as a way of protecting Indonesian local languages especially Sundanese.

The insight into the attitudes of millennial students towards the code-mixing to Sundanese during courses is expected to contribute to field of Sociolinguistics in Indonesia, especially to the issues of language policy. As it is known, in the bilingual even multilingual country, English functions as its foreign language while Indonesian in general serves as the second language after the local languages spoken as the mother-tongues of the overall society. It is expected that the academic setting viewed as the respected world can be a medium for the co-existence of national, international, and local languages.

CONCLUSION

The findings of this SFL questionnaire-response scrutiny reveal that the majority or 74% of millennial student participants in the study addressed positive attitudes towards lecturers' code mixing to Sundanese. Based on the transitivity analysis, the most frequently employed processes in the responses of positive attitudes refer to material clauses followed with mental, relational, and existential clauses. In the responses containing negative attitudes, processes of relation building appears in the highest number with equally distributed material and mental clauses in the second position, verbal experiences in the third place, and existential clause in the fourth rank. Material, mental, and relational clauses in the positive-attitude responses in general represent the importance of promoting and preserving local languages especially Sundanese via the academic channel. In the negative-attitude responses, overall the relational, material, mental, and verbal clauses hint the importance of effectively mastering academic content in the classroom by avoiding or challenging to use of Sundanese during courses.

Further, the highest occurrences of material processes in the positive-attitude responses indicate the importance of taking action to protect Sundanese language. This indirectly might imply that academic discourse community in higher education institutions has responsibility to maintain native languages especially Sundanese. In the negative-attitude responses, on the other hand, the most frequently used relational processes linking attributes of students to their cultural or ethnic backgrounds can be interpreted as a language strategy for increasing students' awareness towards their academic achievement. This possibly points out that academic discourse community in higher education institutions must be aware of its role as knowledge producer or academic building initiator.

A part from its findings, this study only made use of responses from 42 millennial student participants. It is assumed that the limited participants willingly to respond to the questionnaires in the present study were due to the demand to write open-ended answers. Further studies can employ larger numbers of participants and can involve participants under the contexts other than Sundanese language.

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Usage of reading comprehension to enhance word problem solving skills in Mathematics

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Thailand's national tests, O-NET, are administered at the 3rd, 6th, and 9th grade levels. Mathematics is one of the tests. Achievement levels in Mathematics are consistently low. Several studies have shown that there is a link between Mathematics achievement and reading comprehension proficiency. Because previous studies were carried out in other jurisdictions, this study aims to correct this situation. Random sampling was used to select the population from a field of 66 grade six students who were enrolled in a special English programme in a private school, Bangkok. 21 students met the sampling criteria. They sat for a pretest and a posttest test in reading comprehension and in word problem-solving skills in mathematics. Treatment was carried out over a period of 8 weeks. Results showed a high positive correlation between reading comprehension skills and achievement in word problem-solving skills in Mathematics. The results can serve as an encouragement to teachers and their supervisors to focus more directly on improving the reading comprehension skills of students as a means to increasing students' scores on Mathematical word-solving tests.

Keywords: word problem-solving, Mathematics, reading comprehension, relationships

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INTRODUCTION

Literacy and numeracy skills have become increasingly important not only to today's graduates but to the economic well-being of nations (WLF, 2012). More jobs require at least a practical level of both literacy and numeracy skills (European Commission, 2012). People with higher literacy skills are more likely to be healthy both physically and mentally, more productive and satisfied at work, and less likely to live in poverty, be unemployed, and engage in fewer crimes (Wright, 2016). Test results on O-Net, Thailand's national assessment test, has repeatedly shown declining literacy levels in both English and numeracy among students (NIETS, 2018). This has caused concern among many sectors of Thai society as these weaknesses can impact the job futures of Thai students and, indeed, the future economic wellbeing of Thailand.

Word problem-solving questions are the main part of Mathematics tests, due to it could be used to examine students both in literacy and numeracy skills. Fuches et al. (2009) pointed out the four skills required in solving word problems in Mathematics: 1) reading skill, 2) critical thinking skill, 3) computing skill, and 4) solving problem skill. A number of studies have confirmed that students' reading proficiency is an important factor related to their success in Mathematics (Bohlmann & Pretorius, 2008; Capraro, et al., 2012).

This present research aimed to look more closely at the relationship between reading comprehension skills and problem-solving skills in Mathematics, by carrying out an experiment study in which Grade 6 Thai students would receive on-line training in strategies to enhance reading comprehension skills. On-line training was necessary due to governmental restriction owing to the COVID-19 pandemic (UNESCO, 2020).

The Metacognitive Awareness of Reading Strategies Inventory (MARS) developed by Mokhtari & Reichard (2002) was selected as the treatment programme. The assumption underlying this choice was that reading comprehension skills were important for understanding word problems in Mathematics (Cetintas et al., 2010). Previous research revealed that reading proficiency was to be a link to higher achievement scores in Mathematics (Bohmann & Pretorius, 2008; Capraro, et al., 2012). Students who had difficulties in solving word problems in Mathematics also had deficits in language and reading comprehension (Morningstar et al., 2015). Mathematics is one of the national achievement tests in Thailand where test scores have dropped steadily over the years. School-level educators are working on a solution to this problem. Although several studies have shown that there is a link between achievement and reading skill, but previous studies have been conducted in other different fields, so this study aims to address the specific Mathematics and reading comprehension skill aspect. The research questions are formulated as follow.

- 1) Will the usage of reading comprehension be able to enhance word problem-solving skills in Mathematics of Grade 6 students?
- 2) What are the relationship between reading comprehension skill and word problem-solving skills in Mathematics of Grade 6 students?

METHODS

This study aimed to learn more about the link between reading comprehension skills and word problem-solving skills. The project consisted of a short online training programme which helped students to improve their reading comprehension skills. The pretest and posttest scores were administered to measure the gains, if any, in their word problem-solving skills in Mathematics.

Research population

The participants were 21 Grade 6 Thai students who were selected from a field of 66 students using the statistical software, G*Power 3, by setting input parameters as follows:

Test family:	t tests
Statistical test:	Correlation: Point-biserial model
Tail(s):	Two
Effect size (ρ):	0.5
Significance level (α):	0.10
Power (1- β):	0.80

The parents/guardians agreed to have their children participate in this research project by signing consent forms. Of the 21, some 13 were female, 8 were male.

Programme

The 21 participants were asked to attend an on-line training programme twice a week for 8 weeks. The topics were factors fractions, and decimals.

Research Instruments (Pretest and posttest)

The treatment was divided into 15 sections; each section was arranged for 40 minutes. Each program section of treatment consists of 5 minutes of discussing about the reading topic before reading, 10 minutes of reading silently, 10 minutes of practicing reading aloud, 5 minutes of discussing the reading passage after reading, and 10 minutes of answering questions, reviewing vocabulary, and writing short self-reflection. The treatment was designed by applying the Metacognitive Awareness of Reading Strategies Inventory (MARS) created by Mokhtari and Reichard (2002) to track one's reading strategies.

The tests created as the research instruments were set prior to beginning the on-line training programme and the participants were required to take a pretest first. It was designed to challenge the participants by solving 17 word problems. The questions were related to three topics: factors, fractions, and decimals. Some 15 were multiple-choice questions and 2 were long answer questions. Each of the multiple-choice questions had a value of 1 point; the two long answer questions had a value of 2 points each. Thus, the full score for both the pretest and the posttest was 20 points in total. Before conducting the tests, the research instruments were examined the validity and reliability of these tests by three experts, university researchers, using the Index of Item Objective Congruence (IOC). The experts confirmed that the tests matched the research objectives. For data analysis, the basic statistical analyses were used to compute mean scores and standard deviations, and Pearson's correlation coefficient (r).

RESULTS AND DISCUSSION

In this study the participants were Grade 6 students in a private school, Bangkok who were studying in Intensive English Programme. The 21 participants were asked to attend to the study by receiving the treatment on improving reading comprehension online twice a week for 8 weeks. The participants also had to do the online pretest and posttest to examine their skills on word problem-solving and reading comprehension before and after receiving the treatment. This study was taken online due to reduce the risk of the outbreak of Covid-19 which was the critical period in the year 2020. Though the situation of pandemic remained during the data collection, the researcher had a good cooperation from the participants. In all the sample numbers, 21 sixth grade students participated, 13 of them are female and 8 of them are male.

The scopes of the questions are related to the three topics which the participants were taught for the first two months of being Grade 6 students. The three topics are factors, fractions, and decimals. The pretest and posttest are designed to challenge the participants to solve 17 of word problem questions, which consist of 15 multiple-choice questions and 2 long answer questions. Each of the multiple-choice questions shows 1 point. Each of the long answer questions equals 2 points. Thus, the full score of both pretest and posttest are 20 points in total. The frequency distribution table as shown in [Table 1](#) is used to present the pretest and posttest raw scores of the 21 participants in mathematic word problem-solving skills.

TABLE 1 | The Participants' Pretest and Posttest Raw Scores of Word Problem-solving in Mathematics Skills and Mean & Standard Deviation

Pretest		Posttest	
Score (20)	Frequency	Score (20)	Frequency
5.0	2	12.0	1
10.0	2	13.0	1
12.0	3	16.0	1
12.5	1	16.5	1
13.0	5	17.0	5
14.0	1	17.0	1
15.0	1	18.0	5
15.5	2	19.0	6
16.0	2		
16.5	1		
17.0	1		
Mean	Standart Deviation	Mean	Standart Deviation
12.81	3.26	17.35	1.85

*Significance level (*p*): < 0.05

From [Table 1](#), the minimum and maximum of the pretest scores were 5.0 and 17.0, respectively. The median and mode of the pretest scores were 13.0. The mean of the pretest score was 12.81 with the standard deviation of 3.26. Comparing to the posttest score, the minimum and maximum scores were 12.0 and 19.0, respectively. The median of the posttest score was 18.0 and the mode of the posttest score was 19.0. The mean of the posttest score equals 17.35 with the standard deviation of 1.85.

To statistical examine whether the participants had improved in Mathematical word problem-solving skills Paired-sample T Test analysis was used to ensure the progress of the participants.

The average scores in word problem-solving skills in Mathematics were 12.81 and 17.35, respectively. The posttest scores were 4.54 points. From [Table 2](#), Ttest was -7.453 which was lower than the mean shown as -4.5357. This confirms an improvement in word problem-solving skills in Mathematics over the 8-week training period.

Due to both word problem-solving skills and reading comprehension skill should be examined separately. Each of the tests was consisted of one reading passage, 10 multiple choice questions and 5 true-false questions. The total score of the reading comprehension test was 15 points. Each of the raw scores was multiply by 4 and divided by 3 to prepare the collected scores to compare with the Mathematical word problem-solving skills which its total score was 20 points. The frequency distribution table as shown in [Table 3](#) presented the pretest and posttest scores of the 21 participants in reading comprehension skill.

TABLE 2 | The Paired-Sample T Test of the Pretest and Posttest on Word Problem-solving Skills in Mathematics

	Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
				PreMath-PostMath	-4.536			

TABLE 3 | The Participants' Pretest and Posttest Raw Scores of Reading Comprehension Skill and Mean & Standard Deviation

Pretest		Posttest	
Score (20)	Frequency	Score (20)	Frequency
less than 5	2	13.3	1
9.0	1	14.7	1
12.0	1	16.0	2
13.0	3	17.3	4
14.5	4	18.7	4
16.0	4	20	9
17.0	5		

Mean	Standart Deviation	Mean	Standart Deviation
14.21	3.85	18.29	1.99

*Significance level (*p*): < 0.05

From [Table 3](#), the minimum and maximum of the pretest scores were 4.0 and 18.7, respectively. The median and mode of the pretest scores were 14.7 and 17.0, respectively. The mean of the pretest score was 14.21 with the standard deviation of 3.85. The minimum and maximum of the posttest scores were 13.3 and 20.0, respectively. The median

of the posttest score was 18.7 and the mode of the posttest score was 20.0. The mean of the posttest score was 18.29 with the standard deviation of 1.99.

To statistically examine whether the participants had improved in reading comprehension skill ‘Paired-sample T Test’ analysis was used to assess the focused skill’s progress of the participants.

TABLE 4 | The Paired-Sample T Test of the Pretest and Posttest on Reading Comprehension Skills

	Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
	PreRead-PostRead	-4.071	3.5634	.7776	-5.695			

The average scores in reading comprehension skill of all the 21 participants before and after receiving the treatment in developing reading strategy were 14.21 and 18.29, respectively. The posttest score was higher than the pretest score by 4.07. From [Table 4](#), Ttest was -5.236 which was lower than the mean shown as -4.0714. This meant there was an improvement in reading comprehension skill of the participants.

and posttest of the two tests was 0.70 which suggests that reading comprehension scores could be used to predict the Mathematical word problem-solving scores by 70%.

Pearson’s correlation coefficient (r) ranges between -1 to 1. The closer the coefficient is to 1 the stronger the correlation will be between the variables ([Gay & Airasian, 2003](#)). Pearson’s correlation coefficients were calculated using SPSS to determine if the differences between word problem-solving scores and reading comprehension scores were statistically significant. The Pearson’s correlation coefficients (r) of the pretest and posttest are shown in [Table 5](#) and [Table 6](#), respectively.

TABLE 6 | Pearson’s Correlation Coefficient of the Relationship between Word Problem-solving Skills and Reading Comprehension Skill of the Posttest

Correlations			
		PreMath	PreReading
PreMath	Pearson Correlation	1	.875**
	Sig. (2-tailed)		.001
	n	21	21
PreReading	Pearson Correlation	.875**	1
	Sig. (2-tailed)	.001	
	n	21	21

** Correlation is significant at the 0.01 level (2-tailed).

TABLE 5 | Pearson’s Correlation Coefficient of the Relationship between Word Problem-solving Skill and Reading Comprehension Skill of the Pretest

Correlations			
		PreMath	PreReading
PreMath	Pearson Correlation	1	.839**
	Sig. (2-tailed)		.001
	n	21	21
PreReading	Pearson Correlation	.839**	1
	Sig. (2-tailed)	.001	
	n	21	21

** Correlation is significant at the 0.01 level (2-tailed).

This study was established to examine on the 2 objectives. The results of the study were discussed as follows.

The Pearson’s correlation coefficients shown in [Table 5](#) and [Table 6](#) show the relationship between Mathematical word problem-solving skills and reading comprehension scores. The Pearson’s correlation coefficients of pretest and posttest are 0.839 and 0.875, respectively. Due to the size of correlation are in the range of 0.70-0.90, they can be interpreted as ‘high positive correlations’ between the two variables. The coefficient of determination (r²) of the pretest

Objective 1 - To assess the usage of reading comprehension on improving of word problem-solving skills in Mathematics of Grade 6 students in a private school, Bangkok.

After data analysis was completed and the hypothesis was tasted, the findings indicated important result that there was improvement of the posttest scores comparing to the pretest scores in both reading comprehension skill and word problem-solving in Mathematics skills when examined by the Paired Sample T-test. The usage of reading comprehension was set as the treatment of this study to investigate on the improvement of the participants’ Mathematical word problem-solving skills.

Objective 2 - To find out the relationship of the reading comprehension skill and word problem-solving skills in Mathematics of Grade 6 students in a private school, Bangkok.

The simple scatter plot was used to examine on the relationship between the 2-focused skills before finding the Pearson's Correlation Coefficient (r). The simple scatter plots of the reading comprehension skill scores and word problem-solving scores in Mathematics showed the trend of the trade line in linear line. The results of the Pearson's Correlation Coefficient showed that the relationship of reading comprehension skill and word problem-solving skills in Mathematics was ranged in 'high positive correlation' at the coefficient of determination (r^2) was 0.70.

An achievement in Mathematics was highly depended on literacy (Bohlmann & Pretorius, 2008). However, there were few studies exploring on the relationship between numeracy and literacy skills in Thailand. The conceptual complexity and problem-solving in Mathematics extensively required on the reasoning, critical thinking, computing, and reading comprehension. In addition, English reading was extensively supportive of Mathematics achievement. In this regard, both of English and Mathematics are universal languages (Kachru & Nelson, 2001; Smith, 2004); both contain rules and structures and require critical thinking to interpret and analyze them (Dekeyser, 2007). There are a few differences between English and Mathematics; English language is more subjective using emotive description and a 'sentence' may have different interpretations while language in Mathematics is more objective and a 'sentence' might have only one interpretation (Lessem & Markovits, 2013).

Readers with higher motivation gained better score in reading comprehension tests, owing to it is an important factor in one's reading comprehension (Ahmadi, Ismail, & Abdullah, 2013).

The 'reading strategy' used as the treatment of the study was also designed to enhance the participant's working memory as a significant factor in information processing which is used in reading comprehension, learning, and problem-solving skills (Haberlant, 1999). There was large amount of study which show the importance of working memory which is the significant link in reading comprehension ability and word problem-solving skills in Mathematics (Bolt & Thurlow, 2007; Bull, Espy, & Wiebe, 2008; Geary et al., 2007; Smith et al., 2016; Swanson et al., 2009; Swanson, 2015; Welsh et al., 2010).

Working memory is a significant skill in academic achievement. Children who show low achievement at reading comprehension or at solving word problems in Mathematics were poor in working memory to recall of important information to solve a task (De Beni, Palladino, Pazzaglia, & Cornoldi, 1998; Passolunghi, Cornoldi, & De Liberto, 1999). Good working memories provide children good performances in Mathematics and reading which are important since the first few year of primary schooling (Bull, Espy, & Weibe, 2008).

CONCLUSION

This study of Grade 6 Thai students demonstrated that it was possible to improve their word problem-solving skills in Mathematics by improving their reading comprehension strategies through an intensive 8-week online training programme. This research was done to investigate and reveal the relationship between reading comprehension skill and word problem-solving skills in Mathematics. It was found that the two-focused skills had a 'high positive correlation' as shown statistically in the Pearson Correlation Coefficient (r) of 0.839 and 0.875. A lot of factors might relate to the word problem-solving skills in Mathematics which needed to be improved in Thai students. The reading comprehension skill was chosen from other related skills due to it was the skill that could be developed by several activities both inside and outside a Mathematics class.

Several previous research studied in this topic was not intended to develop a treatment or tools to develop student's reading comprehension skill, there was only measuring on students' skills both in reading comprehension and word-problem solving in Mathematics. This study provided the results that these two-skill were positively related and the improvement on reading comprehension skill could induce the development in word problem-solving skills because they both were affected by working memory as an essential key factor. To improve students' reading comprehension skill in order to enhance the better performance in Mathematical word problem-solving was shown clearly in this study to point out the significance of reading to parents, teachers and school's administrators. Providing stress-free reading environments and activities could be an interesting option to improve student's word problem-solving skills in Mathematics.

This study was conducted during the critical time from the spreading of Covid-19. Conducting the research and collecting the data were done online to make social distancing in order to safe all the participants from contacting the virus which might affect the results of the study. To improve reading comprehension skill in primary students, face-to-face activities to enhance interactions between them and the instructor was significant which should be provided for the further study.

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EFL students' epistemic beliefs and their relations to critical thinking and reading achievement

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One of the key points of reading comprehension is epistemic beliefs. It can be explained as students' determination of the way of learning. Epistemic beliefs' relation with critical thinking and reading achievement has not yet been clarified. The study has the aim to explore the relationship between the epistemic beliefs' of students to their critical thinking and reading achievement. The method of the study is correlational. The participant of the research is 102 students from the 2019 batch of the English Language Education Program of reading comprehension class, A-E class in Universitas Brawijaya. The participants helped to fill the questionnaire. The researcher used SPSS to analyse the questionnaire that has been filled by the participants to know the result of the research. The result of SPSS's analysis showed that between epistemic beliefs and critical thinking, there is a very strong correlation and between epistemic beliefs and reading achievement, there is a strong correlation. Based on the result of the correlation from SPSS's analysis, it can be known that there is a close relation between epistemic beliefs, critical thinking, and reading achievement. The students who have higher epistemic beliefs will have high critical thinking and reading achievement than the students who lower epistemic beliefs. The study can be used to design a curriculum that takes into consideration the various levels of epistemic beliefs, and it can also be used to develop material and assessments for students as part of their learning process.

Keywords: epistemic beliefs, critical thinking, reading achievement

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INTRODUCTION

Epistemic beliefs can be defined as one of the main features of reading comprehension. They are students' determination of way of learning. As mentioned by [Lonka, Ketonen, Vermunt \(2020\)](#) epistemic beliefs of university students are quite diverse. [Lupo, Jang, McKenna \(2017\)](#) stated that effective utilization of students' willingness to interact while participating in literacy activities has the potential to improve students' attitudes toward and capacity to engage in academic literacy practices [Berding et al \(2017\)](#) stated about the definition of epistemic beliefs, he stated that epistemic beliefs are beliefs of personal about how knowledge can be known and accepted. Epistemic beliefs in reading comprehension class affect the level of students' critical thinking and approach choices during the learning process. [Roohr et al \(2019\)](#) stated that higher education requires critical thinking as a learning result. [Braten et al \(2016\)](#) stated that epistemic beliefs in reading comprehension have functioned as guidance in the finding of their research development. Epistemic Beliefs have functioned to guide students' goals, upgrade the interest of students in reading, and increase students' comprehension.

