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Autonomous learning features: A case study in an Indonesian ESP classroom

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This article explores autonomous learning features and effective strategies for meeting the needs of the autonomous learner. A 4-month ethnographic study examined the learning features of three non-English major undergraduates enrolled in an English for Specific Purposes (ESP) course at an Indonesian university. The study also explored the students' and teacher's understanding of how the ESP classroom can benefit the autonomous learner. Data gathered through interviews, focus group discussions, and classroom observation indicates four key autonomous learning features: 1) a willingness to accept responsibility; 2) dedicated planning; 3) implementing effective strategies; and 4) monitoring progress. The findings also indicate that a variety of scaffolded and authentic learning materials combined with a flexible and creative teaching approach enhance autonomous learning. We also address how our results are applicable to most educational situations as autonomous learning is not limited to the language classroom.

Keywords: autonomous learning, ESP, features, self-directed learning

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INTRODUCTION

Along with global growth, international trade, economic integration, and science and technology, English has established dominance as a global language (Jiajing, 2007; Mauranen, 2016). Consequently, students, academics, and professionals from diverse fields are required to use English, and the demand for English language teaching has grown rapidly (Johns, 2013). Therefore, the university serves a significant role in preparing English language learners to thrive in the global setting. As a response towards the global impact of educational policy in Indonesia, universities are expected to equip and develop student skill, competence, and autonomy. In addition, the university must help students use these attributes to discover, develop, and implement science, technology, and art which are beneficial for humanity (Indonesian government regulation No.19 of 2005, concerning National Education Standard article 26, paragraph 4).

In Indonesia, promoting students' autonomous learning ability is a priority within English language teaching as reflected in university curricula design. While serving the needs of all students, English language instruction is provided to non-English majors through English for Specific Purposes (ESP) courses to provide a framework for improving English proficiency within a student's field of study.

The importance of learner autonomy is well-established, and many countries have set up long-term educational goals to promote students' autonomy (Shang & Kou, 2015). As Thanasoulas (2002) states, in some cultures, students tend to feel more at ease in the classroom expressing their viewpoints of agreement and disagreement.

In others, a passive attitude toward the teacher and learning atmosphere is more common. In line with this, learner autonomy has now become a more practical and empirical notion; the concept not only comes in many guises in the classroom, but also links with the theories and pedagogies of lifelong, experiential and technology-enhanced learning that are influencing educational policies and classroom instruction globally ([Armitage et al., 2012](#); [Kohonen et al., 2014](#); [Lai, 2017](#); [Lauder, 2008](#)). It is essential to note that autonomy is a process, not a product. One does not become autonomous; one only works towards autonomy ([Little, 1991](#)). Further, [Benson \(2001\)](#) notes autonomy can be interpreted as self-access, learner training, individualization, and interdependence.

Key studies focused on identifying autonomous learners' features from varied angles have been conducted, including a study by [Chan \(2001\)](#). The study examined Hong Kong learners' attitudes and perceptions of language learning, teacher and learner roles, learning preferences, and perceptions of learner autonomy. [Chan \(2001\)](#) concluded that the Hong Kong cohort of students displayed several autonomous behaviors, including clear learning objectives, preferred learning styles and positivity about the learning process.

In another key study, [Swatevacharkul \(2008\)](#) explored the readiness for autonomy in a Thai learning context. His project involved 380 students while focusing on willingness, motivation, capacity, and self-confidence for learning autonomously. His results indicated that willingness, motivation, and capacity were considered high, whereas self-confidence was merely moderate.

In the Indonesian context, few studies related to learner autonomy in language learning have been published ([Bradford, 2007](#); [Lamb, 2004](#); [Lengkanawati, 2017](#); [Yuliani & Lengkanawati, 2017](#)). Furthermore, only limited studies have been completed specifically focused on English language learners' features for autonomy in the Indonesian university ESP classroom. Apart from [Budianto \(2014\)](#) study involving ESP students and their experience with using the internet to supplement their in-class learning, there has not been an in-depth investigation to identify the features of autonomous learners.

The following section outlines essential discussion on the differences between learner autonomy and self-directed learning. Afterward, extensive research reviews on both autonomy and self-directed learning and insightful critics of the previous studies are presented as underpinning theory toward the implementation of this study.

Firstly, different experts define the terms learner autonomy and self-directed learning differently. The first definition of learner autonomy refers to learner's ability to take charge of his/her own learning such as determining his/her learning goals, content, progress, and ability to evaluate his/her learning outcomes ([Hedge 2000](#); [Little 1995](#); [Lin & Reinders, 2019](#)). Meanwhile, [Thavenius \(1999\)](#) asserted little bit broader dimension of autonomy including not only ability but also learner's willingness to help her/him to take responsibility of his/her learning.

Meanwhile, the terms self-directed learning is commonly used to describe various types of learners' learning activities and it can also be dichotomized into two different categories, namely learner's learning perspective and learner's personality characteristics perspective ([Hartnett, 2015](#); [Ponton & Carr, 2000](#)). Learner's learning process perspective usually emphasizes on learner's learning activities such as objective setting, planning a learning strategy, teachers, resources selection, and monitoring progress ([Oddi, 1987](#); [Ponton & Carr, 2000](#)).

This notion parallels to self-regulated learning theories where it refers to the both learner's cognitive and behavioral activities in achieving his/her learning goals ([Zimmerman, Bonner and Kovach, 1996](#)). Meanwhile, according to psychological perspective, learner's personality characteristics perspective is a process of fulfilling learners' learning needs and learning efforts to achieve learning goals ([Ponton & Carr, 2000](#)). The aforementioned ideas also congruent to [Long \(1989\)](#) who states that learner self-directed learning can be viewed from both sociological, psychological, and pedagogical perspectives. [Long \(1989\)](#) asserts that learner's sociological dimension addresses learner isolation. Learner's psychological dimension refers to learner's mental state, and learner's pedagogical dimension focuses on learners' learning activities.

Although comprehensive definitions of learner autonomy and self-directed learning are elaborately presented in the previous section but it seems very challenging to technically distinguish between autonomy and self-directed learning. In autonomy learner's learning initiatives is not derived internally from the learner's learning motivation but if is established from the teacher. Conversely, in self-directed learning, learners' learning initiatives is established internally from learner's learning motivation.

Secondly, research on second language (L2) autonomy and self-directed learning are extensive and characterized by several studies on the subject ([Borg & Alshumaimeri, 2019](#); [Hartnett, 2015](#); [Everhard & Murphy, 2015](#)). [Lin & Reinders \(2019\)](#), for example, they examined students' and teachers practices of autonomy within EFL classes using the scale of language learner autonomy (SLLA) to assess students practices of autonomy from the perspective of psychological readiness, technical readiness, and behavioral readiness. The participant involved 29 state colleges and universities with 103 students under the blended learning program. The results revealed that students' and teachers were dominant in terms of psychological readiness compared to other dimensions of autonomy such as technical and behavioral readiness for autonomy.

Another research by [Borg & Alshumaimeri \(2019\)](#) examined teachers' beliefs and practices of learner autonomy. In the study, they examined four different dimension of autonomy such as the meaning of autonomy, feasibility of autonomy practices, learners' autonomy behavior, and opportunity to develop learners' autonomy from the teachers' perspectives. The participant involved 359 teachers (267 male and 92 female) from more than 50 state and private universities in Saudi Arabia. A mixed designed

applying a quantitative survey and qualitative thematic analysis were employed to analyze the data. The findings revealed that teachers were considered as the key roles in promoting learner autonomy. The autonomy practices were also shown in the form of encouraging learner's independent works and opportunities to select their own topics.

The next study in the field of self-directed learning conducted by [García-Botero, Questier and Zhu \(2019\)](#), who investigated the impact of out-class learning activities on learner self-directed learning. A number of 112 students in Columbia were participated in the study using a questionnaire and open-ended response to explain the [Garrison's \(1997\)](#) dimensions of self-directed learning. The results found that Duo-lingo application could encourage students' out-of-class learning activities but from the interviews showed that learners were lack of motivation, self-monitoring, and self-learning management.

The aforementioned studies provided a broader horizon of both learner autonomy and self-directed learning from the perspective of autonomy and self-directed learning scale developed by different experts. The findings were fruitful in explaining how autonomy and self-directed learning was perceived by both students and teachers in different context of study. Meanwhile the open-ended questionnaire could qualitatively explain how autonomy and self-directed learning were implemented in the classroom. So far, the results of the previous studies tend to look the existence of autonomy from the product-based side as reflected in the questionnaire. Also, all of the above studies are under the general English classes. So that, the knowledge contributions could not be generalized to different context such as ESP or even EAP classes. However, it is relatively overlooked to investigate the features of autonomy reflected from the perspective of process-based. This study attempts to examine how the features of autonomy are reflected from language learning process under the English for Specific purposes (ESP) class. Furthermore, research has not been conducted to determine how the ESP classroom can be enhanced to meet the needs of the autonomous learner.

Therefore, this study will address two key research questions:

1. What are the key features of the autonomous learner in the Indonesian university ESP class?
2. How can the ESP classroom meet the needs of the autonomous learner?

METHODS

Design

The authors decided to employ ethnography, because the ESP learners can be viewed as a subcultural group, processing their aims of learning. Furthermore, ethnography is also mirrored into a research methodology of decoding teachers and learners' learning behaviors through prolonged immersion, observation, and interaction with the member of the target culture group ([Li & Wang, 2018](#); [Wolcott, 2008](#)).

Also, an ethnographical approach was deemed appropriate to examine activities taking place in their natural settings, since the purpose was to interpret the events from the participants' point of view ([Creswell, 2008](#); [Maxwell, 1996](#); [Mertens, 2010](#)). Furthermore, relatively few studies have dealt with autonomous learning within the ESP context. This research is part of a one-year ethnographic project that explores the pedagogical transitions of General English (GE) into English for Specific Purpose (ESP) teaching and learning at the Islamic State University of Malang (UIN).

Participants

The authors did not apply any predesigned criterion to select the research sample since the ethnography is a naturalistic method that requires observation in the natural environment and defined participants and the results cannot be exactly forecasted ([O'Reilly, 2008](#); [Li & Wang, 2018](#)). Consequently, the Science and technology department head introduced the three ESP learners.

The research was conducted at the State Islamic University in Malang, Indonesia – a public university with eight faculties and over 15,000 students. The university curriculum requires students from non-English majors to successfully complete an ESP course. Each ESP course is centered on developing language, skills, and discourse within a specific discipline to support students in their respective fields. Average class size is 25 students.

The study participants were from the Faculty of Science and Technology majoring in Architectural Engineering, Biology, and Chemistry. The three second-year university students, two males (L and K) and a female (R), were selected based on three factors: 1) their willingness to fully participate in the study, 2) their reputation as motivated students possessing valuable information ([Gall et al., 2004](#)), and 3) that they represented three different majors at the target university.

Procedure

During the ethnographic research, the author adopted several different methods to collect the qualitative data through ethnographic interviews unstructured interviews, group interviews, unstructured classroom observations, documentary analysis of the learners, learning materials, notes, and participants observations ([Li & Wang, 2018](#)). The authors stayed in the field for four months from September to December to get the fieldwork data through visiting L's, K's and R's classes twice a week, each classroom visit lasted approximately two hours.

The ethnographic interviews were done through casual conversation with the three research participants by revealing participants' interests ([Ogden & Roulon, 2009](#); [Li & Wang, 2018](#)). Therefore, when the features of learning autonomy from the three ESP students were identified, an explanation was then taken into consideration. These unstructured interviews were also repeatedly and insightfully enquired about learners' experience during their ESP learning. The unstructured interviews ranged from 30 minutes to 2 hours in length, and they were usually

administered during lunch time after the classroom observations. The interview concept was applied using [Magg-Raport's \(2000\)](#) model to draw learners' insights occurred in particular space and time.

Next, the unstructured classroom observation was conducted to enrich the authors' understanding of the autonomy features and the needs of autonomy of from the ESP class ([Robson, 2011](#); [Li & Wang, 2018](#)), particularly on the learner's autonomy needs, features and learning activities. To maintain the natural setting and avoid obstructive effects, the authors did not let the ESP teachers introduce them formally to the learners during the whole research process.

Data Analysis

Transcripts from the participants were analyzed using a combined deductive and inductive coding using thematic analysis approach ([Fereday & Muir-Cochrane, 2008](#)). Deductive approach was applied to determine codes to autonomy and needs features. Meanwhile, the inductive approach was employed to explore the detail themes emerge from the study ([Rivas, 2012](#)). Similarly, deductive-inductive approaches undertaken by [Mintz, Branch, March, & Lerman \(2012\)](#), the authors used broad deductive codes to lead the data interpretation based on the autonomy needs and features. To identify major themes, the authors also considered the codes of autonomy feature and learner's needs in the initial stages. As the second step, inductive codes were generated from the data based on the pre-established themes. Subsequently, the above steps were followed by a customary procedure for the thematic analysis revisions of the codes applying iterative and reflexive process by comparing and contrasting to emerge 'valid' themes ([Tesch, 1990](#)). For coding reliability, the thematic analysis was performed three times, and the coding of each transcript was compared through researchers' team.

RESULTS AND DISCUSSION

Research Question (RQ) 1: What are the key features of the autonomous learner in the Indonesian university ESP class?

The findings derived from the study are divided into two subsections: interview responses and analysis, followed by results from a focus group discussion (FGD) and classroom observation focused on course materials and teaching approach. The following excerpts represented how ESP learners described their roles as autonomous learners. Thematic coding process was applied to analyses the responses to the open-ended questions. From the interviews, four autonomous learning sub-themes were identified: perceiving language learning, establishing learning objectives, implementing language learning strategies, and monitoring the learning process.

Perceived language learning

First, the three ESP learners explain how they perceived themselves as language learners in the ESP class. The first respondent L, he was a 19-year-old male student in his fourth semester from the Architectural Engineering department who enjoys reading English language text books in his spare time. The second respondent K, he was an 18-year-old male student from the biology department. He demonstrates intermediate-level proficiency in an ESP class. His previous experience in learning English was with a native English speaker for four years in high school. The third respondent, R, she was an 18-year-old female undergraduate student majoring in Chemistry. She was enrolled in three concurrent language courses (Mandarin, German and English).

1. English is fun, even though it was a difficult language to learn I feel that I'm good in ESP class. I am able to manage myself. I have goals for ESP here. I want to develop myself and increase my skills in speaking. I want to speak like a native speaker and with that skill I can go around the world.
2. I think studying English through an intensive course in the university Language Center makes me well motivated to speak with teachers and friends. The classroom learning environment encourages me to speak.
3. Even though I take a science program, when I got difficult words on the text, I usually write those words on my book. I do not open dictionary to see the meaning of the words, but I guess the meaning from the context.

The three respondents perceived themselves utilizing autonomous learning attributes in their English language studies. For example, L demonstrated an attitude of responsibility for his learning by establishing clear incremental goals as a self-directed learner. K described how he remained motivated within the ESP class, while R expressed her self-directed learning preference by taking initiatives to challenge herself.

Establishing learning objectives

Second, regarding learners' learning objective in ESP class, the three learners express their opinion below.

1. Well, for me, my English language learning objectives are now and then. My short target is that I am able to speak English in the near future. Another target is to complete my ESP course so that I can get the one-year English certificate for my university regulation. The one-year English certificate will surely be used for the faculty requirement to sit in comprehensive examination in the next three semesters. And it is also prepared me for my job in the future.
2. Ok, I must get a good score in my English class. Having higher TOEFL score and getting the one-year ESP certificate are my serious concerns. If I cannot reach the minimum TOEFL score I will fail and retake the next semester. TOEFL with a higher score will help

me to compete my job later. Being able to speak English well is my other concern in the near time. I believe when I continue my S2 (master degree) program abroad, good communication is needed. Current technology also requires lots of English abilities on programming it.

3. I think, oral English is my objective to master in the one-year English program under the Language Center. This academic English helps me practice my speaking with friends and teachers. Besides, my objective is joining the English graduation day then I get the one-year English certificate. Because ESP program campus is equal to Diploma one.

All ESP respondents expressed their remarks differently. The primary learning objective appeared to be earning the required one-year English certificate through successful completion of the ESP course. Beyond meeting basic requirements, the students' secondary objectives were both short and long-term. For instance, short-term objectives included gaining speaking proficiency as shared by L and R, while long-term objectives were based on the need for English language skills to pursue graduate education, qualify for career opportunities, and navigate technology, as described by L and K.

Implementing language learning strategies

In terms of the implementation language learning strategy, the three respondents implemented different learning strategies in their ESP as illustrated in the following excerpts.

1. Ehm, let me think. Well, I use suitable reading strategies to enlarge my words. For example, I will look at critically unfamiliar words by trying to find the meaning, synonym and type of words whether adjective, verb, noun, and adverb. I pay special attention that through this way looks more effective. I like to learn on my way.
2. As far as I am concerned, I often listen to western music to develop my speaking performance. With this way I can learn to pronounce and say words properly without the teachers' attendance. Besides, I can also learn a cultural context.
3. An extra related text usually provided by my lecturer to support the related topic, but I usually find another text that I like for my critical thinking. It is interesting for me to read and understand on my own than with a group. Sometimes I like to be in a study group because we have different levels of understanding among the group members. To me individual understanding is not enough. The findings imply that learners can identify and adopt relevant strategies that encourage autonomous learning. Language learning strategies are the learner's goal-directed actions for improving language proficiency or achievement, completing a task, or making learning more efficient, more effective, and easier" (Oxford, 2011b, p. 167). All three respondents implemented independent learning

strategies to control certain aspects of their learning within the ESP context. For example, L reported in detail his approach to vocabulary building, K relied upon music to improve his pronunciation, while Rosa searched for additional texts to augment her learning. In addition, R also identified that an independent learning approach is not sufficient for her learning and sought group work to enhance her studies.

Monitoring the learning process

Each ESP learners performed different ways in monitoring his/her learning progress whether it took place in the classroom or out-class learning activities. The following scripts illustrated the way learner monitored his/her learning process and progress.

1. Well, I'm very task oriented, I often ask myself when I should monitor the process of myself-study. For example, I often question myself whether I can do my homework assignments and see the progress is going with them
2. Ok, most frequently, monitoring my language learning, I take notes to whatever topics given by my lecturer. For example, if my English did not reach to the main purposes then self-correction is done. I question myself such as where did I go wrong? How do I fix things?" and of course, I will reward myself.
3. For me, reflecting on self-study is often made. When I speak with friends and teachers, I often recheck whether I used correct words and grammar to my sentences. I am clearly sure that learning to speak English counts a lot of considerations of correctness. That is why I often try to perform a proper way to drill my conversation on the way to pronounce and to use grammar.

All the participants expressed that self-monitoring is critical for improving their respective language skills, although they employed different methods. L systematically monitored his progress through task completion, while K implemented a holistic approach through self-assessment, resolution, and reward. Meanwhile, R focused on reflection to help her identify improvement opportunities. Through differing monitoring methods, each participant remained motivated, organized, and focused on their learning goals.

Research Question (RQ) 2: How can the ESP classroom meet the needs of the autonomous learner?

To expand the understanding of autonomous learning beyond the interviews of study participants, the researchers facilitated a focus group discussion (FGD) and conducted classroom observation. The FGD explored the connection between ESP learning needs, course materials and teaching activities on autonomous learning, while the observation spotlighted teaching approaches. The researchers found that ESP teachers used a mix of general English textbooks as well as supplemental material to link language learning to professional fields of study. Regarding teaching approaches, results indicated specific characteristics that support autonomous learning.

In the comments below, the participants illustrate the impact of the leaning needs, materials and teaching approach on their autonomous learning skills including planning, motivation, and self-confidence.

1. The handout given to us is interesting since it contains with relevant daily examples. The course offered with different activities sounds interesting for me. When the teacher gives me with samples of dialogues and working with role plays, I am bashful at first, but then I am happy since my classmates were nicely performing the dialogues. I need to schedule the activities first just like doing a homework especially exercises on grammar that attract my interest because I enjoyed doing some exercises without taking up my time a lot.
2. The language function of idiomatic expressions used in the sample conversation are treasured to be applied in my future work. Happily, I am also practicing with my classmates and they welcome to demonstrate words trained in a conversation. For me, everyday language functions are nice to use. Many linked-terminologies to my discipline are being studied where I almost never used them. Right now, in everyday talked with my classmates and roommates, I must use them communicatively. I often engage myself in various ways when class is outside. I'm well-motivated learning outside classroom with internet or CD recording to listen over and over again
3. The dialogues in the prepared-worksheets are suitable with my major. I like the exercises given in the worksheets. I speak to overseas students with such a model. The activity provided was fascinating to practice English, even if I lack of using English. However, I still tend to practice the language expressions with friends outside because it is in need and useful when I talked with friends in the campus. I also enjoy learning English song from online YouTube

The study participants shared that learning from book-based materials is useful as the texts are organized and specifically developed for the English language learner. Moreover, the ESP textbook materials provided a framework for independent learning. However, textbooks maybe outdated and not well-aligned with topics that engage learners, nor did the texts support discourse skill building within any specific discipline. Because of the limitations of prescribed general English textbooks, the researchers noted that learning activities were often augmented through role plays, conversations, and dialogues connected with authentic situations.

Through classroom observation, the researchers identified effective teaching approaches that enhanced autonomous learning – providing flexibility and fostering creativity. The teacher created a flexible learning environment by allowing students to choose to either work in groups or on their own. Creativity was fostered through encouraging students to develop problem solving skills, like [Zhao's \(2009\)](#) conclusion that high-level cognitive skills such as problem solving, and critical thinking provide rich

experiences of learning autonomously.

In this section, the findings are discussed and interpreted in response to the two research questions. The practical implications of the study outcomes for encouraging autonomous learning beyond the ESP classroom are also presented.

Key features of the autonomous learner in the Indonesian university ESP class

A willingness to accept responsibility for active learning appears to be the foundational feature of an autonomous learner. Rather than relying only on the instructor and course materials, an autonomous learner demonstrates initiative in learning through robust planning, implementing effective strategies, and systematically monitoring and evaluating progress.

As indicated in the results, autonomous learners begin with planning; plans for lessons, for a course, and for the future. Through autonomous learning, language learners set targets and objectives within the framework of the ESP class, as well as outside of the class. In this study, all respondents are focused on the short-term goal of meeting university requirements by obtaining the one-year English certificate. Beyond the short-term goal, each learner's long-term goals vary depending upon career choices or interest in further education. Through careful planning, the autonomous learners demonstrate a self-directed commitment to achieving their learning goals. These findings reported their similar and different results to some previous studies. The similarity was reported in terms of general autonomous cycles involving planning, implementing, and evaluating students' learning ([Borg & Alshumaimeri, 2019](#); [Budianto, 2014](#); [Hartnett, 2015](#); [Yuliani & Lengkanawati, 2017](#)). Meanwhile, within a specific ESP content the cycles involved more challenging skills. The ESP learners not only required to learn general English but also to learn specific English (their content knowledge in English) as their major. This is the novelty of the study. Therefore, this study provides specific add to the theory of autonomous learning.

In addition to implementing active planning, the results illustrate how the students identify and adopt effective learning strategies that meet their individual needs and help them reach their targets. This study was also found in [Lin & Reinders's \(2019\)](#) and [Chan's \(2001\)](#) studies. They reported that learners' learning preferences become crucial factors in promoting students' autonomous learning. Autonomous learning represents an intentional activity in which learning is pursued based upon individual preferences. These preferences provide a motivating framework for pursuing independent learning as a supplement to the ESP class such as seeking additional English texts or listening to Western music as discussed in the findings. Further, through an autonomous learning strategy, students can determine their respective monitoring model without pressure which creates a more relaxed and enjoyable learning experience.

On the other hand, an autonomous learner may embrace their preference for group work as also noted in the findings.

Community activities allow learners to become involved in personal growth and engagement, by helping classmates, by discovering how to make choices, and by gaining self-confidence. Both independent and group learning strategies are markers of autonomous learning.

An autonomous learner values monitoring and evaluating their language learning progress. The aim is for students to track their accomplishments, recognize improvement opportunities, and develop an action plan to fill their knowledge gap. In this study, each respondent adopted a different monitoring and evaluation plan. The three subjects L, K and R indicated different processes of autonomy such as monitoring learning progress using a specific task, holistic approach, and regular reflection strategies. Although the methods may vary, the results indicate that all the research participants perform their active learning by actively monitoring their language learning process.

The needs of the autonomous learner in the ESP classroom

Through teaching via a learner-centered approach, the ESP students in this study were able to perceive positive learning experiences. Because autonomous learning represents an intentional activity in which learning is pursued based upon the individual, a basic premise of teaching autonomy is allowing freedom of learner choice to enhance performance without relying on the teachers' guidance. The inclusion of self-regulation into the learner autonomy framework improves our understanding of how teachers can support their learners' development of autonomy and promote the appropriate conditions necessary for this development ([Nakata, 2014](#)).