One of the aspects that are a concern in reading class is reading comprehension, especially in teaching EFL students. [Emaliana et al \(2017\)](#) stated that the critical thinking of students can be upgraded by the progress of reading comprehension. There is another researcher who had the same point of view, [Wahyuni et al \(2018\)](#) stated that there is a relationship between reading comprehension, critical thinking skills, scientific literacy skills, and achievement motivation. It showed that students who have high reading comprehension skills have the high critical thinking, scientific literacy, and achievement motivation. There are several previous studies compared with the analysis. The reason of epistemic beliefs studies can be investigated deeper because it focuses on enhancing learners' interactions with their surroundings in order to achieve best academic results ([Ghufron & Suminta, 2020](#)). It is supported by [Chevrier & Muis \(2021\)](#), epistemic beliefs are more about mental processing, learning, and cognitive development. If students believe in complicated understanding, students will be less startled and frustrated, but students will have more excitement. Other studies tried to reveal the importance of epistemic beliefs, critical thinking, and reading achievement in different studies. [Mateos et al \(2016\)](#) stated that students who have a more sophisticated understanding of knowledge tend to see reading as more of a transforming process than a transmissive thing. [Lee & Chan \(2014\)](#) stated that students who acknowledged that teachers and textbooks are not the only source of information (sophisticated beliefs in Source) and that learning requires sufficient explanation (sophisticated beliefs in Justification) performed better in exams and open-ended assessment activities. [Hyytinen et al \(2014\)](#) stated that students' epistemological beliefs were intertwined into their critical thinking: they utilized critical thinking to improve knowledge and evaluate whether something was true or false. This study takes a critical look at the relationships between them. It focuses on EFL epistemic beliefs that are linked to critical thinking in order to predict students' reading skills.

Therefore there are two research problems in this study. The first research problem is whether any relation between students' epistemic beliefs and their critical thinking and the second research problem is whether there is any relationship between students' epistemic beliefs and reading achievement. The study gives enlightenment for a model for further study related to epistemic beliefs, critical thinking, achievement in reading, a guide for designing a curriculum that takes into consideration the various levels of epistemic beliefs so that in their process of learning it can be the basis for developing content and evaluation for the student, and concern for lecturers to select an approach that can facilitate students with various levels of epistemic beliefs to improve their critical thinking and achieve maximum reading achievement.

METHODS

The quantitative approach was the approach used in this study. It was used to analyze the issue of study by gathering numerical data with the aid of instruments ([Creswell, 2012](#)). The correlational method was the method of this study. A procedure to investigate whether there was a correlation between the study variables was the correlational method.

Source of Data

Two questionnaires (see in [Appendix](#)), the epistemic beliefs, and critical thinking questionnaire, and the score of the Reading Comprehension class mid-term test, are the data of this study. The data source is the study of A-E classes in about 139 students from the 2019 batch of the English Language Education Program at Universitas Brawijaya. The students involved were from a population of students who have taken the reading comprehension class. Reading comprehension is a course that the students can take in the third semester. The objective of the course is to help students to improve their reading skills by acquainting them with long textual texts as a receptive and productive ability.

Research Instrument

In this study, there are two kinds of research instruments used, which are questionnaires and the mid-term test scores of students in the Reading Comprehension class. The study aims to look into the relationship between students' epistemic beliefs, critical thinking, and achievement in reading. The questionnaire is used to assess the epistemic beliefs and critical thinking of students. The first questionnaire is the questionnaire on epistemic beliefs adopted from [Emaliana \(2017\)](#). The researcher uses 19 questions from the questionnaire's list of 39 questions. A critical thinking questionnaire adopted from [Cotrell \(2011\)](#) is the second questionnaire. From a total of 25 question items in the questionnaire, the researcher uses 22 question items. The question items chosen are the valid question item based on validity and reliability test by using SPSS.

Data Collection

In this research, the researcher prepared adopted questionnaires, namely epistemic beliefs and critical thinking questionnaires to be tried out to 25 students. After getting the try-out result, the researcher checked the validity and reliability of the questionnaire. Based on the validity and reliability test, the researcher chose valid question items of the questionnaire to get data. The method of gathering data was carried out by distributing two kinds of questionnaires and asking the mid-term test scores of students from the lecture in the Reading Comprehension class. The collection of data included reading comprehension students from the A-E class from the 2019 batch of the Universitas Brawijaya English Language Education Program who took the reading comprehension class. Through the Google Form, the questionnaire was distributed. The questionnaire filling process took 20 minutes. The data were analyzed to obtain the outcome after the data was obtained.

Data Analysis

The researcher analyzed, evaluated, and concluded the outcome by following these procedures after collecting the required data. Two forms of the questionnaire, namely epistemic beliefs and critical thinking questionnaire were examined by the researcher. In Reading Comprehension class, the writer analyzed the mid-term test scores of the score students. To do correlation analysis by inputting the score, the writer used SPSS (Statistical Package for Social Sciences). Based on the SPSS systematic review, the researcher analyzed the outcome and concluded it that applies to the issue of the research.

RESULTS AND DISCUSSION

The result is to show the relationship between students' epistemic beliefs and their critical thinking, and the relation between students' epistemic beliefs and their achievement of reading.

The Relation between Epistemic Beliefs and Critical Thinking

In this study, 102 participants from the 2019 batch of the English Language Education Program at Universitas Brawijaya who completed the questionnaire are participating in the reading understanding of students from the A-E class. The first problem of research is to find out the relation between epistemic convictions and critical thinking. The finding shows that, as shown in [Table 1](#), the correlation between epistemic beliefs and critical thinking shows clearly a very strong correlation.

TABLE 1 | Result of the Correlation between Epistemic Beliefs and Critical Thinking

Correlation			
		EB	ET
EB	Pearson Correlation	1	.511**
	Sig. (2-tailed)		.000
	N	102	102
CT	Pearson Correlation	.511**	1
	Sig. (2-tailed)	.000	
	N	102	102

**Correlation is significant at the 0.01 level (2-tailed)

The outcome of the correlation shows that .511 is the correlation coefficient between epistemic beliefs and critical thinking. The correlation considered significant at the 0.01 level is classified as a very strong correlation. P values is .000 < 0.01. It indicates a significant correlation between epistemic beliefs and critical thinking. The interpretation of the correlation is based on [Sarwono \(2006\)](#), as seen in [Table 2](#).

TABLE 2 | Pearson Correlation

No.	The Correlation Coefficient	Interpretation
1	0.00	No correlation
2	0.01-0.09	Weak correlation
3	0.10-0.29	Medium correlation
4	0.30-0.49	Strong correlation
5	0.50-0.69	Very strong correlation
6	0.70-0.89	Almost perfect
7	>0.90	

It reveals that there is a correlation between epistemic beliefs and the critical thinking of the student, based on a correlation study. It is categorized as a medium correlation according to [Sarwono \(2006\)](#) based correlation interpretation. So, it can be inferred that the higher the level of epistemic beliefs of the students, the higher their level of critical thought.

The Relation between Epistemic Beliefs and Reading Achievement

The second problem of the study is to figure out the relation between epistemic beliefs and achievement in reading. The result shows that, as seen in [Table 3](#), the relation between epistemic beliefs and reading achievement shows a strong correlation.

TABLE 3 | Result of the Correlation between Epistemic Beliefs and Reading Achievement

Correlation			
		EB	Reading
EB	Pearson Correlation	1	.436**
	Sig. (2-tailed)		.000
	N	102	102
Reading	Pearson Correlation	.436**	1
	Sig. (2-tailed)	.000	
	N	102	102

**Correlation is significant at the 0.01 level (2-tailed)

The outcome of the correlation shows that .436 is the correlation coefficient between Epistemic Beliefs and Reading Achievement. The correlation considered significant at the 0.01 level is known as a strong correlation based on [Sarwono \(2006\)](#). P values is .000 < 0.01. It implies that there is a significant correlation between epistemic beliefs and reading achievement. Based on the analysis of correlation, it reveals that there is a correlation between epistemic beliefs and the achievement of student reading. According to correlation interpretation based on [Sarwono \(2006\)](#), it is classified as a strong correlation. It can therefore be concluded that the higher the level of epistemic beliefs of the students, the better their reading achievement.

One of the aims of the research is to explore the relationship between the epistemic beliefs of students and critical thinking. Epistemic beliefs are one of the variables that influence critical thinking, depending on the explanation above. In the framework of high-order thinking skills,

epistemic beliefs affect the cognitive process, consisting of the capacity to interpret knowledge, draw assumptions and choices, assess and solve the issue. It is supported by [Berding et al \(2017\)](#) that epistemic beliefs are beliefs that have an impact on the knowledge and recognition process of students. The strategy and planning decisions to construct comprehension should be taken into consideration through epistemic beliefs. The result shows that personal beliefs had a positive relationship to critical thinking, based on the previous research carried out by [Braten et al \(2016\)](#). It is supported by [Greene & Yu \(2016\)](#), epistemic cognition, as well as the ability to produce, analyze, and apply knowledge, is required for critical thinking. The outcome of the coefficient correlation between epistemic beliefs and critical thinking, which shows a significant correlation, indicates it.

The second aim of the research is to investigate the relation between the epistemic beliefs of the student and the achievement of reading. The previous study conducted by [Rahmiati et al \(2019\)](#) examined the correlation of EFL university students' epistemic beliefs, learning strategies, writing apprehension, and writing performance, so the present study decides to conduct further research to find out the correlation between epistemic beliefs and the achievement of reading students' understanding of the A-E class from the A-E class from the 2019 batch of the English Language Education Program in Universitas Brawijaya. It indicates a positive and significant correlation between the two variables, depending on the results of the Pearson correlation between epistemic beliefs and reading achievement. It shows that the higher the level of epistemic beliefs of the students, the higher the achievement of their reading comprehension. The finding is supported by [Spray, Scevak, Cantwell \(2013\)](#) personal variations in the quality of learning outcomes can be explained by the beliefs about knowledge that students have to their learning.

CONCLUSION

It can be summarized from the study finding that epistemic belief are very related to the critical thinking and reading achievement of students, the higher the level of epistemic beliefs the better critical thinking and reading achievement of students. Focused on the study finding that the higher the level of epistemic beliefs, the higher the critical thinking and reading achievement of the students, the researcher has the following suggestion. The study should be a guide for further study related to epistemic beliefs, critical thinking, achievement in reading. Future studies should be carried out by the researcher who can emphasize the level of other students since the present study focuses on the student of the 2019 batch or the second-year student of the Universitas Brawijaya English Language Education Program. Developing a curriculum that takes into consideration the various levels of epistemic beliefs will be a guide to the English Language Education Program because it can be the basis for developing content and assessment for the student

in their learning process. It can also be a concern for lecturers to use an approach that can support students with a different level of epistemic beliefs to enhance their critical thinking and achieve maximum reading achievement.

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APPENDICES

Student Questionnaire on EFL Epistemic Beliefs Blueprint (Emaliana, 2017)

Purpose: to know previous students' beliefs on how to view learning English and how to learn English.

Dimensions	Sub-dimensions	Questionnaires	Question on the questionnaire	
1. What is knowledge	1.1 Certain Knowledge knowledge is static - tentative	-1	To learn English means different things to different students	
		+2	The definition of learning English in these days will be still relevant to be used in the future	
2. How to acquire knowledge	2.1 Fix Ability ability to learning is inherited-to improve over time	-3	A course in study skills would probably be valuable when learning English	
		-4	Students can decide whether they use more a textbook or not based on their need when learning English	
		+5	Going over a difficult textbook chapter which is written in English usually will not help you understand it.	
		+6	Some people are born good English learners; others are stuck with limited ability	
		+7	Lecturers should teach their students all there is to know about learning English	
		+8	If lecturers gave really clear lectures with plenty good examples on learning English, I usually have to practice on my own	
		+9	Being a good student of English generally involves memorizing grammar and tenses formulas	
		+10	Sometimes you have to accept answers from your lecturers although you do not understand them	
		2.2. Omniscient authority Schraw, et al., 2002): learning comes from authority - learning can be done individually by everyone		
		2.3 Simple knowledge learning is handed down by authority - knowledge is acquired through reason or logic experiences		
		2.4 Foreign language aptitude	+11	It is easier for children than adults to learn English
		+12	It is easier for someone who already speaks English to learn another one.	
		+13	People who speak more than one language well are very intelligent	
	2.5 Learning and communication strategies	+14	It is important to repeat and practice a lot to learning English	
		+15	If I heard someone speaking English, the language I am trying to learn, I would go up to them so that I could practice speaking the language	
		+16	It is OK to guess if you do not know a word in English as the foreign language	
	2.6 Motivation and expectation	+17	If I learn to speak English very well, it will help me get a good job	
		+18	Indonesians think that it is important to speak English as a foreign language	
		+19	I would like to learn English so that I can get to know its speakers better.	

Critical Thinking Questionnaire Blueprint (Cottrell, 2011)

Purpose: to know students' critical thinking level

Dimensions	Question on the questionnaire
knowledge skill attitude	<ol style="list-style-type: none"> 1. I feel comfortable pointing out potential weaknesses in the work of expert 2. I can remain focused on the exact requirements of an activity 3. I know the different meanings of the word 'argument' in critical thinking 4. I can analyze the structure of an argument 5. I can offer criticism without feeling this makes me a bad person 6. I know what is meant by a line of reasoning 7. I am aware of how my current beliefs might prejudice fair consideration of an issue 8. I am patient in identifying the line of reasoning in an argument 9. I am patient at recognizing the signals used to indicate stages in an argument 10. I find it easy to separate key points from other materials 11. I am very patient in going over the facts in order to reach an accurate view 12. I am good at identifying unfair techniques used to persuade readers 13. I find it easy to evaluate the evidence to support a point of view 14. I find it easy to weigh up different points of view fairly 15. If I am not sure about something, I will investigate to fins out more 16. I can present my own arguments clearly 17. I understand how to structure an argument 18. I can spot inconsistencies in an argument easily 19. I am good at identifying patterns 20. I am aware of how my own up-bringing might prejudice fair consideration of an issue 21. I know how to evaluate source materials 22. I understand why ambiguous language is often used in research papers



Dysfunctional American dream reflected in Arthur Miller's death of a salesman

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The research aims to find the dysfunctional American Dreams; the causes of dysfunctional American Dreams and the effects of dysfunctional American Dreams experienced by the main character, Willy Lowman, as a representation of American society. This paper conducted by applying descriptive qualitative research which is naturally interpretative. Thus, the key instrument is the researcher herself who has the authority in managing and analyzing the data, and certainly producing meaning in the process of discussion and interpretations. This study, theoretically, applied the mimetic theory as the research approach. The researcher found that Miller uses the character of Willy Lowman to represent the failure of the American Dream. Willy's quest for the American Dream leads to his failure because throughout his life he pursues the illusion of the American Dream. Tragically, the effect of his failure was committing a suicide, where to himself it was not a failure but a success, since there will be many people come to his funeral as a symbol of fame and he will inherit a lot of insurance money for his family. A theoretical analysis through this study represented that not all Americans or immigrants have the same perception of the American Dreams and not all of them can reach the dreams.

Keywords: Dysfunctional, American Dream, Capitalism

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INTRODUCTION

The American identity, unlike other national identities that are rooted in a shared history, religion or race, is primarily rooted in an American Dream. The American national identity is about the collective values of equal opportunity and the pursuit of happiness as stated in American Declaration of Independence primary written by [Jefferson \(1776\)](#):

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable right, that among there are Life, Liberty and the pursuit of Happiness (Congress Document, July 4th, 1776).

American success is meant to be equally accepted by everybody, and attainable through work hard and perseverance. However, not all people could successfully reach the dream for some reasons. This condition is illustrated in a play *Death of a Salesman* by Arthur Miller exposing the dysfunction of the American Dream. It addresses loss of identity and a man's inability to accept change within themselves and society. The play constitutes a montage of memories, dreams, confrontations, and arguments, all of which make up the last twenty-four hours of Willy Lowman's life as the main character.

Moreover, instead of American Dream, there is also an effect of capitalism that portrayed in Arthur Miller's *Death of a Salesman*. According to [Gailan \(2016\)](#), Marx believed that society is divided into two groups, the bourgeoisie and the proletarians.

Willy Lowman is a salesman who has big expectations of his life without considering a situation that he has. In brief, Willy Lowman belongs to proletarians and he obliquely has been discriminated by the system of capitalism in which American Dream is the ideology of capitalism itself.

According to [Can \(2019\)](#) Death of a Salesman is the play depicts a period in which the negative effects of the Great Depression in twentieth century tragedy with a tragic-I hero. Several studies about the American Dream reflected in Arthur Miller's Death of a Salesman have been conducted by some former researchers. First, [Nzisi \(2017\)](#) examined Lowman's American Dream's perception to prove whether he achieves it or not. He found that the perception of Willy Lowman about being well-liked would help him achieve his American Dream, and Willy Lowman took his life to show disillusionment. The failure to achieve the American Dream caused the family to collapse, and Willy got the point where life was meaningless, so he was better off the dead.

Furthermore, [Mgamis \(2017\)](#) examined about the excessive inclination towards individualism and greed as represented in the major character in the play, Willy Lowman, as the idealistic version of the dream or fantasy and blind. The result of the study was that Willy's greedy version of American Dream made him collapse and the problem was not in the American Dream but in his version how to apply it. Meanwhile, [Elhawa \(2018\)](#) talked about the concept of American Dream based on Lacanian perspective. He does not only focus on the main character but also to the other characters by comparing the way they pursuit their dream. He found that after his pursuit of the dream, Willy finally decided to die, led him to total failure. His tragic failure could be attributed to his blurred vision of reality brought about by his drive to fulfill his desires, and the exact destination of ecstasy was empty from the Lacanian perspective.

It is clear that the concept of American Dream has been researched widely. In the studies mentioned earlier, scholars have looked at the American Dream concept in both the contemporary and literary aspects. However, by reviewing the previous research, the researcher underlines that none of the previous studies discussed dysfunction of American Dream in Arthur Miller's Death of a Salesman. The researcher would like to display dysfunctional of American Dream as the weakness of American Dream and how capitalism influenced people who is living with American Dream.

Therefore, this study intends to investigate the dysfunctional American Dream faced by Willy Lowman, the causes of failure in achieving American Dream, and the effect of Willy Lowman's failure on achieving his dream based on the theory of American Dream and Capitalism theoretical perspective.

METHODS

The researcher described the phenomena in the play in order to dig up detailed information about dysfunctional American Dream in Arthur Miller's Death of a Salesman, especially on the main character, Willy Lowman. The data of this study were taken from the Arthur Miller's Death of a Salesman published by Penguin Books, New York, USA, in 1998.

This study applied the mimetic theory ([Abrams, 1971](#)) as the research approach. The mimetic theory assists the researcher to relate the play and universe. The term universe refers to all of things of the world apart from audience, text, and author. The researcher started to use mimetic approach by understanding the value that inherent in Death of a Salesman and observing the history of American Dreams, Capitalism, also global issues in America. According to [Miller \(2015\)](#) this drama has been written as a critical literary work towards American Dreams and Capitalism based on The Great Depression phenomena. This mimetic approach emphasizes how to relate a literary works into universal truths.

Meanwhile, the researcher also used two supporting theories, the concept of American Dream ([Castle, 2018](#)) and Capitalism theoretical perspective ([Gailan, 2016](#); [Hodgson, 2015](#)) to strengthen the analysis of this thesis. The concept of American Dream enables the researcher to identify the American values or ideals in the story where the ideals as the very fundamental values are almost embedded in the mind of all Americans. Of course, to know the dysfunctions of the ideals are unavoidably important. In the meantime, Capitalism theoretical perspective ([Gailan, 2016](#); [Hodgson, 2015](#)) used to analyze the social structures that exist in a capitalist society where the ideology of capitalism leads to fragmentation and alienation of individuals, particularly those of the proletariat.

However, in order to make the analysis is not subjective, the researcher used triangulation theory of the relationship of the economy, politics, and society in the absence of grand theory or universal law of social development such as Marxism, on the other hand, Modernization theory ([Girling, 2002](#)). This theory used comparatives perspective of Webern ideal-type models to provide the organizing principle. In this sense, historical investigation over a sufficiently lengthy period of time-from decades or more-reveals. This theory took place in analyzing the problem of capitalism in Arthur Miller's Death of a Salesman and the researcher used Willy Lowman as the representative.

In collecting the data, the researcher did three stages of the reading processes by applying Riffaterre's reading strategies from heuristic reading to retroactive reading ([Nurgiyantoro, 2005](#)). The details of the reading processes are reading the whole text to get a general understanding, re-reading the script to get a comprehensive understanding, re-reading the script and coding the data needed in accordance with the research questions. In coding the data, the researcher coded the data manually and analyzed.

RESULTS AND DISCUSSION

After comprehending some related theories and conducting thorough reading processes, the researcher found some recitations in the dialogues that meet the qualification of being data, since they are closely related with the research problems.

The Dysfunctional American Dreams Faced by Willy Lowman

Willy Lowman's Utopia

Willy Lowman is a travelling salesman who still adheres to the traditional model of frontier salesman. He believes that the idea of success relied on leaving the house for a long time and coming back with a large amount of money. Willy Lowman is an idealistic individual who has a lot of big dreams that actually based on fantasy. Throughout his life, he has created elaborate narratives that refute the increasing proof of his inability to satisfy his desires and expectations. He is always daydreaming in his reality of life. At the time the play ends, Willy suffers from debilitating self-delusion. His mind is so fragmented that he cannot even sustain a coherent image. Miller, in the play, wrote the speech of Charley, Willy's friend; "He's a man way out there in the blue, riding on a smile and a shoeshine." (Req., p. 111)

Charley's talk in a requiem about the essence of the salesman's dreams praises Willy as a victim of his demanding career. His poetic sales appraisal defends Willy's death, attributing to Willy's work the kind of magical quality that Willy himself has always dreamed. Charley compares the salesman to a courageous, brave sailor, "out there in the sea," (Req., p. 111) with little to guide him and persuasive powers to deal with. Charley also points out that there is a significant difference between the enormosity of the salesman's job and the piddling devices for which he is equipped: Willy had only an insubstantial grin on his face and the shine of his shoe with which to sell himself. Failure ruined Willy's smile and smudged his shoe, making it much harder to sell. Besides, he always convinces other people with his past success and prides himself that he is a very well-known and liked person.

Willy [*banging his hand on the desk*]: I averaged a hundred and seventy dollars a week in the year of 1928! And your father came to me—or rather, I was in the office here—it was right over this desk—and he put his hand on my shoulder—(Act. 2, p. 62).

This dialogue happened in the scene when Willy is talking to Howard, his boss. Willy is trying to get a full-pay job in New York and he does not have to be a travelling salesman anymore. Some dialogues below also demonstrate that Willy's mind is money oriented, as if he cannot live without money and his social status depends on the money he has. According to [Datesman, Crandal, and Kearny \(2014\)](#)

one of the American values is material wealth where America seemed to be a land of abundance and million people might come to seek their fortune. Almost all workers work to pursue happiness by earning much money. In line with that notion, [Perry \(2000\)](#) obviously states that American prosperity can be measured by the number of things they bought and owned. Thus, it makes American become more materialistic. Willy, now, is in his sixty-three-year-old and he loses his sense of direction easily. He is also tired.

However, Willy really needs money to survive, "But I gotta earn money, Howard. I'm in no position to—" (Willy, Act. 2, p. 63) and has never had a job in the company where he has made an actual, steady paycheck because he only works on commissions, "He's off salary. My God, working on commission!" (Biff, Act. 1, p. 40). This phenomenon shows that Willy does not ready to face his real life in the present. He lives in a fantasy that makes him get a mental illness. Willy's dream is closely related with an American ethos with hope, prosperity, and success within freedom. As insisted by [Fiedler \(2000\)](#) that American dream is the dream which life should be better, richer, and fuller for each man with opportunities for each according to his ability and achievement. However, Willy may have an opportunity to be successful but he does not realize his age that sometimes makes him lost his sense of direction easily.

On the other hand, Willy's life is full of daydreaming and he does not realize that he never tell the truth and see the reality. Biff, ironically, is realizing the failure of his father, he considers that all Willy's teaching as lies. He said, "we never told the truth for ten minutes in this house" (Biff, Act. 2). It seems like Willy was, by all accounts, a miserable man. Simply, when Willy sees a little chance to change his life, he directly thinks about a big deal that can happen in the future with his million dollars ideas by ignoring his abilities and opportunities he has. For example, when Biff has a plan to meet Bill Oliver to go into his business, Willy seems so relieved and enthusiastically speaking about the future. He says to Biff to start it bravely, "But remember, start big and you'll end big. Ask for fifteen. How much you going to ask for?" (Act. 1, p. 47) and it is continued in the next dialogue when Willy starts offering some unhelpful advices for Biff's loan interview.

"Don't be so modest. You always started too low. Walk in with a big laugh. Don't look worried. Start off with couple of your good stories to lighten things up, It's not what you say, it's how you say it- because personality always wins the day" (Act. 1, p. 48)

One reason Willy's reluctance to criticize Biff for his youthful robberies and his reckless attitude toward his classes seems to be that he fears Biff's ego could be damaged. He, therefore, gave endless praise, hoping that in

his adulthood Biff would fulfill the promise of that praise. It is also possible that Willy fails to criticize the young Biff, as he believes that, if he does, Biff will not accept him. This rejection is the greatest personal and professional provocation and failure (the two worlds are conflated in Willy's mind). Because the consciousness of Willy is divided between despair and hope, both considerations are likely to be behind the decision of Willy not to criticize the youthful indiscretions of Biff. In any event, his relationship with Biff is rife with the side of Willy's childhood emotional rejection trauma, and the conflict between Biff's side meeting social expectations and personal expectations.

Theoretically, speaking, the idea of the American Dream has the most significant influence on those who do not enjoy the prosperity and happiness that it promises. According to [Adams \(1931\)](#), the first historian who first coined the term American dream, American dream is the pursuit of a better, richer and happier life for all American of all ranks as the greatest contribution we have made to the world's thought and welfare. This vision is actually emerged from the values shown in [Jefferson \(1776\)](#) America Declaration of Independence which highlighted the right people to "life, liberty, and the pursuit of happiness" ([Fiedler, Jansen, Norman-Rich, 2000](#)). Willy pursues the fruits of that vision as a panacea to the deceptions and hurts of his childhood.

Willy Lowman's Perception of American Dream

Willy Lowman is a salesman who has sold merchandise for a company for 36 years. He believes that one can be prosperous if they are known and are 'well-liked.' In his past fifteen years, he is liked by all the people he sells items to across the country but as he grows older, most people forget him. This makes Willy looks so miserable and he is very desperate. He expresses in some of his dialogues:

"I'm very well liked in Hartford. You know, the trouble is, Linda, people don't seem to take me...I know it when I walk in. They seem to laugh at me...but they just pass me by, I'm not noticed" (Act. 1. P. 23)

Fortunately, he has a wife who loves him and always supports him. However, he also has two sons, Biff and Happy, who are not set up in life. As we know, the Lowman's family is a middle class family and they really want to be successful in life. From Willy's expressions about not being 'well-liked' anymore, he dreams of being prosperous. He is a salesman who gets a chance to interact with a lot of people and he assumes that everyone knows and likes him. He strongly believes that those are the keys of success.

Willy: You and Hap and I, and I'll show you all the towns. America is full of beautiful towns and fine, upstanding people. And they know me, boys, they know

me up and down New England. The finest people. And when I bring you fellas up, there'll be open sesame for all of us, 'cause one thing, boys: I have friends. I can park my car in any street in New England, and the cops protect it like their own. This summer, heh? (Act. 1, p. 19)

Willy: I always felt that of a man was impressive, and well-liked, that nothing- (Act. 2, p. 72)

Willy: Ben, that funeral will be massive! They'll come from Maine Massachusetts, Vermont, New Hampshire! Ben, because I never realized-I am known! Rhode Island, New York, New Jersey-I am known, Ben, and he'll see it with his eyes once and for all. He'll see what I am, Ben! (Act. 2, p. 100)

Willy's perception of being 'well-known' and 'well-liked' as the key to success that he believes will help him to attain his dream is his achievement in the American Dream. He wishes to be a wealthy salesman because he believes once he becomes rich he will change the social status. This can be a strong influence of capitalism that embodied in American's life. As we know, the major characteristic of capitalism is the separation between owners of the means of production (capitalist or bourgeoisie) and non – owners of the means of production (workers, laborers or proletariat) ([Illegbinosa, 2012](#)). In this drama, Willy is a middle class person (workers/proletariat). He believes by changing his social status to be a rich salesman (bourgeoisie) he can get a better life and be respected by other people. It is because in a capitalist society, workers are, in principle, underpaid; the value of labor expended in a day's work exceeds the wages paid for that work. It can be seen when Willy only working in commission and in his old age his bosses take his salary away.

Linda: A small man can be just as exhausted as a great man. He works for a company thirty-six years this March, opens up unheard-of territories to their trademark, and now in his old age they take his salary away

Biff: He's off salary. My God, working on commission! (Act. 1, p. 40)

Those are the facts that Willy faces hardship in life while he tries to achieve his dream and finally lead to downfall and tragedy. It indicates that the American Dreams are not easily reached by only being 'well known' and 'well-liked.' From Willy's tragedy, the researcher sees the misperception of the American Dream because some theories of American Dreams are not only mention about being 'well-known' and 'well-liked' to be successful. According to [Datesman, Crandal, and Kearny \(2014\)](#), one of the American values is material wealth and hard work. These values are very relevant with Willy's phenomena, he wants

to be a rich salesman because he believes when he becomes a rich salesman he will find his happiness and prosperity. It seems that Willy has subordinated by capitalism since American seemed to be a land of abundance where millions might come to seek their fortune. However, the fortune cannot be achieved instantly, many people suffered terribly, but most of them eventually improved their former living standard. They have to do a hard work. Willy Lowman, looks like, missed this part because his life is full of desperate and less confident. Another value that has to be noticed carefully is competition. According to [Perry \(2000\)](#) Americans firmly believe that a highly competitive economy will make the best of its people and, eventually, that a culture that encourages competition will make the most significant change. In this play, the development of the notion of competition reveals the negative aspects within the Lowman family and eventually is the sole cause of Willy's downfall in life. This is evident through; Willy's desire for his sons to be more successful than Bernard. He says:

Willy: That's just what I mean, Bernard can get the best marks in school, y'understand, but when he gets out in the business world, y'understand, you are going to be five times ahead of him. That's why I thank Almighty God you're both built like Adonises. Because the man who makes an appearance in the business world, the man who creates personal interest, is the man who gets ahead. Be liked and you will never want. You take me, for instance. I never have to wait in line to see a buyer. "Willy Lowman is here!" That's all they have to know, and I go right through. (Act.1, p. 20)

Willy sees that Bernard has a better academic record than Biff and Happy, but he believes that his sons will be more successful in the future because Bernard is not well-liked. The second is Willy's ambition to be more successful man than Charley. Next is his dream to be the most admired salesman, well-liked and loved. From Willy's competitive soul, however, he is not truly developing himself and raising his sons to be successful in life. Otherwise, he has a wrong mindset that popularity overcomes hard work and determination. He wants to have a success but he does not want to work hard. These phenomena prove that not all American Dreams are attainable to all people and this is the dysfunctional of American Dreams.

The Failure of Willy Lowman

Willy Lowman, in his sixty-three-year-old, has been passing many obstacles. His whole life is a succession of missed opportunities, and he considers himself a failure because of it. Willy has failed to drive to his business appointment, and he is going to miss out on making a sale because of it. The Lowman family's failure to reach their extraordinary dreams is sole because he believes that the key to success is

popularity. As a matter of facts, Willy wants to be a wealthy salesman. Unfortunately, in his business today, he has lost his reputation and unable to make any money. Here, if a man's role is to earn money for his family, then Willy is a total failure. This is because the key to success is not only being popular but there are many aspects that have to be considered.

The same case happens when Willy considers Biff's life a failure because he is not making enough money or working in the business world. Willy thinks that Biff is slacking of working as a farmhand, "How can he find himself on a farm? Is that life? a farmhand; Willy has high expectations for Biff, "...In the beginning, when he was young, I thought, well, a young man, it's good for him to tramp around, take a lot of different jobs"(Act. 1, p. 5); Willy expects that Biff will make it big in business based on Biff's popularity in high school and Willy sees different reality. He is so dissatisfied with everything Biff does, "...But it's more than ten years now, and he has yet to make thirty-five dollars a week!"(Act. 1, p. 5). It looks like Biff cannot find a job that suits him, and although he has a useful life in Texas with his farmhand job, he gets panic because it is not the kind of job Willy expected him to have.

Willy truly bemoans the missed opportunity of going to Alaska with his brother, Ben, "Sure, sure! If I'd gone with him to Alaska that time, everything would've been totally different."(Act. 1, p. 31) It is because he cannot even drive himself to the sales appointments, and he cannot do his job as a salesman. Willy also is a failure when compared to his father. Ben asserts that he could sell more in a week than Willy could in a lifetime, "... Great inventor, father. With one gadget he made more in a wen than a man like you could make in a lifetime."(Act. 1, p. 34) Willy, when measured against Ben, does not fare much better, because Ben was rich by the time he was twenty-one, "... and when I was twenty-one I walked out. [He laughs.] And by God I was rich."(Act. 1, p. 33) Nevertheless, Willy sees this story differently. Ben stumbled across his wealth, but Willy believes that Ben worked hard for it and Willy wants his sons to do the same; work hard and be like Uncle Ben. However, Willy may forget that he is not implanting this value (hard work) to his sons. He only believes that they can be successful through their popularity.

Last but not least, Willy expected the funeral would be massive because he was so well known and well-liked. His funeral will prove to Biff that his father's life is worth something, but it does not turn out this way. The only people at Willy's funeral are his family, Charley, and Bernard. Willy Lowman died a failure by his standards. Biff considers Willy's life to be a failure because he had the wrong dreams. He could have been a successful salesman when he was qualified to work with his hands. If he had followed the right

dreams and confronted his abilities realistically and honestly, he might not fail, and his life may not end that way.

The discussion above is in contrast with two American Values such as material wealth/materialism and popularity. According to [Perry \(2000\)](#), American dream concept itself which refers to the American values and beliefs such as materialism and popularity is the ideals that may not simply define the truth of American lives. For instance, all Americans might have the same opportunity to success but it is not always implemented ideally. Those who born into rich family will have more chances than those who born into poor family. It indicates that everyone who lives in America and believes in American dream has a possibility of undergoing the failure of his/her life. Moreover, Willy's failures demonstrate that not all the American dreams are attainable. Willy also indirectly depicted how capitalism system is. He is stuck in his capitalism mindset where American life also obviously implements the capitalist system.

In fact, this play expresses the family's struggle to make mortgage payments, a long-time employee laid off without warning, and ill and aging parent afraid of becoming a financial burden to his grown children. The story obviously exposes social structure between the bourgeoisie and the proletariat. [Ilegbinosa \(2012\)](#); [Tamuno \(1999\)](#); and [Harvey \(1999\)](#) state that the major characteristic of capitalism is the separation between capitalist or bourgeoisie and workers, laborers or proletariat. These two classes are in direct competition with one another. Therefore, [Castle \(2018\)](#) assumes that in capitalist society, both different classes can be distinguished by their material wealth. Money in the form of capital is always subject to fluctuations of the market, boom periods and crises which cause the value of money to rise or fall depending on whether or not capital is in high demand. In line with Castle, [Ilegbinosa \(2012\)](#) depicts that the capitalists place a higher value on the monetary value of man rather than the unique characteristics of each person. So, those who are strong will be the winner, and those who are weak will be the looser.

The Causes of Willy Lowman's Dysfunctional American Dream

Willy Lowman's Reconstruction of Past Realities

The problem emerges because Willy reacts to the characters in the present while simultaneously reacts to different characters in the past. Regarding to phases of time, Willy's behavior changed, such as sensitive mood, contradictory, obsessive, and ambitious. This can be inferred from the scene when Willy's thought is always clouded by a series of lucid memories wherein he remembers the past. Willy Lowman has different realities. There is a Willy Lowman, an exhausted man, financially burdened, and disorganized in

his sixty-three-year-old, and there is also more passionate young Willy in some fifteen years ago, who appears in flashback in the play. That is the way Willy always daydreams about a happier moment when his sons loved him and he was successful in his business. Historically, according to [Lethbridge and Jamila \(2004\)](#) the play was written in 1949 after the Second World War (1939) and American Great Depression (1929 – 1939). These two tragic events are assumed more or less influenced the play where the economic condition of that time was very worse, but shortly after, Americans tried hard to better the economy through hard work, optimism, and fair competition.

This is one of the dysfunctional of American Dream in future orientation value. According to [Perry \(2000\)](#), most Americans believe that the future will bring improvement to their lives if they committed themselves to make progress in society through change. However, Willy only prides about his past but he cannot prove anything in the present. He thinks about the future and has many big dreams without considering anything from many aspects. In this case, it shows in every dialogue when Willy talks to the other characters in the present and he simultaneously reacts to the character in the past.

The Desperation of Willy Lowman

Willy is obsessed with the American Dream of fame, fortune, happiness, and prosperity. He shows the equation of the pursuit of money with the pursuit of happiness. Hence, that is why most of his dreams always concerning with money, business matter, and popularity. Everything in his life is always connected with money, "... You'll retire me for life on seventy goddam dollars a week?..." (Act. 1, p. 28); "Well, I-I did-about a hundred and eighty gross in Providence. Well, no-it came to-roughly two hundred gross on the whole trip." (Act. 1, p.); "...You are not applying for a boy's job. Money is to pass..." (Act. 1, p. 47) Willy always shifts his head to find the way to get his business world, "A hundred and twenty dollars! My God, if business don't pick up I don't know what I'm gonna do." (Act. 1, p.); "A business suit, and talk as little as possible, and don't crack any jokes." (Act. 1, p. 47)

Theoretically speaking, those are the examples of materialism mindset that embodied in American's mind. However, a lot of people have a misunderstanding about this, also Willy. According to [Perry \(2000\)](#), materialism is one of the American values that they can enjoy their prosperity and become more materialistic by measuring their success by the number of things they bought and owned. [Kohls \(1984\)](#), however, emphasizes that materialism is a material that is seen by hard work and serious intent as a natural benefit. Thus, Willy definitely can achieve his dreams by working hard and changing his mindset about being successful, not only seen from how much money he

has and how popular he is. Another point of view, from a capitalist theoretical perspective, [Castle \(2018\)](#) mentions that money functions in the capitalist system of values as another form of value, one that is determined within the economic system in which it is used as an equivalent value for a specific commodity. Money in the form of capital is always subject to fluctuations of the market, boom periods, and crises, which cause the amount of money to rise or fall depending on whether or not capital is in high demand. The commodity form is essential to understanding capitalism of the social totality. This theory is related to Willy's life when his life is money-oriented to get his success. He lives in a society where the American Dream dominates people's minds, and his purpose in life is to make it happen, to have a better life, and to treat his family in the right way.

Notwithstanding, he has big dreams in his life with his conviction about the keys to success, it soon brings him to the abyss of failure and desperation. Willy's big ideas, unfortunately, bring him up to the life that full of fantasy, and because of his inability to fill his dreams up, he has deep desperation in his life. Miller expresses the Willy's desperation almost in every Willy's scene in this play, "They don't need me in New York. I'm the New England man. I'm vital in New England." (Act.1, p. 4) This dialogue shows when Willy Lowman is responding to his wife's suggestion that he should try a job at his New York office.

Willy's response shows how completely he can identify with his career. Willy's position in New England is inflated to cover up the reality that the New York office does not need it. Willy's self-importance barely conceals his fear that he would not be required in New England either. Willy's mental survival depends on his belief that he is essential, which is why he often deceives himself throughout the play. Willy's mind filled by a lot of regrets that bring him into never ending desperation. Miller also wrote, "I'll have to send a wire to Portland. I'm supposed to see Brown and Morrison tomorrow morning at ten o'clock to show the line. Goddammit, I could sell them! [He starts putting on his jacket.]" (Act.1, p.4) This passage is relevant because it defines Willy and shows us just how much he does not understand himself. Because Linda tells Willy that he is sixty-three-year-old and too old to keep working, the audience would expect Willy to heed the advice and cut back on how much he's doing.

However, Willy, who is, does precisely the opposite, believing that he is still the best salesman in the world. The audience knows that he's not nearly as glorious as a salesman as he's showing himself that Willy is very self-delusive. The author says it is through Willy's point of view to make it clear to the audience that Willy is frantic about his abilities. This is because of Willy's fear for not being successful in life if he cannot plunge himself into a business

world, "A hundred and twenty dollars! My God, if business don't pick up I don't know what I'm gonna do." (Act. 1, p.); and he finally realizes that his big ambitious is imbalance with his ability and bring him into deep desperation, "Well, I figure, what the hell, life is short, a couple of jokes.

[To himself] I joke too much! [The smile goes.] (Act. 1, p. 24); "I got an awful scare.... Why didn't I go to Alaska with my brother Ben that time! ... What a mistake!" (Act. 1, p. 27); "... I get the feeling that I'll never sell anything again, ..." (Act. 1, p. 25); "Ben, nothing's working out. I don't know what to do." (Act. 2, p. 64); "Charley, I'm strapped, I'm strapped. I don't know what to do. I was just fired." (Act. 2, p. 75); "... There's a big blaze going on all around, I was fired today." (Act. 2, p. 83); "Why? Does it take more guts to stand here the rest of my life ringing up a zero?" (Act. 1, p. 100); "Oh, Ben, how do we get back to all the great times?..." (Act. 2, p. 101). Those tones sound very pessimistic and unhelpful.

Additionally, Willy always repeats his loneliness, fatigue and optimism in life, "I'm tired to the death. [The flute has faded away. He sits on the bed beside her, a little numb.] I couldn't make it. I just couldn't make it, Linda." (Act.1, p. 2); "I'm so tired. Don't talk anymore." (Act. 1, p. 51); "I'm getting awfully tired, Ben." (Act.1, p. 30); "...I couldn't get past Yonkers today! Where are you guys, where are you? The woods are burning! I can't drive a car." (Act. 1, p. 28) and it is not only from Willy side talking about his fatigue and desperation but also some characters evaluate him as a hopeless-man, "... The man is exhausted."

(Linda, Act. 1, p. 40); "A small man can be just as exhausted as a great man..." (Linda, Act. 1, p. 40); "He's dying, Biff." (Linda, Act. 1, p. 42); "He's been trying to kill himself." (Linda, Act. 1, p. 42); "There's one or two other things depressing him, Happy" (Biff, Act. 1, p. 10); "This is no time for false pride, Willy. You go to your sons and you tell them that you're tired..." (Howard, Act. 2, p. 63) Those dialogues are the symbolic expression, by which Willy means that his life is being destroyed by the situation. He is financially hard-up, he is on the verge of losing his job as a salesman, he is so lonely and exhausted. Something that hurts him even more is he not only feels himself a failure but also his sons.

His only refuge is by thinking back to the past when he is loved by his sons and the future seemed more promising. One of the interesting remarks is when Willy says the woods are burning to Happy, his younger son, who was trying to cheer him up by promising him that, "I'm gonna retire you for life" (Act. 1, p. 28) Willy is contemptuous of this because Happy does not make a lot of money, and what he does is pay rent on his apartment and women. His other son, Biff, does not have a regular job. The lack of success of his sons

makes Willy feel worse. Willy thinks that his life has turned out to be wrong and that it's all going to end in disaster-as it does when he ends up committing suicide.