As previously noted, autonomous learning is often affected by the teacher's approach, as well as class materials as indicated in the findings. In this study, teachers adopted a structured, but flexible, approach to encourage learners in the ESP classroom. Rather than relying on a static textbook, teaching was enriched through supplemental materials. By creating authentic and practical tools for ESP learners, students gained language proficiency via role plays and dialogs applicable to their field of study. Due to the numerous undergraduate majors and flux in related careers, ESP materials require regular review and updating to meet students' needs. Maintaining an effective connection between learning materials and professional discourse requires commitment by the teaching staff. Often, survey tools are implemented to assess students' needs with data collected from subject area experts and students.

Additional resources in the ESP classroom can support the autonomous learner, especially technology-based opportunities. Technology can influence students' motivation to learn while increasing their involvement in and out of the classroom. ([Iiter, 2009](#); [Jay, 2006](#); [Kassim & Zuraina, 2007](#); [Reksten, 2000](#)). Technological tools provide students with flexibility to learn at any time and at any location. Yet, the need for using modern technologies in the ESP instructional environment presents a challenge for the

teacher. The ESP teacher needs to provide a relevant framework for students to construct knowledge and become active participants in the learning process. Through facilitating constructivist dialogue in the ESP digital classroom, the teacher can guide students in building autonomous learning skills.

Implications

Although this study focused on key features of autonomous learning within the ESP context, the results are applicable to most educational situations. Nurturing responsible learners that can design, implement, and monitor their learning through effective strategies results in autonomous learners in other content areas. Beyond building proficiency in the subject matter, the key features can foster desirable characteristics including leadership, diligence, and self-awareness. Autonomous learning also offers the learner the ability to understand how to develop and function more effectively as self-directed individuals.

Other implications involve the teacher's approach. Adopting and promoting a spirit of independent learning provides learners with a supportive framework to develop and practice autonomous learning habits. Within this framework, the teacher can introduce or expand expectations for autonomous learning while utilizing authentic and practical learning tools. Furthermore, by readily adopting and integrating technology-based teaching into the classroom, teachers can create a robust learning environment that is not only resourceful, but also provides variety to meet individual needs.

CONCLUSION

This ethnographic case study has extended understanding of the autonomous learner by not only highlighting key features noted in previous studies, but by adding insight through in-depth analysis. Moreover, the study revealed strategies for meeting needs of an autonomous learner through authentic materials and effective teaching approaches. Although this study was conducted within an ESP context, the results are clearly applicable to other learning contexts.

The study confirms that a willingness to accept responsibility for active learning appears to be the foundational feature of an autonomous learner. In addition, the results provide a roadmap of how an autonomous learner may approach learning via vigorous planning, implementing effective strategies, and systematically monitoring and evaluating progress.

Based on the study's results, we have suggested adopting flexible and creative teaching approaches that foster autonomous learning. By establishing an adaptable framework, a teacher can support students at various stages of autonomous learning. Furthermore, as indicated in the study, a teacher enhances the learning experience by utilizing a variety of materials. In the ESP classroom, a combination of traditional language textbooks and authentic supplementary handbooks provided the essential connection

to the non-English majors' chosen discipline. The autonomous learners in this study indicated that the benefits of role playing, creating dialogs, and working with technological tools helped them reach their learning goals.

Looking beyond the ESP classroom, the results are transferable to other educational environments. Encouraging students to perceive themselves as an autonomous learner is essential. Then, by fostering self-awareness and self-directed learning, teachers can stimulate responsible learners to plan, implement, and monitor their learning through effective strategies.

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L2 Learning Online: Self-directed Learning and Gender Influence in Indonesian University Students

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The present study was conducted to investigate Indonesian second language (L2) learners' Self-Directed Learning (SDL) in English during the online classes due to the Covid-19 pandemic and to investigate whether there was a significant difference in SDL between female and male learners. As online learning is implemented nationwide in Indonesia due to the pandemic, it becomes paramount to investigate learners' SDL, considered very critical in online learning settings where teachers' ability to check learners' progress is not as extensive as it is in the face-to-face mode of instruction. The participants of the study were 187 undergraduate students taking English for Academic Purposes (EAP) classes. Through the data obtained from the online questionnaire, the study found that learners, in general, reported a high level of SDL even though many of them still embraced procrastination behaviours and considered the pragmatic need to pass the EAP class more important than the actual L2 learning. It also found that there was no significant difference between female learners' SDL and that of male learners. Based on the findings and analysis of the possible factors, possible contributions of the study are presented along with the possible limitations and suggested directions for future research in the field.

Keywords: Self-Directed Learning (SDL), gender, online learning

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INTRODUCTION

The Covid-19 pandemic has affected people's lives worldwide. Since its first appearance by the end of 2019 in the city of Wuhan, China, this pandemic has infected more than 170 million people across the globe with more than 3.53 million deaths among them as of May 2021. Due to the severity of the pandemic, governments worldwide have implemented closures to schools and universities since March 2020. Instructions were since then moved from face-to-face mode to distant mode mainly with the help of internet technology to stop or minimise the possible spread of the virus at schools or universities ([Mondol & Mohiuddin, 2020](#)). Specific in the Indonesian context, the Indonesian government through the Ministry of Education and Culture with "Safety and Health First" policy has stated that distant learning is to be continued in all levels of education, including tertiary level until the pandemic situation could be contained ([Kemendikbud, 2020](#)).

Despite all the possible challenges of online learning especially at the time of the Covid-19 pandemic, many authors have reiterated the potential benefits of online learning. [Plaisance \(2018\)](#) explained that online learning could be delivered synchronously or asynchronously. The synchronous mode enables real-time communication between teachers and learners ([Plaisance, 2018](#)) through teleconference applications such as Skype, Zoom, Microsoft Teams, and Google Meet.

In comparison, in the asynchronous mode learners work on the given tasks within a flexible time parameter ([Plaisance, 2018](#)) through Learning Management System applications (LMSs) like Schoology, Moodle, and Google Classroom. Online learning further allows learners to learn L2 in a free virtual environment per their pace and time ([Lee et al., 2016](#)) especially in the context of the asynchronous mode. [Plaisance \(2018\)](#) further argued that the flexibility of online learning could be capitalised by the balanced and careful combination of synchronous and asynchronous modes of instruction and thus such practice tends to be more preferred by learners ([Milligan & Littlejohn, 2014](#); [Moorhouse, 2020](#); [Plaisance, 2018](#)). In the case of adult learners such as those at the tertiary level of education, learners tend to have a strong belief of what works for them in learning and how they want to learn ([Slaouti et al., 2013](#)) and this could function as a powerful filter whether or not, or to what extent, such learners can optimally learn in the online learning context.

The mentioned preference is closely related to learners' psychology. It is argued that the psychology of L2 learners also takes an important role in the L2 learning process ([Kim & Kim, 2016](#)) and it affects learners' various ultimate L2 achievements ([Dornyei, 2005](#)). These factors are collectively known as Individual Differences (IDs) ([Dornyei, 2005](#); [Ortega, 2009](#)). Among more well-researched constructs of IDs such as L2 learners' aptitude, motivation, learning strategies, and anxiety, there are two constructs that, even though less researched so far, could be equally important. Those are L2 learners' self-directed learning (SDL) and gender.

Self-directed learning (SDL) in an online L2 learning setting

During the instruction process, traditionally principal decisions are made by teachers regarding such issues as what learners learn, how they learn, and how they understand the learning aims ([Ayyildiz & Tarhan, 2015](#)). However, in the active learning context, learners are in charge of their learning and make decisions for themselves ([Ayyildiz & Tarhan, 2015](#)). Active learning requires learners to self-direct themselves in deliberate and planned learning ([Basereh & Pishkar, 2016](#)), thus the term self-directed learning (SDL).

In the context of instruction, SDL means that learners can "take initiative, with or without the teacher, in making decisions concerning their learning." ([Sze-yeng & Hussain, 2010, p. 193](#)). In line with the definition of SDL, self-directed learners have specific attitudes, characteristics, and skills. They have the attitude of believing that learning is a personal responsibility, they engage in challenging problems, and they have the eagerness to learn, at times, despite the possible challenges ([Ayyildiz & Tarhan, 2015](#)). These learners also have the skills to determine their learning goals and to select appropriate learning strategies. They are also able to distinguish between what is important and what is not, have good time management, and can monitor their ongoing achievements and to assess their study efficiency ([Ayyildiz & Tarhan, 2015](#)).

SDL has been a subject of numerous empirical studies in various learning contexts ([Ayyildiz & Tarhan, 2015](#); [Ko, 2018](#); [Park et al., 2018](#); [Rashid & Asghar, 2016](#); [Uz & Uzun, 2018](#)), suggesting researchers' acknowledgement of the role of SDL towards learning. Specific about SDL concerning technology use, [Park et al.'s \(2018\)](#) study in Korea, for example, found that

learners' self-directed English learning ability was significantly correlated with their attitudes toward the internet. That means the more positive attitude they had towards the uses of the internet, the higher their SDL. [Rashid and Asghar \(2016\)](#) found the use of technology was strongly associated with Saudi Arabian learners' SDL whilst [Uz and Uzun \(2018\)](#) found through their experimental study that the experimental group experiencing a blended learning mode of instruction reported higher SDL than the control group experiencing face-to-face instruction. A study by [Sumuer \(2018\)](#) in Turkey further found that with adequate support and carefully designed online learning such as one offering flexible design and collaboration opportunities, learners could be facilitated to be in charge of their learning.

Despite the advantages, online learning also inherently has several challenges for learners. Concerning online learning due to the Covid-19 pandemic, [Mondol's and Mohiuddin's \(2020\)](#) study in Bangladesh reported that their participants faced various learning difficulties during the online learning because of limited internet credits, weak internet connectivity at home, and the unavailability of supporting gadgets. Furthermore, teachers' limited ability to check learners' understanding through visual indicators even in a synchronous mode of instruction ([Plaisance, 2018](#)) could lead to learners' prolonged misconceptions unless learners willingly ask questions or independently study further. The temporal and spatial freedom supposed to be the benefits of online learning, especially in the case of the asynchronous mode of instruction, could at the same time be a weakness ([Plaisance, 2018](#)). For example, learners procrastinate or keep postponing working on tasks and eventually put minimum efforts to finish them at the last moments ([Klingsieck, 2013](#)). The procrastination phenomenon was found to be prevalent among undergraduate students ([Ozer, 2011](#)). Hence, unless executed carefully, online learning could lead to possible learners' disengagement and disconnection from instruction ([Plaisance, 2018](#)).

With that in mind, it becomes sensible that learners' SDL become of critical importance in online learning settings ([Zhu et al., 2020](#)). Though not specifically in L2 literature, [Allam et al.'s \(2020\)](#) recent study in Malaysia during the beginning of the Covid-19 triggered online learning found that their university undergraduate student participants had a low level of SDL. Due to the Covid-19 pandemic and so the relatively abrupt shift to the online mode of instruction, learners were probably not fully ready to self-direct themselves to succeed in online learning settings. It is posited that unless learners have a high SDL level, they are unlikely able to optimally succeed in online learning settings ([Zhu et al., 2020](#)).

Specific in the Indonesian context, furthermore, empirical studies involving a large number of participants with the possibility of generalisation on learners' SDL in the context of online learning, to the best of my knowledge, are very rare. With the implementation of online learning nationwide and various challenges Indonesian learners may have related to infrastructure and resources, the issue of SDL in the context of online L2 learning can be paramount. Hence, it could be worthwhile conducting a study that could potentially shed a light on this field in the Indonesian online learning context at the time of the Covid-19 pandemic.

Gender influence in L2 learning

There has been a commonly held belief that language learning is a feminine domain (Clark & Trafford, 1995; Graham & Rees, 1995; Lu & Luk, 2014; MacIntyre et al., 2002). Female learners were found to show more positive attitudes towards learning such as higher motivation (Polat, 2011) and integrative motives (Henry, 2011) as well as to show better L2 test results (Zoghi et al., 2013). However, a study by Venkatesh and Morris (2000) found that when learning demands learners to master technological tools, male learners tended to show more effort than female learners did. Specific in the field of SDL, the gender aspect has been studied several times in different learning contexts (e.g.: Gokcearslan, 2017 in Turkey; Lee et al., 2017 in Hong Kong). Both studies, contrary to the previous studies favouring female learners in language learning, found that there was no meaningful difference between female and male learners' SDL in L2. This could indicate that albeit learners' gender plays a role in L2 learning (MacIntyre et al., 2002), the relationship between learners' gender and their L2 learning was not really straightforward. Hence, a further study investigating the relationship between learners' gender and their SDL is deemed strategic to be conducted. From the results, teachers could design instruction that in its way could best benefit learners of both genders.

With the mentioned rationales, the present study seeks to answer these research questions. First, what is L2 learners' level of SDL in English online class? Second, is there any significant difference between female learners' SDL and male learners'?

METHODS

Research design

The study used quantitative methods by distributing a questionnaire. The questionnaire consisted of several items on demographic information and fifteen items on SDL. The fifteen questionnaire items on learners' SDL were adapted from Ayyildiz's and Tarhan's (2015) Self-Directed Learning Skills Scale (SDLSS). Ayyildiz and Tarhan (2015) specifically conducted their study to develop a valid and reliable scale measuring SDL, later named SDLSS. The SDLSS had the Cronbach's alpha value of .86 indicating reliability (Ayyildiz & Tarhan, 2015), which was the main reason of the adaptation of the scale in the present study. The original SDLSS measures learners' SDL in general irrespective of subjects and as such out of 40 items in the original SDLSS, only 15 items were used in the present study as these fifteen selected items were considered applicable in the context of L2 learning. These fifteen items were also slightly modified in the wording to further match the L2 learning context. For example, "I believe that I can learn a lesson, no matter how it is complicated" in the original SDLSS were slightly modified into "I believe that I can learn English, no matter how it is complicated." The participants were to respond with one of these responses: "Strongly agree" (equal to 5 points), "Agree" (4 points), "Neither agree nor disagree" (3 points), "Disagree" (2 points) and "Strongly disagree" (1 point). Item numbers 8 and 15 indicating negative statements were reversed

scored. In these items "Strongly agree" signified low SDL whilst "Strongly disagree" signified high SDL.

The questionnaire was translated into the Indonesian language, with which language the participants were more proficient to facilitate the participants' better understanding on the questionnaire items and so generating more valid responses. The questionnaire was then made in *Google Form*. Before distributed, the questionnaire was piloted to several volunteers to make sure that all the items were "accurate, unambiguous, and simple to complete" (Gray, 2014, p. 372). After I did the necessary revisions based on feedback, the questionnaire was then distributed to the participants with the help of the class teachers from 20 October 2020 up to 6 November 2020. The fifteen items of the questionnaire had .78 Cronbach's alpha coefficient indicating that the questionnaire had a quite high internal reliability.

Research participants and ethical considerations

The present study's participants were 187 Indonesian undergraduate students taking English for Academic Purposes (EAP) in their respective departments at a private university in Java, Indonesia. These learners filled the *Google Form* SDL questionnaire. The selection of EAP class students as the participants of the present study was based on several considerations. Before taking EAP classes in their respective departments, these learners had already completed three non-credited General English (GE) courses, namely GE levels 1, 2, and 3, during three semesters. Hence, these learners had experienced English classes at the university level for three semesters before taking the EAP classes. Thus, they were considered having familiar with English instruction at the university level when participating in the study. Secondly, the EAP classes they were taking were the progression of the GE courses, thus had a higher difficulty level than that of GE courses. In such a context, coupled with the online learning setting due to the Covid-19 pandemic, these EAP learners' levels of SDL could play a vital part in their L2 learning.

The online instruction in these EAP classes was conducted in various ways depending on the teachers and the departments. However, typically, the teachers used the combination of the synchronous mode through *Zoom*, *Google Meet*, or *Microsoft Teams*, and asynchronous mode through tasks given through LMSs such as *Google Classrooms* or *Moodle*. Instant communications between teachers and students were mainly conducted through *WhatsApp* groups.

The present study employed the principles of research ethics. After gatekeepers' consent (Creswell, 2014) was obtained through the Heads of Department, I gave the link of the *Google Form* questionnaire to the respective class teachers for them to share with their respective EAP learners. The learners were given freedom whether or not to participate in the study to maintain the principle of autonomy (Israel & Hay, 2006). Furthermore, at the beginning of the *Google Form* questionnaire, information about the objectives of the research, and participants' rights of voluntary participation (Oliver, 2003) was provided. All questionnaire data were solely used for the research purpose. Of the 187 participants in total, 87 participants (46.5%) were willing to be invited for possible follow-up studies

if necessary, indicating their enthusiasm in participating in the current research further. The other 100 participants (53.5%), in comparison, exercised their freedom not to participate in any follow-up studies, indicating the principle of voluntary participation was implemented in the present study (Creswell, 2014).

Data analysis

The questionnaire data were recorded into SPSS 25 and analysed further to answer the research questions. Descriptive analysis was employed to answer the first research question on learners' SDL level. Independent Sample T-Test was employed to answer the second research question on whether there was any significant difference between female learners' SDL and male learners'. The sequence of the data collection and analysis could be seen in Figure 1.

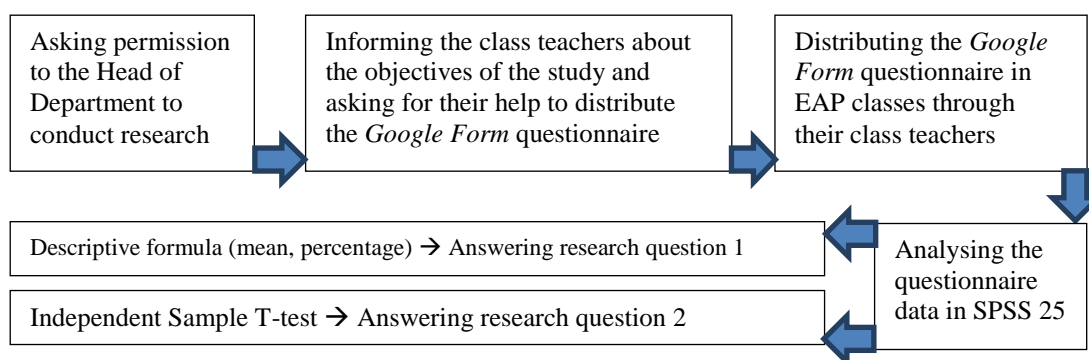


FIGURE 1 | The sequence of data collection and analysis

RESULTS AND DISCUSSION

Results

In total, 187 EAP learners participated in the present study. Of these 187 participants, 101 were female and 86 were male. The mean of the participants' age was 20.38 with the minimum age of the participants being 18 whilst the maximum being 25. They were from various study programmes/departments. 60 participants (32.1%) were from Management department, 48 (25.7%) from Biology, 27 (14.4%) from Architecture, 26 (13.9%) from Product Design, 14 (7.5%) from Accounting, and 12 (6.4%) from Informatics. At the time of filling the online questionnaire,

the participants, who followed the English lesson online, resided in various regions in Indonesia. 126 participants (67.4%) were in Java, 18 (9.6%) in Kalimantan, 13 (7%) in Sumatera, 12 (6.4%) in Sulawesi, five (2.7%) in Papua, five (2.7%) in Nusa Tenggara, two (1.1%) in Bali, and the other six (3.2%) in other islands/places.

L2 learners' level of Self-Directed Learning (SDL) in English online class

The composite result of learners' SDL could be seen in Table 1.

Table 1 | Learners' SDL Level

Participants	Minimum	Maximum	Mean	Std. Deviation
187	44	75	59.18	6.11

As seen in Table 1, the mean of the participants' total SDL level was 59.18. It indicated that on average, their responses were in 3.95, approaching "Agree" (4 points), indicating high SDL. Hence, it could be stated that in general, learners had a high SDL

level during English online learning. More specific about the participants' responses in each item of the questionnaire, the mean of the participants' responses could be observed in Table 2.

Table 2 | The Mean of the Participants' Responses on the SDL Questionnaire

Item Number	Mean	Std. Deviation
1	4.39	.78
2	4.21	.75
3	3.82	.92
4	3.71	.84

5	4.09	.79
6	4.51	.61
7	4.39	.71
8	2.54	1.13
9	4.33	.77
10	4.18	.82
11	4.12	.76
12	3.57	.88
13	3.97	.75
14	4.18	.70
15	3.18	1.14

As observed in [Table 2](#), several items produced high mean scores of more than 4, indicating a very high SDL level. Item number 6, "I hold myself responsible for my English learning," for example, yielded a mean score of 4.51, the highest among all the items. 95% of the participants either strongly agreed or agreed with the statement. This finding suggested that the majority of the participants held themselves responsible for their learning progress. Furthermore, item number 1, "I believe that I can learn English, no matter how it is complicated," obtained a mean score of 4.39. 86% of the participants supported this statement. This indicated that they reported optimism in learning despite possible obstacles. Next, item number 7, "I must know clearly the objectives of the new subject to be learned," also obtained a mean score of 4.39. The statement was supported by 87.7% of the participants. This showed that it was important for these participants to know the learning objective or what was expected from them in learning.

Despite the high SDL level in general, interestingly, the two negative items, item numbers 8 and 15, yielded the lowest mean

scores of all. It indicated that learners, in contrast with their generally high SDL in the other items, reported their low SDL in these two items. Item number 8, "Generally, I try to finish my homework at the last moment," obtained the lowest mean score of 2.54. 49.8% of the participants supported this statement. In other words, 49.8% of the participants reported their tendency of working on tasks approaching deadlines. Furthermore, the second-lowest mean score was from item number 15, "The important thing is not what I learn in English class, but whether I've got a passing grade." It obtained a mean score of 3.18 with 25.7% of the participants endorsing the statement. This finding indicated that many participants considered achieving the passing grade of the English class more important than actual learning.

Difference between female learners' SDL and male learners'

An Independent Sample T-test was conducted to see whether there was a significant difference between female learners' SDL and that of male learners and the result could be seen in [Table 3](#).

Table 3 | Results of Independent Sample T-Test of Female and Male Learners' SDL

	Female (N=101)		Male (N=86)		T-test	Sig.
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Learners' SDL	60.32	6.01	57.84	5.99	.015	.90

As observed in [Table 3](#), though the mean score of female learners' SDL ($M = 60.32$) was higher than that of male learners ($M = 57.84$), there was no significant difference between female learners' SDL and that of male learners ($p > .05$).

Discussion

L2 learners' level of Self-Directed Learning (SDL) in English online class

The present study found that in general, the learner participants had a quite high level of SDL in the online learning setting. This result was in contrast with that of [Allam et al.'s \(2020\)](#) study in the Malaysian undergraduate university context. They found that their participants had a low level of SDL during the onset of online learning due to the Covid-19 pandemic. Though [Allam et](#)

[al.'s \(2020\)](#) study was not conducted specifically in an L2 learning context, the comparison of both studies' results on different SDL level may indicate that learners in the present study were more prepared to face online learning situation than [Allam et al.'s \(2020\)](#) participants and thus were readier to self-direct their learning. It could be attributed to the present study's participants having experienced online learning mode for almost two semesters at the time of participating in the present study whilst [Allam et al.'s \(2020\)](#) participants were at the beginning state of experiencing an abrupt shift to online learning due to the pandemic. The adult learner participants, who were getting familiar with online learning due to the pandemic over time could finally formulate what worked for them and how they wanted to learn it ([Slaouti et al., 2013](#)), thus the high level of SDL.

The result of the present study, furthermore, to a certain extent, corresponded to the results of several previous studies (e.g.: [Rashid & Asghar, 2016](#); [Uz & Uzun, 2018](#)). For example, in an experimental study, [Uz and Uzun \(2018\)](#) found that the experimental group with a blended learning mode of instruction showed significantly higher SDL than the control group with a face-to-face mode of instruction. Though blended learning in [Uz's and Uzun's \(2018\)](#) study and fully online setting in the present study were different, both shared a similarity in the way that both largely utilized technology in the instruction. Hence, the present study's finding corresponded to several authors' ideas positing that the use of technology could enhance learners' SDL ([Rashid & Asghar, 2016](#); [Sumuer, 2018](#); [Trimmel & Bachmann, 2004](#)). [Sumuer \(2018\)](#) argued that an online learning setting providing learners with collaboration opportunities, a flexible structure, as well as choice and control over learning facilitates learners to boost their SDL. In the present study, the EAP classes may have been designed, to a certain extent, to accommodate these as teachers may have had more experience in dealing with online instruction due to the Covid-19 pandemic in the previous semester. Hence, they may have been better equipped when designing the EAP class instruction. For example, the combination of synchronous and asynchronous modes of instruction conducted by the EAP teachers could give learners more flexibility to decide the time, way, and what to engage in learning ([Milligan & Littlejohn, 2014](#); [Moorhouse, 2020](#); [Plaisance, 2018](#)). This could explain why the majority of learners considered learning their responsibility, showed optimism in learning despite difficulties and considered learning goals important to know beforehand, prominent SDL characteristics ([Ayyildiz & Tarhan, 2015](#)).