Accordingly, regarding to Willy's long and deep desperation, the researcher firmly believe that this is one of the strong reasons of Willy's dysfunctional of American Dreams. However, according to [Fiedler \(2000\)](#), one of American beliefs is that ignoring the social status, one can achieve a better life through hard work, sacrifice, and strong will. This notion refers to equality that all people have the same opportunities to have a better life through hard work, sacrifice, and strong will. Nonetheless, by seeing Willy's desperation phenomena, it indicates that Willy has lack of hard work and strong will. He should not get the desperation if he has a strong will and do a hard work. Willy might has done educate their family to think the future and he believes that the future is good and obvious but he has not realized that he also has to elevate his optimism in life. As [Perry \(2000\)](#) mentions that the future will bring improvement to Americans if they commit themselves to make progress in society through change.

The Effects of Dysfunctional American Dreams to Willy Lowman

Willy Lowman's Tragic Life

Willy Lowman is a man with big goals in his life. He has a lot of potentials, but he also has a whopping case of self-deception paired with misguided life goals. Miller emphasizes this condition near the end of the play through Biff's dialogue with Willy, "I'm not a leader of men, Willy, and neither are you. You were never anything but a hard-working drummer who landed in the ash can like all the rest of them! ..." (Act. 2, p. 105). This passage shows that Biff confronts Willy. Biff tries to express his own need to stop deceiving himself in his efforts to fulfill his father's dreams. Biff blows the whistle on Willy's constant rationalization of his lack of success. Biff's coming to terms with his self-deception is the moment he finally finds himself, seeing himself as he is. His emotional outburst leads to Willy's recognition that his son loves him, implying that it is when self-deception comes to an end that genuine care is possible.

Willy also believes that his career as a well-liked salesman will bring him to be successful. However, after passing his life journey to preach his dreams, he gets a total disaster in it. Willy is an anxious man who tries to make himself seem reasonable by pretending that he is a successful man among the people around him. In his delusion world, Willy seems a successful man, very popular, and has a good life. He conceals his self-doubt and solitudes by his audacity and inflexibility. Nevertheless, an act of pretending is painful and will not last long.

Willy periodically cannot maintain his image of strength; he gives up and starts to ask some guidance or supports from

successful people around him, whether in the present or past time. In this situation, Willy faces two realities that make him more disorganized. The first effect of his failure is he gets an emotional instability and brings him into unhealed desperation. He has a short-temper when interacting with other even with his wife. It occurs when Willy has a discussion with his family and he yells at his wife.

Willy repeatedly says "stop interrupting" (Act. 1, p.) in a high tone and it makes Biff furiously says, "Stop yelling at her!" (Act. 1, p. 48). It also happens when Willy easily feels insulted by others. He, once, has a conversation with Charley and always repeats the word don't insult me" (Act. 1, p. 29, 30; Act. 2, p. 74). The fact is Charley does not insult Willy, it is the only way Charley utters the truth to help Willy's reality of life. This is also an implementation one of the American values, Directness. [Kohls \(1984\)](#) states that directness is one can only trust people who "look you in the eye" and "tell it like it is" and truth is a function of reality not of circumstance. Thus, the researcher firmly believes that Willy is not ready to face the reality and hardly accept any advices from others. Whereas, [Perry \(2000\)](#) believes that communication in America is direct, open, and blunt.

The second effect of his failure is he experiences a death of hope. He becomes a hopeless and pessimist man. This apparently is shown by Miller in some Willy's dialogues which demonstrate his hopelessness. After all the highways, the trains, the appointments and the years, you end up worth more dead than alive" (Act. 2, p. 76). It indicates that Willy is lamenting the worthlessness of all his years of work. He realizes that he never earns enough money, and even though his American dreams say "... I'd like build a little guest house ..." (Act. 2, p. 53); "I could build two guest houses ..." (Act. 2, p. 53). The fact is he does not build anything, and his job has nothing left. He is a livelihood worker and he realizes that he has a high dependent of life insurance policy that drives him into suicide. Another dialogue demonstrates, "I've got to get some seeds. I've got to get some seeds, right away. Nothing's planted. I don't have a thing in the ground" It is an analogy when Willy realizes that his entire career has built up to nothing.

All Willy's desperation and hopelessness utterances show that the American dream is unattainable. None of the Lowman family does achieve his or her goal. Ironically, Willy's failure drives him to end his life by committing suicide. In the last scene of this play, Willy comes back into the past memories and talk to Ben. Unfortunately, this conversation provokes Willy's desire to commit suicide because Ben reminds Willy of the twenty thousand dollars insurance policy, "It's dark there, but full of diamonds" (Ben, Act. 2, p. 108); "Can you imagine that magnificence with twenty thousand dollars in his pocket?" (Willy, Act. 2, p. 109).

The dialogues, additionally, the diamond refers to a tangible reminder of the material success that Willy's job cannot offer him and the missed opportunity of material success with Ben. It symbolizes that Ben convinces Willy to commit suicide because he transforms suicide into a brief opportunity that must be measured. Thus, Willy believes that Biff will respect him if he commits suicide in order to gain the policy. Willy, finally, drives away and runs into his death. According to [Hayman \(1970\)](#), Willy, therefore, refers to the character that we usually call as a tragic I-hero. Willy is a hero for his family. He is a responsible father that always looks for a better life and tries to treat his family in the right way. Unfortunately, because of his misconceptions of the American dreams and some other factors make his life ends tragically. The letter "I" refers to Willy's psychology that has not been stable and finally ruins his life, his family as well.

Tragically, however, in Willy's funeral, nobody comes, except the Lowman family, Bernard, and Charley. It indicates that Willy is not a popular and well-liked person. He contradicts his own intentions. Rather than illustrating the fact that he was "well-liked," his unimpressive funeral demonstrates his mediocrity. Even his son, Biff, still deems that Willy has a misguided goal, "He had the wrong dreams. All, all, wrong" (Requiem, p. 111); "He never knew who he was" (Requiem, p. 111). Nonetheless, Charley delivers his wise speech that nobody understands Willy's suicide, and it cannot be justified because it defies Willy's intentions. Willy believes that his suicide will resolve the disorder in his life by alleviating any pain Linda has caused, winning Biff's respect, and demonstrating his popularity as a salesman and an individual. In reality, he denies a debt-free husband to Linda, a reconciled father to Biff, and an improved role model to Happy. Thus, Willy is unprepared to face his real-life, and it makes a disorder in his family.

Last but not least, Happy firmly states that "Willy Lowman did not die in vain" (Requiem, p. 111), but Willy did die in vain, and no one can change the destiny. Throughout this analysis, Willy Lowman is a figure who vigorously ambitious in life. However, he completely fails to preach his American dreams because he walks through his life blindly. Arthur Miller's *Death of a Salesman* is a masterpiece that interprets unattainable American Dreams since it is known as an opportunity to get a better life and pursuit of Happiness. From this play, the researcher strongly believes that not all American values are suitable for the Americans, and it can be said as the dysfunctional American dream for [Castle \(2018\)](#) insists that the strong belief (ideology) on the capitalism system is a form of false consciousness. The influence of capitalism on Willy leads him to a very terrible failure that makes his dream unattainable or dysfunctional.

CONCLUSION

The researcher found that the writer of the play, Arthur Miller, uses Willy Lowman's personality to indicate the dysfunctional American Dream. Willy's journey to find the American Dream leads to his failure because, throughout his life, he chases the apparition of the American Dreams and not the actuality of them. He has an intense obsession with perfection. His success mindset has formed, such as having an excellent job with a high salary, having a great family, being well-liked, happy, and prosperous. Arthur Miller's *Death of a Salesman* described social situation of American Society indirectly. Furthermore, Arthur Miller wrote this drama after The Great Depression and it depicted how the American condition at that time. From mimetic approach perspective, Willy illustrated that most of Americans have different concept in understanding American Dream. Their life orientation led to materialism, liberty, and equality. This study obviously demonstrates that not all Americans or immigrants have the same perception of the American Dreams and not all of them can reach the Dreams. Sometimes, American Dream is a utopia since the dreamers could not measure their ability.

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Internal continuatives and logical metaphors: A development of classifying conjunctive relation

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This research attempts to develop Martin's & Rose's concept of conjunctive relation (CR) analysis, in which the external and internal roles of conjunction do not include the other two types of conjunctive relation markers such as continuative and logical metaphor. Relying on more than twenty international journal articles, the research findings exhibit that certain types of continuative and logical metaphor can not only operate externally to connect events and qualities but they can also function internally to organize evidences and arguments in texts. As a result, not only a new role of internal continuative and logical metaphor can be confirmed, but the findings will also introduce an elaborated development of classifying CR in general. The emergence of the internal role of continuative and logical metaphor leads to a more elaborate way of connecting and grouping clauses into different units of discourse. In this way, they will also be able to demonstrate how texts can be built up through clauses, phases, and stages in a particular genre, without the need to be interpreted in conjunctions.

Keywords: external, internal, conjunctive relation, genre, stage, phase

INTRODUCTION

There are different concepts of looking at conjunction across schools of linguistics. Structural linguists, for example, perceive conjunction as unit of linguistics that connect groups, clauses, and sentences. They have only a little concern on the operation of conjunction beyond clauses and sentences in a discourse level, since their highest level of linguistic data is sentence (Santosa et al., 2011). Meanwhile, cognitive linguists focus on how forms and meanings of conjunction cognitively link two units of clauses, sentences, and units of discourses. They still ignore their discussion on the role of conjunction in building up higher units of linguistics such as activity sequences in the field of discourse (Santosa et al., 2011). Expanding Halliday's ideas of logico-semantic relation in clause complexes, (Halliday & Matthiessen, 2013) development of further categories of elaborating, extending, and enhancing ends at the level clause complex analyses and conjunctive adjunct connecting different sentences. Although other research on conjunction begin to see the relations between the use of certain types of conjunction and types of genres or between thematic progression and conjunction in multimodal texts, they still fall on listing the forms and meanings of use of conjunction in the sentence levels of different genres. As a result, they analyze conjunction in a discrete operation so that they cannot

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demonstrate how conjunction can connect units of discourse to build activity sequences in the field of discourse ([\(Alyousef, 2016\)](#)). Realizing the inadequacies of such concept of conjunction to be operated in discourse semantics, Systemic Functional Linguistics develops the meaning-based logical devices that can connect events and qualities externally outside discourses and that can organize the discourses in a smooth and clear waves of information. Such logical devices that base their operations on meanings and functions in discourse semantics are called conjunctive relation (CR). The discourse logical markers includes conjunction, continuative, and logical metaphor ([\(James R Martin, 2014\)](#)). By such devices, SFL can demonstrate how clauses are knitted into phases and stages; and they can also identify certain patterns of stages of a particular activity sequence reflecting a genre ([\(Santosa et al., 2011\)](#)).

However, problems still arise particularly in how the conjunctive relation devices function and operate in a field of discourse since [\(Martin & Rose \(2007\)\)](#) claim that only conjunction can connect externally and internally in the field of discourse and no continuative and logical metaphors are said to have the same function as that of conjunction ([\(Martin & Rose, 2007\)](#)). However, in a small number of data, [\(Santosa \(2011\)\)](#) found evidence that continuative and logical metaphors can both operate externally as well as internally similar to what conjunction can do.

Thus, this study is, first, aimed at justifying how continuative and logical metaphor can operate externally to connect events and qualities outside texts and internally to organize the flow of discourse in a more extended and abundant data of journal articles. In this way, this will produce a different way of classifying conjunctive relation in general. Secondly, this study is also attempted to demonstrate how certain types of continuative and logical metaphor can knit clauses into phases and stages of a genre, without being interpreted as conjunctions.

The term of conjunctive relation (CR) is an expansion of a technical term for conjunction. It unfolds logical relation connecting activity sequence in the field of discourse ([\(James R Martin, 2014\)](#)). Basically, the forms and meanings are constructed and determined from both processes in syntactic and paradigmatic resources in discourse semantics. Different from structural, cognitive linguistics' concepts on conjunction ([\(Santosa et al., 2011\)](#)), and functional grammar's concepts of conjunctions and conjunctive adjuncts ([\(Halliday & Matthiessen, 2013\)](#)), CR does not only work between clauses but it also operates above clauses and groups of clauses in a discourse semantic level. It is realized in three different linguistics units that involve conjunction, continuative, and logical metaphors. The forms, meanings, and functions are built up in how they operate within a field of discourse. Instead of connecting linguistic forms such as groups of lexes or clauses, CR devices rather connect externally experiential meanings of discourse such as events, qualities, and ideas in spatial, temporal, or consequential

activity sequences. Besides, CR also organizes the flow of information in a discourse ([\(James R Martin, 2014\)](#)), which is later developed in phases and stages of genres. Thus, CR will develop the discourse structure in its own right through its explicit and implicit realization ([\(Martin, 2014\)](#)).

Below and between sentences, external and internal functions of conjunctions are introduced. The introduction of external and internal roles of conjunction opens the way for discourse analysts to depict how CR operates in a discourse level ([\(Martin & Rose, 2007\)](#)). External conjunction operates outside texts to connect events and qualities. Internal conjunction organizes arguments, evidences, and conclusion between clauses and between groups of clauses to produce phases and stages of genres ([\(Santosa et al., 2011; Taboada, 2011\)](#)).

External conjunction expresses four major types of meanings: adding, comparing, ordering, and consequence events and qualities of the external world of texts, in which each type has further detailed taxonomy of meanings. For example, addition can be further classified as additive and alternative; comparison can be classified as similar and different, time is categorized as successive and simultaneous, whereas consequence is further categorized as cause, means, condition, and purpose. Complete resources of detailed classification of external conjunction can be seen in Martin and Rose ([\(J.R. Martin & Rose, 2007\)](#)).

Internal conjunction also expresses four major types of meanings: adding, comparing, ordering and consequence evidences, arguments, conclusion. Since it organizes evidences, arguments and conclusions, each category is further sub-classified differently from that of external conjunction. Addition develops and stages arguments or evidences. Comparison compares and contrasts similar and different evidences, arguments. Time orders and coincides evidences and arguments, whereas consequence justifies, counters evidences or arguments and concludes arguments. Complete resources of detailed classification of internal conjunction can be seen in Martin & Rose ([\(J.R. Martin & Rose, 2007\)](#)). Both external and internal conjunction unpack logical relations into complex clauses that are mostly realized in non-relational processes ([\(Santosa et al., 2011\)](#)).

The next type of conjunctive relation devices is continuative. It is a particle attached in verbal group, which tells us about addition, comparison and time. There has been so far no consequences found in continuatives in English ([\(J.R. Martin & Rose, 2007\)](#)). Different from conjunctive adjunct, resembling conjunctions connecting previous or succeeding clauses and sentences ([\(Halliday & Matthiessen, 2013\)](#)), continuative can only work externally in the field of discourse. The meanings of addition, comparison and times are also sub-classified externally in a number of categories, such as: neutral addition, neutral, less than, more than comparisons, and sooner, longer, persistent, repetitive times. Complete resources of English continuatives can also be found in ([\(J.R. Martin & Rose, 2007\)](#)).

The last type of conjunctive relation devices is logical metaphor. It is a logical relation realized in units of linguistics other than conjunctions and continuatives. It operates in experiential constituents in transitivity. It is a logical reality realized in grammatical metaphors such as, in process, circumstance, and participant or thing. Logic as process operates as verbal group in predicator of a clause. It is usually realized verbs such as make, cause, affect, influence and others. Logic as circumstance is realized in a prepositional phrase in adjunct such as: as result of..., due to..., in relation to... and others. As circumstances of transitivity, it realizes eight different types of circumstances (Halliday & Matthiessen, 2013), but, logically, it expresses mostly the meanings of comparison, time and consequence (Santosa et al., 2011; Dreyfus & Bennett, 2017). Logic as participant is realized in a nominal group functioned as subject or complement slots in a clause. It is usually realized in nouns or nominal groups such as the first time, reason, condition, and others. Thus, it experiences nominalization, packing logic, which is congruently realized as conjunction, into things or participants. Functionally, it can also be used to demonstrate how science discourse necessarily involves grammatical metaphor in building technical terms, relating causal relationship, and organizing text (James R Martin, 2014). The meanings vary from logic as process, logic as circumstance, to logic as participant, involving addition, comparison, times and consequence (J.R. Martin & Rose, 2007). Similar to grammatical metaphors, these logical metaphors also pack the logical relations in complex clauses into more compact and dense constructions of simplex clauses of attributive or identifying relational processes (Devrim, 2015).

Another important reality to be considered in analyzing conjunctive relation is that it cannot only be realized explicitly through conjunction, continuative, and logical metaphor in the field of discourse. But, the slots of logical relations can be left blank and let readers interpret implicitly the relations between the functional elements in clauses and groups of clauses through their contexts. Thus, they implicitly still function to connect events or arguments in the field of discourse. The whole concepts of Martin & Rose's conjunctive relation/CR (J.R. Martin & Rose, 2007) can be interpreted in the Figure 1, where external and internal roles or functions of CR are only attached on conjunction. Figure 1.

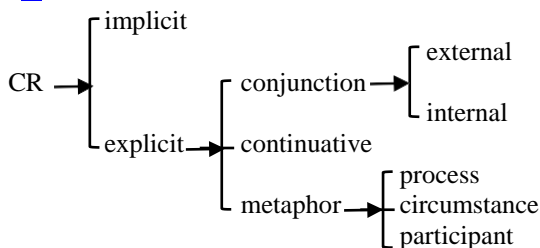


Figure 1: Types of CR devices by Martin & Rose (J.R. Martin & Rose, 2007)

In the operation of text analysis, the external and internal functions of conjunction will be cross-checked with the four types of meanings of conjunction: addition, comparison, time, and consequence. The general resources of external and internal functions of conjunction can be summarized in Table 1. The external conjunction connect events and qualities outside texts by addition, comparison, time, and consequence. Meanwhile, internal conjunction organizes the flow of arguments or evidence in texts by addition, comparison, time, and consequence. The complete resources of external and internal conjunction can be found in Martin and Rose (J.R. Martin & Rose, 2007). Table 1.

Table 1 | External and Internal Functions of Conjunction

Conjunction	External	Internal
Addition	Additive and alternative	Developing and staging
Comparison	Similar and different	Similar and different
Times	Successive and simultaneous	Successive and simultaneous
Consequence	Cause, means, purpose, condition	Concluding and countering

Source: (J.R. Martin & Rose, 2007)

In the analysis of conjunction between clauses and groups of clauses, the external function of conjunction is coined as left-facing arrows [↤]. The internal function of conjunction is symbolized as right-facing arrow [↠]. Meanwhile, those that connect groups of clauses representing phases or stages, both external and internal arrows will go up straight to connect to all of the covered clauses [↑] and [↗] (J.R. Martin & Rose, 2007). The explicit conjunction will be written in bold letters, where the implicit conjunction will be written bold and parenthesized. All of the smallest sub-classifications of meanings are abbreviated due to practical reasons and economizing spaces (Santosa et al., 2011).

The systemic use of implicit and explicit CR unfolding in texts can only be seen through their contexts of uses, involving the contextual configuration of field, tenor, and mode of discourse as well as through understanding the higher contexts involving types of genres as a representation of culture (J.R. Martin & Rose, 2007). In relation to the use of CR, field displays how conjunctive relation connects and knits experiences in a discourse, whether it expands the meanings of clauses or groups of clauses in the field of discourse through elaboration, extension or enhancement (Halliday & Matthiessen, 2013). Tenor accommodates interpersonal meaning in which conjunctive relation is used for in a discourse, and mode provides a semiotic space where and how the experience and social relation are connected and knitted by conjunctive relation in a discourse.

This contextual configuration of the three aspects of contexts will produce a particular type of use in a discourse, or what the systemic linguists call it register, where meanings and functions originate (Martin et al, 2010; Santosa, 2011; Taboada, 2011; Hasan 2014). In this way, the configuration of meaning will produce language variation along the cline of phonology or graphology, lexicogrammar and discourse semantics within context of culture and context of situation (Lecompte-Van Poucke, 2016). The register or functional variation of language (Matthiessen, 2015a & b; Matthiessen & Khasyaf, 2014) used in some particular type of context includes the use of CR that develops generic structure potentials (GSP) or other functional linguist may also call it rhetorical structure (Stuart-Smith, 2007), which indicates, first, obligatory and optional elements, second the order in sequence of the functional elements, and third, possibility of recursion or reiteration of the GSP (Hasan, 2014). Thus, the concept of GSP unfolds the higher level of semiotic resource, genre.

Genre is a type of culture recurring in a society, building up a pattern of a social process as a way of recognizing, responding to, acting meaningfully and consequentially within, and helping to reproduce the pattern (Liddicoat, 2009). It pursues a goal of a particular social process, in which the goal is achieved through stages (Martin & Rose, 2007; Martin et al, 2010; Santosa, (2011). The stages may comprise of phases or a phase, developed from clauses, which are connected and grouped by CR (Martin & Rose 2007; Santosa et al, 2011; 2014; 2016). This concept also reflects that genre represents recurring human activities in a culture reflecting their encoding and decoding intertextuality (Nababan et al, 2016).

METHODS

This research belongs to a descriptive, qualitative, and case study with a SFL discourse analysis approach (Grbich, 2007). It locates internet sites involving twenty different articles of internationally indexed journals.

This non-geographic and non-demographic location can still project the three basic elements of location, including situation, participants, and events through of CR when connect events and qualities and organizes information in texts (Spradely, 2007). The collected texts represented the source of data, whereas the use of conjunctive relation in their textual organizations were taken as primary data. Thus, the data will realize the use of CR in connecting events, participants, settings, and observed behaviors (Spradely, 2007). Criterion-based sampling technique was applied to satisfy the purposes of this research, involving criteria such as the availability of data of all types of forms, meanings, and functions of conjunctive relation in the texts. The analysis was done by doing content analysis involving domain, taxonomic, componential analyses and finding

cultural values. Domain analysis unfolds the structure of social processes where and when CR is used. Taxonomic analysis identifies the types of CR used in the texts. Componential analysis combines domain and taxonomic analyses to produce matrical relations between domain and taxonomy to find out patterns of uses in their contexts. Finally, the patterns are interpreted and discussed in their contexts of use, theoretical framework, and previous research to find out the transferability of the findings (Spradely, 2007).