The participants' responses in two negative items, however, showed the opposite from the general trend. They generally showed low SDL in these two items in which many participants reported procrastination and considered achieving passing grades (and so passing the class) more important than learning progress. The finding on procrastination among these participants was in line with the finding of a study conducted by [Ozer \(2011\)](#) in face-to-face instruction in which procrastination was widespread among undergraduate students. It indicated that the procrastination phenomenon was extensive among undergraduate students regardless of the mode of instruction. Additionally, in the online setting in the present study, learners may have more tasks from content classes in their respective departments. This could be a factor compelling learner to finish tasks in their EAP classes later. As for learners' prioritizing passing the class over learning, the Indonesian EFL setting could play an influencing role. In a context where English was constrained to classroom use like the Indonesian context, learners' perceived needs to master the language may not be as important as their desire to pursue other endeavors, for example, graduating on time. Thus, it could explain why learners considered passing the EAP class more important. Besides, Asian culture which generally considers "face" very important ([Subekti, 2018](#)) may contribute to the participants' tendency to prioritise grades as not passing the class and having to repeat the class, at times with juniors, could pose a threat to their ego.

Difference between female learners' SDL and male learners' SDL

This study found that female learners had slightly higher SDL than male learners did. However, there was no significant difference between female learners' SDL and that of male learners. Several much earlier studies mentioned that foreign languages were traditionally female subjects ([Clark & Trafford, 1995](#); [Graham & Rees, 1995](#); [MacIntyre et al., 2002](#)) with females generally exhibited more positive attitudes towards learning. However, the finding of this study that no significant difference was found could indicate that it may not always be the case. Furthermore, specifically reviewed in relation to previous studies in SDL related to technology, the present study's finding corresponded to the findings of several previous studies in Asia (e.g.: [Gokcearslan, 2017](#); [Lee et al., 2017](#)). A study conducted by [Gokcearslan \(2017\)](#) in a Turkish High School context found no meaningful difference between female and male learners' SDL with technology. A study by [Lee et al. \(2017\)](#) in Hong Kong also found that undergraduate students' use of computers for SDL was not affected by gender.

These relatively same findings may give some kind of support that the use of technology in language instruction could somehow make learners, regardless of gender, to be readier to self-direct their learning. It may even, to a certain extent, debunk the widespread "myth" in the L2 literature stating that L2 learning was more for female learners than for male learners. In the quite old, yet still relevant literature, it was posited that in situations demanding more efforts in using technological devices, male learners had more tendency to make an effort ([Venkatesh & Morris, 2000](#)). This could partly explain why, unlike the results of studies in the face-to-face mode of instruction contexts favouring female learners as more superior in language learning, findings of several studies in online learning contexts tended to find no significant difference between the two groups of gender (e.g.: [Gokcearslan, 2017](#); [Lee et al., 2017](#)), the present study's finding being one of them.

CONCLUSION

The present study has several contributions. First, the finding on learners' generally high level of SDL in the online learning setting at the time of the Covid-19 pandemic could indicate that with careful planning of instructional design of online instruction taking into account learners' study load, supporting gadgets, and available resources, this emergency online learning situation could be momentum for them to take more initiatives in their learning. Secondly, male learners who were generally viewed as less capable than their female counterparts in extensive L2 literature exhibited relatively the same SDL level as that of female learners in the present study's online learning context. As an implication, this finding also suggests teachers optimize the use of technology to facilitate male learners to show a more positive attitude towards and to be more interested in language learning.

Furthermore, several limitations should also be acknowledged. First, the nature of the self-report questionnaire inherently brought the consequence that the data obtained in this study relied on the participants' report. Second, these participants took EAP classes in their respective departments and as such,

they received different instructions, though typical activities could be similar to a certain extent. Hence, it was difficult to attribute their high SDL level to very specific online classroom practices in class due to the quantitative nature of this study focusing on the large number, rather than an in-depth analysis of a phenomenon. Next, though this study involved a large number of participants, thus having the possibility of generalisation, it should be seen in limited contexts and conditions, for example, university contexts with sufficient infrastructure to conduct sufficiently well-designed online instruction.

Directions for future studies could also be suggested. The finding of no significant difference between female learners' and male learners' SDL in the online learning setting opens the possibility of further studies investigating gender role in technology-related L2 learning. It may also be worthwhile to investigate factors affecting learners' SDL through semi-structured interviews. Researchers could further inquire about both internal and external contributing factors affecting their SDL in L2.

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The impact of task-based activities in reading skill for the students during Covid 19 pandemic

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Teachers in the COVID-19 pandemic believe that the instructional strategies in schools need to change in order to determine and formulate online teaching and learning goals. This study aims to investigate the impact of using task-based activities on reading skills for the eight students of the junior high school of SMPN 4 MDN. Quantitative research was employed in this research. It was a quasi-experimental research design, applying a pre-test-post-test control group design. The population of this research was the eighth-grade students of SMPN 4 MDN. The samples used in this research were 8B as an experimental class and 8C as a control class. The sample was taken by using random sampling. In collecting the data, the researchers used a reading test. The researcher used an independent t-test on SPSS version 21 to analyze the data. The results show that the students who are treated using task-based activities are more effective than those who are treated using conventional teaching methods. It means that teaching reading by using task-based activities has a better influence on students' reading skills.

Keywords: reading, reading skill, strategy, task-based activities

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INTRODUCTION

Reading is the main activity to get information or verify knowledge from sources, and it is very important for students. It needs deep understanding to determine what is read, especially in understanding the content conveyed by the text. The students should need the accuracy so what is obtained can be the same as the author's intent. It can especially help students improve their vocabulary knowledge and become fluent readers in their reading skills. Moreover, it is a process of interaction between the readers and the text. The students can transfer their ideas and know the meaning of words and sentences. According to [Jiang & Grabe \(2007\)](#) reading is the ability to convey meaning by using graphic organizers. However, people can add to their information by reading text books, so that they can increase their knowledge. This makes the students more adept at applying and improving everything that has been learned and understood from reading books and developing their critical thinking and knowledge. Many researchers carry out their studies in reading activities because this is a basic activity to open one's perspective, especially the students', about new things ([Küçüköğlu, 2013](#); [Dewi & Salmiah, 2019](#); [Martika & Hermayawati, 2016](#); [Ariandika & Kartikawati, 2018](#)).

Many studies have reported the use of strategy and media in reading activities with the purpose of understanding the meaning of words and contents of a text that is written in English.

The use of strategy-directed inquiry activities (DIA) by [Hamidi & Adnan \(2013\)](#) helps the students develop their comprehension using their own efforts. [Andriana \(2017\)](#) has reported the use of mind mapping in reading comprehension for students. Then, the use of media comic strips can help the students comprehend the story of the text ([Maulana & Fitrawati, 2017](#)). Moreover, [Restanto \(2016\)](#) reported a study on teaching reading by using picture books and found that it helps the students read and understand the text, especially in narrative texts.

It means that a reading activity needs a strategy and media to help the students understand the meaning of words in the text, and it makes the students feel able to comprehend the content of the text. Furthermore, reading activity can be employed by using technique ([Rosyida & Ghufron, 2018](#)) by using strategy ([Suryani, 2017](#)) using media ([Ismail et al., 2020](#)). Therefore, in reading activities, the teacher should use suitable strategies in order to make reading activities in the classroom more fun and not boring. In reality, the problems with reading activity are still present.

Teachers in the COVID-19 pandemic believe that the instructional strategies in schools need to change in order to determine and formulate online learning goals that are in line with the national curriculum. The online meeting is being used to teach and learn in schools ([Bhamani et al., 2020](#); [Bestiantono et al., 2020](#); and [Rasmitadila et al., 2020](#)). Concerning instructional strategies, they emphasize the importance of technological readiness, including technological capacity, as well as whether online media is required to support the success of online learning. The learning is transferred using e-learning and the students still face difficulty in learning, especially in reading class. The students find many problems in understanding the meaning of the English text, and they do not know how to answer the questions related to the text. The students grasp to find information from the identifying topic, controlling idea, generic structure, and language feature in reading activities. It is very challenging for the teachers to teach reading during the outbreak COVID-19 pandemic. To figure out those problems, the teachers should be creative in teaching reading and use an effective activity to help the students verify the context of the text they are reading.

A task-based activity is intended to help the students learn through activities that prioritize working on tasks that are given based on varied activities to help the students understand and read the text clearly. This activity aims to create opportunities for the students' skills development through the development of knowledge. It is in line with [Roskos & Neuman \(2014\)](#) and [Tahmasebi \(2011\)](#) have reported as best practices for task-based language learning (TBLL). [Keyvanfar & Modarresi, \(2009\)](#) focus on task-based activities in teaching reading, and the result shows that the students perform better in their reading skills. It involves the creativity of the students who can provide the experience of the students. [Mao \(2012\)](#) focuses on the application of task-based activities in the reading classroom, and the result shows that task-based activities in teaching

reading help solve communication problems in reading activities. [Irfan \(2017\)](#) focuses on the task-based activity on students' reading comprehension, and the result shows that task-based activities can improve their understanding of the material so that they can get better results in reading comprehension. [Mesbah \(2016\)](#) focuses on the task-based in reading comprehension, and the result shows it can develop into the effectiveness of using tasks in teaching the reading comprehension skill. [Chen & Chen \(2005\)](#) examine the effectiveness of using a collaborative task-based approach in the teaching of reading, and the result shows that the effects of reading on vocabulary learning are strong, and it is necessary to believe that reading not only strengthens the effects of reading but also helps to improve learners' capability of using either familiar or new words.

Furthermore, during the outbreak of the COVID-19 pandemic, task-based studies are conducted by ([Al Kandari & Al Qattan, 2020](#); [Flores, 2020](#); and [Ferrucci et al., 2020](#)). It can be concluded that task-based language teaching activities are effective in reading activities. It improves students' performance and encourages them to be more creative in their reading activities. It can help students gain a better understanding of the material and improve their ability to use new words.

Based on the explanation above, the researchers are interested in learning more about the impact of task-based activities on reading skills for junior high school students. [Diannisa & Ridwan \(2021\)](#) propose that researchers investigate strategies for teaching reading comprehension during a pandemic in depth. Then, according to [Hanewald & Trust \(2013\)](#) researchers prefer junior high school students because in this grade, the students can profoundly alter the school experience. They know less about how their children, youth, families, and teachers view the transition and how it changes the trajectory of their education. Thus, the researchers do the study entitled "The Impact of Task-Based Activities on Reading Skills for Junior High School Students."

METHODS

This study aims to investigate the impact of using task-based activities on reading skills for junior high school students in one of the junior high schools in Madiun. In this research, the researchers used quantitative research. According to [Creswell \(2009\)](#), quantitative research is a means for testing objective theories by examining the relationships among variables. The research is quasi-experimental research design which uses pre-test and post-test control group design.

The researchers involved the subjects as the participants. [Creswell \(2003\)](#) states that a population is a group of people who have similar characteristics. The population of the study were the eighth-grade students at one of the junior high schools in Madiun. The sample for this research is 8B as an experimental class and 8C as a control class. There are 30 students in the experimental class (8B) and 30 students in

the control class (8C). According to [Creswell \(2003\)](#), a sample is a subgroup of the objective population that the researcher regards as suitable for study for generalizing about the target population. In this research, the researchers chose the sample randomly, so all classes had the same chance of being selected. The researchers wrote the names of classes from 8A to 8J on small pieces of paper, then rolled the papers..

This study had 6 meetings, including pre-test, treatment, and post-test. As a result, there were four treatment meetings. Synchronous and asynchronous online meetings were used in learning activities. The Google form was used to administer the pretest asynchronously. The treatment was done in combination with Google Meet. The study during the Covid-19 outbreak, the students of the experimental and control groups participated in different activities. In the treatment activity, the syntax of task-based activities was used in the experimental group and the control group was then taught conventionally.

The experimental group used task-based activities in three stages: before reading, during reading, and post reading. The activities at the pre-reading stage included providing vocabulary stimulus to raise students' interest in the activity, building context based on the material to be achieved and studied, assigning similar tasks to help students understand the actual meaning, and providing prior knowledge about what will be carried out in the next stage. During the activity at this stage in the reading process, the activities focused on the content and meaning of the recount text, form groups during the reading process, and encouraged each student to contribute to reading recount text comprehension so that students can present the results of reading by re-elaborating in their own language. Then, at the post-reading stage, the students reported their reading results in discussions with friends and shared your perspectives on understanding the recount text that was read, explicitly focusing on grammar and language structure.

The students in the control group were taught using traditional asynchronous and synchronous methods of teaching and learning. The activities were divided into three stages: opening, whilst, and closing. The opening activity aroused the students' interest in participating in the teaching-learning process. The students were then given the recount text and asked to read and answer questions based on it. The students were then asked to discuss the outcome of their answers to the questions. The experimental and control groups were then given a post-test using the asynchronous Google form. A post test was performed to determine whether the two groups' mean reading scores significant difference.

Data collection was used to determine the students' learning outcomes. The researchers collected data using a reading test as the instrument. Reading tests were given to students to assess their reading abilities, and they should be graded using the reading scoring rubric. The reading test in this study was a short answer based on the recount text used in the experimental and control classes. The reading test was administered using a Google Form during the pre-test and post-test so that students could immediately access and work on the questions on the Google Form, which were then

scored using a rubric

In this research, the researchers used descriptive and inferential statistics with the aim of analyzing sample data, and the results were applied to subjects using the t-test, which requires a homogeneity and normality test. [Irfan \(2017\)](#) states that the types of statistical analysis that were used during the experimental are: descriptive statistics and inferential statistics. The researchers used an independent t-test in SPSS 21.0 version to analyze data. SPSS (Statistical Package for Social Sciences) is a data management and statistical analysis tool that has a very versatile and informative data processing capability and it was used in statistical analysis of data.

RESULTS AND DISCUSSION

The results are described based on descriptive and inferential statistics. The descriptive statistics describe the different means by which the students who are taught by using task-based activities and those who are taught by using conventional teaching. The descriptive statistics can be seen in [Table 1](#), and the detailed results are in the [appendix 1](#).

TABLE 1 | Descriptive Statistics

Activities	N	Min	Max	Mean
Task Based Activity	30	54	91	75
Conventional Teaching	30	54	85	66

The students who are taught using task-based activities have achieved better grades than those who are taught using conventional teaching. This can be seen from the means of the student in task-based activities, which is 75, and the student in conventional teaching, which is 66. To determine if the result has an effective impact, the following is a further description of the result.

[Table 2](#) displays the group descriptive statistics, and [appendix 2](#) contains the detailed results.

TABLE 2 | Group Descriptive Statistics

		Conventional teaching	N	Mean
Task	Bask	1.00	30	66
Activity		2.00	30	65

The result shows the group statistical results of the two groups, and this shows that there is no significant difference in the reading skills of students in the pre-test of the students in task activity and the pre-test of the students in conventional teaching. This shows the number of samples of 30 students each (N = 30) for both groups. The means of the two groups aren't significantly different. The pre-test mean score of the task-based activity was 66. The mean score of the pre-test for conventional teaching is 65. The mean score of the pre-test experimental group is the same as the mean score of the pre-test control group. After presenting the group descriptive statistics, the following is the homogeneity test presented.

The homogeneity test is used to determine whether the experimental and control group data is homogeneous or not. Levene's test for variant equations from the Statistical

Package for Social Sciences (SPSS) version 21.0 is used to check the homogeneity of the data. The significant level used is an alpha value of 0.05. To see whether the two groups are homogeneous or not, the independent sample t-test is used to determine the difference in the significance of the two groups. The results are presented in [Table 3](#) and the detailed results can be seen in [appendix 3](#).

TABLE 3 | Homogeneity Test

		Levene's Test for Equality of Variances	F	Sig.
VAR00001	Equal variances assumed		3.276	.076

The result shows the independent sample t-test on the pre-test of the experimental group and the pre-test of the control group. The data shows that the significance value is .076, which is higher than the level of significance p value of .05 and means that two groups are homogenous.

The normality test is used to check whether the students' reading scores are normally distributed. The normality of the data in this study is carried out using the Shapiro-Wilk test. The results of the normality test are presented in [Table 4](#) and the detailed result is in the [appendix 4](#).

TABLE 4 | Tests of Normality

		Shapiro-Wilk		
		Statistic	Df	Sig.
VAR00001	1.00	.939	30	.086
	2.00	.933	30	.058

[Table 4](#) above shows that the data is normally distributed. The results of the data from the task-based activity group with sig. .086 are higher than the significance level of the p value. .05). It means that the experimental group data is normally distributed. The result of the data from the control group is sig. .058; which is also higher than the significance level of p value. .05). It shows that the control group data is normally distributed.

The results of homogeneity and normality have been completed. This means that both groups are at the same ability level and the data is normally distributed. Then, a parametric statistical analysis is chosen to test the hypothesis. The results of hypothesis testing are presented in [table 5](#), and the detailed results can be seen in the [appendix 5](#).

TABLE 5 | Group Descriptive Statistics

		Conventional teaching	N	Mean
Task	Bask	1.00	30	78
Activity		2.00	30	74

[Table 5](#) above shows that the mean scores of the two groups are different. The mean score of the experimental group is 78. Then, the mean score of the control group is 74. From both of the scores, it can be concluded that the two groups are significantly different.

To know the significance difference between both groups, an independent samples t-test is used. The results are presented in [Table 6](#) and the detailed results can be seen in [appendix 6](#).

TABLE 6 | Hypothesis testing

t-test for Equality of Means			
	T	df	Sig. (2-tailed)
Equal variances assumed	2.013	62	.048

[Table 6](#) shows the results of the post-test experimental group and control group. The analysis was done by using an independent sample t-test. The result shows that the significant difference can be seen from the sig. .048 in the t-test. This result is lower than the p value of .05 significance tolerance. It means that the two are significantly different. It shows that the students in the experimental group have better reading skills than the students in the control group. It can be concluded that there is a significant difference between the two groups of experimental and control groups. It can be interpreted that the null hypothesis (H0) can be rejected and the alternative hypothesis (H1) is accepted, that is, employing task-based activities in teaching reading has a significant impact on the eighth grade students at junior high school in reading skills.

Based on the results presented in the previous section, the two groups show the different means of the students' reading scores. The students in the experimental group gain the highest scores. They have good information to do their tasks, so it means that both groups have a high mutuality of getting information from reading topics when doing the tasks however, the students have met via online using Google meet. There are many reasons and implications that the experimental group is more effective than the control group. During the COVID-19 outbreak situation, the majority of students can complete the tasks that have been given in the teaching and learning. They can also collect and exchange their knowledge related to the topic. Furthermore, the following is the detailed reason and implementation of the students in the experimental group by using task-based activities, which are effective for the students' reading skill.

The results show that students who are taught through task-based activities outperform students who are taught in conventional ways. During the COVID-19 pandemic, this helps in the teaching and learning process. It is consistent with the findings of [Tartavulea, et al \(2020\)](#) who has reported that the study has a positive impact on the teaching and learning process despite the spread of COVID-19. Teachers can still do an extremely good job of teaching if they use the appropriate activity. Another result of the task-based activity by [\(Rosyida & Ghufron, 2018\)](#) is that the reading activity using the strategy is effective, which means that teaching reading by using task-based activities has a

better influence on students' reading skills.

Task-based activities indicate that the students who are asked to do the task can improve their reading skills. Through the students' interactions when doing the tasks, they provide opportunities for them to get new vocabulary and monitor the language they use. During the tasks, the students can exchange ideas with other students via Google Meet. It shows that teaching reading by using task-based activities gives the students a better understanding of the material and gets better results in their reading skills ([Irfan, 2017](#)). Furthermore, task-based activities provide opportunities for students to get involved in sharing ideas.

The students in the experimental group, by using task-based activities, demonstrate that the students can get a lot of information by doing the tasks. [Flores \(2020\)](#) has mentioned that during the outbreak of the COVID-19 pandemic, the teaching learning process using online task-based can help the students read for details, scan for details, and discuss with their friends effectively synchronously. So, it can improve the students' reading skills. The findings are also relevant to the findings of a study by [Chalak \(2015\)](#) which revealed that students in the experimental group can increase their knowledge by using task-based learning. It is found that the students can be involved in the class work by sharing information, paying attention, encouraging others to participate in the activities and tasks, volunteering, and working on the exercise. It is in line with [Tahmasebi \(2011\)](#) have mentioned that task-based learning makes the students active in English class. Moreover, [Mesbah \(2016\)](#) has mentioned that the use of tasks is more efficient in facilitating language learning. It can be seen that students' reading skills in the experimental group who are taught by using task-based instruction improve their marks.

The students in the experimental group can get a lot of knowledge through exchanging ideas and sharing information during work tasks. [Ferrucci et al., \(2020\)](#) has mentioned the study during the COVID-19 pandemic using the task based approach. The result shows that it teaches the academic community how to redesign knowledge production processes with the goal of sharing tacit knowledge. The students have the opportunity to give students encouragement and improve their reading skills. [Irfan, \(2017\)](#) mentioned that the tasks provide the students with opportunities to practice the target language. The students can get information related to the grammatical word classes, generic structure, and chunks. It indicates that task-based instruction is effective for improving students' reading skills in getting information. Moreover, [Keyvanfar & Modarresi, \(2009\)](#) have mentioned task-based activities as an effective, practical, and innovative teaching method. It can increase students' involvement in classroom activities. It also improves students' skills and communicative abilities.

The impact of task-based activities helps students' reading skills to get good information. The result shows that the students in the experimental group can increase their knowledge and vocabulary. [Esfandiari \(2014\)](#) stated that the students in the experimental group outperform the students in the control group in reading table 4.7 shows that the mean of the experimental group is 77, 63, while the mean of the control group is 74, 22. The experimental group's mean is higher than the control group's mean. Furthermore, the significant result can be seen in table 4.8, which shows that the sig is .048, which is less than the level of significance p value of .05. The goal of using task-based activities in reading instruction in the EFL context is to improve reading skills. It is important for L2 performance for readers in the Indonesian context. In the context of the COVID-19 pandemic, it plays a significant role in L2 performance for the readers' linguistic knowledge, including vocabulary and grammar, in the Indonesian context ([Al Kandari & Al Qattan, 2020](#)). As a result, this study agrees with other studies that show task-based activities are effective in teaching reading and improving students' reading skills.

This study yields significant insights: task-based learning affects how students acquire good informational reading skills. This is supported by other studies, both during and after the COVID-19 pandemic outbreak. Students in the experimental group learn more than students in the control group. During the tasks, students have the opportunity to share their knowledge about the topic, as well as exchange ideas and information. The only difference is between using Google Meet during a pandemic and face-to-face communication during non-pandemic situations.

CONCLUSION

The use of task-based activities in reading skill for the students indicates that the students who are taught by using task-based activities are more effective than the students who taught by using conventional teaching. It means that reading activities by using task-based (in experimental group) gives a better influence on students' reading skill. Task-based activities indicate that the students who asked to do the task can improve the reading skill. Through the students' interaction when doing the tasks provide the opportunities for them to get new vocabulary and to monitor the language they used. During the tasks, the students can exchange ideas with other students. It shows that in reading by using task-based activities make the students better understanding about the material and get better results in reading test. Furthermore, task-based provides opportunities for students to involve in sharing ideas.

Otherwise, the study has limitation on the process of the use of task activities. In task based activities still lack of topic to be given to the students. This means that the kinds of the topics are limited. The use of the topic and kinds of the text

are not graded and varied. The materials are too easy to be figured out so there is no challenging for the students to explore more about the text. The text provided is also too short. The situation isn't interactive during the teaching learning process because the students only read the task and answer the questions. Thus, the future researchers are suggested to provide the students with the various kinds of the text to improve the reading activity in teaching learning process. This needs to improve the students' mastery on reading in order to reach the goal of skill.

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APPENDIX

[Appendix 1](#)

TABLE 1 | Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Task based activity	30	37	54	91	75	10
Conventional Teaching	30	31	54	85	66	9
Valid N (listwise)	30					

[Appendix 2](#)

TABLE 2 | Group statistic

	Conventional teaching	N	Mean	Std. Deviation	Std. Error Mean
Task based	1.00	30	66	13	2.5
Activity	2.00	30	65	11	1.9

[Appendix 3](#)

TABLE 3 | Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
VAR00001	Equal variances assumed	3.276	.076	.233	58	.817	.73333	3.14728	-5.56663	7.03330
	Equal variances not assumed			.233	55.321	.817	.73333	3.14728	-5.57313	7.03980

[Appendix 4](#)

TABLE 4 |Tests of Normality

VAR00002		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
VAR00001	1.00	.148	30	.092	.939	30	.086
	2.00	.157	30	.057	.933	30	.058

Appendix 6**TABLE 6 | Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2- tailed)	Mean Differenc e	Std. Error Difference	Lower	Upper
VAR00 001	Equal variances assumed	.077	.782	2.013	62	.048	3.40625	1.69230	.02339	6.78911
	Equal variances not assumed			2.013	58.547	.049	3.40625	1.69230	.01942	6.79308



Students' rhetorical structure mastery of the finding and discussion section in English thesis

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This study aimed to determine the rhetorical structure of the finding and discussion chapters on the thesis and their problems. Framed within a mixed method design, the sample of this research was 30 parts of the finding and discussion of the theses of English Education postgraduate program students who graduated from 2019 to 2020. This study used a checklist as a research instrument. The data obtained were analyzed qualitatively by applying several stages such as data reduction, data presentation and drawing conclusions, while quantitative data were obtained through SPSS by using symmetric measures. The results indicated that students' mastery of rhetorical structures, especially in the finding and discussion section, is categorized as high and medium, where in the finding section, the average value of students was 41 which is categorized as high, while the average value in the discussion section is 37 which is included in the medium category. The next finding was that some students had difficulty in writing the finding and discussion chapters. These problems included analyzing data, interpreting data, writing discussion sections, incomplete rhetorical structures in writing, mastery of English including vocabulary and grammar, writing the evaluation section in the discussion, coherence and cohesiveness in writing and personal problems. In short, student's mastery of rhetorical structure in finding and discussion section were high and moderate.

Keywords: Rhetorical structure, findings section, discussion section, difficulty

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INTRODUCTION

Writing a scientific paper in the form of a thesis is an obligation that must be carried out by postgraduate students which is a requirement for obtaining a master degree. This is also inseparable from the English Education Postgraduate Program which is increasingly required to have a quality thesis and contribute to the world of education, especially in the development and innovation of learning English. For academic writing, especially a thesis, it is very necessary for postgraduate students, both students of the English Education study program and other majors. [Renandya and Widodo \(2020\)](#) stated that academic writing is very important for undergraduate, master and doctoral program students because academic writing can improve students' ability to channel ideas or ideas in written form that is useful for the world of education. In addition, academic writing, especially theses, is able to open the horizons of students in producing a product or research result that is useful and improves student knowledge. In writing a thesis, there are several parts that need to be considered such as introduction, literature review, research methods, results and discussion and conclusions ([Emilia, 2010](#)).

Many previous studies have analyzed the rhetorical structure in undergraduate and postgraduate thesis section starting from the abstract, introduction, discussion and the whole thesis. In 2013 to 2018, several researchers identified the rhetorical structure in the abstract section. The results of their research show that some researchers follow a rhetorical structure pattern in the abstract which includes introduction, methods, results and conclusions. However, there are still abstracts that only consist of goals, methods and results. The writer ignored the introduction and conclusion. There are even those who only wrote the objectives and results of their research in the abstract section ([Arizavi, Shokouhi, & Mousavi, 2013](#); [Doro, 2013](#); [Moghadam & Meilhami, 2016](#); [Siyaswati & Rochmawati, 2017](#); [Amalia, Kadarisman, and Laksmi, 2018](#); [Loan, 2018](#)). In addition to identifying the rhetorical structure in the abstract section, several researchers also analyzed the rhetorical structure in the introduction section in journals, undergraduate theses, postgraduate theses and dissertations. Their research results have many similarities, including the authors have included move 1 (establishing a territory), move 2 (establishing niche) and Move 3 (Occupying niche). However, some authors did not write down the steps such as filling the research gap based on relevant research and did not review previous research in the introduction. This is certainly an important part in writing the introduction so that the reader can know the difference between the writer's work and previous studies ([Suryani, Kamaruddin, Hashima, Yacoob, Rashid, Desa, 2014](#); [Loan & Sook, 2014](#); [Nimehchisalem, Tarvirdizadeh, Paidary, Hussin, 2016](#); [Parnawati, Basthomi and Ruslan, 2017](#); [Kawase, 2018](#); [Pujiyanti, Arsyad, & Arono, 2018](#); [Indrian & Ardi, 2019](#); [Solihatul, 2019](#)).

In [2017, Wasito, Asyad, and Harahap](#) researched the structure of rhetoric in the discussion section of articles in the field of applied linguistics. The results of his research show that move 2 (reporting result) and move 4 (commenting in result) are the most prominent parts when writing the discussion section, namely commenting on the results and reporting the results of the research. However, this is still a shortcoming that must be addressed for writers in writing the discussion section. This is in line with [Morales, Perdomo, Cassany and Ixarra's \(2020\)](#) study who analyzed the structure of rhetoric in the discussion section of the thesis and dissertation of dentistry. The results show that there is no standard format for writers to write a thesis and dissertation discussion in Spanish and Hispano-American.

Based on previous research, the current research provides something different and focuses on student mastery of rhetorical structures in the finding and discussion section of the English thesis. In addition, this study also describes the difficulties faced by students in writing the finding and discussion section according to the appropriate rhetorical structure. The formulation of the problem in this research is (1) how is the student's mastery of the rhetorical structure of the finding and discussion section in an English thesis written by a student of the Bengkulu University (UNIB) English Education Postgraduate Program?

and (2) What are the difficulties faced by students when they are required to write the finding and discussion sections based on the appropriate rhetorical structure? \

Rhetoric structure is the arrangement or organization of a scientific work in the form of articles or theses and dissertations. The theory of rhetorical structure was developed by [Swales \(2004\)](#). The rhetorical structure of an article or scientific work starts from the abstract, introduction, method, results and discussion. Many studies have analyzed the rhetorical structure of journal articles which have found that rhetorical structure is an important part that can assist writers in completing their articles. ([Supatranont, 2012](#); [Arsyad, 2013](#); [Amnuai, 2013](#)). The parts in writing articles and writing a thesis are almost the same, but the thesis includes an abstract, introduction, literature review, research methods, results and discussion, conclusions and suggestions ([Emilia, 2010](#)), whereas in articles usually the literature review section is integrated in the introduction. The rhetorical structure in this part of the thesis is adapted from the CARS theory proposed by [Swales \(1990\)](#). Those are from abstract, literature review, research method, result and discussion and conclusion ([Noorli, 2011](#); [Swales, 1990 & 2004](#)).

The finding and discussion chapter of the thesis is a part that has an important role in a thesis because in this chapter, the writer will present and discuss the results of the research that has been done so that the reader knows what the findings of the research are ([Emilia, 2010](#)). In the results section, according to Swales, the rhetorical structure consists of 4 parts that writers and readers need to know, that is preparatory information, reporting results, commenting on results and summarizing results. In the preparatory information section, the writer prepares the results of the analysis data that become information. Then, in the reporting results section, the writer reports the results of the data analysis as outlined in the form of tables, graphs or other forms of data descriptions. Furthermore, in the commenting results section, the writer will provide a description or comment on the data presentation that has been made. The last part is summarizing the results, where the writer provides a summary of the overall results that have been obtained from the study.

The discussion section is a part that students should not miss in writing a thesis because this section will provide an explanation or discuss in detail the research findings related to the theory and previous research. According to [Swales \(1990\)](#), there are several structures of the discussion that should be considered by readers, that are background information on research data, reporting results, summarizing results, commenting on results, summarizing research, evaluating research, drawing conclusions by deduction from research and recommendation.

Actually, the results and discussion are an inseparable unit. Even in his book, Swales provided 8 parts of the rhetorical structure in the results and discussion, namely background information, statement of the results, un/expected outcome, reference to the previous studies, explanation, exemplification, deduction and recommendation.

According to [Swales \(1990\)](#) and Safnil (2020), there are 3 parts that are mandatory in the discussion, namely comments on research results that answer the research questions, then references to previous research, where researchers connect their research results with results from previous research or relevant theories. Next is the explanation section, where the researcher tries to convince the reader of the results of his research that has been found so that there is something new that is able to provide new knowledge for readers or other researchers.

Several studies have been conducted on students' difficulties in writing academically. The average result of the study shows that the difficulties faced by students are the use of English which incidentally is the language they have just learned and not their first language and also lacks mastery of writing skills. For example, Al Fadda (2012) reported that students face many difficulties in the academic writing learning process such as difficulties in how to use formal written language which is certainly different from the language used when speaking, difficulty in framing paragraphs, and determining what skills are needed to write well. Furthermore, Al Badi (2015) also found that basically students have difficulty in formulating paragraphs into paragraphs composed of coherent sentences and how to do good and correct citations. Finally, Al Mubarak (2017) emphasized that academic writing is a problematic issue for students who incidentally have weak English skills.

METHODS

Research Design

This research used the Mixed Method research design with the Embedded Mixed Method research design ([Creswell, 2012](#); [Heigham & Croker, 2009](#)). These data were needed to answer the formulation of research problems where the main focus of this research was to see how students actually master the appropriate rhetorical structure in the finding and discussion sections. However, because the score data that showed the teacher's performance in making questions was not enough, qualitative data was needed to find out how the rhetorical structure was used and what were the difficulties of students in writing the finding and discussion sections according to the indicators of the rhetorical structure for the results and discussion chapters according to Swales' theory (2004).

Research object and participants

This research was an analytical document, where the researchers would use each of 15 students' theses in 2019 and 2020 at Bengkulu University because there is not research about this and this campus supported funding to this research, with a total number of chapters Results and discussions were taken from 30 student theses. This was because the number of graduates of English Education Postgraduate at Bengkulu University in 2019 to 2020 amounted to more than 30 students who had completed

theses. The sampling technique in this study was using purposive sampling because it aimed to see the rhetorical structure of the finding and discussion section of English Education Postgraduate students at Bengkulu University. After the finding and discussion sections were analyzed and assessed by two raters, with maximum variation sampling, 9 people were selected with classifications that had low, medium and high scores for the results of the rhetorical structure assessment from the finding and discussion sections.

Data Collection Technique

The procedures for this national collaborative research were

(1) The researchers asked for permission from the university, faculty, department and then the coordinator of the English Education Postgraduate study program at Bengkulu University; (2) The researchers collected the results and discussion chapters of the thesis as many as 30 samples of the results and discussion chapters of the thesis from Bengkulu University; (3) The researchers collected data using a checklist that had been made regarding the completeness of the rhetorical structure of the results and discussion chapters made by students and then assessed their mastery of writing part by part of the rhetorical structure of the finding and discussion sections using the appropriate rubric; (4) The researchers conducted interviews with students about the difficulties they faced in writing the finding and discussion sections with appropriate rhetorical structures.

Research Instruments

To obtain quantitative data, the instrument used was an assessment rubric to measure how far the students have mastered the appropriate rhetorical structure for writing finding and discussion in their thesis. Furthermore, to collect qualitative data, this research instrument used interview guide that has been adapted from the theories. The indicators of the research instrument referred to the indicators of the rhetorical structure for the results and discussion chapters that were in accordance with the theory of [Swales \(2004\)](#). The interview has been validated by experts. The researchers asked two experts to see the interview guideline in relation to the difficulties in writing finding and discussion. They gave critics and suggestion in relation to the questions. Those questions must be based on the indicators of difficulties in writing finding and discussion with suitable rhetorical structures. Those were rhetorical structure in writing findings and discussion, content of writing, cohesion, grammar and mechanics.

Data Analysis Technique

Research data from this qualitative instrument were analyzed qualitatively using the theory of [Miles, Hiberman & Saldana \(2014\)](#) which consisted of data reduction, data presentation, conclusion drawing. Clearly, the qualitative analysis of this research data can be seen in [Figure 1](#).

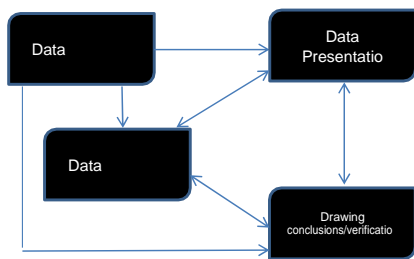
FIGURE 1 | Miles, Huberman and Saldana's Qualitative Analysis (2014, p.273)

Figure 1 shows several stages of qualitative data collection. First, data reduction which is data reduction based on data collected from existing instruments, namely checklists and interviews. In this case, the reduced data must have things that are directly related to the existing research questions, namely regarding the rhetorical structure in the results and discussion chapters of the thesis of master students of English Education at Bengkulu University. Second, data presentation which is a continuation of data reduction. In the presentation, the researchers must present the data from the analysis that is structured, logical and in accordance with the answers to the research questions. The presentation of the data must be attractive, if necessary, the presentation of the existing data is also made in the form of a table. The last stage is drawing conclusions. In drawing conclusions, researchers must provide conclusions on the data that has been reduced and presented, whether to answer the question or not. Is the data correct or not. This is very important because the conclusion of the data is the final result that is the responsibility of the researcher to the reader or the general public. Meanwhile, quantitative data are analyzed using descriptive statistics analysis with Symmetric Measures.

RESULTS AND DISCUSSION

Mastery of Rhetorical Structure Results and Discussion section

Mastery of the rhetorical structure of the results and discussion sections can be obtained through the results of the rubric that has been made to assess this. There were two people who evaluated 30 parts of the results and discussion of the theses of Bengkulu University English Education students

who graduated in 2019 and 2020. Before the results were presented, the researcher first provided the results of inter-rater reliability which can be seen in Tables 1 and 2.

FIGURE 2 | Symmetric Measures for the Findings section

Symmetric Measures					
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement	Kappa	.698	.113	4.696	.000
N of Valid Cases		30			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

In **Figure 2** it can be concluded that there is no difference in perception between raters 1 and 2 in assessing the research results chapter. This is because the test results obtained a kappa coefficient value of 0.698 and a p-value of 0.000.

FIGURE 3 | Symmetric Measures for discussion section

Symmetric Measures					
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement	Kappa	.695	.107	5.537	.000
N of Valid Cases		30			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Figure 3 shows that the kappa coefficient value is 0.695 and the p-value is 0.000. This result means that p value < alpha means that there is no difference in perception between raters 1 and 2.

Furthermore, the results of the assessment of the mastery of the rhetorical structure in the Results and Discussion chapter can be seen in **Table 3** and 4.

TABLE 3 | Results of mastery of rhetorical structures in the English thesis results section

Number of Students	Preparatory information	Findings			Total
		Reporting Results	Commenting on Results	Summarizing results	
30					
Total					123
	229	509	494	5	7
Average	7.6	17	16.5	0.2	41

Table 3 shows that the overall average of students for mastery of the Findings section is high this is because the overall average is 41. This figure is categorized as high, where the value interval for the medium category is 41 to 60. However, the average value of 41 is a very standard value for the high category. For more details, in the preparatory information section, the overall average of students is 7.6, in the reporting results section it is 17, commenting results is 16.5, while the summarizing results section is 0.2. Based on this average, students focus more on writing the preparatory information, reporting and commenting results section, while in the summarizing section, many students do not write it down.

TABLE 4 | The Result of rethorical structure mastery in Finding and Discussion Section

Number of Students	Discussion				Total
	Background information	Commenting on Results	Summarizing The results	Evaluating the study	
Student 30					
Total	197	502	282	130	1111
Average	6.5	16.7	9.4	4.3	10.37

Table 4 shows that the overall average of students for mastery of the Discussion section is classified as moderate this is because the overall average is 37. This number is categorized as moderate, where the interval value of the medium category is 21 to 40. For more details, in the background information section, the overall average of students is 6.5, in the commenting results section is 16.7, summarizing results is 9.4, while in the evaluation section is 4.3. Based on this average, students focus more on writing the background information, summarizing and commenting results section, while in the evaluating the study section, many students have not been able to write it down in the discussion section of their thesis.

Difficulties Faced by Students in Writing Finding and Discussion Section

Based on the results of interviews that have been conducted with several students regarding the difficulties faced in writing the finding and discussion sections, there are several problems faced. The first is the problem in the research results section, where students have difficulty in interpreting research results or analyzing research data so it is difficult to put in writing the research results section. Just as students 1,2 and 5 said "The problem I experienced when writing the results and discussion chapter was the problem of data analysis and how to interpret it (S1)", I got problem in analyzing the data sir (S-2)", for me, analyzing and discussing the findings were the hardest one. In addition, some students also do not know how to write a good and correct discussion or thesis discussion in accordance with the rhetorical structure. As students 1 and 2 stated "In discussion section, I'm not good at discussing the results and evaluating them according to the correct structure (S-1), "the problem is discussing the results of the discussion and conducting analysis and evaluation of the results and discussion (S-2)".

Second, the difficulty faced by some students is that these students have low abilities in terms of English vocabulary, grammar and low writing skills. This is in accordance with student statements 1 and 3, which is problems, vocabulary, grammar and compiling sentences to be coherent and cohesive, which is a problem for me in writing the results and discussion chapters. In this part of the

problem, the student in writing the results and discussion chapter there are still many grammatical errors such as, she has., figure 2 show, and other grammatical errors. In addition, there are still some sentences that are difficult to understand and are less coherent and cohesive between one paragraph and another.

Third, the difficulty faced in writing the results and discussion sections is time. In this case, most students of the English Education Postgraduate study program are workers in the field of education, either teacher, vice principals, English instructors, and other types of work. They have difficulty in dividing their time so they don't have time to write the results and discussion chapters. As students 1,3,4,6 say, "I have difficulty dividing my time, sir, I work Monday to Saturday at school, Sunday, I teach privately. And I myself also pay my own tuition fees" (S-1), "my time management was not good sir" (S-3), "To be honest sir, I cannot use my time effectively, I am tired after working" (S-4), I am sorry sir, I have no time to write my result and discussion because I am busy to take care of my three little children (S-6)".

Fourth, the problem faced is the difficulty in explaining the limitations of research or evaluation in the results and discussion chapters. In this case, students find it difficult to write an evaluation of their research which is listed in the discussion chapter of the thesis. They have difficulty on finding the They find it difficult to know what are the advantages and disadvantages of their research. As stated by students 4,5,6 "I don't know, sir, how to write the limitation, it's hard for me to analyze it" (S-4), "I find it difficult when trying to analyze what the limitations are and determine the most recent part of my research when it is explained in the discussion (S-5)," I do not sir, how to write the limitation in my discussion" (S-6). The results of this interview are very linear with the results of rhetorical mastery, where most students do not write down their evaluation results in the discussion section.

The next problem is the problem of the supervisor who does not really direct students on how to write the results and appropriate discussions. In this case, there are several supervisors who do not completely guide the writing of the results and discussion chapters. Besides, seeing a supervisor is also sometimes difficult, so some students have to find out on their own. As stated by 3,5, 6 students, "my supervisor is difficult to find and contact so I find out myself from friends about data analysis and writing discussions, but it's not optimal" (S-3), my problem is my advisor so long to reply my text, sometimes my advisor did not reply my text (S-5)", my problem was my supervisor because my supervisor was sick, so I do not want be his burden. I try to learn from my friends how to write finding and discussion (S-6)".

In short, the problems faced by some students in writing the results and discussion chapters are the lack of knowledge about the structure of rhetoric that is good and correct in writing a thesis, supervisor problems, writing time and English language skills problems. This problem is certainly an evaluation for the study program to follow up so that the problem can be resolved.

Rhetoric structure in writing is something that must be considered, studied, and applied in academic writing activities. With good knowledge about this, students are able to easily write the results and discussion chapters in their thesis. [Swales \(2004\)](#) described that the rhetorical structure in scientific works has an important role in seeing the quality of the scientific work. This rhetorical structure will serve as a guide for the student's part in writing. [Emilia \(2010\)](#) who also wrote a book on the Postgraduate Thesis of English Education explained that with the rhetorical structure in the thesis, especially the results and discussion chapters, it will be a reference for students to immediately finish writing their thesis. In this section, researchers will discuss the results of research in the form of mastery of rhetorical structures and problems or difficulties faced by students of the English Education Postgraduate study program in writing the results and discussion chapters of their thesis.

In the results of the first research object, the researcher found the results of students' mastery of rhetorical structures in the results and discussion chapters. In the finding section, the results show that based on the average obtained from the mastery of 30 students, in this section the results are categorized as high, with an average value of 41. However, when viewed based on the test results, it turns out that most students have 0 point in the summarizing the results section. Meanwhile, in the preparatory, commenting and reporting results section, it has a good value. The finding of mastery of rhetorical structure in the results section is different from mastery of discussion. This is because in the discussion section, student mastery is classified as moderate. This is proved by the average, which is 37. In the rhetorical structure of the discussion section, students get very good points in the background information, commenting, and reporting results sections. However, most students do not write evaluating of the study in the discussion section. The findings on the mastery of rhetoric in the finding and discussion sections indicate that students still need to improve their writing in the finding and discussion sections. In addition, mastery that stands out only in the commenting and reporting results. This finding is in line with Warsito, Arsyad, and Harahap (2017) who found that reporting results and commenting results is the part that gets the largest portion in the results and discussion section. However, their research did not look for the results of mastering the rhetorical structure in that section. Their research only identified the rhetorical structure in the results and discussion sections. In addition, their findings still find a thesis that has summarizing the results and evaluating of the study. Unlike the current research, the current research does not at all find the thesis of students who write summarizing results, but in the section evaluating the study in the discussion, there are 10 students out of 30 students who write it down in the discussion section of their thesis.

In the first findings of this study, at least the students of the Master of English Education study program had a thesis writing format and most students followed that format, even

though the rhetorical structure contained in their thesis, especially in the results and discussion sections was not as complete as the theory suggested. As, [Swales \(2004\)](#) has described the rhetorical structure in writing the results and discussion sections both in articles and scientific works for students at universities. The rhetorical structure includes preparatory information, reporting and commenting results, summarizing the results for the results section, while for the discussion section, the structure is almost the same, but there is an evaluating study as a substitute for summarizing results. Regarding the findings of this study, it turned out to be inversely proportional to the research put forward by [Morales, Perdomo, Cassany and Ixarra \(2020\)](#) who also investigated the rhetorical structure of the discussion section in Spain and Hispano-America. The results of the analysis showed that there was no standard format for thesis and dissertation writers, especially in the discussion section.

In addition to the discovery of rhetorical mastery, this study also found several problems faced by English Education postgraduate students in writing the findings and discussion section. The first problem was that some students do not know how to interpret data or analyze their research data, so students have difficulty putting it into writing in the research results section. This is also in line with the writing section in the discussion. Students have difficulty in writing the discussion. This difficulty may be due to their ignorance of how to properly analyze the data and the rhetorical structure in the results and discussion sections. The next problem is that some students still have poor English skills such as in terms of English vocabulary and grammar. This becomes problematic because students feel insecure about their abilities, so they feel unable to write. Grammar errors are also often experienced by the English Education Postgraduate students, especially in terms of tenses. There are still many students who often still use the simple present tense in the research method section and some of the results and discussion. For example, students used the word data are analyzed by using... instead data were analyzed.... Grammar and vocabulary difficulties may be caused by students who lack an upgrade in their English skills in terms of grammar and vocabulary. Reading is the main key. It is most likely that students are less in reading and learning about grammar and vocabulary. In addition, they also rarely practice it in everyday life.

The third problem was that students have not been able to take the time to write the results and discussion chapters not solely because of a lack of knowledge about rhetorical structures, but some students argued that they have work responsibilities in their respective work units such as English teachers which takes time from Monday to Saturday, even on Sundays there are some students who teach private English lessons. Not only that, there are various kinds of professions owned by the English Education Postgraduate students such as vice principals, tutoring instructors, translators and other office jobs. They make excuses for the work so they did not have free time to write. The next problem was that most students were not able to write the limitation section or research limits at the end of the discussion. This is certainly a

difference between research conducted by students and previous research. Most students did not write down the limitations or evaluations of their research in the discussion section. The last problem was that some students have difficulty contacting their supervisors so that some students were not guided optimally how to write good and correct results and discussions.

The findings regarding the problems faced by students in writing the finding and discussion chapters were almost the same as the findings obtained by Al Fadda (2012) which stated that the difficulties experienced by students in academic writing are the use of formal language in written language. This included difficulties in terms of coherence and cohesiveness of a paragraph. In addition, Al Badi (2015) & Al Mubarak (2017) found that the difficulties faced by learners in addition to compiling sentences and paragraphs to be coherent, and cohesive as well as good and correct citations, the problem of weak English is also one of the things that makes difficult learner to write. This weak English ability can be a lack of vocabulary and poor English grammar. The findings in this previous study have similarities and differences with the current research, where previous research only found problems of language, citation, coherence and cohesiveness, but the current study found other things such as the problem of lack of understanding of rhetorical structures, not knowing how to interpret data, write limitations or research evaluations in the discussion section, lack of time and problems with supervisors.