RESULTS AND DISCUSSION

This section will not discuss all meanings and functions of the types of CR, conjunction, continuative, and metaphor found in the data. This section will only discuss continuative and logical metaphor, particularly those functioning as external and internal CR. This is because all of the external and internal conjunction and the external continuative and logical metaphor operate similarly as discussed in Martin & Rose (2007). Since the focus of this study is to demonstrate how the internal continuative and logical metaphor can operate in the field of discourse, then their appearance in the studied texts will be displayed and discussed elaborately in this section.

The interesting thing to exhibit in this section is that not all types of continuatives and logical metaphors can play internally in the field of discourse. Among three types of continuatives found in English, addition, comparison, and time (Martin & Rose, 2007) only neutral addition also can operate both externally and internally in the field of discourse in the data. Similar to Martin and Rose (2007) findings, continuatives such as neutral, less than, more, than comparison, and sooner, longer, persistent, and repetitive time continuatives can operate externally in the field of discourse in the data (see Table 2).

Table 2 | Function of continuative

Types of Continuatives	Expectancy	Example	Function	
			Ext	Int
Neutral	Neutral	Also	√	√
Addition	Neutral	too, as well	√	
Comparison	Neutral	so (did he)	√	
	Less than	only, just	√	
	More than	Even	√	
Time	Sooner	Already	√	
	Longer	finally, at last	√	
	Persistent	Still	√	
	Repetitive	Again	√	

In larger data, persistent, repetitive, and longer time continuative and more than and less than comparison continuative may be potentials of functioning internally in the field of discourse. The following examples show that neutral

addition also, less than comparison only, persistent time still, and repetitive time again continuatives perform externally to connect events and qualities outside texts.

Despite the fact that [Trebits' \(2009\)](#) research is not focused on academic language, it is discussed here since she found significant differences in the conjunctions used in European Union (EU) documents and the British National Corpus (BNC). While the Iranian group had eleven proceedings at the conference, their cumulative number of words (10229) was slightly higher than the total number of words in the group of Persians in Malaysian universities, which had twelve proceedings (9129). The difference between the two groups can also be seen in the mean number of words, which is 930 words for Iranian universities and 760 words for Malaysian universities, respectively.

Only coordinating phrase conjunctions and logical-semantic conjunctions are related to the ongoing study among these cohesive connections. Though the background song in the 6th subset was in a language unknown to the participants, it still posed the same level of interference as the background message in the subset 1. Prior to the segment analyzed, MM mentioned the iPad during the meeting and SM brings it up once again for the purpose of ridiculing MM.

In the first example, also connects events externally in two different events. The external continuative adds it is reviewed here to the previous explanation because she revealed significant differences between the conjunctions used in European Union (EU) documents and the British National Corpus (BNC). Meanwhile, in the second example, the mean for the number of words likewise reveals this difference between... and the first event that the proceedings varied in terms of the number of words even... In contrast, in example 3, the less than comparison continuative merely limits the study to include coordinating phrase conjunctions and logical-semantic conjunctions. The persistent time in clause 4 expresses unexpected activity in posing the same level of interference... Finally, the repetitive time again repeats the event that SM brings it up once again for the purpose of ridiculing MM.

On the other hand, in the following examples also adds internally an argument to the previous clause. For example: (1) The data of this study are confined to the conference proceedings. Other elements of cohesion, such as referential and lexical cohesion, will be studied to improve the description of cohesion in Persian academic writing. The findings may also be useful in the teaching and learning of English for academic purposes. (2) Through repressive humour, the team members of the higher ranking gain compliance by getting other participants to agree with their views and conform to their instructions. The use of repressive humour also helps to tone down directives thus minimising the face threatening acts of the interlocutor. (3) Yet, apart from the positive functions, humour also possesses negative functions that are often deemed to disrupt the flow of work, slow down productivity and waste time

([Porcu, 2005](#)). In a workplace setting, humour can function as a boundary marker that is covertly used to assign colleagues who conform or deviate from shared social norms. Humour can be a double-edged participants from 'in group' members during discussions. sword where it functions to involve or stray.

Internal neutral addition continuative also is most commonly used in discussion and conclusion of journal articles. In example 6, also adds an argument, The findings can also contribute to the teaching, to the previous argument developed by the writer, Researching other aspects of cohesion,will enhance the description of cohesion ([Naderi et al, 2013](#)). Meanwhile, in the example 7, the writer adds an argument, The use of repressive humour also helps to tone down directives...to the previous argument, Through repressive humour, the team members of the higher ranking gain compliance by getting other participants ([Jan & Omar, 2013](#)). However, the internal continuative also can also be found in the introduction when the researcher reviews related articles to find research gaps. Example 8 indicates the case, the internal continuative also adds the positive functions of humors with the negative functions that are often deemed to disrupt the flow of work, slow down, productivity and waste time. Thus, it can be concluded that also can function both externally and internally in the field of discourse, depending on the experiential or textual realities it connects ([Santosa, 2011](#)). Secondly, similar to continuatives, the three types of logical metaphors, structurally, may have the potentials to operate both externally and internally ([Santosa, 2011](#)). However, the data indicate that only one type of logical metaphor, logic as process, can execute both external and internal roles of CR.

The other types of logical metaphors, logic as thing and logic as circumstance, can only work externally in the discourse semantics. For example: (1) The authors believe that students' excessive usage of connectors arises from their inability to correctly connect ideas through lexicalization. (2) Their research indicated that Pakistani students overuse conjunctive ties in academic writings due to their limited understanding of logical relationships and their mothertongue reference. (3) As a result, the researchers reached the conclusion that the employment of conjunctive components is influenced by local academic discourse as well as cultural backgrounds.

The three examples of logic as thing in example 8, logic as circumstance in clause 9, and logic as process in clause 10, operate externally to explain why the events happens that ways. Logic as thing the result in example 8 connects an expected effect, the overuse of connector by the students, with the cause, their inability to appropriately connect the concepts through lexicalization. Logic as circumstance because of ... in example 9 also realizes a causal relation where massive overuse of conjunctive ties in academic texts by Pakistani students is an effect whereas their limited competence in logical relationships as well as their mother tongue interference is the cause. The case is

also the same in example 10. The logic as process is affected demonstrates a causal relationship between the impact of the conjunctive element and the cause the local academic environment's discourse as well as cultural backgrounds.

Thus, by adding examples in clause 11 and 12, logic as processes both will enhance in clause 11 and can ... contribute to in clause 12, all examples of logical metaphors from 7-11 work externally as expectant cause consequence to indicate causal relationship, which pack the events into phenomena structured in token and value constructions (Halliday and Matthiessen, 2014; Santosa, 2011).

1. Other elements of cohesion, such as referential and lexical cohesion, will be studied to improve the description of cohesion in Persian academic writing.
2. The results may be beneficial to the teaching and learning English for academic purposes.

Meanwhile, logic as verbal processes, functioning as projecting clauses in the projection (Halliday & Mattiessen, 2014; Martin et al, 2010), such as could be said in clause 14, could be deduced in clause 15, can be claimed in clause 16, and can be inferred in clause 17, operate internally as concluding consequence to conclude the both side arguments in the previous discussion. They attempt to realize the writer's points, principles, grounds, possibilities of the preceding arguments as propositions (Halliday & Matthiessen, 2014).

1. Other elements of cohesion, such as referential and lexical cohesion, will be studied to improve the description of cohesion in Persian academic writing
2. The results may be beneficial to the teaching and learning English for academic purposes.
3. It can be claimed that two or three known word context are still as small as one word context and they do not have differing contextual roles.
4. Therefore, with regard to the last research question, it can be inferred that the students have an overall optimistic view toward learning English.

In addition, logic as attributive relational process functioning as projecting clause can also operate as internal logic as process, expressing the writer's justification and conclusion (Halliday & Matthiessen, 2013). The following examples is true in clause 18 justifies the previous proposition that shifting from teacher-reliance to self-learning, the students may not be ready to embrace this new learning culture, whereas is apparent in clause 19 concludes the use of an on-line writing program. (1) It is true that shifting from teacher-reliance to self-learning, the students may not be ready to embrace this new learning culture. (2) It is apparent that the use of an on- line writing program does help the teachers with their daunting job in giving feedback.

Meanwhile, the logic as identifying relational process as projecting clause means elaborate the previous proposition as in internal rework similar comparison. This means that an on-line writing program should be integrated with the teachers' intervention in the students' writing process. In addition, logic as process in the projecting clause can also

function as offering suggestion or recommendation as proposals (Halliday & Matthiessen, 2013). This type of logic as verbal process, in fact, indicates abundant appearances in essays and journal articles (Ignatieva & Rodríguez-Vergara, 2015). For example: (1) Thus, this study suggests that the scoring should be regarded with caution, not only by seeing it as a MY Access scoring system constraint but also by seeking a deeper understanding of EFL writing philosophy. (2) To make use of the findings of this research, I recommend that apart from morphological analysis, teachers should encourage students to integrate other vocabulary-learning. (3) It is hoped that such studies can help attract more attention toward this crucial issue and by creating the right kind of facilities and situations students can use their abilities.

Logis as verbal process functioning as projecting clause suggest in clause 21 as well as recommend in clause 22, and logic as mental process in a projecting clause is hoped in clause 23 consecutively realize internal conclude concluding consequence as proposal (Halliday & Mattiessen, 2014).

It is quite apparent that the data indicate that internal neutral addition continuatives and internal logical metaphor as process such as attributive, identifying, and verbal processes as projecting clauses can elaborate evidences, develop, justify, and conclude arguments. However, the external continuative and logical metaphors will connect events and qualities as addition, comparison, time, and consequence. Thus, they have different function or roles in developing the field of discourse. Thus, it is also clear that the findings can justify the hypothesis that parts of continuative and logical metaphors as process can operate externally and internally in the field o discourse. Therefore, there is a possibility of modifying Martin's and Rose's classification of CR in terms of their functions (2007) that the role or the function of CR may not only be applied to conjunction, but it can also classify the role of continuative and logical metaphor although not all types of continuative and metaphors can apply the role.

Then, the following Figure 2 may reflect the case.

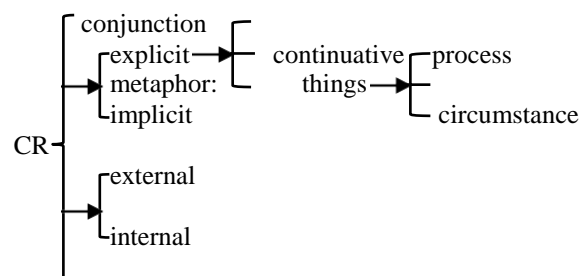


Figure 2: Modified Martin & Rose's classification of CR

Based on the modified classification of CR in Figure 2, it can be drawn that continuative and logical metaphor can operate themselves to connect events and organize texts without being interpreted as implicit conjunction as what

[Martin and Rose do \(2007\)](#). To realize the complete analysis of CR in helping develop activity sequence in the field of discourse, all explicit and implicit CR are printed bold, functioning as both internal and external conjunction ([Santosa, 2010;](#)) ([Martin & Rose, 2007;](#) [Santosa, 2010;](#) [2011](#)). Meanwhile the meanings of each CR are abbreviated as to brief and economize the space. The example of the analysis can be seen in [Figure 3](#), displaying how external and internal CR operate in a text by analyzing Lee's abstract of his article (2012).

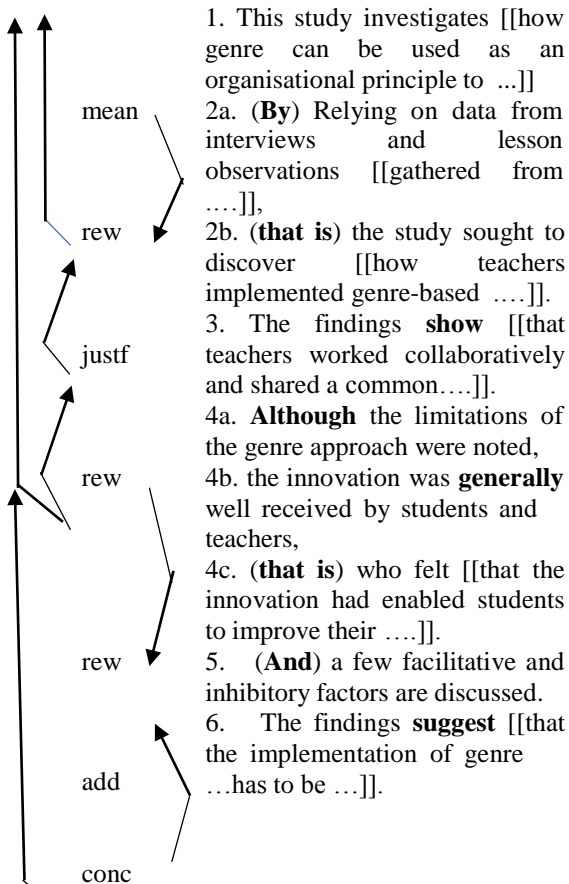


Figure 3: CR analysis on [Lee's abstract \(2012\)](#)

Notes: mean: means consequence; rew: rework similar comparison; just: justifying consequence; add: additive addition; conc: concluding consequence

The CR analysis can display that [Lee's abstract \(2012\)](#) is constructed through three stages. The stages are identified by the three internal up-facing arrows that connect groups of clauses into phases and stages of the abstract. Stage 1 is constructed in two phases realized in clause 1 and 2. Clause 1 expresses the focus of the study, resulting in the first phase in stage 1. Meanwhile, phase 2 is realized in clause 2 that combines the method and objective of the research in a clause complex 2a and 2b. Clause 2a indicates the method of the research connecting the following clause by using external means consequence implicit CR (By). The internal rework similar implicit CR (that is) in clause 2b together

with 2a elaborates the focus of the research in clause 1.

Thus, the left up-facing arrow in clause 2b connects clause 1, 2b, and 2a all together to make up stage 1 that contain focus, method and objective of the research. Stage 2 is also developed from two phases. Phase 1 comprises of clauses 3 to 4b, whereas phase 2 is realized by clause 5. Phase 1 is built from an argument realized in internal justifying consequence logic as identifying process in a projecting clause show in clause 3 to indicate the main finding in the form a token-value construction in transitivity. The finding is elaborated by internal rework similar comparison internal conjunction generally in clause 4b and internal rework similar comparison implicit CR (that is) in clause 4c, which is interrupted by an external concessive cause consequence conjunction Although in clause 4a that functions as a topical marked theme for clause 4b and 4c. This ends the first phase of stage 2. Phase 2 is built up only by a clause external adding implicit addition CR (And) in clause 5, adding that a few facilitative and inhibitory factors are discussed. Finally, stage 1 and stage 2 are connected to stage 3 by a left up-facing arrow of internal concluding consequence logic as verbal process in a projecting clause suggest in clause 6 to conclude the focus, objective, and findings depicted in the previous stages. This confirms the previous findings ([Martin & Rose, 2007;](#) [Santosa, 2011](#)).

CONCLUSION

The findings and discussion clearly indicate that neutral addition continuative and rework, justify, and conclude concluding consequence logic as process, operating in projecting clauses can operate both as external and internal function of CR. Thus, this finding can modify Martin and Rose's classification of CR, particularly in that continuative and logical metaphor can function as both external and internal CR. The finding will also encourage a modified way of analyzing texts, in which external and internal continuative and logical metaphor can operate by themselves, in which the meanings are not necessarily being interpreted implicitly into conjunction. They have an equal access to be resources of external and internal CR to operate in the field of discourse.

The classification of continuative and logic as process may develop since other continuatives such as persistent time still, repetitive time again, more than comparison even, and less than comparison only or just and other logic as process seem to have the potentials to operate both externally and internally in the field of discourse. More abundant data may make it possible to the appearance of the continuative and logical metaphor.

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Autonomous learning practices of extrovert and introvert EFL learners

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Learning autonomy has been widely seen as a key predictor of a language learning success. There have been many studies on learning autonomy, however, most studies do not investigate how students conduct their autonomous learning. The number of those which investigate how learning autonomy is implemented across personality type is even fewer. To address it, this article elaborates how extrovert and introvert students managed their autonomous learning. The objectives of this article are to reveal how extrovert and introvert learners perceive autonomous learning and to find out the types of activities which were done by the extrovert and introvert learners and their reasons for doing the activities. Interviews and observation were applied to collect data. The findings indicate that autonomous learning was carried out differently by both personality types. Introvert students devoted more time and focused on their solitude learning and were more organized in doing it. On the other hand, extrovert learners chose to do the autonomous learning in groups. For them, learning in a community gave more benefits and prevented them from making fossilized errors. This article also reveals that the students from both personality types used digital technology in learning independently. Yet, extrovert and introvert students used different kinds of technology and way in using it.

Keywords: autonomous learning, practices, personality type, extrovert, introvert

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INTRODUCTION

Researchers have sought to look into factors other than skills which can help account for L2 learning achievement ([Dornyei, 2005](#); [Nosratinia & Zaker, 2015](#)). Of the factors, learner autonomy (LA) has been widely seen as the key predictor of L2 learning success. LA is defined as “the capacity to control one’s own learning” ([Benson, 2013](#)). The control over learning includes learning management, cognitive processes and learning materials ([Chasmar & Benson, 2016](#)).

Autonomous learners take greater responsibility in setting goals, determining the materials, regulating learning pace, self-reflecting and self-evaluating their language learning ([Teng & He, 2015](#)). Despite emphasizing learners’ active participation, LA should not be seen as self-instruction, making the teacher redundant. Teachers’ presence is still needed to facilitate students in developing their ability to learn autonomously and raising their metacognitive awareness through strategy training ([Nguyen & Gu, 2013](#)) and provision of self-access facilities ([Wichayathian & Reinders, 2015](#)).

Autonomy gives a sense of agency for language learners. With such sense, the learners are able to “speak as themselves” in performing varied learning activities in and out of classroom practices ([Ushioda, 2010](#)). The students make strategic decisions in the learning process when and where any need arises for doing so ([Gao, 2010](#); [Jacobs & Renandya, 2016](#); [Zhang, 2017](#)).

As learning L2 is not a linear process and not only classroom-based learning, the students have to actively seek alternative ways and opportunities to improve their L2 ability beyond classroom ([Benson, 2013](#), [Chik, Aoki, & Smith, 2017](#)). Therefore, autonomous learners need to make informed decisions in doing so, and they have to be metacognitive aware of the learning processes and their own capacity ([Nguyen & Gu, 2013](#); [Teng, 2019](#)).

Considerable evidences from numerous studies has consistently suggested that learning autonomy affects active participation in classroom activities ([Egan, 2017](#); [Gonzalez-Gascon & Aljaro Palacios, 2013](#); [Johnson & Arunachalam, 2013](#)) and enhances responsibility for learning ([Deed, 2010](#); [Sadeghi & Khezrlou, 2014](#); [Salter & AARE, 2012](#)). Learning autonomy will allow learners to take on active roles in regulating their own learning processes through exercising learning strategies ([Kumaravadivelu, 2003](#)). Past research has also suggested that learners with greater autonomy have a capacity in managing their affects and demonstrate a greater degree of motivation, which then could lead to better learning achievement ([Lee, 2017](#); [Takagi, 2003](#); [Ushioda, 2010](#)). With greater intrinsic motivation, the learners are better at determining the learning goal and being responsible for the outcome ([Baars, Wijnia, & Paas, 2017](#); [Ferla, Valcke, & Schuyten, 2010](#)).

Despite many studies on learning autonomy, few have looked into autonomous behaviors of L2 learners with different personality traits. Some researchers have revealed that personality trait of language learners affect the way they approach language learning and tasks, especially strategy use ([Chen & Hung, 2012](#); [Noprianto, 2017](#)). Other studies have pointed to inconclusive findings on the link between introversion-extroversion personality types and language skills or achievements ([Cahyono & Mutiaraningrum, 2016](#); [Hajimohammadi & Mukundan, 2011](#); [Sutrisno, Rasyid, & Rahmat, 2018](#)). Further, those studies have mainly approached the data quantitatively. However, the way extrovert and introvert learners conduct their learning, especially the autonomous one, is still barely investigated. In order to address it, this current inquiry explored the practices of autonomous learning among introvert and extrovert learners based on qualitative data. Specifically, this study mainly focuses on: 1) the types of autonomous learning activities which are done by the extrovert and introvert learners and their reasons for doing the activities; 2) how extrovert and introvert learners perceive autonomous learning.

METHODS

This study was conducted on two groups of university students. One group consisted of extrovert students and the other group consisted of the introvert ones.

Each group consisted of a male student and a female student. They were chosen as the participants because during the preliminary observation they were able to show that they were self-directed in doing their learning and indicate

different personality traits that lead to different learning behaviors. The preliminary observation was carried out during regular teaching and learning process in which their daily behavior. A personality test under Myers-Briggs system was used to check the students' extroversion and introversion. There were 21 questions that should be answered by the students. Their answers determine whether they belong to extrovert type or introvert type. Answers which focus on outer world indicated extroversion whereas answers which focus on inner world indicated introversion. The result of this test confirmed that the prediction on the students' personality traits was correct. Then, the students were labeled with the following codes to ease the presentation of the findings and the discussion. The first extrovert student was labeled XA. The other extrovert student was labeled XB. The introvert students were labeled IA and IB.