Briefly, based on the two findings in this study, which is regarding the mastery of rhetoric and the problems faced by students in writing the results and discussion chapters, this research has limitations only exploring that part, there should be a solution that can be given by the researcher. With the findings of this research can be a basis for providing appropriate problem solving. This relates to the fluency of students in the process of completing studies, especially in writing the results and discussion sections. In addition, the findings from this study indicate that students should further improve their ability to write the results and discussion sections and the rhetorical structure becomes a guide for them in writing these sections in the thesis.

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CONCLUSION

Based on the research results obtained in this study, there are two conclusions that can be drawn. The first, the mastery of rhetorical structure in the finding and discussion sections is somewhat different, where in the finding section, students' abilities are categorized as high, but in the discussion section they are categorized as moderate. This is supported by the average mastery of finding which is 41, while the average of

mastery of the discussion section is 37. The second, some students still have difficulty in writing the results and discussion chapters, especially problems in the data interpretation section, rhetorical structure, discussion writing, evaluation section in discussion, weak English skills, timing problems, and supervisor problems. The limitation of this research was there is not solution from the difficulties of students in writing findings and discussion. Thus, the recommendation of this research is that the further research could do the same research by exploring the solution of those difficulties.

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The influence of English phonemic awareness to reading comprehension: A study on Indonesian EFL learners

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Phonemic Awareness has been reported to be one of the predictors to reading comprehension in English as a first language. Various studies have reported the effects of English phonemic awareness to reading comprehension in English as a second or foreign language, but less similar research has been reported involving Indonesian EFL learners. Indonesia and English share different phonemes that affect learners' comprehension on English. This study aims to investigate the correlation between EFL learners' phonemic awareness and reading comprehension. The subjects selected were 100 students from the 3rd semester majoring in English Language Education Program, in one of Indonesian university. There are two test obtained during this research, the first is phonemic identification test in order to measure the level of phonemic awareness, and the second is reading comprehension test to measure students' reading comprehension skill. Simple linear regression was applied to validate the influence of English Phonemic Awareness to English Reading Comprehension. The result revealed that the correlation coefficient (r) value between the two variables shows .352 degrees with the significance level .000, while the coefficient of determination (r^2) shows .124 degrees. Furthermore, the regression equation formula from simple linear regression shows $Y = 60.267 + 0.211 X$, which reveals that if phonemic awareness value increased by 1 point, the value in reading comprehension will also be increased by 0.211. As the result, it can be interpreted that the better students' phonemic awareness, it also leads to the better reading comprehension score.

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INTRODUCTION

Having phonological awareness becomes one of the fundamental skills in learning a language, especially in the process of developing reading skill (Bishara & Weiss, 2017). It supports learners to break down language into smaller components. Specifically, it is defined as the ability that allows language learners to recognize and manipulate wide range of sounds. Phonological awareness includes three domain skills, which are the ability to decode words into syllables, rhyme awareness and phonemic awareness (Sterne & Goswami, 2000). Through those three skills, learners with good level of phonological awareness will be able to detect the segmentations of words based on how it sounds in speech language that supports language learners' ability to do word spelling in the beginning of reading acquisition.

Phonemic awareness, as a part that falls under phonological awareness scope, takes more specific role as it deals with the learners' knowledge of the smallest unit in spoken language. English phoneme, as an example, is considered to have approximately 35 to 44 phonemes depends on various criteria ([Bizzocchi, 2017](#)) and each of them represents different sounds. Phonemes, to distinguish from alphabetic forms; which is a set of letter that is used in written language, is defined as the abstract forms of speech sounds which comprises single or combination of phones ([Ehri et al., 2001](#)). [Ehri et al. \(2001\)](#) continue to explain that the combinations of phonemes are further helps to form syllables and words. By this statement, it means that most of the words are formed up from some blended phonemes, but it does not mean that every single word existed are come up with two or more phonemes. For instance, the single phoneme word such as the pronoun 'I' and the article 'a' in English words represents only one phoneme, which is /aɪ/ for the word 'I' and /ə/ for the word 'a'.

Phonemes also indicated as a necessary part in language as it helps to create meaningful difference in words ([Duncan, 2018](#)). In particular, phonemic awareness allows learners to recognize that the words in 'pet' and 'pat' are having different meanings despite the similar sound. Both of the words start with the same initial and final phoneme /p/ and /t/. However, the replacement of the medial sounds from /e/ to /a/ creates distinct meanings, in which pet can be categorized as a noun, while pat can be meant as a verb. In additional, [Rokhman et al. \(2020\)](#) also explained that the learners' ability to understand word and its phoneme in isolation supports them to segment and manipulate phonemes in words, as well as helping them to form up words based on the existing phonemes. Therefore, in this situation, learners' knowledge on identifying phonemes in isolation is needed as a fundamental to enhance their process in understanding words, which also beneficial in the future reading acquisition process.

A study conducted by [Alhumsy \(2020\)](#) also has suggested that there is a significant connection of the first sound and first letter recognition toward word recognition that helps EFL learners in the reading process. He explains that the majority of the students began to recognize words by realizing the first sound in a word. For example, individual's process in recognizing the word 'book' began by dividing that word into its sounds, then they continued to realize that the first sound of 'book' is /b/. In another case, some pointed out that they begin the process of recognizing the word by knowing the first sound or first letter instantly. Therefore, it can be said that the role of first sound or letter in a word is as a prediction in word recognition process, which further resulting in learners' better reading acquisition.

Learners' successful reading process found to occur through their development of phonemic awareness skill which followed by their ability to recognize words as well as word processing ability ([Alhumsy, 2020](#)). [Rokhman et al. \(2020\)](#) also pointed out that decoding and encoding skills are projected in this process. It begins with learners' ability

to identify phonemes into its smallest units that result in better phoneme segmenting ability. The segmentation process allows learners to decode words into each of its sounds, and phoneme blending ability will follow afterwards. In the process of phoneme blending, the process of forming a new word from segmented phonemes also occur, or known as encoding process. In other words, after the learners able to segment words into its phonemes, they later will be able to do phoneme blending which helps to create a new word with different meanings.

[Cárnio et al. \(2017\)](#) suggested that as individual's phonemic awareness developed, their syllabic awareness can be predicted to elevate significantly. As they begin to understand the words in isolation, the level of their understanding will step up from word level of reading acquisition toward sentence and then text level. Thus, this word to text reading process will assist individual's reading comprehension skill.

[Hirsh-Pasek et al. \(1996\)](#) as cited in [Ravenska & Hidajat \(2011\)](#) also explained that word learning process occurs in young learners begins by segmenting sounds they hear, which continues to process into words, phrases and clauses. Through that process of understanding the language, children begin to link the spoken language into its meaning that also supported by paying attention to its context. Consequently, when children are able to get its meaning, their literacy skill will subconsciously also be developed.

Additionally, the researchers have found some previous findings related to phonemic awareness and reading skill. The first study was conducted by [Edwards & Taub \(2016\)](#), which focusing on the young learners, particularly elementary African American students, to find the specific component in phonemic awareness skills that influence learners' reading comprehension. The researchers have chosen phonemic blending and segmentation skill to be investigated to find its relationship with reading comprehension. The result reveals that learners' ability in sound blending indicated to predict more in reading comprehension than phonemic segmenting skills.

The second study was conducted by [Rokhman et al. \(2020\)](#), which focuses on the finding of the correlation between phonemic awareness toward word processing on EFL students in a certain higher education level in Indonesia. This study used English phoneme identification skill including onset or initial, medial and final sound that also correlated with the blending and segmenting skill to measure the participants' word processing ability. The result shows that EFL learners' ability to recognize blending and segmenting phonemes is significantly influenced by their phonemic identification ability. It means that the better students are in identifying phonemes, the better they are in blending and segmenting phonemes. Hence, this research reported that EFL students' ability to identify phonemes correlates to the word processing skills.

From the previous studies mentioned above, it shows that only specified components in phonemic awareness, which are blending and segmentation, had investigated to link with learners' reading comprehension. Furthermore, it also

reveals that the first study is more focused on earlier ages of African-American Vernacular English speakers, while the second study is focused on EFL adult learners. The second study also shows that research regarding phonemic awareness also had been conducted previously in order to find its relationship with word processing ability. However, further research on the relationship of phonemic identification skill toward reading comprehension ability on higher level students has not been explored, yet, there is an assumption that the students' awareness on Phonemic Identification Skills influence their reading comprehension since it helps the students to recognize words better. Therefore, this present study aims to validate the assumption that there is the correlation on EFL students' phonemic awareness and reading comprehension, and how one of the variables can predict to the other variable's score.

METHODS

Participants

The participants of this research were the students of English Language Education Program, Universitas Brawijaya, Indonesia, particularly the 3rd semester students who took Introduction to Linguistics and Reading Comprehension subjects. The researchers took total sample consisted of 100 students. The participants selected assumed to have been given exposure about English phoneme and also reading comprehension skills in order to reach adequate representations on each score.

Research Design

A regression analysis was implemented using IBM SPSS Statistics version 21.0. It is a set of statistical method used to estimate the relationship between one dependent variable and one (or more) independent variable. In this current research, the dependent variable is reading comprehension and the independent variable is phonemic awareness.

Research Instrument

Phonemic Awareness Test

The instruments used to obtain the data about phonemic awareness skill were adapted from [Rokhman et al. \(2020\)](#); which previously was conducted based on Phonemic Awareness Test by [Heggerty & VanHekken \(2003\)](#). There are three skills to be measured in this research, including:

Identification skill:

- *Onset fluency or initial sounds identification*
This onset or initial sound identification was obtained by isolating the initial or first phoneme in a word. For example, the onset or initial phoneme in the word mad is /m/.
- *Medial sounds identification*
Medial sounds identification was measured by isolating the medial phoneme in a word. For example, the medial sound in the word big is /i/.

- *Final sounds identification*

While final sounds identification was obtained by isolating the final phoneme in a word. For example, the final sound in the word hat is /t/.

In doing phonemic awareness test, participants of the data were asked to do the test that measured 3 types of identification skills in phonemic awareness, including onset or initial, medial and final sound identification. This test originally included 30 numbers in total, which 10 numbers in each of the 3 types. However, after the data being checked on its validity and reliability, one of the instruments in onset or initial sound identification did not meet the validity requirement; therefore, it had to be eliminated. Finally, the total number of the test used is 29 numbers and all of the instruments were tested in form of online quiz, using audio and multiple-choice test that enable students to identify the sound.

Reading Comprehension Test

To evaluate students' reading comprehension on the expository texts, the test used six-step question system of Revised Bloom taxonomy. This reading comprehension test is focused on students' identifying skill on the topic, main idea, supporting ideas/details (understanding problem solution, description, comparison, sequence, and cause effect), organization of the text, implied details (understanding problem solution, description, comparison, sequence, and cause effect), the writer's tone of writing, pronoun reference and word meaning. These instruments used to measure reading instruments were previously guaranteed through item difficulty and item discrimination analysis, and it was tested in form of 45 numbers of multiple-choice tests in total.

Data Collection

The procedures in obtaining the data for this research begins with selecting participants of the data, which is the 3rd semester students of 2019/2020 academic year from English Language Education Program particularly students that have enrolled Introduction to Linguistics and Reading Comprehension subjects. After selecting the participants, the researchers began to collect both of the data through phonemic awareness test and reading comprehension test, which were conducted through online quiz and test.

The data collection was conducted in two different tests. The first test is the phonemic awareness test which obtained to measure students' skill on recognizing onset or initial, medial and final sound of words presented. While the second test is the reading comprehension test which focused on measuring students' reading skill on the expository texts by using six-step question system of Revised Bloom taxonomy.

The score from each variable was further analyzed to find the correlation which measured in form of statistical data. Furthermore, the data is analyzed using bivariate correlation; therefore, the result of this study is expected to have linear relationship. Bivariate correlation, zero order correlation, or an 'r' is the product moment correlation coefficient which defined as the statistic that shows

correlation statistics as a linear relationship (Creswell, 2012). Regression analysis were also obtained in order to evaluate the relative impact of students' phonological awareness on their reading comprehension, which was done by predicting scores based on correlating correlation coefficients (Creswell, 2012; Zou et al., 2003).

Data Analysis

In this research, the data is analyzed as follows:

Examining data

After administering both phonemic awareness and reading comprehension test, the data was being examined according to the key answers and the correct answer will be taken on average.

Calculating data

The phonemic awareness test was calculated on its average. Each correct answer get 1 score, which total 29 scores; 9 scores on onset fluency (initial sound identification), 10 scores on medial sound identification and 10 scores on final sound identification. While the reading comprehension test was also being calculated on its average by giving 1 score on each correct answer. The total score on reading comprehension is 45. While the maximum scores of both test are 90.

a. Calculating the English phoneme identification score

$$\frac{\text{Onset fluency (initial sound)} + \text{medial sound} + \text{final sound identification} \times 90}{29}$$

b. Calculating the reading comprehension score

$$\frac{\text{Correct answers} \times 90}{45}$$

Analyzing Data

Thus, the data analysis continued by listing the collected scores from phonemic awareness and reading comprehension test into Microsoft Excel file. The listed scores are therefore analyzed using IBM SPSS to be identified the correlation between the two variables. The first analysis is to calculate whether there is significant correlation between phonemic awareness and reading comprehension and whether the correlation shows positive or negative correlation. Then, after knowing the correlation coefficient, the researcher measures the r^2 (Pearson correlation coefficient squared) which is used to report the regression weights of variables in regression analysis (Creswell, 2012), and interpret the result afterwards.

Validity and Reliability

Validity Test of Phonemic Awareness Instruments

Validity of a research instruments is generally defined as the extent to which an instrument measures what needs to be measured (Mohajan, 2017) in a certain observation with the purpose to get a valid or truthful result. In this study, the validity test was done to measure the research instruments which in form of questionnaire that was given to respondent to answer. This test was conducted using Pearson Product Moment Correlation using IBM SPSS by analyzing the correlation between each item score of the questionnaire and the total score. The validity of each item is analyzed through

the correlation coefficient between each item and the total score. In this research, the validity test was done to analyze the variable in phonemic awareness.

TABLE 1 | Validity Test of Phonemic Awareness Instruments

Question Item	R value	R table	Sig.	Validity
Question_1	.598	.256	.000	Valid
Question_2	.484	.256	.000	Valid
Question_3	.539	.256	.000	Valid
Question_4	.736	.256	.000	Valid
Question_5	.744	.256	.000	Valid
Question_6	.475	.256	.000	Valid
Question_7	.390	.256	.002	Valid
Question_8	.211	.256	.109	Invalid
Question_9	.585	.256	.000	Valid
Question_10	.685	.256	.000	Valid
Question_11	.530	.256	.000	Valid
Question_12	.551	.256	.000	Valid
Question_13	.491	.256	.000	Valid
Question_14	.501	.256	.000	Valid
Question_15	.463	.256	.000	Valid
Question_16	.383	.256	.003	Valid
Question_17	.402	.256	.002	Valid
Question_18	.642	.256	.000	Valid
Question_19	.507	.256	.000	Valid
Question_20	.493	.256	.000	Valid
Question_21	.341	.256	.008	Valid
Question_22	.380	.256	.003	Valid
Question_23	.399	.256	.002	Valid
Question_24	.421	.256	.001	Valid
Question_25	.258	.256	.048	Valid
Question_26	.277	.256	.034	Valid
Question_27	.305	.256	.019	Valid
Question_28	.362	.256	.005	Valid
Question_29	.441	.256	.000	Valid
Question_30	.398	.256	.002	Valid

From the Table 1, it can be concluded that all items from phonemic awareness instruments were all valid except the question number 8 which shows that the r value (0.211) < r table (0.256). Therefore, from this result, action were taken to make all the questions from the questionnaire valid by removing the question from number 8, which make the total question changed from 30 items to 29 items.

Reliability Test of Phonemic Awareness Instruments

The next step after conducting validity test to the existing questionnaire is administering the reliability test. This action is taken to measure the extent to which the instruments used for this research is stable (error free) and can give consistent results (Mohajan, 2017), which means that the output score reflects the true score of the respondent. In this research, the questionnaire from phonemic awareness instruments were measured based on Cronbach's Alpha using IBM SPSS.

TABLE 2 | Reliability Test of Phonemic Awareness

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.733	.891	31

From this result, the decisions were taken from the following consideration:

- If Cronbach's Alpha value (r alpha) > 0.60 , the questionnaire were reliable.
- If Cronbach's Alpha value (r alpha) < 0.60 , the questionnaire are not reliable.

As seen in the [Table 2](#), the result can be concluded that the r alpha is 0.891, which means that it is more than 0.60 and can be said that the instruments of phonemic awareness is categorized as reliable.

Item Analysis

In this research, item analysis was administered in order to analyze the instruments used in reading comprehension test; which is a set of multiple-choice questions that includes 45 items. The purpose of item analysis is to help in considering the role of each items with respect to the entire test and revising or excluding the ineffective items ([Boopathiraj & Chellamani, 2013](#)), in order to get the appropriate test that can measure what needed to be measured. In doing item analysis, each item need to be analyzed based on the two following specifications:

1. Item difficulty analysis
2. Item discrimination analysis

Item Difficulty Analysis of Reading Comprehension Instruments

According to ([Boopathiraj & Chellamani, 2013](#)), item difficulty is described as the percentage of the respondent that marked the item or question correctly. The percentage is ranged from 0% to 100%; the lower the value, the more difficult the item. Too easy or too difficult item indicates that it is not worth to be given as a test and should be reviewed, while the ideal item should have moderate item difficulty.

TABLE 3 | Item Difficulty Analysis of Reading Comprehension Instruments

Item number	Proper Correct (Item difficulty) index	Interpretation	Action
1	.44	moderate	ok
2	.69	moderate	ok
3	.70	moderate	ok
4	.44	moderate	ok
5	.35	moderate	ok
7	.45	moderate	ok
9	.70	moderate	ok
10	.80	easy	ok
11	.64	moderate	ok
12	.42	moderate	ok
13	.72	easy	ok
17	.80	easy	ok

18	.78	easy	ok
19	.57	moderate	ok
20	.91	easy	revised
21	.24	difficult	ok
22	.12	difficult	revised
27	.87	easy	revised
28	.20	difficult	ok
29	.81	easy	revised
30	.28	difficult	ok
31	.45	moderate	ok
34	.39	moderate	ok
35	.51	moderate	ok
36	.39	moderate	ok
37	.26	difficult	ok
38	.13	difficult	revised
40	.43	moderate	ok
41	.75	easy	ok
44	.23	difficult	revised

From [Table 3](#), it can be seen that some items interpreted as easy and difficult were given actions to be reviewed and revised, as in the item or question number 20, 22, 27, 29, 38, and 44.

Item Discrimination on Reading Comprehension Instruments

Item discrimination refers to the degree to which the score achieved reflects and discriminates the ability of the respondent being measured. The value of item discriminations analysis ranged from 0.0 to 1.0, means that the higher the value, the higher the discrimination of the item is ([Boopathiraj & Chellamani, 2013](#)). The higher value of item discrimination also can be interpreted that high achiever learners are potentially got the item correct and the low achiever group got the item incorrect.

TABLE 4 | Item Discrimination of Reading Comprehension Instruments

Number	Discrimination Index	Interpretation	Action
1	.52	very good	accepted
2	.42	very good	accepted
3	.27	ok	reviewed, revised
4	.37	good	accepted
5	.36	good	accepted
7	.16	ok	reviewed, revised
9	.32	good	accepted
10	.25	ok	reviewed, revised
11	.27	ok	reviewed, revised
12	.62	very good	accepted
13	.53	very good	accepted
17	.37	good	accepted
18	.35	good	accepted
19	.24	ok	reviewed, revised

20	.15	ok	reviewed, revised
21	.11	ok	reviewed, revised
22	.08	poor	reviewed, revised
27	.15	ok	reviewed, revised
28	.18	ok	reviewed, revised
29	.30	good	accepted
30	.39	good	accepted
31	.42	very good	accepted
34	.70	very good	accepted
35	.32	good	accepted
36	.49	very good	accepted
37	.34	good	accepted
38	.26	ok	reviewed, revised
40	.34	good	Accepted
41	.32	good	Accepted
44	.33	good	Accepted

In the [Table 4](#), the item discrimination analysis shows that the items having value below 0.30 are considered to less discriminating the respondents' ability. Therefore, further actions as review and revision are taken in order to meet the appropriate qualification.

RESULTS AND DISCUSSION

In this present study, the simple linear regression analysis were obtained in order to evaluate the strength of the correlation between phonemic awareness skill towards reading comprehension skill, which was done by predicting scores based on correlating correlation coefficients.

TABLE 5 | Model Summary of Simple Linear Regression Test between English Phonemic Awareness (X) and Reading Comprehension (Y)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.352 ^a	.124	.115	6.519

a. Predictors: (Constant), Phonemic Awareness

As can be seen in the [Table 5](#), the correlation coefficient (r) between the two variables is .352, while the correlation coefficient squared or coefficient of determination (r²) shows .124. The value in coefficient of determination defines that the independent variable (phonemic awareness) affects the dependent variable (reading comprehension). This means that reading comprehension skill determines by 12.4% (r² = .124) of their phonemic awareness ability.

TABLE 6 | Result of Simple Linear Regression Test between English Phonemic Awareness (X) and Reading Comprehension (Y)

Comprehension (1)					
Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	60.267	3.041		19.820	.000
Phonemic Awareness	.211	.057	.352	3.722	.000

a. Dependent Variable: Reading Comprehension

As displayed in the [Table 6](#) above, it is shown that there is a correlation between phonemic awareness and reading comprehension, with the significance value showing .000 > 0.05. A regression equation formula can be obtained from this data based on the coefficient table equation $Y = a + bX$. Therefore, the regression equation formula between phonemic awareness (X) and reading comprehension (Y) can be formulated as:

$$Y = 60.267 + 0.211 X$$

From the equation formula $Y = 60.267 + 0.211 X$, it means that if the X (phonemic awareness) value increases by 1 point, the Y (reading comprehension) value will also follow to increase by 0.211. This unstandardized regression coefficients indicated positive relationship. Therefore, it can be said that phonemic awareness skill has a positive impact toward reading comprehension skill. This also suggested that the better score learners' achieve in phonemic awareness task, the better score they also achieve in reading comprehension task.

Learners' ability to comprehend text leads to the better language and literacy skill. However, as Indonesians are majority having English as their non-native language, many obstacles are frequently experienced as there are several differences in the Indonesian and English language systems, including phonemic systems. As having phonemic awareness is the fundamental language skill, this issue further can bring a challenge to Indonesian learners to acquire English as a foreign language. Furthermore, if the individuals develop their ability in identifying phoneme in isolation, it will consequently promote their understanding on the words in isolation which will also support the comprehension on sentences and text.

In this present study, the researchers examine whether or not phonemic identification as the fundamental of phonemic awareness skill, correlates and contributes to the reading comprehension outcomes on Indonesian EFL adult learners. The statistic result indicates that there is a positive correlation between phonemic identification and reading comprehension skills as it shows $r = .352$ with the significance value .000, while the linear regression analysis shows the equation $Y = 60.267 + 0.211 X$. This result is showing a significant correlation between the two variables, which also reveals that phonemic awareness significantly, promotes indirectly to the reading comprehension outcomes.

The ability to identify onset or initial, medial and final sound in isolation in English language supports learners to link its letter sound which help them to develop their recognition on alphabetic code. This statement is in relation as explained by [Alhumsi & Effendi \(2016\)](#) that the knowledge of understanding phoneme, whether it is in isolation or blended, promotes to the letter knowledge. As learners have acquired the understanding on the letter sound and its sound, they begin to understand the alphabetic principles, which this ability is applicable as the foundation to perform phoneme manipulation ([Hulme et al., 2005](#)). [Rokhman et al. \(2020\)](#) also explains in their previous findings that phoneme identification is found to contribute to phoneme segmenting and blending. Therefore, it can be said that phoneme manipulation (phoneme segmenting and blending) is better performed with learners' better knowledge on understanding letter sound, which in this relation; phoneme identification is also highly required in the process.

Furthermore, by being able to do phoneme segmenting and blending, this will also supports them in the word recognition and processing acquisition. As explained in the research by [Mellard et al. \(2010\)](#), [Gough and Tunmer's \(1986\)](#) theory elaborates that reading comprehension are formed up through word recognition and listening comprehension. Word recognition helps to interpret text as linguistics form, while comprehension supports in making clear this linguistics information. Therefore, as phonemic identification skill increases, the comprehension on text reading will also increase, which can be said that this current study suggested that phonemic identification gives indirect effects to the successful reading comprehension.

Since reading comprehension acquires the understanding of the text meaning, therefore the process should begin with the understanding on the words and its meaning in association. After that, the comprehension can level up to the phrases, clauses and text level. However, in order to acquire the meaning accurately and to be able to catch the meaning in the words included correctly, cognitive and metacognitive skills are also needed in the process, as each text varies in terms of its context.

CONCLUSION

In conclusion, phonemic awareness is a pivotal skill in learning a language, in this context is English phoneme, that becomes one of the predictors on Indonesian EFL adult learners' reading comprehension outcomes. One of phonemic skills is especially pointed out, which is the ability to identify phonemes in words that includes three points: onset or initial, medial and final identification. These three skills are essential as it helps learners in identifying phoneme sounds in isolation which further supports in the phoneme manipulation. Furthermore, after being able to manipulate phonemes, learners consequently are able to do word recognition and processing, which become one of the components in the process of comprehending reading text. This research reported the result of the correlation of

phonemic awareness to the reading comprehension only, the further elaboration on this field is suggested for the future research that can explore the suprasegmental levels in the phonological level in relation to reading comprehension.

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Exploring English for Young Learners (EYL) pre-service teachers' experiences: Innovations during their teaching practicum

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Pre-service teachers of English to young learners should be exposed to educational innovations through experiences and practices for developing contextual language learning. As English has been a locally-tailored school subject in Indonesian primary schools, there is a wide arena of innovations. It can be carried out by integrating the English as an International Language (EIL) principles into the themes selected by the teachers of EYL. To internalize the innovations, Pre-Service Teachers (PSTs) of EYL should be knowledgeable with the current setting. Adopting an exploratory case study, ten PSTs were recruited as participants of this study by considering the Lesson Plans (LPs) that they developed. The data were collected from multiple sources; document analysis, observations, and interviews. The findings revealed that all LPs developed by the PSTs of EYL had integrated innovations which could be reflected from the intelligent themes linked to the YLs life experiences, characters building and intercultural awareness. Moreover, the activities focused on YLs' characteristics and language acquisition process. As this study was only dedicated to the face-to-case learning, the further studies should be projected to innovations for remote and bended learning that PSTs of EYL should aware due to unpredictable situations of learning near future.

Keywords: innovations, thematic lessons, TEYL, Pre-service teachers of EYL

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INTRODUCTION

Present language and literature learning pedagogy has been affected by recent developments in the usage and use of English and improvements in the search for the best language teaching methods. Curriculum components such as the syllabus, instructional materials, instructors or teachers, and assessment procedures play crucial roles for the English Language Teaching (ELT) curriculum in the sense of society. It is implied in the English as an International Language (EIL) pedagogy that English learning aims at enabling its learners to communicate their ideas or culture using English (McKay, 2003; McKay, 2018), focusing on the students' greater access to the complexity of English and more experience in ELT interactions.

Related to transition in status of English as a compulsory subject to a locally-tailored school subject in Indonesia, Teaching English for Young Learners (TEYL) has arrived in situation where English could be taught to primary school students based on particular focus.

This situation is reliable with [Shin's and Crandall's \(2014\)](#) views on the commitment of English for Young Learners (EYL) teachers to design materials and select methods that provide young learners (YLs) with opportunities to learn English communicatively and practice the target language through the use of themes. In context of Indonesia, feasibility of integrating themes had been studied by [Sesiorina \(2014\)](#) as well as [Setyaningrum and Purwati \(2020\)](#) and they entailed more careful lesson planning and teacher's linguistics and pedagogical competence to enhance.

Recently, English is verified to be a favorite extra-curricular for the primary schools students in Indonesia ([Meisani & Musthafa, 2019](#)). They encountered over fifty percent of the total numbers of primary schools in Malang – East Java province committed to teach English for some main reasons. They were, the schools' understanding of the importance of incorporating English as a foreign language for global communication, the schools' efforts to prepare students for secondary education, and school's initiative to equip the primary school students with basic English to take part in the Science and Mathematics Olympiads. In addition, expectation towards EYL to improve the English overall input for students before enrolling the secondary levels ([Zein, 2015](#)) has evidenced positive impact to the students' performance in the lower secondary level ([Rachmajanti & Anugerahwati, 2019](#)). The aforementioned justification correspond to the EIL principles that English is learned by the students for accessing vast amount of information globally ([McKay, 2003](#)), and interacting with people whose English background varied ([McKay, 2018](#); [Rose & Montakantiwong, 2018](#)).

Carrying out the EYL classes for the sake of catering YLs experience of language learning naturally as a skill mediating them to live ([Sehan, 2018](#)) requires lesson preparation which considers YLs' holistic needs instead of teaching the YLs the language components in isolation. [Harmer \(2007\)](#) mentioned that EYL teachers should recognize that YLs like exploration activities that they can respond to by using imagination that they can participate well in puzzle-like activities, in creating things, in drawing items, in sports, in physical movements or in songs. In accordance, [Shin \(2006\)](#) proposed ten ideas of teaching EYL, such as: 1) using images, reality and movement; 2) involving students in images and reality making (as teaching media); 3) going from activity to activity; 4) teaching themes; 5) using stories and meanings familiar to students; 6) creating classroom routines in English; 7) using L1 as tools dependent on necessity; 8) involving group helpers; 9) collaborating other teachers at school, and 10) communicating with other TEYL professionals. These ideas are developed alongside the principle of supporting theme-based teaching and learning, which focuses on activities connected together ([Cameron, 2005](#)) so that YLs get the opportunity to learn English by incorporating it into other learning contexts ([Shin & Crandall, 2014](#)). Hence, the concept should be meaningful when it is put into the teaching-learning process.

To provide the students opportunity to achieve satisfactory social interaction and be more sensitive to cultural diversity in speech ([Newton, 2016](#)), the teacher can select a 60-minute weekly theme to teach in EYL class by emphasizing the activities. The theme does not contain repeated activities in regular thematic class by using English but the development of the theme by considering YLs' characteristics. Learning by doing, engaging with the environment, the need for instructor help and scaffolding ([Shin & Crandall, 2014](#)) are the characteristics correspond to simple, meaningful, and fun activities. As an example, when grade 4 regular thematic theme is Jobs, the EYL teacher can take Part-time and Full-time Jobs as a theme to teach in EYL classroom. A role –play of doing a part-time job like being a content-writer or a You-tuber as well as a full-time job like being a teacher, a doctor can be practiced by the students with supports of related English vocabulary. The teacher and students work together for language improvement contextually. [Shin and Crandall \(2014\)](#) summarized the experience of EYL teachers from various parts of the world and mainly from non-English-speaking countries and explained that the EYL teachers still rely upon L1 in teaching.

[McKay \(2018\)](#) claimed that L1 can be used to develop language proficiency and English with EIL paradigm can be embedded in the local context. When TEYL is conducted informally outside the class setting – like in English club – procedures should be fixed but viable for improvements. [Zulhermindra \(2018\)](#) promotes some activities for students' performances in study club like Master of Ceremony, English Songs, Language Games, Poetry, Story Telling, and Drama/Role-play. In the meantime, [Meisani and Musthafa \(2019\)](#) reported that the flexibility of TEYL in Indonesia was also interpreted as freedom to adopt international curriculum for English and other subjects, like Cambridge curriculum. It is to make the learners competent being international speakers ([Marlina & Giri, 2014](#)).

Nonetheless, the fact that most primary school teachers are graduated from primary level education program - PGSD (Pendidikan Guru Sekolah Dasar/ Primary School Teacher Education), SPG (Sekolah Pendidikan Guru/ School for Teacher Education) and general undergraduate programs such as Physics, Mathematics, Biology, among others ([Zein, 2014](#); [Zein, 2016](#)), professional development (PD) is urgent. It is suggested that the school of education to provide a specific program for educating the prospective EYL teachers or conducting in-service training for the EYL teachers who have been in the teaching sites. Both pre-service and in-service trainings can be organized by the English Language Education Study Program ([Sulistiyo, et.al, 2019](#); [Zein, 2014](#); [Zein, 2016](#)) in order to cater the needs of professional English teachers who facilitate various EYL programs at primary schools.

The urgency, however, had not been considered crucial by all English language education department in Indonesia to educate the pre-service teachers (PSTs) of EYL to teach YLs English with sophisticated program. [Zein \(2015\)](#) asserted that PGSD and English departments had not adequately prepare

the prospective teachers of English for the primary level. Furthermore, [Zein \(2016\)](#) had uncovered the PD model needs analysis for primary EFL teachers which encompassed language, knowledge, and pedagogy to be included in the pre-service training for EYL. In addition, tasks and activities should aid primary EFL teachers' creativity and versatility in creating interesting materials and well-integrated lessons that work best for young learners.

Determination of incorporating EIL principles to the EYL classes is critical despite scarce evidences explored in the contemporary studies. Generally, they entailed suggestions about TEYL by increasing YLs vocabulary numbers in the target language in terms of providing learning resources and facilities and acknowledging technology integration for TEYL classes with significant doubts of using the L1 ([Bakhsh, 2016](#); [Inbar-Lourie, 2010](#); [Kyza & Georgiou, 2019](#); [Leśniewska & Pichette, 2016](#); [Macalister & Webb, 2019](#)). In case of Indonesia, the government's decision in shifting the status of English for primary school students from subject to locally-tailored subject has proven the breakthrough for both teachers and students' awareness in teaching and learning English within new paradigm.

In view of all that has been mentioned so far, English as a locally tailored-subject and regular thematic lessons could be integrated for TEYL to prepare the students' future life because EIL has given voice to people of different linguistic backgrounds to connect and understand each other. The present study was conducted to showcase a serious attention given by an English Language Education Department in one of Islamic Private University of Indonesia to educate PSTs of EYL to respond the current situation. English as a locally-tailored school subject should be taught by considering the YLs' needs and incorporated with pedagogical principles of EIL. It investigated how the PSTs of EYL designed the EYL lessons and practiced to teach YLs with activities that support the YLs' holistic development as well as provide them with experience to use English contextually. This is to answer the research question: How do the PSTs of EYL design innovative lessons and practice them for their teaching practicum?

METHODS

Design

It is a case study that allows an investigation of a particular situation to obtain the results for explaining certain circumstances or events ([Richards, 2005](#); [Yin, 2016](#)). Employing in-depth analysis from multiple perspectives of the nature and significance of a specific project, policy, organization, program or framework in a real-life context ([Creswell, 2012](#); [Merriam & Tisdell, 2016](#)) this research is intended to gather the data of TEYL innovations which ruminated EIL principles in form of thematic lessons. They were practiced by the PSTs in the English Language Education Department (ELED) at an Islamic Private

University in Malang – East Java Province – Indonesia.

Setting and Participants

EYL is an elective course offered to PSTs of English at the previously mentioned institution. EYL 1 is a two-credit course offered and educates the PSTs with basic knowledge of EYL. During the second half of the semester, the students are assigned to prepare lessons for their EYL teaching practicum. They are put into six groups for designing the LPs and learning materials as well as evaluations for their prospective students. One group is also responsible to recruit YLs based on specific the level to teach in the EYL community class. The classes are conducted on Sundays at the campus. Moreover, EYL 2 is a four-credit course aims at catering the PSTs with knowledge of implementing their LPs, teaching materials and evaluation. While the first half of semester is used for coaching the students to better their teaching practicum preparation as well as peer-teaching, the second half of the semester is used for teaching practicum. To run a well-designed teaching practicum, each group of PSTs is supervised by a faculty member for consultation and teaching practicum feedbacks.

Out of thirty PSTs who enrolled in EYL 1 and EYL 2 elective courses during their third year of education in academic year 2019 – 2020, ten of them were selected as the participants of this study because they met the criteria of PSTs who developed LP innovatively. By acknowledging EIL principles and themes, the LPs were concrete, specifying the language content, reiterating children-friendly materials that support their cognitive, educational, and cultural values, incorporating technology, and manipulating authentic materials ([Chien, 2019](#); [Rixon, 2019](#); [Tomlinson, 2013](#)). Out of ten participants, only one male PST whose LP was selected for this study. [Table 1](#) displays the participants' demographic information.

Data Collection and Analysis

Multiple data for this study were obtained from the PSTs' LPs, observation notes, and semi-structured interviews. The LPs were collected and selected by the end of EYL 1 course while classroom observations and semi-structured interviews were conducted during the EYL 2. Following the LPs selection, the ten PSTs were observed. The non-participant observation was employed to collect information related to the research problems and to provide a first-hand account of phenomena ([Merriam & Tisdell, 2016](#)) before they were organized into field notes. The focus of those observations is teacher-students interactions to evidence how the teacher communicates particular theme to the YLs through activities to support language learning ([Shin, 2006](#); [Shin & Crandall, 2014](#)). To complete the data of this study, all PSTs were interviewed because of some emergent situations to be clarified. The semi-structured interview questions covered self-evaluation about the innovations they had developed in their LPs and their professional learning about innovation in material and activities they had practiced during the EYL practicum like what had been carried out by [Chien \(2019\)](#).

LPs analysis was undertaken to verify the innovations encountered within the thematic LPs. They were different from the one analyzed by [Sesiorina \(2014\)](#) because the current LPs included more points to cover like characters building and intercultural awareness which was linked to EIL principles. Furthermore, they were coded manually to perceive the innovative points.

According to [Miles, et.al \(2014\)](#) as well as [Saldana \(2013\)](#), pattern or focused coding is advised to employ to answer the research question of “How does...?”. Furthermore, Field note is important for the collection of concise, detailed data to describe what was observed during the observation periods ([Taylor, Bodgan, & DeVault, 2016](#)) reflected by the teacher and students' interaction. Furthermore, the data from the observations and interviews were coded and analyzed thematically.

TABLE 1 | Participants Demographic Information

No.	Participant	Gender	Pre-requisite Courses Status	Level for Practicum	Innovative Theme
1.	PST 1	Female	Passed	Grade 1	Me and My Friends
2.	PST 2	Female	Passed	Grade 2	Travelling Safely
3.	PST 3	Female	Passed	Grade 3	The Weather Forecast
4.	PST 4	Female	Passed	Grade 4	Alternative Energy
5.	PST 5	Female	Passed	Grade 4	Full Time and Part Time Jobs
6.	PST 6	Female	Passed	Grade 4	My Trip My Adventure
7.	PST 7	Female	Passed	Grade 5	Living in Harmony
8.	PST 8	Male	Passed	Grade 5	Food Shopping
9.	PST 9	Female	Passed	Grade 5	Healthy Cooking
10.	PST 10	Female	Passed	Grade 6	Unity in Diversity

RESULTS AND DISCUSSION

As suggested by [Tomlinson \(2013\)](#) that intelligent topics/themes for ELT like what the students can find in their daily contexts, including arts, music, health, individuals, society and culture are critical for innovative ELT. The ten LPs with intelligent themes passed the initial selection. Since there is no curriculum and syllabus for TEYL, the LPs were developed by considering innovations suggested by [Chien \(2019\)](#), [Rixon \(2019\)](#), and [Tomlinson \(2013\)](#) and feasibilities of their developments, linked to the current curriculum, integrated thematic lesson for primary school students of Indonesia and the principles of EIL ([McKay, 2003](#); [McKay, 2018](#); [Rose & Montakantiwong, 2018](#)).

Intelligent Themes Linked to YLs Real Life Experiences

In today's globalized society, YLs are exposed to a variety of global issues through various media and everyday encounters. Ten themes, namely; Me and My Friends, Travelling Safely, The Weather Forecast, Alternative Energy, Full Time and Part Time Jobs, My Trip My Adventure, Living in Harmony, Food Shopping, Healthy Cooking, and Unity in Diversity were selected because by their intelligent themes. They should be intelligence ([Tomlinson, 2013](#)) because they are representing current issues in the society. Therefore, from those themes, YLs could relate their learning to their immediate life experiences. They comprised of ...important knowledge to attain by the YLs...(PST 1, PST 4, and PST 9), ...popular and updated...(PST 2, PST 5, PST 6, and PST 8), and ...critical global issues...(PST 3, PST 7, and PST 10). The following figures help clarify the statements.

Lesson I: Me and My Friends (90 Minutes)	
Skills to be emphasized:	Speaking, Writing
Target Structure:	My name is ... I have friends... She/he loves me.
Target Vocabulary:	Girl, boy, name
Objectives:	The students will be able to (SWBAT) <ul style="list-style-type: none"> - mention their names - use pronouns (I, me, my) - introduce themselves before their friends - differentiate boy and girl - write one of students name under a boy or a girl picture.
Materials:	Powerpoint presentation, songs' video, ball, boy and girl coloring pictures
Characters:	Religious, Independence
Intercultural:	Hug your friends, hold your friend's hand, and kiss your friends.

FIGURE 1 | LP Identity

Me and My Friends has been selected by almost all teachers of EYL for the first meeting. PST 1 also selected the theme with some improvements on the lesson. As this LP includes characters building and intercultural awareness, she designed the lesson by connecting the theme with those two points. [Figure 1](#) showcases the lesson identity which could predict the activities to carry out in the classroom. Particularly for character building and intercultural, PST 1 argues,

“...the YLs needs to know that friendship allows them to hug and kiss as well as hold hand. They can do it while singing I Love You, You Love Me song or to show feelings. In fact, I have to make it clear that it is restricted according to to Islamic value. They could hug, hold hand, and kiss their friends of the same gender.”

(PST 1_{IA})

On the one hand, characters building and intercultural awareness could be embedded in the teaching and learning process without being stated in the LP. On the other hand, urgency of specifying those two aspects in LP is critical to make the learning concrete and suitable with the goal of TEYL indicated by specific primary school. To evidence innovative LPs and activities, two definite points are stated; character building and intercultural awareness. They are to complete detailed part of common LP such as identity, pre-lesson activity, activities which include warm-up, presentation, practice, production, evaluation, and closing.

Pre-Lesson Activities (5 minutes)

Pre-lesson activity is arranged to invite YLs' learning readiness by singing an Opening Classroom Password. Opening Classroom Password is a song composed by specific grade PSTs as an "official" song as identification of a group and sung before the class starts. The following is the example of Opening Classroom Password from Grade 4 (Sunny Class). The Opening Classroom Password uses Doraemon theme song's tone.

*Welcome to Sunny class, welcome to Sunny class.
Say hello, good morning, and how are you today?
Are you ready to have fun, with your friends and your teachers?
Are you ready to start the class with happiness?
Let's listen and enjoy the class, in Sunny class.
Hey, shining together.
Sunny class, shining, shimmering, and splendid.
We are family.*

PST 9 clarifies the reasons of choosing the Doraemon theme songs' tone for the Opening Classroom Password, as follows.

"...of course it takes time to memorize the Opening Classroom Password. In fact, all students like it and the tone helps them to sing it again and again. I can hear some students sing it during the class activities." (PST 9_{PLA_OCP})

Song is one of the attractive media for TEYL because the YLs can learn English from the vocabulary used in the song. They also can move along the song and activate their bodily intelligence ([Shin, 2014](#)).

Warm-Up (10 minutes)

Various warm-up activities were presented by the PSTs for inviting the YLs attention and linking the activity to theme of the day. The following are the examples from grade one (younger learners), grade four, and grade six (older learners).

Warm up (10 minutes)

1. Stimulating and Introducing the lesson
 - a. Telling the students that they are going to learn about themselves and their friends.
 - b. Telling them that they have friends in the class.
 - c. Giving example about telling the teacher's friend.
2. Rolling Ball Game

The teacher plays a song. Then, the student who holds the ball when the music (ABC song) is paused has to mention her/his name.

FIGURE 2 | Warm-Up Activity for Grade One – Rolling Ball Game



FIGURE 3 | Warm-Up Activity for Grade 4 – Diego's Adventure Video

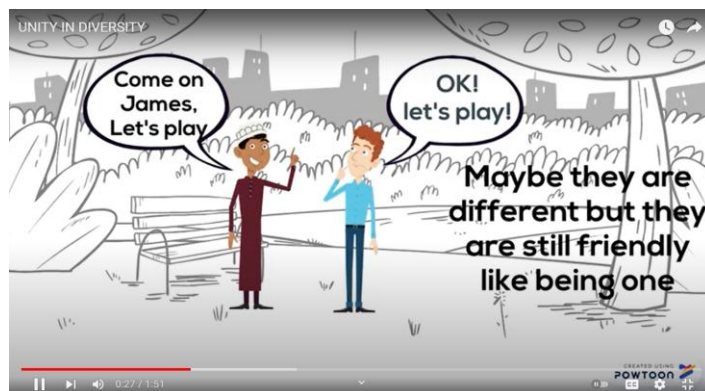


FIGURE 4 | Warm-Up Activity for Grade 6 - Unity in Diversity

From [Figure 2](#), [Figure 3](#), and [Figure 4](#) there is a significant fact that different interactive activities based on the students' grades have been included into the LP. Bodily intelligence activation is projected for younger learners while challenging and comprehension activity is planned for older learners. PST 6 adds that Diego was chosen to introduce adventures experienced by Diego from Brazil which might be different from which are explored by students in Indonesia. Additionally, PST 10 selected Powtoon video about Unity in Diversity from YouTube with more English text for the sixth graders. Both PST 6 and 10 agree to use technology for EYL lessons to equip older learners with more sophisticated authentic texts, sounds of English, and intercultural contents. Besides utilized by PST 6 and 10, technology was also found in other sample LPs, like using YouTube videos for Me and My friends and Traveling Safely themes, as well as interactive PPT for almost all themes.

Presentation (15 minutes)

Presentation is urgent in TEYL. It is to provide the students clear information about the theme of the day.

Activity 2: Presentation (Listening, 15 minutes)

1. Showing all materials and ingredients for Fruits Salad and naming them one by one.
2. Practicing Gouin Series of making Fruits Salad
 - I wash all fruits.
 - I cut them into bite-sizes.
 - I combine the fruits in a mixing bowl.
 - I pour condensed milk over the fruits and mix them.
 - I scoop them into a container.
 - I add cheese grated cheese onto the fruits salad as topping.
 - I enjoy the fruit salad.
3. Offering times to the students to comment on the presentation.
4. Grouping the students to practice making Fruit Salad.
5. Assigning one of group members to "shop" the ingredients.

FIGURE 5 | Activity – Presentation - Gouin Series to Make Fruits Salad

The presentation procedure depicted by [Figure 5](#) shows the PST 9 effort in presenting her theme communicatively. She considers the importance of lively and understandable presentation to provide information or example of doing the following particular activity. Longer presentation can be carried out for the older learners to provide detailed information. In addition, shorter and embedded theme explanation within activity could be set for younger learners. In this LP, PST 9 provides steps in making Fruits Salad in Gouin Series for students to imitate. She explains,

"Communication should run well in class. I have to present learning materials clearly and chronologically. I plan my motions to ease me recalling what to say clearly." (PST 9_Pt)

Practice (25 minutes)

To practice English, the PSTs provide their students time to involve in class activity. As the example is activity prepared by the PST 2. She opts to involve the students in Role Play so that they can take specific role while practicing English. She justifies that LP should concisely explain detailed information about the teaching and learning activities. She argues,

"I have to make sure that my LP is understandable. If I cannot teach my students for a certain meeting, the substitute teacher can rely on my LPs without any problems of carrying out the planned activities." (PST 2_Pr_Act)

According to [Nikolov \(2016\)](#), Role Play is one of YLs favorite classroom activities besides watching video and other oral tasks. Therefore, it should be planned carefully to provide the students' experience in playing the specific role based on the theme and ease the teacher to organize it. The following is the example.

Practice (25 minutes) Group Role Play

1.	Divide the class into two groups—Group A and Group B.
2.	Show different pictures of transportations and their safety equipment should be prepared when traveling with particular transportation.
3.	Explain the students that Group A will get some clue cards for the role play. The students could see different kinds of transportation on the cards. Group B will get cards with the pictures of transportation safety equipment. Group A will demonstrate the transportation movements while group B will match the transportation with its safety equipment. When one round done, the students exchange their roles.
4.	Provide example of dialogue about asking suggestion for the safety equipment using modal "should" for a peer dialogue practice: <ul style="list-style-type: none"> • TC: What should I use today? (Show students a picture of a motorcycle). • CT: You should take a helmet and wear it. (Pick up a picture of helmet). • TC: Wow, thank you very much. Now I can ride safely.
5.	Flow to each peer to see the students practices, provide feedbacks as well as alternative vocabulary used for the interaction

FIGURE 6 | Activity – Travelling Safety Role Play

[Figure 6](#) evidences the clear role play procedures to make the YLs involve in the activity to attain a new knowledge about the theme by using English. Based on the LP, this Role Play is carried out after all students get the basic understanding about equipment used for transportation from CoCo melon's music video No Play Safe from YouTube.

Production (20 minutes)

Since the learning entails product, project can be included in production activity for TEYL, based on theme. This project can be considered as evaluation for the YLs' learning. The following figure explains the project identified in Grade 4's LP.

• Project (20 minutes)

Let's make an alternative energy model!