To reveal the students' autonomous learning practice, series of in depth and open-ended interviews were conducted. The interviews were carried out based on an interview guide who consisted of two sections in accordance with the research questions; they are (1) the extrovert and introvert learners' perception of autonomous learning and (2) the types of autonomous learning activities which are done by the extrovert and the introvert learners. The interview was retrospective and introspective in nature in which the students were asked some questions and required to recall and reflect on what they usually do in implementing autonomous learning. The questions were about how they usually learn English, with whom they learn English, when and where they did the learning, how they perceive learning English individually, why they chose to learn individually, and what impact they got from learning individually. The interviews were conducted face-to-face and lasted about 60-90 minutes. All of the interviews were recorded and transcribed in summary form. To assure that the data obtained were consistent, the interviews were done three times for each student, to confirm whether the data obtained from them was true or not, triangulation was carried out by questioning people who are attached to them. Additional observations were done to check the students' answers in the interviews. The observations were carried out mainly outside classroom. It was carried out by seeing the students' involvement in the learning community available at campus.

RESULTS AND DISCUSSION

The results of this study are presented based on the two research questions. Thus, the findings and discussion are presented under two subheadings. The first is the types of autonomous learning activities which were done by the extrovert and the introvert learners and their reasons in doing it. The second one is the elaboration on the perception of extrovert and introvert learners on autonomous learning.

The types of autonomous activities which are done by the extrovert and the introvert learners

The students of both groups utilized the availability of digital sources to conduct their independent learning. Movies on internet, YouTube files, English learning websites, and TV cable programs were the most materials they used. In their opinion, these materials were interesting, easy to access, and helpful to learn English. Since the materials are all on screen, the activities they did mostly involve their eyes, ears, and lips. In doing the activities, they simply sat before their laptops or television set. IA mostly used films she found in Netflix for her autonomous learning. She found the films which she considered interesting from film reviews and ratings. She would try to watch the recommended film to find out whether it was really interesting or not. Once she decided that the film was worth watching, she would continue watching the film till the end. She was willing to watch the same film repeatedly for her learning purpose.

There were three main things she claimed she learned from the films she watched. First, she learned actual English expressions that she could not find in English textbooks. Dealing with it, she applied note-taking method. As she has watched the film many times, she had no burden to pause, rewind, and note any expressions she considered interesting in her notebook. She noticed that the expressions were embedded to culture. Thus, by learning the expressions, she learned the culture as well. It gave her knowledge on when a particular expression could be used properly. The third thing she learned from the film was pronunciation. To learn pronunciation, she paused and imitated the way the actor or actress pronounced the words. She did it many times until she believed that her way of pronouncing was the same as the pronunciation of the actor and the actress she imitated. She, therefore, learned what to say, how to say, and when to say the expressions.

IB applied more various materials in implementing his autonomous learning. His main sources were YouTube and BBC learning English website. Different from IF, IB preferred to watch documentary and talk show in YouTube. TED talk was his favorite. He stated that he got a lot of benefits from watching that show. He found many sophisticated words that he could use in his campus assignments. Similar to IF, he also took a note on interesting words he found. For him, taking note was good to help him memorize the words. Yet, different from IF, in watching films, IM did not repeat and pause the films. He simply watched, enjoyed, and took note only when he found rarely used and sophisticated words or expressions. As stated previously, IB also learned from BBC learning English website. He liked it because he believed that this website provided him learning sources that support his study in English Department. At least, according to him, he learned British English from it.

Different from the introvert group, the extrovert group could not elaborate the autonomous learning activities they did clearly, especially the activities which were done solitary. They did not implement a particular routine in

doing the autonomous learning. The extrovert students said that they did it only when they had mood to do it. In terms of materials and activities, they did not have particular preferences as well. The choice was based mostly on their mood at the time they were about to do it.

Student XA did not set any particular independent practice. She simply watched YouTube videos randomly or searched for any podcast and stopped when she found something she thought interesting. She believed that learning English alone may lead to misunderstanding and fossilized errors. She gave example about error in pronouncing a word. When she studied together with other students, she had people to remind and corrected her error, therefore, her error would not be fossilized. This perception prevented her from doing solitude autonomous learning. She did not enjoy learning English alone. She did not feel that learning English that way was fun at all. Thus, she preferred to get involved in English learning communities. Luckily, she could join an English learning community at her campus in which she could find some friends to practice English with.

XB conducted different autonomous learning activities. Watching TV program was his choice to boost his English ability. He chose Discovery Channel programs as his learning source. He usually watched it at night when he had no campus assignment to do. Different from the students from introvert group who took note on interesting words, XB did not take a note. He simply watched and enjoyed the program. He believed that he did not have to take a note because he watched Discovery Channel programs frequently so that he was sure that he would find the words repeated by the program itself, and in the end, he would automatically memorize the words. XB believed that by watching the program quite frequently, he had adequate encounter of English which would support his English learning. However, just like XA, he still preferred to practice English with more people by joining English learning community. Moreover, he did not watch the TV program regularly. As mentioned before, this student relied on his mood in doing it.

The facts above showed that although both personality types utilize digital technology in their autonomous learning, the introvert students were more thoughtful in choosing the learning materials. They also used the materials differently from the extrovert students. The introvert students were willing to reuse materials deliberately and repeat their activities until they felt that they had adequate learning and explored the material deeply. The extrovert students chose their learning materials more randomly and applied unspecific activities in their autonomous learning.

The result of this study indicates that introvert students are more self-directed and eager to do autonomous learning, especially the solitude one. Their perception that autonomous learning is beneficial for their learning progress makes them willing to spend time to learn independently. The introvert students' better self-direction in doing autonomous learning is closely related to their perception and motivation. This is in line with Liu's finding (Liu, 2015) that autonomy and engagement in implementing autonomous learning have a high level of positive

correlation with motivation. Hence, it can be concluded that the introvert students have higher level of motivation in doing the autonomous learning than the extrovert students. From their answers in the interviews, it can be inferred that the introvert students' motivation is to develop their skills especially dealing with English components like vocabulary, pronunciation, and grammar. Since they believe that learning autonomously will be able to help them to improve those components, their motivation to learn independently eventually increases. It is also in line with prior studies which indicate learners with greater autonomy to demonstrate a greater degree of motivation, which enables them to achieve better learning result (Takagi, 2003). Similarly, (Brown, 2007) states that intrinsic motivation leads learners to be better at determining the learning goal and being responsible for the learning outcome.

The introvert learners were more organized in managing their autonomous learning than the extrovert learners. The extrovert students did not really apply a specific strategy in implementing learning autonomy whereas learning autonomy enables learners to take on active roles in regulating their own learning processes through exercising learning strategies (Benson, 2013; Kumaravadivelu, 2003). It indicates that introvert learners had more active roles in their independent learning. They selected and applied particular strategies in learning independently. In learning pronunciation, for instance, they were willing to stop and pause the video and/or audio in order that they could imitate and eventually produce the words properly. It meets the statements of Jacobs & Power (2016) and Zhang (2017) that the students make strategic decisions in the learning process when and where any need arises for doing so. Their clear needs to be able to pronounce well make them chose the strategy. It also indicates that in implementing autonomous learning, the introvert learners were more aware of their metacognitive strategy. It is in line with Nguyen & Gu (2013) and Teng (2019) who state that autonomous learners have to be metacognitive aware of the learning processes and their own capacity.

The findings also support previous studies which suggest that learning autonomy enhances responsibility for learning (Deed, 2010; Sadeghi & Khezrlou, 2014; Salter & AARE, 2012). Both personality types observed in this research showed that they were responsible for their own learning. No one urged the students to do the English learning. No one forced them to apply autonomous learning. Yet, they did the learning of English autonomously and were responsible with it. They were self-motivated in conducting the learning. Although the frequency of the learning and the strategies the introvert and the extrovert learners were different, they were all responsible in doing their autonomous learning.

Extrovert and introvert learners' perception of autonomous learning

Each student from both personality traits managed different ways in conducting autonomous learning. The introvert students showed more organized pattern in learning autonomously in which they did not rely on their mood to

conduct the learning activities and they preferred to learn English alone. On the contrary, the extrovert students show more random pattern in conducting autonomous learning. It mainly occurred because they did the learning mostly based on their mood. Besides, the extrovert students did not enjoy learning alone. They need to mingle or join in a learning community to make them enjoy the learning.

Students who belong to the same group provided similar tendency, though. Extrovert students like XA and XB relied on society more than introvert students like IA and IB. Autonomous learning seems to be done more eagerly by introvert students. XA believes that learning alone is not beneficial for her due to the non-existence of responses and feedbacks from others. She mentioned the possibility for being fossilized in errors as an impact of it. Making errors is common thing in learning but if there is no one that reminds her about the errors, she feels that her learning is not satisfying. She is afraid that she will never get any improvement if she learns English alone. She also stated that learning together with other students give her better opportunity to practice English in real communication and sharpen her ability to speak in English. She is more confident in learning English when she practices it in groups because she has someone with better English to correct her anytime, she produces errors. She can also get direct vocabulary assistance whenever she needs it during her practice together with a friend or more.

Similarly, XB stated that learning English gives best result when it is done in a learning community. There will be people who give real and spontaneous responses which challenge him to be ready with any impromptu appropriate replies. Learning alone for him does not give him such challenge. This student believes that this particular challenge is valuable and worth taking. For those reasons, he claims that joining English learning community is the best way to improve English ability. Yet, for different learning purpose, he still enjoys learning English alone.

The students who belong to the introvert group responded differently. They believe that learning autonomously is as good as learning in English community. For them, regular practices and persistence are the keys to be successful English learners. The non-existence of teachers during their autonomous learning does not reduce their confident that they will be able to accomplish their learning goals.

IA is a very shy and silent student who believes that her persistence and efforts to practice English regularly in daily basis are able to give her maximum learning progress. She is very confident about it. As an introvert person, joining English learning community is not a pleasant idea for her. Feedbacks from others could become a threat for her. Such anxiety prevents her from being active in English learning community. Learning English is fun for her when she is alone and has time to explore the learning materials she has. She is sure that her way of learning has provided her with abundance learning input which influence her English and enable her to have significant progress.

IB provided a bit different information. Although he is introvert, he does not mind to get involved in English learning community. He believes that doing both autonomous learning and joining learning community will give him the most benefit. Dealing with autonomous learning implementation, he enjoys it a lot. Compared to the other students in this study, he is the one who is the most organized in managing his autonomous learning. He is also the one who seems to be the most self-directed in doing it. It has been his habit for long time to learn autonomously so that he is confident about the power of autonomous learning to improve English ability. Regarding the students' perception on autonomous learning, in terms of the amount of time spent for learning independently, introvert students perceive that devoting more time for this way of learning is an essential thing to do. They can sit still for hours to practice themselves. They do not feel that it is a burden for them. Both students in introvert group set daily practice schedule to do their autonomous learning. IA chooses to do it at night before going to bed while IB prefers to do it earlier i.e. after he arrives home from campus. Both say that this practice makes them relax and contented.

On the contrary, for the extrovert students, learning English without companion generates boredom easily. Therefore, they spend much less time to conduct autonomous learning. Although the two extrovert students in this study apply autonomous learning, they do not set up particular schedules to do it. They simply follow their mood. Hence, they will do it only when they have mood to do it. They do not set a specific time. As long as they feel like doing it, they will just simply do it. Their way is less organized compared to that of the introvert students.

The facts above confirm the fact that extrovert students perceive autonomous learning, particularly learning alone beyond a learning community as less beneficial than learning in a community. For them, learning community gives many benefits, especially in making them to speak more fluently. It is in line with previous study which states that leaning community improves student's speaking ability (Regency & Sulawesi, 2018; Wu, Hsieh, & Yang, 2017) Learning without a teacher is considered as depriving their opportunities to learn a lot and to prevent fossilized errors. As a result of this thought, extrovert students spend less time in doing autonomous learning and were not engaged in their autonomous learning. On the contrary, introvert students believe that autonomous learning can really help them to master English. They find it comfortable to learn without teacher. These introvert students are willing to spend much time for learning independently and very much engaged in their autonomous learning. The differences lead them to organize their autonomous learning differently.

CONCLUSION

It can be concluded that introvert learners are better autonomous learners. Extrovert learners more rely on someone else in their learning. They tend to disbelieve that

their autonomous learning can lead them to be successful learners. This belief causes lower motivation and engagement in their autonomous learning activity. On the contrary, introvert learners are more confident in doing autonomous learners. They believe that their persistence in doing the autonomous practices lead them to have better language competence. This belief makes them highly motivated and engaged in their autonomous learning. Both personality types apply similar activities in their learning. Most activities are applied with the support of digital technology. Differences are found in the amount of time spent to practice using the technology and the method in practicing.

Introvert learners spend more time and tend to repeat the same material many times. They also tend to write what they learn in particular notes. They tend to apply specific strategies in their independent learning to be able to achieve their learning goals. Extrovert learners are not fond of doing repetition and taking a note. In short, it can be concluded that extrovert and introvert learners have different perception and apply different strategies in autonomous learning implementation. Yet, what they did showed that autonomous learning does not merely mean learning alone. Autonomous refers to self-trigger to learn, both individually and in groups. Unfortunately, this study is unable to show how these different ways of applying autonomous learning influence the students' achievement across personality type, gender, and competence. Further researchers can study more on whether male and female extrovert and introvert students apply their autonomous learning differently and whether extrovert and introvert students' different competence affect their autonomous learning and their achievement.

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The power of constructive criticism and its effect on students' learning motivation

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A plethora of studies have reported positive results on the use of constructive criticism across different academic contexts and levels. However it has remained little understood whether EFL students in Indonesian context respond the use of constructive criticism in the classroom positively. The present study sought to understand EFL students' perception on the use of oral constructive criticism given by faculty members in the classroom and whether it has any effect on the students' motivation in learning English. The participants of the study were 86 EFL students from 5 outstanding universities in Malang, East Java, Indonesia. The data were collected through a questionnaire and an interview. The results of the study revealed that the 86 EFL students had positive perceptions on the use of oral constructive criticism. The students were helped in some ways in learning English by means of receiving oral constructive criticism from their faculty members. The students considered oral constructive criticism a confirmation whether they did the right things in the learning process. More prominently, the result showed that the use of oral constructive criticism played a big role in boosting the students' motivation in learning English. The students did not feel constructive criticism as a thread that inhibited them from being the best version of themselves in learning English. Instead, the students were strongly motivated to study hard and get good scores because of oral constructive criticism that they received during the teaching and learning process.

Keywords: constructive criticism, language learning motivation, perception

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INTRODUCTION

In the learning process of English as a foreign language, students often have their own difficulties. [Suryanto & Sari \(2020\)](#) revealed that the difficulties students encountered were grouped into five categories, namely: vocabulary, grammar, pronunciation, listening, and speaking. As the difficulties that the students faced were complex and varied, it is undeniable that EFL students in Indonesian context make mistakes in their learning progress. The most common mistakes that the students make are among other things: mastering very limited vocabularies, unsuccessfully comprehending grammatical rules, having poor pronunciation, lack of understanding in catching the speed of words in listening English utterances, and having problems in conveying meaning spontaneously. When the mistakes continuously happen during the teaching and learning process, it leads faculty members to criticized students' performance. Generally, by giving criticisms for the students' poor performance, some faculty members expect their students to understand their mistake and fix it immediately.

However, there are times when some students find that they are only treated as the blame when they receive criticism from their faculty members. This situation does happen only if faculty members criticize students' performance without providing suggestion for the betterment of the students learning progress. Consequently, the students interpret the criticism as an indication of their failure in learning English (Fong et al., 2018).

Previous studies have contributed to our understanding on the use of criticism in educational settings. Studies conducted by Leece et al., (2011) and Mizokawa & Leece (2017) demonstrated that the deeper understanding of teacher criticism the children had, the better academic achievement they would obtain in their later years. However, both of the studies seem to focus on general criticism employed by teachers in the teaching and learning process. In addition, the subjects of the studies were Italian and Japanese preschoolers and school-aged children. Another study conducted by Hyland & Hyland (2001), revealed that the use of hedges in criticism could only lead to confusion and indirectness. But, the criticism that they analyzed was a general criticism and it was in the form of written feedback. Moreover, a study proposed by Fong et al., (2016) mainly focused on finding out students' perception and emotional reaction on constructive criticism. Additionally, the subjects of the study were educational psychology students. Nguyen (2013) also proved that exploiting full instruction on the use of constructive criticism could improve EFL students' ability in using varied modal auxiliary, hedges, downtoners, and understates to give constructive criticism for their peers.

It is obvious that all of the reviewed studies above have reported positive responses on the use of constructive criticism across different academic contexts and levels, however it has remained little understood whether EFL students in Indonesian context respond the use of oral constructive criticism in the classroom positively. Different from the reviewed studies above, which focused on finding out the correlation between students' sensitivity to teacher criticism and Theory of Motivation (Leece et al., 2011), improving students' ability to give constructive criticism (Nguyen, 2013), and knowing students' perception and emotional reaction on the use of constructive criticism in several different field of studies and age (Fong et al., 2016), the current study focused on knowing undergraduate EFL students' perception on the use of oral constructive criticism employed by faculty members and whether it gives any effect on the students' motivation in learning English.

Fong et al., (2018) introduced constructive criticism as a tool used by faculty members to evaluate students' work and direct them to greater learning and conceptual development. When students receive constructive criticism from their faculty members, they will compare between the criticism and their failure they have been through. For example, when a student makes mistakes in writing his essay, a faculty member may say "The topic for your essay is quite unique, however you provided very limited reputable references for your essay. Next time, please be resource-able and use some

reputable references for your essay, because this is supposed to be an academic essay" to the student. In this case, by receiving the constructive criticism, the student can be able to generate solution and transform it into cognitive, affective, and also motivational benefits (Fong et al., 2018). Hence, constructive criticism can be one of the sources of students' learning motivation by improving their thinking and task performance in the learning process. Besides being a source of motivation, constructive criticism also proved to be a non-threatening way of criticism, since it was specific and delivered promptly (Leung et al., 2001). Nguyen and Basturkmen (2010) also emphasize that constructive criticism aims to improve receiver's current or future performance and it involved "the identification of a problematic action, choice, or product, as well as advice on how to change or correct the problem".

Petress (2000) mentions several purposes of constructive criticism. First, constructive criticism enables the receivers to get external views of their performance, so that they can compare their own point of view with another point of view. Second, constructive criticism helps the receivers to recognize their past performance and provide ways to improve their future performance. Giving criticism constructively not only makes the receivers recognize what their problems are, but also provides them some ways to improve their performance or work for their future. Third, constructive criticism makes the receivers feel appreciated instead of being ignored and left behind. The receivers will consider the constructive criticism as a reward for their performance or work, so that they will be glad of receiving such kind of criticism. The last purpose of constructive criticism is to develop the receivers' confidence since the notion of constructive criticism itself is rather on encouraging instead of blaming the receivers.

It is important to take language learning motivation into account since the essence of constructive criticism is closely related to build up a person's motivation to be a better version of oneself. From time to time, motivation has become one of the prominent factors on determining the success of second or foreign language learning. Some scholars have introduced how motivation in second or foreign language learning works. Dornyei proposed three components of L2 Motivational Self System, namely: (1) Ideal L2 Self, (2) Ought-to L2 Self, and (3) L2 Learning Experience (Dornyei & Ushioda, 2009). In the concept of Ideal L2 Self, if a student wants to master a second or foreign language, then he must be his own powerful motivator for himself. For example, a student wants to have an ability to speak English fluently, then he works hard on his pronunciation or even learn to speak English with native speakers. In this case, the motivational system works within himself rather than for other external factors such as teachers' obligation and parents' expectations. On the other hand, in the concept of ought-to L2 Self, if a student wants to master a second or foreign language, and then he may have something to possess and to avoid negative outcomes. For example, a student wants to learn English because he believes that English will help him a lot for his future job or

he needs to be able to meet his parents' expectations. The last concept, which is L2 Learning Experience, is situation-specific motives closely related to the classroom environments and experiences such as the curriculum, the impact of teaching styles, and the impact of students' learning styles. [Dornyei \(2019\)](#) noted that L2 Learning Experience and the notion of student engagement are an inseparable system. Student engagement is understood as the meaningful learning activities which involve students' active participation in the learning process.

Besides giving an effect on motivational aspect, constructive criticism can also give another effect on students' emotions ([Fong et al., \(2016\)](#), [Fong et al., \(2018\)](#)). In foreign and second language learning, emotion is seen as the fundamental process of students' language learning, performance, and wellbeing ([Shao et al., 2019](#)). Control Value Theory (CVT) proposes two kinds of emotion in academic circumstance, namely: positive activating emotions and negative deactivating emotions ([Stockinger et al., 2021](#)). [Mokhtar et al., \(2021\)](#) found that positive emotions such as joy and hope can enhance students' engagement with their learning materials and also help promote effective learning strategies. Negative emotions, in contrast, such as hopelessness and dissatisfaction can discourage students to do some efforts in their learning process, thus it will affect their motivation and performance. Since the emotions that students feel can have huge impact on their relationship with the target language, therefore the role of students' emotion must not be neglected. [Rahimi and Bigdeli \(2014\)](#) encourage teachers of English as a foreign or second language to design some types of learning environment and activity which ignite and spread more activating positive than deactivating negative emotions.

Based on the reviewed studies and the research gap, the current study sought to find out the following research questions:

1. What is undergraduate students' perception on the use of oral constructive criticism employed by faculty members in the classroom?
2. Does the use of oral constructive criticism has any effect on the students' motivation in learning English?

METHODS

Research Design

In order to obtain appropriate answers for the two research questions, this study employed a survey research design. As supported by [Latief \(2019\)](#), survey research design helps researchers to describe people's perception, opinions, preferences, and attitudes on certain trends or beliefs. The representativeness of the sample to obtain data is one of the keys to determine the quality of survey research ([Latief, 2019](#)), hence this study involved some representative students from several universities as the research participants.