- a. The teacher explains the activity that the students have to follow.
- b. The teacher explains the materials used for making the model; pictures, playdough, and craft supplies.
- c. The teacher provides example of step by step in making the model by emphasizing the specific vocabulary related to each model.
- d. The teacher shares the way how to present alternative energy model to the audience.
- e. The teacher assigns the students to start making the model.
- f. The teacher moves from one group to another to ask questions related to alternative energy and asks them to prepare a presentation about the model. The presentation should cover alternative energy name, materials used to make it, and advantage (s) of using it.

FIGURE 7 | Production - Project of Making Alternative Energy Model

[Figure 7](#) elucidates the PST 4 detailed explanation by providing steps to avoid students' misunderstanding. According to PST 4, the steps are presented to the students in order to explain the activity, exemplify the language' functions, and monitor their learning. Monitoring can be functioned as evaluating for TEYL. PST 4 states,

"When I come and join the group discussion, I ask some questions to monitor and evaluate the students' learning...I will get the other score to evaluate student's leaning from group presentation. What I understand about process evaluation is when I can evaluate my students' learning during the learning process." (PST 4_Pro_Ev)

Furthermore, there are various types evaluation carried out by the other PSTs to get the students' learning result based on their level. In fact, evaluating the students by project is beneficial for them. [Nurhajati \(2018\)](#) found that project-based learning (PBL) as teaching model is suitable for creating product and providing learning opportunities for students to get a success by teamwork, imagination and critical thinking. Moreover, the following section provides examples.

Evaluation (10 minutes)

In EYL 1, the PSTs had been well-informed about evaluation in TEYL. Its principles have been explored in previous studies (i.e. [Butler & Zeng, 2015](#); [Nikolov, 2016](#); [Zein, 2012](#)). All PSTs had agreed that they could evaluate their students' learning not only by providing test but also including it in tasks or activities to avoid the YLs anxiety of being tested. The following Take Home Project is the example.

Activity 6: Evaluation (Take Home Project) (10 minutes)

The teacher explains the way how the students can identify different activities related to Living in Harmony. The students are assigned to interview people at their homes to name activity (-ies) which meet the criteria of living in harmony.

Living in Harmony A Project by _____

No.	Name	Activity

FIGURE 8 | Evaluation – Living in Harmony Take Home Project

[Figure 8](#) exemplifies how Take Home Project is formed in order to evaluate the YLs' understanding about activities related to Living in Harmony. This evaluation is taken home to do with parents or other family member (s). Besides evaluating the students' learning it is also for strengthening every student and family bonding. PST 7 has specific reason of evaluating the YLs' learning by assigning them to finish the project at home. She affirms,

"...it is challenging but I expect the YLs' could extend their knowledge related to the theme from real life setting." (PST 7_TH_Ev)

As there is no particular requirement of conducting evaluation to YLs, all PSTs agree to use various forms. However, processed evaluation is the PSTs' preference in order to avoid YLs' anxiety of being evaluated ([Nikolov & Djigunović, 2019](#)). Further, the students' project could be also considered as portfolio which is powerful for YLs' learning ([Seitz & Bartholomew, 2008](#)) because it can function to promote the students awareness of their learning progress ([Chou, 2014](#)).

Closing (5 minutes)

Similar to opening, every grade has Closing Classroom Password. This password is sung before the PSTs greet their students a goodbye. The following is the example of Grade 2 Closing Classroom Password. The lyric was composed by grade 2 PSTs and the tone was from one of Indonesian children classical song "Cangkul – Cangkul".

Goodbye goodbye my teachers.

We want to go home and see you next time.

Goodbye goodbye all my friends.

Thank you for today and see you next time.

For younger learners, shorter opening or closing classroom password is suggested. It can be sung along with the movements which represent the lyric.

All of the samples LPs were developed by considering some elements proposed by [Shin and Crandall \(2014\)](#), consisting of skill to be emphasized, target structure, target vocabulary, objectives, materials – related to the theme and activities. In addition to those elements, character building as the attribute of the 2013 curriculum of Indonesia and intercultural competence for providing opportunities for learners to engage with culture in and around language ([Newton, 2016](#)) were included.

Planning the activities for TEYL is crucial because the YLs' short attention span should be accommodated by the meaningful and fun activities that make the learners love learning. That is the reason why curriculum innovation is needed and some factors that support should be considered ([Orafi, 2013](#)) namely; the innovation nature; the teachers' beliefs role, teachers' training and development; the examination system; and the context where the innovation is implemented. Based on the LPs developed by all PSTs, the innovations have served the new paradigm of EIL that the ELT is providing more exposure and wider range of practicing how to use English for interaction ([Rose & Montakantiwong, 2018](#)).

Engaging Activities to Enhance YLs English Learning

Following the LPs that the PSTs had developed, engaging activities were showcased during the teaching practicum. As mentioned by [Carless \(2012\)](#) that innovation brings improvement in ELT, it should be developed gradually in primary level. As a result, new pedagogical approaches, such as task-based language teaching ([Pinter, 2019](#)), changes to teaching materials ([Tomlinson, 2013](#)), technological developments, such as computer-assisted language learning, and alternative assessment methods ([Nikolov & Djigunović, 2019](#)) such as the use of portfolios should be emphasized. PSTs, as prospective EYL teachers, should learn about all of the aforementioned approaches. They should be practiced to enhance the YLs' engagement in learning during their

teaching practicum. The practices are exemplified by the following activities.

As young learners like learning by doing activities because they can practice English within specific context, PST 3 took their students outdoors to learn about Weather. Learning from the current situation outside the class, PST 3 guided the students to forecast the weather.



FIGURE 9 | Learning Weather Forecast Contextually

Figure 9 explains the way the PST 3 teaches this intelligent theme to her students to involve all students to interact communicatively, to get the points of their learning. Excerpt 1 helps clarify the evidence.

Excerpt 1

PST 3: *What's a weather what's a weather, what's a weather like today?*

What is it? You are using an umbrella but it is not raining. You need water to drink to keep you hydrated.

Ss : *Sunny.*

PST 3 : *Yes, right. It's sunny.*

S : *But, I bring umbrella every day. Jaga jaga (preparing) for rainy or sunny day.*

Wow, wonderful idea. You can watch Weather Forecast on TV or Info BMKG from your mobile phone.

Excerpt 1 evidences that PST 3 effort to make her students engage in the activity has been reflected by the students' willingness to interact with her in English. While the other activity which attracted the students' excitement was also performed under Foods Shopping theme. The YLs enjoyed foods shopping simulation because they could bargain the price, use money toys to pay, and count the change. PST 8 explains,

"Some students have not got any chance to do foods shopping without their family and they find the simulation fun. They tried to figure out different money value and count how much they need to spent for buying foods." (PST 8_Act_FS)

The activities to enhance engagement in TEYL practiced by PST 3 and PST 8 illustrate that meaningful activities

affect reciprocal interactions using the vocabulary they have known (Chou, 2014).

In addition, such interesting theme like Full Time and Part Time Jobs had invited young learners to engage in the learning activities. By linking young learners' background knowledge with learning materials, PST 5 asserts that she found more students would like to get their turn give comments, answer questions, as well as voluntarily practice to use new vocabulary. PST 5's belief about YLs' potential to relate the information that they get with the immediate situations attracts her to compose a Part Time Jobs Song which is sung by using an Indonesian classical children song's tone "Cicak Cicak di Dinding".

"...of course I have concern about part time jobs to include in my teaching because the students need to know kinds of jobs now, and they can have idea of choosing part time jobs if the situation does not permit them to choose full time jobs." (PTS 5_Act_PTJ)

The following Figure 10 is a PPT slide containing a song lyric sung by the students and the content had attracted their attention to communicate using English.

Part Time Jobs Song

Waiter, Cashier, Youtuber
Online Seller and Online Driver
They are all Part Time Workers
Work any places
Unfixed salaries



FIGURE 10 | Part Time Jobs Song's Lyric

Song was used by PST 5 for teaching this theme because it constructs exciting and effective EYL classroom (Shin, 2014) and allows the YLs use their implicit learning skills based on the context (Nikolov & Djigunović, 2019). Furthermore, this PPT was not only used as guidance for singing the song but as trigger for students to discuss the theme. The following excerpt is the example.

Excerpt 2

PST 5 : *Well, how do you like the song everyone? Do you like it?*

Ss : *Yes.*

PST 5 : *Which job do you like to do?*

S : *YouTuber. Bikin video-video keren (Making some cool videos) Miss.*

PST 5 : *Good. What about the others? Mau jadi apa?*

Ss : *Online seller, online driver.*

PST 5 : *Yes. Why do you like it Alya?*

- S : *I like selling things online very much. Ga perlu ke mana-mana. Di rumah aja dapet duit (I only stay at home and make money) Miss.*
- PST 5 : *Interesting. Remember, you will have unfixed salary when you do it.*
- S : *Tapi dapetnya lebih banyak (But I earn more money.)*
- PST 5 : *Well, waiter cashier Youtuber.....*
- Ss : *Waiter, cashier, Youtuber....*

Excerpt 2 displays example how PST 5 invite the students to speak up. Prompted by the PPT as well as the songs, the students are encouraged to express their ideas using English which is alternated with Indonesian. This idea was initiated by PST 5 and in line with [Nikolov's and Djigunović's \(2019\)](#) notion that grade 4 (8-11 years old) students are able to do multiple matching tasks and use English with L1 support. [Setyaningrum, at. al., \(2020\)](#) found that Indonesian PSTs of EYL also used Indonesian during their teaching practicum and it could be as example how TEYL accommodate the young learners balance proficiency in L1 and L2.

Besides interacting with the PSTs, the students were also provided with activities to interact with each other. Excerpt 3 is the example how the interactions between the students when they enjoy fruits salad as the activity under Healthy Cooking theme.

Excerpt 3

- S1 : *I love fruits salad. That is why I can speak English.*
- T : *Masa sih? Kalo suka rujak?(Really? What if I like rujak ?(traditional Javanese fruit salad with spicy palm sugar souce)) Comments, please!*
- S1 : *Bukan gitu (I don't mean it), I am kidding. You eat rujak and you speak English.*
- S3 : *Me. I love rujak and I can speak English.*
- Ss : *Hahahaha...*
- S4 : *I love rujak and fruits salad because they are healthy foods.*
- T : *Great job everyone. Me, I love all kinds of salads for my health.*
- S2 : *I love to eat fruits salad but I don't like to make it.*

The interactions during or after particular activity reflects the students have got new knowledge and English vocabulary based on content. In excerpt 3, PST 9 invites more interactions by posing questions and relates it with fruits salad in Javanese culture.

One other engaging, meaningful, and creative activity shown by the observations was under Alternative Energy theme. The students learned some new vocabulary such as solar panel, windmill, electricity, power plant, and micro hydro power plant. Moreover, inviting the students'

involvement in the class activity by modeling alternative energy from play dough was one of the innovations that the PST had made. [Carless \(2012\)](#) and [Tomlinson \(2013\)](#) argumentation about innovation had been reflected in that activity. According to PST 4, the activity involves cognitive, affective, and psychomotor simultaneously because the students are encouraged to make the models then use the new vocabulary when they present their alternative energy models. In addition, PST 4 clarifies that she changed her belief about applying paper-pencil based test to evaluate her students by observing individual learning progress during the lesson and group evaluation presentation. The following [Figure 11](#) features the students' alternative energy models.

[Figure 11](#) elucidates that non paper-pencil evaluation worked very well with YLs. Playdough solar panel, windmill, and micro hydro power plan were made and presented by the students to their classmates by using the vocabulary that they had learned during the session.



FIGURE 11 | Group Work Activity for Lesson Evaluation: Playdough Solar Panel, Windmill, and Micro Hydro Power Plant

PST 4 explains,

"...so cute, they really could make it. From this activity I can evaluate my students understanding about the language and content from group discussion that I attend. They also perform better presentation because they can prepare it in group beforehand. This is challenging, yet entertaining evaluation." (PST 4_Cr_Ev)

The PST 4 moved from one group to the other and had a discussion with the group members while evaluating the students' language performance. [Nikolov and Djigunović \(2019\)](#) suggested feedbacks and evaluation for YLs should be practiced along the continuum. They should be appropriate not only for evaluating but also for learning. In fact, the prevailing situation should be taken as consideration. [Sulistiyo et al. \(2019\)](#) recommended the assessment for TEYL is designed by the teachers for pupils' and institution needs.

CONCLUSION

Innovative thematic lessons in TEYL had been practiced by the pre-service EYL teachers who enrolled in EYL elective course. They started it by planning the lessons with intelligent themes, teaching materials, and evaluations. They followed the experts' ideas for innovative lessons by integrating themes and principles of EIL (Chien, 2019; Rixon, 2019; Rose & Montakantiwong, 2018; Tomlinson, 2013) with various level of implementation. Samples of LPs, activities, and evaluations displayed in this article were selected because they showcase the singularity for characters building and intercultural awareness. The LPs showcase the innovations of integrating characters building and intercultural awareness that had not been investigated simultaneously by previous seminal studies. Character buildings like religious, teamwork, independence, integrity were integrated into activities like how to behave with friends of different gender, working together model energy alternative, deciding what to do when grow up, and respecting others in diversity. Moreover, intercultural awareness was accommodated within videos experience across cultures and PSTs and students' interactions.

As the innovation applied, such English expressions were used for asking and telling someone's jobs, predicting the weather and weather simulation, grouping people and their different activities, figuring out the healthy foods, planning safe trip, selling and buying, and modeling alternative energy. To evaluate, the PSTs practiced to develop the evaluation based on the current learning situation utilizing processed evaluation. Therefore, the innovations practiced by the PSTs were not not restricted to technology integration but any changes that affected the learners' performance after particular innovative lesson was conducted. The use of some authentic materials which are commonly used in EYL class like own body, clothes, toys, drawings, and other objects, as well as activities such as shaking hands, holding hands, role playing or simulation evidenced meaningful for YLs to learn language functions. In addition, valuing L1 for learning L2 and strengthening characters for national identity and intercultural awareness for catering the students' sense of using English as an international language are to accommodate EIL principles for TEYL.

This present research was conducted at a private university during EYL teaching practice that all preparations were organized well to instill the PSTs readiness for their future teaching. Meanwhile, innovations in the real EYL classrooms practices should be considered to investigate near future. Each innovation can be explored more comprehensively that the EYL teachers can take the research findings to pattern their innovations in TEYL.

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Bridging up challenges and mentality of online learning from pre to post-pandemic to develop ELT performance

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The transition from face-to-face to digital learning during the pandemic has had a profound impact on students, teachers, parents and policy makers. In practice, the challenges are numerous. Fundamentally, it requires the idea of best practices in the implementation of ELT. The best formulation can be made only when the challenges are comprehensively identified. During 2017-2021, there are several studies examining the challenges of ELT from pre-pandemic to post-pandemic, but only focusing on particular contexts. Thus, this research aims to address those challenges and mentality of e-learning in post-pandemic to develop ELT performance. Whereas the method used in this study is a Systematic Literature Review (SLR) that examines journal articles and proceedings in the 2017-2021 publications according to the topic. The results of this study are a systematic classification of mentality of online learning, ELT challenges, strategy proposed from pre-pandemic to post-pandemic especially in Indonesian context and presented into several subsections: a) technical challenges, (b) pedagogical challenges, (c) socio-economic challenges, and (d) institutional and governmental policies challenges. It is fundamental to identify these challenges to come up with the best formula of ELT strategies, such as reconstructing the mentality of learning and integrating roles of various parties. The results of this study provide a comprehensive picture regarding with the reality of ELT during pre-to-post pandemic and as the literature for EFL teachers to develop their professionalism as well as become the considerations for education stakeholders.

Keywords: online teaching and learning; ELT challenges; online learning readiness; Systematic Literature Review, Indonesian EFL

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INTRODUCTION

When a language becomes the official language of the country, concerned citizens must prioritize its learning as quickly as possible, especially in the current era of globalization which has no borders ([Avinash & Samson, 2014](#)). English, for example, becomes the first and world-wide lingua franca for most people in many countries. There are approximately 375 million first language speakers and 750 million second language English speakers. English has official or special status in 70 countries ([Crystal, 2003](#); [Reddy, 2016](#)). It is widely used for high-level government, trade, industry, interstate interaction between governments in other countries, academic purposes, tourism, finance, and in many of public places. For instance, as soon as we enter the airport, it is not difficult to realize first where we are going since the notice boards, tables and warnings are posted for international ports, and most of them written in English.

According to [Ilyosovna \(2020\)](#), there are several valuable reasons of why should we learn English since it opens new opportunities of career, is the top language of the internet, is the language of the media industry and business and may give us access to multiple cultures. Furthermore, another important reason is stated by [Crystal \(1997\)](#) that English is the source of much knowledge in the world, especially in the fields of science and technology. One of the most important reasons why so many nations have made English an official language is because of its educational value. As it turns out, many English learners may have variety good reasons to learn. Once, [Broughton et al \(1978\)](#) asserted that English does belong to the whole world, not to all English-speaking countries.

Basically, English is not only enabled us to communicate with native English speakers but it is also the second most common language in the world. Therefore, the market for English as a second language is booming and most people tend to take courses that help them improve their capability ([Ilyosovna, 2020](#)). More students than ever are learning English as a foreign or second language in both English-speaking and non-native-speaking environments. An interesting result of this English extension is the English variety now known as World English or WE ([Webb, 2015](#)). Fundamentally, it is important for learners to acquire English at a young age as English is a universal language that is used primarily in primary and secondary schools and in everything ([Akçay et al., 2015](#)). In this case, schools play an important role in teaching learners about its importance and how to acquire the language itself ([Ahmed, 2015](#); [Nguyen & Terry, 2017](#)). According to [Dong, G., & Ren \(2013\)](#), acquiring a language means not only understanding the concept or nature of that language, but being able to speak the language fluently and motivates learners to acquire the language.

Today, with the emergence of the role of English as an International Language (EIL) and World Language (ELF), it is not surprising that English language education has become important in many countries. For decades, English Language Teaching (ELT) professionals in Indonesia have adopted the teaching model developed in Western countries ([Wang, H. & Hill, 2011](#)). Most Indonesians see English as the gateway to better jobs and higher social status. This is what we so-called as the instrumental theory of the global spread of the English language ([Pan, 2011](#)). The belief of English as a tool to compete internationally, cause the increasing number of schools from kindergarten to university, in which English is used as a medium of instruction in Indonesia. According to a 1967 ordinance of the Ministry of Education and Culture, the role of English in secondary schools is to promote relations with other countries and to advance their national foreign policy as well as national development. Thus, English became a compulsory subject which must be taken in the final examinations. Historically, English was not compulsory in primary school till the 1994 curriculum has been revised. The Ministry of Education has authorized primary schools to include English as a subject for fourth, fifth and sixth grades

([Jayanti & Norahmi, 2014](#)). Given the importance of English proficiency in Indonesian society, it is one of the foreign languages currently being learned at all levels. Yet, it has always been challenging to teach English as a foreign language since there always be imperfections of institutions, people, situation which can be called as adverse circumstances to carry out ([Brown, 2001](#)).

Contextually, teaching English in Indonesia faces many challenges that are not yet 100% resolved as it has been proposed by several studies ([Agung, 2019](#); [Hatmanto & Purwanti, 2019](#); [Mahanani, 2017](#); [Amalia et al., 2021](#)). Traditional methods in Indonesia use memorization and form-focused gestures, which have been shown to be ineffective by some studies ([Wang, H. & Hill, 2011](#)). Even in the context of an educational crisis during pandemic, this creates new problems in the practice of distance learning. T-based learning, or more commonly called as e-learning, is a form of education that uses IT in its teaching methods. This form of education based on the concept of e-learning was defined in the early 90's (exactly in 1988). Teaching methods of e-learning can also exist between teachers and students who use technology to separate learning space and time to assist in learning activities so that the form of teaching is similar to distance learning ([Keegan, 1988](#)). Thus, education practitioners and stakeholders in Indonesia should not consider this idea of online education as completely new as there have been many conferences, seminars and workshops which introducing online learning as well as its implementation.

Unfortunately, not every teacher or parent experiences the same level of digital literacy on a global scale ([Karakose, 2021](#)). Even in a crisis situation, not every individual can quickly adapt to technology-based online education such as how Emergency Remote Learning (ERL) is massively introduced during COVID-19 pandemic. It basically aims to transition from traditional learning methods ([Rahiem, 2020](#)). Due to crisis circumstances, ERL is a temporary shift of delivery in providing access to instruction and instructional supports that can be done remotely from home. Fundamentally, the implementation of ERL in crisis conditions is very different from online education, which is well designed. Thus, the unpreparedness of the Indonesian education system is emphasized by this difference ([Hodges et al., 2020](#)). Apart from the urgency in implementing ERL, the problems arise since it takes what should be learned during face to face mode and turns it into digital learning. There are number of studies conducted by aiming to reveal the challenges in EFL teaching context occurred due to the outbreak of COVID-19 as well as proposing the strategies or solutions to each problem ([Prasetya, 2021](#); [Muawanah et al., 2021](#); [Hermansyah & Aridah, 2021](#); [Muslimin & Harintama, 2020](#); [Kristina et al., 2021](#); [Anggraini, 2021](#); [Anggeraini et al., 2020](#); [Sulistyo et al., 2021](#), [Diana et al., 2021](#); [Iswati, 2021](#); [Nartiningrum & Nugroho, 2021](#)).

A variety of issues range from technical, educational, socio-economic to political issues are revealed. Based on the literature search, the researcher noted that from a series of studies that identify problems and strategies offered for

education during the pandemic, the research potential remains context-independent and limited in scope. As one of the studies conducted by [Songbatumis \(2017\)](#) revealed MTsN Taliwang dealing with the challenges of teaching English. They are divided into two parts: student's challenges and teacher's challenges. The result of the study stated that students suffer from lack of vocabulary, poor concentration, lack of discipline, boredom, and conversational problems. Meanwhile, teacher's challenges include lack of teacher training, language proficiency issues, limited teaching proficiency, IT unfamiliarity, and lack of professional development. This context obviously focuses on only one place.

Meanwhile, Indonesia's diversity holds many problems, some that come to the fore and some that do not such as the process of teaching English in remote areas revealed by [\(Agung, 2019\)](#). According to his research, the barriers include poor student language comprehension, limited of learning resources, communication gaps between teachers and students, student enthusiasm, lack of participation in learning, social issues and lack of environmental support. Despite being in different contexts and locations, the problems that arise in the mentioned studies over the two years are the same. This point does reinforce the fact that Indonesian education, especially English language teaching is not equal yet. Therefore, the ultimate purpose of this research is to synthesize the challenges of ELT in Indonesian context from pre- to post-pandemic, the strategies presented in the existing studies in overcoming the challenges as well as synthesizing the mentality of online learning since everything is carried out online. Furthermore, this study also aims to provide a complete overview of the reality of ELT in pre-to-post pandemic and to bridging up the challenges associated with the online learning mentality to develop ELT best practices in Indonesia. Additionally, the complexity of English language teaching features – so-called as multidimensional – and the change in the EFL context should contribute to the decisions that need to be taken to improve the teaching performance.

METHODS

Review Method

A systematic literature review (SLR) identifies, assesses, interprets and analyzes available research results related to a formulated research question, topic or phenomenon. The main objective of a systematic review is to provide a comprehensive view, to gather evidence on specific issues and to provide a summary of the literature.

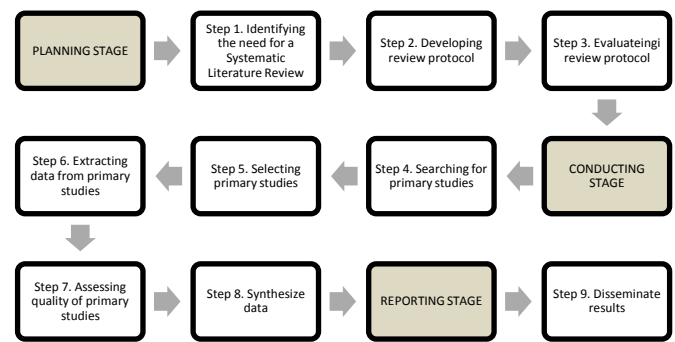


FIGURE 1 | Stages in Reporting Literature Review

In this study, the SLR was based on the recommendations of [Kitchenham & Charters \(2007\)](#) to identify, assess, interpret and analyze the available research in order to answer specific research questions on pre-pandemic to post-pandemic ELT problems, strategies for adaptation and e-learning mentality suggested in existing papers. This research consists of six steps which include the formulation of research questions, the research process, determination of inclusion and exclusion criteria, data extraction, quality assessment and data analysis. An explanation of each step is provided in the following subsections. In addition, [Figure 1](#) performed three stages in conducting SLR.

Research Questions (PICOC)

Research questions (RQs) were specified to keep the review focused. They were designed using the Population, Intervention, Comparison, Outcome and Context (PICOC) criteria ([Kitchenham & Charters, 2007](#)) [Table 1](#).