Participants

The population involved in a survey research design is usually large ([Latief, 2019](#)), therefore 86 undergraduate students enrolling in the fourth semester of English Language Teaching Department at several universities in Malang, East Java were chosen purposively as the research participants. After all of the students finished filling out the questionnaire form, they were assigned into some random numbers. The random numbers were added to a web-based random numbers picker in order to have 3 selected participants for interview sessions. The fourth semester students were chosen because they were on their early 19s or 20s, meaning that they were adult language learners. According to [Harmer \(2001\)](#), adult learners have enough life and academic experiences, consequently they tend to be more critical and disciplined than young learners. In terms of their language learning motivation, they also have better understanding of why they learn English and what kind of outcomes they expect from learning English. Also, the fourth semester students joining this research stated that they had already taken English Grammar course. English Grammar course was the class where they received and asked for several types of criticisms during the learning process. The demographic information of the research participants is drawn in [Table 1](#).

TABLE 1 | The Demographic Information of the Research Participants

Variables	Sub Variables	Percentage (%)
Gender	Male	40.6
	Female	59.4
Semester	4	100
Affiliation	Universitas Negeri Malang	30.2
	Universitas Islam Negeri Malang	28
	Universitas Muhammadiyah Malang	23.2
	UIN Maulana Malik Ibrahim Malang	12.8
	Politeknik Negeri Malang	5.8

Data Collection

In the process of collecting the data, the researchers used two research instruments, namely questionnaire and interview. The first instrument was questionnaire. The questionnaire was adapted from the previous study conducted by [Fong et al., \(2016\)](#) (see [Appendix 1](#)). It consisted of 20 items describing some activities, feelings and emotions that students might do and feel after receiving oral constructive criticism from their faculty members. It had 4 point Likert Scale, namely (1) strongly disagree, (2) disagree, (3) agree, and (4) strongly agree. Since 4 point likert scale is a forced likert scale, therefore it helped the researcher to form specific responses on the use of oral constructive criticism in the classroom.

The items of the questionnaire were all written in English. The items of the questionnaire covered several aspects, namely: the essence of constructive criticism, the

advantages of constructive criticism, the emotional reactions that students had after receiving constructive criticism (tiresomeness, worried, pleased satisfaction, and hopeful), and the effect of constructive criticism on students' motivation in learning English. The questionnaire was distributed through Google Form link. In the questionnaire form, the researchers already explained the meaning of oral constructive criticism in Bahasa Indonesia to avoid misunderstanding.

The second instrument was interview. The interview guide was also adapted from the previous study conducted by Fong et al., (2016) (see Appendix 2). The interview guide consisted of seven questions written in English. The items of the interview guide focused on investigating several aspects, namely: The reason underlying the essence of constructive criticism, the reason why the students had such emotional reactions after receiving constructive criticism, and the reason why the students' motivation in learning English was affected by the use of constructive criticism in the classroom. The interview session was conducted through having a phone interview. During the phone interview, the researchers used English as the medium of communication while the interviewees were allowed to answer the questions in Bahasa and English. The researchers allowed the interviewees to speak Bahasa and English because they wanted the interviewees to be flexible and comfortable in answering the questions.

Data Analysis

After the data were completely collected, the data gathered from the questionnaire were analyzed by using simple statistical techniques to find out the percentage of each statement and then the data were interpreted descriptively. The data collected from the interview sessions with the selected students were all transcribed and analyzed thematically for finding out the key features which were related to the use of oral constructive criticism in the classroom. The stages of thematic analysis related to the data taken from the interview session were as follows: familiarization, coding, generating themes, reviewing themes, and writing up. Firstly, the researcher familiarized herself with the transcript by transcribing the audio, reading the transcript, and taking initial notes. Then, the researcher coded the data by highlighting the key features and content related to the use of constructive criticism in the classroom. Next, the researcher identified the patterns of codes and start writing the themes of the codes. After the themes had been selected, the researcher reviewed all the selected themes carefully. Finally, the researcher wrote the results of the thematic analysis.

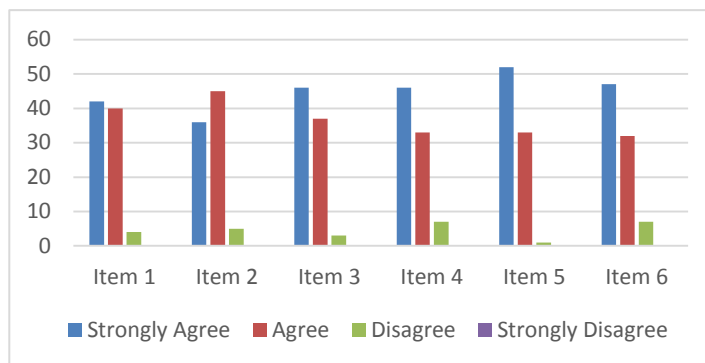
RESULTS AND DISCUSSION

Undergraduate students' perception on the use of oral constructive criticism in the classroom

To answer the first research question, the result of the online survey involving 86 undergraduate EFL students at several

universities around Malang are summarized in Figure 1. The result of the interview sessions with the selected students are also presented in this section, hence the researchers use some codes as follows: (S1) for Student 1 and (S2) for Student 2.

FIGURE 1 | Undergraduate Students' Perception on the Use of Oral Constructive Criticism



Note:

- Item 1: The use of oral constructive criticism makes me aware of my mistakes in learning English.
- Item 2: Oral constructive criticism provides me with path and solution for my problems in learning English.
- Item 3: Oral constructive criticism helps me learn from my previous mistakes.
- Item 4: Receiving oral constructive criticism sensitizes myself to stop repeating the same mistakes in the future.
- Item 5: Oral constructive criticism is valuable for my future performance in learning English.
- Item 6: I'd rather be criticized constructively than being ignored and left out.

Out of the total number of the respondents (N=86), it was found that 42 students chose strongly agree, 40 students chose agree, and only 4 students chose disagree with item 1. Since 82 students (95%) gave positive response towards item 1, then it could be interpreted that the use of oral constructive criticism given by faculty members affected the undergraduate students in a way that they became more aware of their mistakes in learning English. Related to item number 2, it was found that 36 students chose strongly agree, 45 students chose agree, and 5 students chose disagree. In this case, the students believed that the path and solutions resulted from the oral constructive criticism were helpful to solve their difficulties and problems in learning English. The fact that oral constructive criticism provided the students with path and solution for their problems in learning English (Item 2) seemed to support and strengthen the students' positive response towards item 1. Furthermore, for item number 3, there were 46 students chose strongly agree, 37 students chose agree, and 3 students chose disagree. This response was the proof that oral constructive criticism that they received in the teaching and learning process really helped them learn from their previous mistakes.

In the interview session, the students admitted that the use of constructive criticism helped them aware of their mistakes, hence they could avoid making the same mistakes in the future. They also tried to relate the function of oral constructive criticism and the essence of learning a language. The following are some excerpts taken from the interview sessions with the selected students.

Because learning a foreign language is not easy. When we learn a language, we learn the culture of the language as well, so there must be trials and errors in the process of learning the language. In this case, constructive criticism is needed, because with the help of constructive criticism we are able to know which one is right and which one is wrong. Constructive criticism can be the tool to measure our capability in learning English and it also becomes the booster to make us be better. (S1)

Because with constructive criticism, I will know which mistake I made and then I can improve my English. (S2)

From the excerpts above, we can see the students' positive response towards the use of oral constructive criticism that they received in the classroom. Their words indicated that the use of oral constructive criticism was necessary for boosting their performance in learning English.

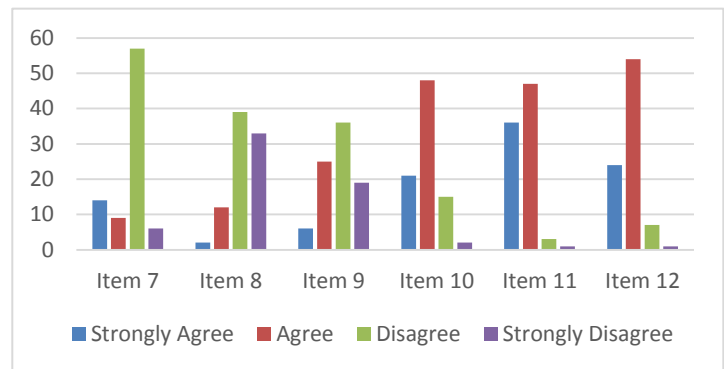
For item number 4, there were 46 students chose strongly agree, 33 students chose agree, and 7 students chose disagree. The result of the online survey related to item number 4 indicates that the students took oral constructive criticism as a warning to make them stop repeating the same mistakes in their future performance. When they were asked whether constructive criticism was valuable for their future performance (item 5), surprisingly the result revealed that there was only 1 students who were disagree with item number 5. This particular response generally means that the students considered the use of oral constructive criticism important for their future performance in learning English. Since the students really took the use of oral constructive criticism seriously, they showed their real preference on item number 6. For item number 6, it was found that 47 students chose strongly agree, 32 students chose agree, and only 7 students chose disagree. In this case, it could be concluded that the students considered oral constructive criticism a confirmation whether they did the right things in their learning process. Hence, it makes a lot of sense if they would rather be criticized than being ignored.

The findings indicated that the undergraduate students had positive perception on the use of oral constructive criticism in the classroom. The students felt the use of oral constructive criticism in the classroom was very vital for their progress in learning English. Moreover, the students considered oral constructive criticism beneficial hints to tackle their challenges and difficulties in learning English. From oral constructive criticism that they received during their learning process, they could take beneficial effects such as being aware of their mistakes, utilizing the paths and solutions to overcome their difficulties in learning English,

and also taking lessons from mistakes that they have made. This finding seems to replicate the studies conducted by [Lecce et al., \(2011\)](#), [Mizokawa & Lecce \(2016\)](#), [Fong et al., \(2016\)](#), and [Nguyen \(2013\)](#) which showed that constructive criticism had powerful and positive effect on students' learning progress.

When the students were asked about their feelings after receiving constructive criticism from their faculty members, they gave varied and complex emotional responses. The result of the online survey related to the students' emotional reaction towards the use of oral constructive criticism in the classroom is drawn in [Figure 2](#).

FIGURE 2 | Undergraduate Students' Emotional Reaction towards Oral Constructive Criticism



Note:

- Item 7: After receiving oral constructive criticism I feel tired and bored.
- Item 8: After receiving oral constructive criticism I lose my interest in learning English.
- Item 9: I feel embarrassed after receiving oral constructive criticism.
- Item 10: After receiving oral constructive criticism, I feel satisfied with myself.
- Item 11: I feel hopeful about my progress in learning English after receiving oral constructive criticism.
- Item 12: After receiving oral constructive criticism, I feel optimistic.

As displayed in [Figure 2](#), it was found that 23 students (26%) were tired and bored after receiving oral constructive criticism (item 7), 14 students (16%) admitted that they lose their interest in learning English after receiving oral constructive criticism (item 8), 31 students (36%) were embarrassed after receiving oral constructive criticism, 69 students (80%) were satisfied after receiving oral constructive criticism, 83 students (97%) were hopeful about their progress in learning English after receiving oral constructive criticism, and 78 students (91%) were optimistic after receiving oral constructive criticism.

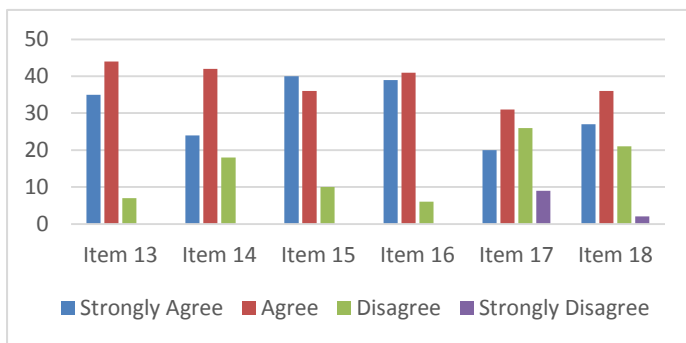
The students' emotional reactions that were found in this study belonged to four categories, namely: tiresomeness (26%), discomfited worried (36%), pleased satisfaction (80%), and hope (97%). Clearly we can see the role of hope

is the most outstanding emotional category compared to tiredness, discomfort, worried and pleased satisfaction. After receiving oral constructive criticism, surprisingly the students were hopeful about their progress in learning English. Besides from feeling hopeful about their progress in learning English, 91% of the students were optimistic after receiving oral constructive criticism in the classroom. This meant that the students were beyond emotionally ready to receive constructive criticism in the teaching and learning process. This finding is in line with the study conducted by [Fong et al., \(2016\)](#) which revealed that hope was found to be very dominant in affecting the students' emotional reaction when they dealt with constructive criticism. It is obvious that in this study the positive emotional reactions have already overpowered the negative emotional reactions. The positive emotional reactions such as hope, pride, and satisfaction can enhance students' attentiveness and excitement, and also trigger the students' utilization of learning strategies ([Mokhtar et al., 2021](#)).

The use of oral constructive criticism and its effect on the students' motivation in learning English

To find out the answer to the second research question, the result of the online survey involving 86 undergraduate EFL students at several universities around Malang are summarized in [Figure 3](#). The result of the interview sessions with the selected students are also presented in this section, hence the researchers use some codes as follows: (S1) for Student 1 and (S2) for Student 2.

FIGURE 3 | Undergraduate Students' Perception on their Motivation in Learning English



Note:

- Item 13: Constructive criticisms have such a great contribution for my motivation to learn English
- Item 14: My main reason to study hard is constructive criticism that I receive.
- Item 15: Constructive criticism motivates me to get a good score.
- Item 16: Constructive criticism makes me feel motivated to be a good learner.

Item 17: I want to improve my performance, because I don't want to receive constructive criticism from my faculty members.

Item 18: I want to improve my performance, because I want to receive constructive criticism from my faculty members.

For item number 13, there were 35 students chose strongly agree, 44 students chose agree, and 7 students chose disagree. This response means that most of the undergraduate students (79) believed that constructive criticism gave a great deal of contribution for their motivation in learning English. In other words, they really believed that the use of oral constructive criticism they received in the classroom was one of the sources of their motivation in learning English. It was seen from the result of the online survey of item number 14 and 15. For item number 14, there were 68 students gave positive response about their main reason to study hard. Meanwhile, for item number 15, almost all of the students (76) agreed that the use of oral constructive criticism motivated them to get a good score. From the result of these two charts, it is obvious that the students' motivation in learning English were positively affected by the use of oral constructive criticism given by their faculty members in the classroom.

When the students were asked whether the use of oral constructive criticism affect their motivation in learning English, all of them gave their straightforward answers. The following are the excerpts showing the students' answers about the use of oral constructive criticism affects their motivation in learning English.

Because with constructive criticism, I feel like I find someone who can criticize me. It feels like finding a new learning partner who are smarter and much better than me. It means that there is a new friend, a new knowledge to understand English. Since some of the materials are in English, so sometimes I find them have multiple and complex interpretations. Hence, I need the correct partner to share my difficulties. The partner that I expect is the one who can give me constructive criticism. (S1)

After receiving constructive criticism, I am able to know which one is correct or wrong, then I take a note. Sometimes, I can go back to my note when I find similar problems. Finally I can solve the problems and get a good score. (S1)

S1 confirmed that she really needed oral constructive criticism to boost her learning motivation. From her explanation, clearly we can see her way of utilizing oral constructive criticism that she received as a source of solution to overcome her problems in learning English. Further, she admitted that the use of constructive criticism helped her to gain a good score.

There is another surprising answers came from S2. The following is some excerpts detailing the answers from S2.

Because I keep improving and it will make my progress move, not stuck. (S2)

Of course, because constructive criticism makes me understand which part I'm weak at in learning English. For example, I am really bad at grammar and I always ask to the lecturer for tips and their criticism to help improve my grammar. From that, I know which part I should've focus on more. (S2)

From the excerpts above, S2 was very sure that oral constructive criticism helped her progress during the learning process. She also gave detailed explanation that she always asked for tips and criticisms from her faculty members in order to improve her grammar. In this particular case, she realized that she was far from the definition of a good EFL student, so she initiatively asked helps from her faculty members. Once again, the result of the interview proofs that the students considered faculty members as the experts who can evaluate their performance in their learning process.

Related to item number 16, it was found that there were 39 students chose strongly agree, 41 students chose agree, and 6 students chose disagree. This positive response supports the fact that the use of constructive criticism played a big role in boosting the students' learning motivation (item 13). For item number 17, there were 51 students chose agree with the statement and 35 students chose disagree with the statement. While item number 18, there were 63 students chose agree with the statement and 23 students chose disagree with the statement. These particular responses indicate that most of the students' learning motivations were affected by the use of oral constructive criticism. From the result of their preference on item 17 and 18, we can also see the students had a great level of perseverance in learning English. They were strongly motivated to study hard, be good students, and get good scores because they wanted to receive oral constructive criticism from their faculty members.

Pertaining to the second research question, the finding indicated that the use of oral constructive criticism affected the students' motivation in learning English positively. The word positive means that the students did not feel constructive criticism as a thread that prevented them from being their best version of themselves in learning English. Instead, the students were strongly motivated to get good scores and be good students because of the oral constructive criticism that they received in the teaching and learning process. This finding corresponds closely with the concept of constructive criticism and the source of motivation stated by [Fong et al., \(2018\)](#). By receiving oral constructive

criticism, the students obtained motivational benefits, so that they could improve their way of thinking and learning ([Fong et al., 2018](#)).

The students also considered their faculty members as the experts who had the rights to evaluate their performance in learning English. They really put their trusts on their faculty members to give them appropriate judgments about their performance in learning English. They also asked for helps and criticisms in order to know whether they did the right things in their learning. They would be worried if they did not get any criticism for their performance. If they did not get any criticism from their faculty members, they felt confused and lost. This is a sign that oral constructive criticism was appropriately used by the faculty members to evaluate students' work and direct their students to greater learning and conceptual development ([Fong et al., 2018](#)).

This study also revealed that the type of L2 motivational system affected by the use of oral constructive criticism was the L2 Learning Experience as introduced by [Dornyei \(2009\)](#). The students wanted to improve their performance and get good scores because they simply wanted to receive oral constructive criticism from their faculty members. It meant that the use of oral constructive criticism given by the faculty members was necessary for the students' motivation in learning English. In this case, oral constructive criticism that motivated the students was a medium to facilitate learning engagement in the classroom.

CONCLUSION

This study confirmed that the undergraduate students have positive reaction towards the use of oral constructive criticism in the classroom. In the opinion of the respondents in this online survey, the use of oral constructive criticism is effective in helping them overcome their difficulties in English language learning such as helping the students recognize their mistakes, learn from their mistakes, and stop repeating the same mistakes in the future. However, it is important not to focus only on the positive reaction towards the use of oral constructive criticism in the classroom. Oral constructive criticism is also valuable for the undergraduate students' motivation in learning English. It played a prominent role in boosting the students' motivation in learning English. By receiving oral constructive criticism, the students were strongly motivated to study hard, get good scores, and be good EFL students.

This study provides some suggestions for future researchers and further research works. Since the present study only targeted college students, especially the fourth semester students of English Language Teaching Department at several universities around Malang, East Java as the research participants, therefore future researchers are suggested for investigating the use of oral constructive criticism combined with another psychological impact such as language anxiety and emotional reaction across different

age levels and also different academic settings. By considering these suggestions, it is expected that future researchers can give significant impact and contribution to the existing theories.

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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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APPENDICES

Appendix 1: Items of the Questionnaire

(Adapted from [Fong et al., 2016](#))

1. The use of oral constructive criticism makes me aware of my mistakes in learning English.
2. Oral constructive criticism provides me with path and solution for my problems in learning English.
3. Oral constructive criticism helps me learn from my previous mistakes.
4. Receiving oral constructive criticism sensitizes myself to stop repeating the same mistakes in the future.
5. Oral constructive criticism is valuable for my future performance in learning English.
6. I'd rather be criticized constructively than being ignored and left out.
7. After receiving oral constructive criticism I feel tired and bored.
8. After receiving oral constructive criticism I lose my interest in learning English.
9. I feel worried after receiving oral constructive criticism.
10. I feel embarrassed after receiving oral constructive criticism.
11. I am proud of doing the work after receiving oral constructive criticism.
12. After receiving oral constructive criticism, I feel satisfied with myself.
13. I feel hopeful about my progress in learning English after receiving oral constructive criticism.
14. After receiving oral constructive criticism, I feel optimistic.
15. Oral constructive criticism have such a great contribution for my motivation to learn English
16. My main reason to study hard is oral constructive criticism that I receive.
17. Oral constructive criticism motivates me to get a good score.
18. Oral constructive criticism makes me feel motivated to be a good learner.
19. I want to improve my performance, because I don't want to receive oral constructive criticism from my faculty members.
20. I want to improve my performance, because I want to receive oral constructive criticism from my faculty members.

Appendix 2: Items of the Interview

(Adapted from [Fong et al., 2016](#))

1. Why do/don't you believe that oral constructive criticism is important for your performance in learning English?
2. Why do you feel tired after receiving oral constructive criticism? (This question also applies for discomfited worried, pleased, and hope. Depending on students' emotional reaction on oral constructive criticism)
3. Do you always feel that way after being criticized constructively?
4. Why do/don't you think that oral constructive criticism contributes that much for your motivation in learning English?
5. Can you tell me the way of getting a good score by means of receiving oral constructive criticism?
6. Why do you avoid receiving oral constructive criticism in the teaching and learning process?
7. Why do you want to receive oral constructive criticism in the teaching and learning process?



Professional identity construction of EFL teachers as autonomous learners

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Teacher Professional Development (TPD) is exponential for English teachers to the success of teaching and learning process in the classroom. Teachers with professional identity are deemed to have good quality in teaching. As stipulated by Rodgers & Scott (2008) teachers with professional identity are deemed to have good quality in teaching. The efforts to do this can be accomplished through such ways as participating in conferences, seminars, workshops, and non-degree training, or even pursuing their further studies to master's degree and doctorate program. Also, they can conduct research and publish articles. This article is intended to provide evidence how novice, mid-career, and senior EFL teachers construct their identity professionally and autonomously. To arrive at the purpose of the study, an explorative survey was carried out to 129 EFL teachers throughout the Province of East Java via online questionnaire with 37 close-ended items. The findings revealed that (1) EFL teachers, be they junior, mid-career or senior ones involved in the present study, have tried to professionalize themselves via a number of corridors from self-directed ones to the ones imposed by other professional development providers; (2) they have various professional and pedagogical knowledge and skills related to becoming professional EFL teachers. In conclusion, EFL novice, mid-career or senior teachers have manifested their professional identity with a number of corridors as professional autonomous learners.

Keywords: professional identity, EFL teachers, autonomous learners

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INTRODUCTION

One of the factors contributing to the success of teaching and learning process is how teachers develop themselves through teacher professional development (TPD). TPD is designed to help teachers develop their teaching skills and learners to achieve their meaningful learning. The activities of TPD teachers can do vary. According to [Davidson et.al \(2012\)](#), teachers take part in conferences, seminars, workshops, and non-degree training. They can also pursue their further studies to master's degree and doctorate program. In addition, they can conduct research and publish articles they have written. Research has shown that TPD is significantly helpful in developing the quality of teachers' career in the context of teaching and learners learning outcomes in the classroom. A study conducted by [Guskey \(2003\)](#) verifies that TPD shows a positive impact on both teachers' credentials and students' achievements. [Wayne et. al \(2008\)](#) also state that PD which is carried out intensively can improve teacher knowledge, classroom teaching, and student achievement.

For the last two decades, however, TPD has been linked to the importance of professional identity of teachers. Professional identity is about how teachers see, perceive, or define themselves and others in the process of being professional. To [Lace \(2014\)](#), professional identity can be understood as teacher’s personality, profession, and ambition. Similarly, [Ivanova & Skara \(2016\)](#) opine that professional identity is attributed to personal, social, cultural, political, professional, and global matters. In more detailed description, professional identity can be elaborated within four characteristics: (1) teacher identity is built by varied contexts: social, culture, politics, and history; (2) teacher identity involves interpersonal relationship; (3) teacher identity is dynamic; and (4) teacher identity should be constructed and reconstructed ([Rodgers & Scott, 2008](#)). Teachers with professional identity are deemed to have good quality in teaching. As said by [Rodgers & Scott \(2008\)](#), professional identity is the core element in relation to teaching as a profession, and therefore, teachers having strong professional identity will be an effective teacher [Palmer \(1998\)](#). Several scholars (for instance [Joseph & Heading, 2010](#); [Stets & Burke, 2000](#); [Wenger, 1998](#); [Sparks & Shepherd, 1992](#)) also argue that teachers who understand themselves and their roles of teaching and learning will affect students’ learning experiences and environment.

Research on professional identity has also been executed in different contexts. According to [Beijaard, Meijer, & Verloop \(2004\)](#), there are three categories of research on professional identity already carried out: (1) teachers’ professional identity formation; (2) identification of characteristics of teachers’ professional identity; and (3) representation of teachers’ professional identity in the form of stories. Similarly, [Djoub \(2018\)](#) has also three categories of research on professional identity: (1) the construction and development of teachers’ professional identity; (2) teachers’ perceptions of their professional roles; and (3) the relationships between teachers’ perceptions of their roles and their self-image.

However, none or little of the existing research has been conducted focusing on EFL how English teachers of junior high schools construct their professional identity. Besides, the existing research does not have sufficient data on professional identity from seniority of EFL teachers: novice, mid-career, and senior that can be used to compare and contrast. In more specific, there is lack of information about how EFL teachers from those three ranks professionalize themselves during their teaching career, view themselves at becoming professional in their career, and learn the knowledge and skills they have achieved upon becoming professional as EFL teachers. Considering these, therefore there is a need to explore further how English teachers of junior high schools construct their professional identity. The research questions cover:

1. How do novice, mid-career, and senior EFL teachers professionalize themselves during their teaching career?
2. What knowledge and skills do novice, mid-career, and senior EFL teachers have related to becoming professional as EFL teachers?

METHODS

As the present study seeks to uncover their struggle as lived experiences on professionalizing themselves as novice, mid-career, and senior EFL teachers, an explorative survey was adopted. The study involved 129 EFL teachers of different ranks in the lower secondary level of education in East Java. The purpose is more on identifying the variability and the construction of this variability by different aspects that delineate the EFL professionalism, rather than to identify the singularity of the nature of constructing professionalism in EFL context ([Fox, 2006](#)).

The main instrument employed to collect the data was a set of questionnaires, comprising aspects pertaining to demo and biographic data, as well the variables under interest. The scope of the areas of professional identity construction of EFL teachers as autonomous learners incorporated updated knowledge and skills, scholarly activities, networking, self-assessment on the level of professionalism, identifying aspects making them professional, lesson planning, conducting research and publishing journal articles.

Prior to its use, the questionnaire was tried out to a number of 30 teachers of English. These teachers shared almost the same characteristics of the target population in that they consisted of teachers with different teaching experiences at different levels of education. The trial aims to see the clarity of the instruction, the validity of items, the amount of time for completing the questionnaire, and the reliability of the questionnaires. Upon the informal trial, several points of the questionnaires were revised, then set in a Google form, and ultimately distributed online through teachers’ WA groups.

After scrutinizing the responses, the data were grouped according to the attribute classification of the respondents as displayed in [Table 1](#).

TABLE 1 | The Criteria for Setting up the Three Groups of EFL Teachers

Aspect of the Criteria	Novice	Mid-Career	Senior
Teaching experiences	0 – 5 years	6 – 10 years	0 years

Based on the criteria, the number of the EFL teachers in each category can be identified as follows: 37 novices, 44 mid-career and 48 senior. After the respondents are identified according to their classification, the responses of the respondents in each classification are further analyzed against the variable in each research question.

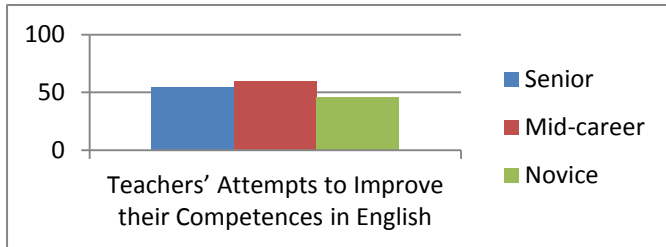
RESULTS AND DISCUSSION

Teachers’ Attempts to Professionalize Themselves

Teachers’ attempts to improve their professionalism are classified by such ways as improving their English, joining workshops on teaching methods, on producing both conventional and ICT-based instructional media, and on

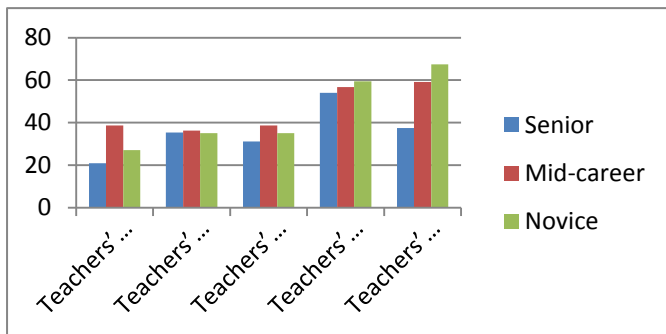
conducting research, performing research, teachers' joining relevant online courses on instructional methods, reading relevant sources in the Internet, joining online discussions with colleagues, having offline discussion with colleagues as well as experts, applying flipped and blended learning in the classroom, writing best practice in articles, performing on-line testing, making teaching kits of their own, joining professional organizations, research experiences, publication experiences, and winning competitions. [Figure 1](#) elaborates the teachers' effort to improve their competences in English.

FIGURE 1 | Teachers' Attempts to Improve their Competences in English



It was evident in [Figure 1](#) that the majority of teachers in senior and mid-career groups (more than 50% of teachers in both groups) were committed to improve their English competences. Meanwhile, the percentage of teachers in novice group in improving their English competences was the lowest among the others. As the attempts to improve teachers' professionalism, teachers may join pedagogical workshops to keep updated with the current trends in ELT as seen in [Figure 2](#).

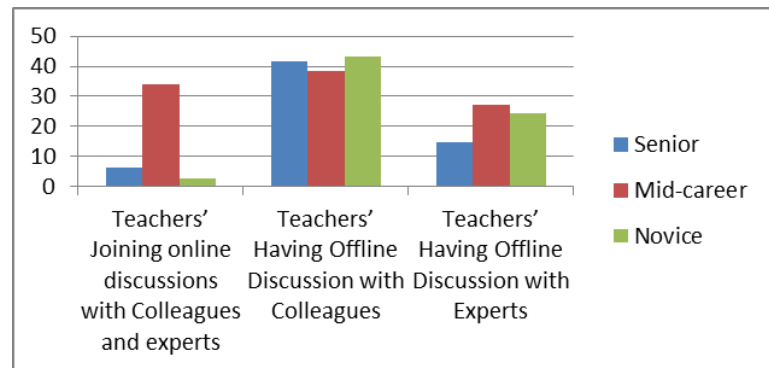
FIGURE 2 | Teachers' Attempts to Join Various Workshops



[Figure 2](#) reflected that teachers in the three groups were more triggered to join workshops on ICT-based teaching platforms compared to other themes. However, there was no significant discrepancy on teachers' attempts in joining workshops in developing conventional and ICT-based instructional media. In addition, teachers in mid-career and novice groups showed higher interest on classroom research workshops. Regarding to teachers' attempt to perform classroom action research, the majority of teachers in the three groups had conducted CAR at least once. The mid-career group and the novice group showed higher CAR participation than the senior group. However, compared to the other two groups, the senior group reflected the highest

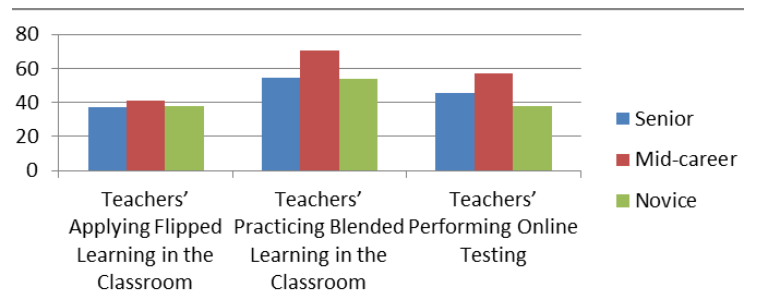
participation in writing their best practice into articles. What about learning from any relevant resources then? It turned out that the senior and the mid-career groups reflected higher attempts to learn from both relevant online courses and other sources in internet. Less than 25% of the novice teachers were willing to learn from internet-based or online sources. [Figure 3](#) deals with learning through discussion.

FIGURE 3 | Teachers' Attempts to Discuss with Colleagues and Experts



As invented in [Figure 3](#), having offline discussion with colleagues seemed to be more comfortable for teachers in the senior, mid-career, and novice groups. However, the mid-career and novice groups preferred to have an offline discussion to discuss their pedagogical problems with experts. The mid-career group was the only group who was more comfortable to have an online discussion with the experts. What about the instructional process?

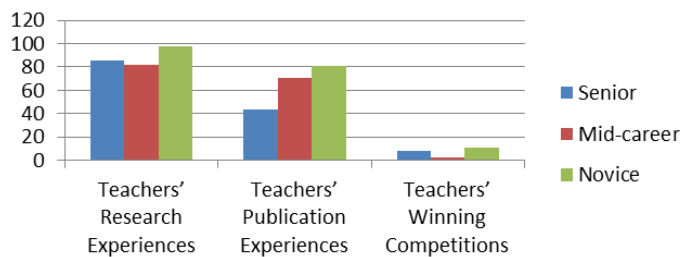
FIGURE 4 | Teachers' Attempts to Integrate Technology and Teaching Learning Activities



The summary of [Figure 4](#) indicated that the mid-career group was the most frequent group in conducting flipped learning, blended learning, and online testing than the other two groups. The senior and the novice groups reflected the same percentage in the implementation of flipped learning and blended learning. However, the novice indicated the lowest percentage in performing the online testing. Whereas, in using media, it revealed that less than 25% of teachers in the mid-career and novice groups made their own teaching tools, and less than 10% of the senior group made their own teaching tools. In other words, media making was not of

their priority in the instructional process. Then, did they join any professional organization to improve their professionalism? As verified in this study, more than 30% of teachers in mid-career group joined professional organizations. In contrary, teachers in senior and novice groups showed lower participation in professional organization (18.8% of the senior and 21.6% of the junior). [Figure 5](#) discovers other attempts.

FIGURE 5 | Teachers' Experience in Writing Publications and Winning Competition

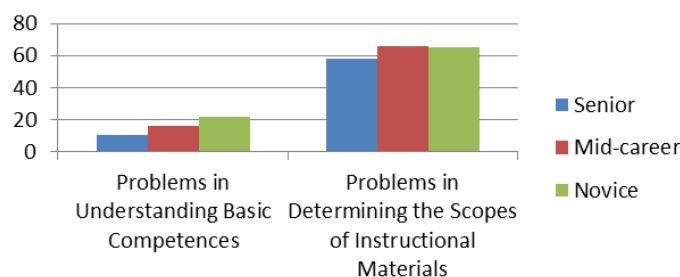


As observed in [Figure 5](#), almost all teachers (more than 80%) in the three groups had the experiences in conducting research. The majority of teachers in the middle and novice groups (more than 60%) also had published their articles. However, almost all teachers in the three groups had never won any competition in their career.

What Skills and Knowledge Teachers Have Learned?

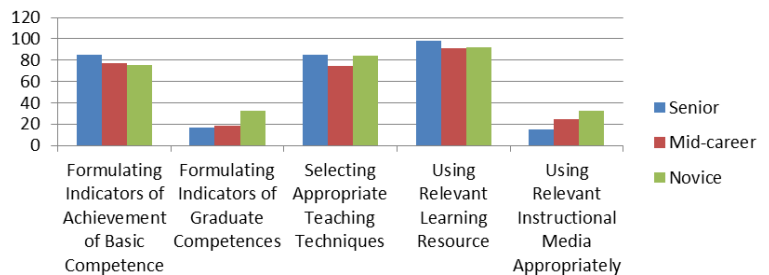
This section presents the result of analysis on what the teachers of the three categories have learned referring to the problems in understanding basic competences, abilities to formulate indicators of achievement competence, ability to formulate indicators of graduate competences, problems in determining the scope of instructional materials relevant to learning indicators, abilities to select appropriate teaching techniques, to use relevant learning resources, to use relevant instructional media appropriately, to develop relevant assessment tools and innovative teaching strategies, to develop a lesson plan, to conduct classroom action research and to write articles for journal publication. [Figure 6](#) presents pedagogical problems faced by teachers.

FIGURE 6 | Pedagogical Problems Faced by Teachers



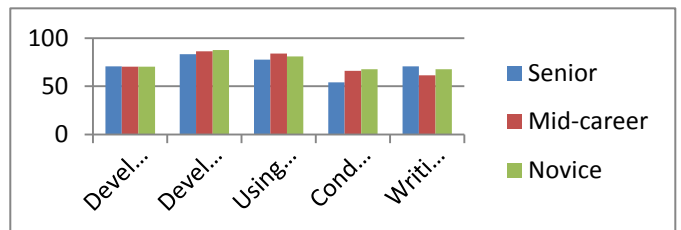
[Figure 6](#) indicated that most teachers in the three groups did not face any problems in understanding basic competences stipulated in the content of Curriculum 2013. However, teachers in the novice group seemed to have more problems in understanding basic competences than those in the senior and mid-career groups. Determining the instructional media tended to be more problematic for the majority of teachers in the three groups.

FIGURE 7 | Teachers' Confidences on their Pedagogical Ability



As invented in [Figure 7](#), the majority of teacher in the three groups were confident with their ability in formulating indicators of basic competences, selecting appropriate teaching techniques, and using relevant learning resources. However, formulating indicators for graduate competences and using instructional media appropriately tended to be the most problematic aspects for the teachers in senior, mid-career, and junior groups.

FIGURE 8 | Teachers' Confidences on their Pedagogical Ability



The summary of [Figure 8](#) indicated teachers' confidences on their ability in developing relevant assessment tools, developing lesson plans, using innovative teaching strategies, conducting CAR, and writing articles for publication. The majority of teachers in the three groups (more than 50%) were convinced with their ability in those five aspects. However, regarding to the teachers' ability in conducting CAR, the senior showed the lowest percentage (54.2%) compared to the two.

Based on the aforementioned findings, it is evident that on their level of professionalism the three-group teachers claim to be professional although the level of professionalism and the number of the teachers in the level differ markedly. However, the majority of them state to be in the mid-level of being professional. This phenomenon is observable across the subjects' seniority: novice teachers,

mid-career teachers and senior teachers. Only few claim to be in low and very low levels of professionalism. Meanwhile, those who claim to be highly professional constitute about (49 teachers) or one thirds (38%) of the accessible population of the present study (129 teachers).

The findings above mostly accord the norms stipulated by the government about professional teachers as outlined in Law of the Republic of Indonesia Number 14, 2005 about teachers and college/university lecturers' rights and responsibilities and the Regulation of the Ministry of National Education Number 16, 2007 on the Standards of Academic Qualifications and Teacher s' Professional Competences. In addition, the findings above also echo the requirements of teachers in order to be regarded professional as set up in other countries like Ireland, Australia, and the United Kingdom. For example, the Republic of Ireland has a Code of Professional Conduct ([Teaching Council, 2012](#)); Australia has Professional Standards for Teachers, and the Department of Education, the UK has set up Teachers' Standards ([Department of Education, 2011](#)). In other words, the criteria viewed by the teachers in the present study are considered to be universal ones in that there are rules for teachers to observe in order for them to be professional. This is supported by some studies ([Tichenor and Tichenor, 2005](#)) revealing that teachers' professionalism is manifested in a number of ways. In addition, becoming professional teachers covers not only attitudes but also behaviors. A study by [Van der Klink et. al \(2017\)](#) disclosed that in their early profession, teachers were concerned more on how to survive. Later, however, they put more attention to creating the image of being professional in which they were concerned with the welfare of their students' learning as individuals. Becoming professional to them means they needed to be engaged in a number of professional activities in order for them to develop. [Hilton, Flores, & Niklasson, \(2013\)](#) found out that teachers set up their views as ways for them to be considered professional that will lead to good quality. This is one of ways for them to professionalize themselves apart from the standards set up by the government. In brief, teachers had similar concerns on the notion of professionalism.

It is also observed that teachers across seniority share almost similar levels of achievement in these areas described previously. This means that no matter how senior or novice they are, they claim they have learned something important pertaining to their different professional status. In most areas, they essentially learn aspects required to be performed by teachers in their job. In other words, professional teachers no matter what level they hold have learned something useful from their practice in implementing principles they view essential aspects of professionalism. This has also been proven by some studies claiming that teachers' professional

development activities they attempted are linked significantly to their teaching practices. The teachers changed in the teaching practice when the teacher utilized innovative modes of teaching and methodology in the classroom. In addition, professional development affected their performance in terms of not only their amplified self-assurance and upgraded content knowledge but also improvement in their use of instructional approaches and the importance of having professional partnerships. ([Zaidi, Khan, & Khan, 2018](#); [Piedrahíta, 2018](#); [Kekana, & Gaigher, 2018](#); and [Alghamdi & Sihes, 2015](#)).

Conceptually, professional development aims at facilitating teachers to develop their teaching skills from which their learners can gain their meaningful learning. The form of professional development, according to [Davidson et. al \(2012\)](#) can take a varied form, from joining in conferences, seminars, workshops, non-degree training, or even pursuing further studies. The findings of the present study reflect a study by [Guskey \(2003\)](#) showing that professional development positively impacts not only teachers' qualifications but also their students' learning achievements. In addition, [Wayne et. al \(2008\)](#) are also of the view that intensive professional development program can improve teacher knowledge, classroom teaching, and student achievement.

CONCLUSION

It can be concluded that EFL teachers, be they novice, mid-career or senior ones involved in the present study, have tried to professionalize themselves. They take a number of corridors to make them professional from self-directed ones to the ones imposed or provided by other professional development providers. In addition, to them, being professional means that teachers need to meet 4 essential aspects in order for them to be considered professional. These 4 aspects cover essential characters that an individual teacher must have, personal attributes that are related to their pedagogic competences, their view regarding the importance of personal development, and classroom conducts a professional teacher may do.

Seeing themselves as a professional albeit with different levels of professionalism, the subjects of the present study claim that they learn something useful from the view they hold. The lesson learned includes an array of competences from the ability to understand basic competences, to elaborate instructional materials related to the basic competences, to select relevant learning experiences for their students, to their ability to conduct classroom research and to write an article for publication.

It is then recommended that future researchers collect further data on the part of students for reflection so that the study will be more comprehensive and beneficial particularly for teachers' professional identity. It is likely school principals and stakeholders are also involved in future

research data collection to provide more holistic data on teachers' professional identity. Moreover, classroom observation is also recommended for future researcher to triangulate teachers' claim on their professional identity and the real practices in the classroom.

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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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