TABLE 1 | Criteria and Its Scope

Criteria	Scope
Population	<p>The papers which provide empirical studies related to challenges on online mode setting of ELT during the pandemic as well as before the pandemic in Indonesia</p> <p>The papers which demonstrate strategies in overcoming the existing challenges</p> <p>Papers which demonstrate readiness of EFL teacher and student regarding with online learning</p>
Intervention	Existing works that propose strategies on online mode setting challenges of ELT during the pandemic as well as before the pandemic
Comparison	<p>The challenges on online mode setting of ELT during the pandemic as well as challenges before the pandemic</p> <p>The proposed strategies in overcoming the existing challenges</p> <p>The readiness of EFL teacher and student regarding with online learning</p>

Outcomes	Revealed challenges, proposed strategies and readiness in ELT of Indonesia context both online and F2F mode in order to propose a comprehensive insights of ELT growth as literature for EFL teachers to develop their professionalism as well as become the considerations for education stakeholders.
Context	ELT in Indonesian EFL setting

Based on the research questions structure, the detailed RQs are structured as follows in [Table 2](#):

TABLE 2 | Research Questions

RQ1:	What are the challenges concerning on online mode setting of EFL in Indonesian context during the pandemic?
RQ2:	What are the challenges concerning on ELT before the pandemic in Indonesia context?
RQ3:	What are the proposed strategies on the previous papers in overcoming the existing challenges?
RQ4:	How is the readiness of teacher and student regarding with online learning?

Search Process

The search process (Step 5) consists of iterative activities. Before starting the search, an appropriate set of databases must be chosen to increase the probability of finding highly relevant papers. It is undeniable that the most popular literature databases provide the broadest set of studies possible but in this study, the researcher selected Google Scholar and Semantic Scholar as consideration of its availability regarding with relevant information identified from the respective databases. Here are the following steps involved in the search process:

1. Identifying the search terms from PICOC criteria
2. Identifying the search terms from relevant titles and abstracts and RQ of each paper
3. Identifying the synonyms, alternative spellings and antonyms of the search terms
4. Executing initial search in online database library
5. Recording the search result for exclusion and inclusion purposes
6. Storing up the papers found to the Mendeley Desktop (www.mendeley.com)

The search terms used for this paper can be divided into two groups. The first group includes terms that relate to ELT challenges in pre-pandemic to post-pandemic. While the second group clusters terms related to the mentality of ELF teacher and student regarding with online learning. The search terms in this set include as follows in [Table 3](#):

TABLE 3 | Search Keyword Code

Search Keyword Code	Detailed Keywords
S1	Challenges of online mode setting in ELT during the pandemic <i>"challenges in teaching English online" OR "difficulties in teaching English online" OR "obstacles in teaching English online" OR "barriers in teaching English online" OR "issue in teaching English online" OR "problems in teaching English online" AND</i>
S2	Challenges of F2F learning in ELT before the pandemic <i>"ELT difficulties in Indonesia" OR "ELT problems in Indonesia" OR "obstacles in ELT" OR "barriers in teaching English" OR "issue in teaching learning English" AND</i>
S3	Mentality of teaching and learning English Online <i>"online ELT readiness" OR "online ELT preparedness".</i> <i>**The additional phrase of "In Indonesia" behind the keyword is done during the search process for more specific search results</i>

In the process of searching relevant literature, the researcher applies the function of Boolean logic ([Edwards, 1971](#)) to specify the search results due to the availability of thousands studies in online databases such as Google Scholar and Semantic Scholar. Boolean logic is a form of algebra centered around three simple words known as Boolean operators: "or," "and," and "not." The essence Boolean logic is the idea that all values are either true or false.

Inclusion and Exclusion Criteria

The review and selection process will be based on the inclusion criteria that concern on challenges and strategies on online mode setting of ELT during pre-pandemic to post-pandemic, proposed strategies and mentality of online learning. The papers that are out of the inclusion criteria will be automatically excluded for final short-listed and selection, [Table 4](#).

TABLE 4 | Inclusion Criteria

Inclusion Criteria	Description
Topic	<ol style="list-style-type: none"> (1) The papers have explicitly addressed the challenges which concern on online mode setting of ELT during the pandemic (2) The papers have explicitly addressed the challenges which concern on ELT before the pandemic (3) The papers proposed strategies in overcoming the existing challenges in ELT of Indonesia context both online and F2F mode

	(4) The papers demonstrate the readiness of EFL teacher and student regarding with online learning
Title	Include relevant terminologies of the search terms
Abstract	Systematically written and include several components such as background, research significance, methodology, results and conclusion
Context	Indonesian context
Period	The papers were published between 2017-2021
Research Base	The papers performed qualitative, quantitative and mix methods studies
Type of paper	Journals and proceedings
Language in Use	Written in English

Data Extraction

After conducting the search of primary studies (Step 5), thus, the selected primary studies are extracted to collect the data that contribute to addressing the research questions. For 58 selected primary studies, means as the completion of Step 6. The data extraction is performed in an iterative manner.

Quality Evaluation and Data Analysis

Quality assessment studies can be used to guide the interpretation of synthesis findings and to define the strength of elaborate estimates. The goal of data synthesis is to gather evidence from selected studies to answer research questions. A single evidence may have a small proof force, but the aggregation of most of them only can make a stronger point. The data extracted in this review include quantitative data and qualitative data. Different techniques have been used to synthesize the extracted data for different types of research questions. In general, the descriptive synthesis method was used. The data is tabulated consistently with queries. Some figures and tables were also used to enhance the presentation of the challenges on online mode setting of ELT during the pandemic as well as before the pandemic in Indonesia context and to present papers which demonstrate strategies in overcoming the existing challenges and to generate the mentality of online learning. In addition, to validate the quality of the selected articles, a few questions have been developed as a guideline to select relevant articles for this study. This phase is vital to ensure that only relevant, valid and related articles to the study were selected and applied to comply with quality assessment. Articles will be included based on the evaluation as below:

1. Clearly discussing the topic related to challenges concerning on online mode setting of ELT during the pandemic
2. Clearly discussing the topic related to challenges concerning on ELT before the pandemic
3. Clearly demonstrate strategies in overcoming the existing challenges.
4. Clearly stated the mentality of online learning

Thus, for the articles that partially engaged the evaluation process, the search process was clarified to retrieve relevant and appropriate information to fulfill the quality evaluation; otherwise, the article will be excluded. This process on the selected paper is important to gain the accuracy of the data extraction results. [Table 5](#) depicts the questions used in the article's selection process.

TABLE 5 | The Question of Quality Assessment

Question	Motivation	Answer
Do the papers report challenges concerning on online mode setting of ELT during the pandemic?	Identify the significant challenges on ELT in Indonesia context during the pandemic	(Yes/No/Partially)
Do the papers report challenges concerning on ELT before the pandemic?	Identify the significant challenges on ELT in Indonesia context before the pandemic	(Yes/No/Partially)
Do the papers demonstrate strategies in overcoming existing challenges?	Identify the proposed strategies in overcoming the existing challenges	(Yes/No/Partially)
Do the papers demonstrate readiness of EFL teacher and student regarding with online learning?	Identify the readiness of EFL teacher and student regarding with online learning?	(Yes/No/Partially)

RESULTS AND DISCUSSION

Based on the implementation of the search protocol, the results obtained represent issues related to challenges in the pre- and post-pandemic period, a proposed strategy based on previous research to overcome existing problems (the proposed strategy include in the same papers which discuss about the challenges, yet not all papers provide such solutions or strategies) and an online learning mentality.

[Figure 2](#) shows that from the initial phase of the search, there were 272 papers as well as the proceedings at one time. Meanwhile, different numbers of papers were obtained from each database. After going through the selection process, the number of papers, including qualifications, dropped dramatically. Then, during the selection phase, the researcher makes a feasibility assessment based on the title and abstract, which then leads to the full article review phase.

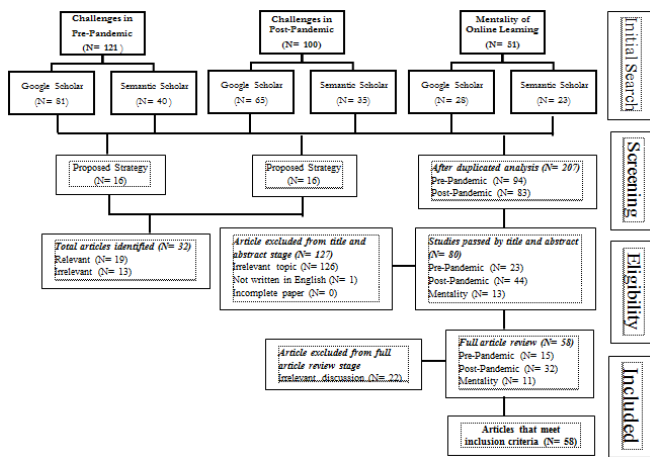


FIGURE 2 | Papers Identified

As a result of a lengthy process, 58 papers were obtained that met the criteria for inclusion, included the identification of the proposed strategy in the same journal, and the mentality of online learning. Furthermore, the discussion will be generated as the following subsections:

ELT Challenges Identified in Indonesian EFL context

Based on RQ1 and RQ2 (Table 2), the search results found many ELT challenges in Indonesia and instead became a continuation crisis of issues that were not fully resolved prior to the pandemic. Details of the issues can be seen in Table 6 – Table 10 and are divided into four sections, including: (a) technical challenges, (b) pedagogical challenges, (c) socio-economic challenges, (d) institutional and government policies challenges. Basically, Indonesia's budget allocation to national education comes from the national budget and APBD by 20%. It is obvious that budget allocation is closely linked to government policy. One concrete form of this funding program is the existence of a BOS (School Maintenance Fee) that covers book prices and other costs. In addition, there is also a free school program. Apparently, these programs really help the community get a better education, but the existing gaps are very complex.

Based on UNICEF Indonesia data, it has been revealed that Indonesian children are more likely to attend school than ever before. Despite this truth, about 4.4 million children and adolescents between the ages of 7 and 18 are still excluded from school. Ironically, the poorest children or those with disabilities and living in backward areas are most at risk of dropping out of school. Coupled with cases of corruption in education, not to mention the problems of geography and access to education itself. The ICW (Indonesia Corruption Watch) has found that scholarships, research grants, school facility and infrastructure budgets are the most prone to corruption.

TABLE 6 | Technical Challenges

Pre-Pandemic	Post-Pandemic
Technical Challenges	
a) The absence of adequate facilities	a) The absence of adequate facilities
b) Huge class capacity	b) Unsteady network connection due to geographical aspect
c) Limited learning duration	c) Huge class capacity
d) Aids and time availability for teaching	d) Limited learning duration
	e) Sharing smartphone may cause the punctuation of attending the online teaching and learning
	f) Outdated gadget may not be unsupportive for online teaching and learning

Based on those heartbreaking facts, in this study, several challenges that were identified are fundamentally integrative, which means that one aspect influences the other ones. We simply take into account the technical issue linked to the lack of educational equipment that is also inseparable from government policies. If the budget is uneven or stumbles on cases in the middle of its distribution, it will also greatly affect the development of education. In Table 6, the issue of educational facilities before the pandemic was found especially in less developed areas (Agung, 2019). Even during the pandemic, we still experience similar difficulties, especially when integrating technology with English language education in formal setting (Muawanah et al., 2021; Bhuna & Apriliyanti, 2021; Katemba, 2020).

Before this condition completely solved (Mulyadi, 2018; Uspayanti, 2021), technical problems were exacerbated during the pandemic, such as unstable internet services by geographic factors (Nugroho & Atmojo, 2020; Katemba, 2020; Prasetya, 2021; Ariyanti, 2020; Muslimin & Harintama, 2020; Kristina et al., 2021; Ariani & Tawali, 2021; Anggraini, 2021; Anggeraini, 2020; Sulistyo et al., 2021; Iswati, 2021; Suhainah & Setyowati, 2021; Nartiningrum & Nugroho, 2021; Wulandari, 2021; Sundarwati & Pahlevi, 2021; Putri, 2021; Syarifah & Zainil, 2021; Famularsih, 2020; Rinekso et al., 2021; Daar & Nasar, 2021).

Moreover, due to certain factors, not all students are able to afford good gadgets, so sharing smartphones as a learning tool is one of the obvious solutions and obstacles all at once. Although, the Indonesian government has made various efforts to achieve the goal of equal education, the goals of improving access and quality of education itself are still far from being achieved. In fact, inequality still becomes a significant problem. Furthermore, the large classroom capacity is a challenge for teachers to manage classes both face to face and online learning.

In another study conducted by [Aoumeur \(2017\)](#) revealed the results of 200 participants involved reported that large classes are particularly overcrowded. 169 participants from 200 people chose small classes since their involvement would be much more intensive during teaching and learning process. While [Daniel \(2012\)](#) discussed the effects of large classes on learning performance with 42 teachers and 342 students. The study showed the disagreement of the lecturers that large class-sized affected the quality of their teaching. They also disagreed with the statement that the large size of the classroom makes it difficult for assessment. Students, on the other hand, agreed that the large size of the classroom makes it difficult for lecturers to focus on weaker students and provide remedial. Meanwhile, [Zayed \(2016\)](#) study outlines the pros and cons of a small class concept.

According to his study, the advantages of teaching a small class are mainly its simplicity of class management, personalization and communication. Besides, the disadvantages of small class-sized mentioned are mainly the lack of diverse ideas and attitudes. He also believes that the creative instructor can make the most of the advantages and eliminate the disadvantages.

Aside from technical issues, the pedagogical challenges come from several elements i.e. teachers, students, media and teaching materials. It is quite difficult to identify the complexity of teachers and students issue since they are interconnected. For one example is the issue of less qualified English teachers.

TABLE 7 | (Teacher) Pedagogical Challenges

Pre-Pandemic		Post-Pandemic	
(Teacher) Pedagogical Challenges			
a) Communication gap between teacher and student	a) Teacher's motivation and anxiety	k) Passive interaction to the student and lack of strategies for students' engagement	
b) Implementing different teaching and learning methodology	b) Less confidence to perform teaching	l) Giving less feedbacks for students' growth	
c) Class management	c) Less qualified	m) Class management issues to accommodate students' motivation, engagement and participation in the class	
d) Time management	d) Resistance to change	n) Learning outcomes and assessments	
e) Emotion management	e) Negative attitude	o) Time management as well as time consuming to prepare online learning materials	
f) Teaching performance	f) Low digital literacy	p) Incapability to assess the students' development or to give particular feedbacks	
g) Interaction with colleagues and students' parents	g) Communication gap between the teacher and student. They mostly take too long to text back to students' needs	q) Incapability to implement the appropriate method of teaching and learning online	
h) Ability to engage students' participation	h) Less preparation of online teaching and learning	r) Incapability to explain the material well during online classes	
i) Professional development	i) Less experience of online teaching and learning	s) Simultaneous agendas	
	j) Limited resources for teaching online and inadequate teacher training		
Material			
a) Limited resources materials	a) Lack of supplementary materials to vary the online teaching and learning process		
b) Irrelevant materials to student's life context			
c) Difficult materials			
Media and Facilities			
a) Lack of supporting media especially in less-developed area since the absence of electricity	a) Incapability of teacher in choosing the appropriate media	c) Compatibly tools to access the media	
b) Limited facilities	b) Accessibility of the teaching media	d) Good and better media of online teaching cost a lot of internet services	

There are actually many problematic things that become pedagogical issues of English teachers before the pandemic and become way more complicated when the pandemic required virtual learning. From a psychological point of view, teachers are also challenged to be free from anxiety and their professionalism to be more technically literate on technology. In a survey conducted by [Hatmanto & Purwanti \(2019\)](#), the challenge of computer anxiety is felt not only by students but also by teachers. Technical barriers, such as poor quality internet services, are frustrating because the material is difficult to deliver and access, resulting in students not being able to submit assignments on time. This pedagogical challenge may be related to the technical challenges mentioned above, as well as to the sub-challenges described further. In sum, [Table 7](#) provides details regarding with the pedagogical challenges teachers have experienced. This data is supported by the pedagogical challenges experienced by the students as can be seen in [Table 8](#). These two entities, both student and teacher are interconnected since they are the actors in education.

TABLE 8 | (Student) Pedagogical Challenges

Pre-Pandemic	Post-Pandemic (Student) Pedagogical Challenges	
a) Low proficiency of language comprehension	a) Low understanding of instructional learning design given by the teacher	e) Time management between studying and helping parents at home
b) Linguistic competence	b) Passive participation	f) Different ability
c) Cognitive issue	c) The abundance of student's workload which eventually reduce their motivation of learning and class engagement	g) Low digital literacy
d) Personal issue such as shyness, anxiety, confusion, lack of confidence and fear of making mistake	d) Personal issue such as being less confidence, self-awareness in attending virtual classes	h) Student's boredom and anxiety
e) Native language interference		i) Cognitive issue
f) Student's learning motivation		j) Student's poor independent study skills
g) Student's different learning style and interest		k) Students mostly take too long to respond the teacher's text

We all agree that one of the determining factors in the success of teaching and learning English is the ability of the teacher. If a teacher cannot become a role model in English practice, then students cannot be required to be proficient in English, regardless of other factors that affect the student's ability. Meanwhile, social-economic problems were also identified before and during the pandemic that less

environmental support affected the continuation of English learning.

TABLE 9 | Socio-Economic Challenges

Pre-Pandemic	Socio-Economic Challenges	Post-Pandemic
a) Lack education environmental support from society	a) The absence of parents' guidance at home due to work and other business b) Financially unsupported to afford a good smartphone and internet connection	c) Unstable environment to provide support for online learning d) Most of educational elements are having lack of cultural adaption since the outbreak of COVID-19 change most of life aspects

The situation became even worse when the pandemic hit, where many families were affected economically and therefore could not afford good devices to support online learning. In addition, the less guidance of parents at home happened due to the need to earn a living. A study by [Churiyah et al \(2020\)](#) also emphasized that parents are not yet ready to face virtual learning since they must also give their children the understanding to learn at home, just like at school. Some highly educated parents also try to learn the material studied by their children, so that they can also help their children to perform tasks whenever the child does not understand.

Adapting new habits like this is indeed a great challenge for everyone, which is why strategy suggestions and criticisms have emerged and specifically addressed to the education stakeholders. The availability of access to facilities, or even education itself, is a challenge for them, as Indonesia has variety of characteristics, both in terms of region and society. The [Table 10](#) below is the identified challenges related to the government and its policies.

TABLE 10 | Institutional and Governmental Policies Challenges

Pre-Pandemic	Post-Pandemic Institutional and Governmental Policies Challenges	
a) Unsupported facilities	a) Providing less facilities support as barriers to ICT/technology especially in less-developed areas	b) Providing less effective training for teacher professional development especially in integrating ICT to the teaching and learning process
b) Curriculum development		

- c) Providing less supportive e-learning platform

Strategies Identified in the Existing Paper in Overcoming the Existing Challenges

Once challenges have been identified, not all papers offer a strategy for addressing existing challenges. As it can be seen in [Figure 2](#), the proposed strategy for the previous total articles is 32 out of 59. By going through the screening and eligibility stage, there are 19 relevant articles. Each proposed strategy is intended to overcome one particular challenge. Thus, researcher classifies them into two integral parts: (a) education strategy and (b) institutional and governmental policies strategy. One of the studies conducted by [Mahanani \(2017\)](#) showed the problems experienced by the students as well as the strategies to overcome.

The main challenges faced by students are the low level of English language proficiency, i.e. lack of vocabulary, grammatical knowledge and fear of making mistakes. Based on this problem, [Mahanani \(2017\)](#) proposed a strategy whereby teachers should be aware of the challenges of the students so that they can create suitable material for their students and assist them in competency development. Moreover, virtual learning becomes a major issue in the midst of pandemic since teacher is required to continue to provide effective learning.

[Table 11](#) shows the strategies identified from 19 relevant articles, which are expected to provide meaningful insights for English teachers to perform better.

On the other hand, students should also have intrinsic motivation and a good sense of cooperation with the teacher. Thus, it is expected to be able to solve the problems of the students whether cognitive, meta-cognitive as well as learning preference. Meanwhile, the teacher should try their best to find the right method and right material for effective learning process. In addition, students should be more active in learning and practicing English regularly. [Table 12](#) provides strategies that should be considered by students and parents at the same time since student's internal factors are built for the first time in their home environment. This point is getting stronger in that role integration is crucial to learning success.

Meanwhile, technical issues such as limited access to internet services are the responsibility of policymakers, as education is a field that integrates the roles of teachers, students, parents and education stakeholders. Thus, there are some areas and certain capacity that can be done by every party to pursue the goals of education, especially in learning English. We can see in [Table 13](#) that the proposed strategy of infrastructure development before the pandemic become a similar strategy proposal during the pandemic.

TABLE 11 | (Teacher) Pedagogical Strategy

Pre-Pandemic		Post-Pandemic	
(Teacher) Pedagogical Strategy			
a) Applying different instructions in handling heterogeneous classes	f) Motivating and encouraging students	a) Creating representative lesson plan	e) Finding references to create a fun and interesting class
b) Applying appropriate classroom management	g) Designing a collaborative class and the appropriate method for each skill given in the class	b) Actively participate in teacher professional development	f) Creating an online open or interactive discussion
c) Creating positive understanding and paradigm of learning English	h) Explicitly teach vocabularies enrichment	c) Providing particular reward for the students to create a challenging and competitive classroom	g) Improving the quality of teaching and understanding of integrated ICT
d) Conducting the student-centered approach	i) Performing English like acquiring the first language or simply make it as habit	d) Considering the student's capability in obtaining a good internet services	h) Enduring the problems occurred for a stable emotion while teaching
e) Providing a meaningful and contextual teaching			

TABLE 12 | (Student) Pedagogical Strategy

Pre-Pandemic		Post-Pandemic	
(Student) Pedagogical Strategy			
a) Self-motivated	a) Doing peer feedback	f) Perform a good cooperation with the teacher	
b) Perform a good cooperation with the teacher	b) Preparing phone credits	g) Actively participate in the teaching and learning process	
c) Actively participate in the teaching and learning process	c) Extensively learn and perform an independent learner	h) Practicing English regularly and independently outside of the class	
d) Practicing English regularly and independently outside of the class	d) Searching for the best place to obtain a good internet signal		
	e) Being self-motivated		

Financial support may not be sufficient. Thus, moral support is also essential for teachers to sustain learning and the involvement of teachers in policy making will be an important reform in education, as teachers are the main actors who have direct contact with students. Or at the very least, the teacher can independently determine the indicators of success in learning English, which is more communicative. However, this must also be balanced with better human resources. [Table 13](#) presents the strategies identified for policy stakeholders from the relevant papers.

TABLE 13 | Institutional and Governmental Policies Strategy

Pre-Pandemic	Post-Pandemic
Institutional and Governmental Policies Strategies	
a) Prioritize the infrastructure development	a) Prioritizing the infrastructure development such as a good internet access b) Providing the best support for the teachers and student's effort c) Providing good and better media of online teaching d) Providing more resources of online teaching and learning

The Mentality of Online Teaching and Learning in Indonesian EFL Context

[Figure 2](#) shows the number of articles related to the e-learning mentality. Based on the 11 articles included in the inclusion criteria, there are 4 articles that are indicated to be ready to implement e-learning, 3 other articles are indicated to be in moderate readiness, while the remaining 4 articles are indicated to be not ready. Many studies have shown that learning through online platforms does not completely work due to unpreparedness since not most of teachers are fully integrated with the technology to teach virtually.

Consequently, it creates problems that teachers face during distance learning ([Champa et al., 2019](#); [Hung, 2016](#); [Lee, 2020](#); [Nugroho & Atmojo, 2020](#)). This is in contrast to the expectation that learning through virtual platforms will enable deeper learning within discussion forums and pave the way for students to explore more. However, students rate online courses lower than face-to-face courses. They also expect instructors to more effectively provide guidance that teachers may not meet their expectations in online classrooms ([Lowenthal, P., Bauer, C., & Chen, 2015](#); [Shearer, R. L., Gregg, A., & Joo, 2015](#); [Young, 2010](#)). Somehow, the level of teacher readiness is also influenced by the challenges experienced by the teachers.

TABLE 14 | Mentality of Online Learning

No.	Reference	Ready	Mentality Moderate	Not Ready Yet
1	Karuaniasih (2021)	√		
2	Rochmawati et al (2021)		√	

3	Wulanjani & Indriani (2021)	√		
4	Churiyah et al (2020)			√
5	Pusparini et al (2018)		√	
6	Khalik & Putro (2021)	√		
7	Meladina & Zaswita (2020)			√
8	Situmorang et al (2021)	√		
9	Mutiah et al (2020)	√		
10	Nugroho & Mutiaraningrum (2020)			√
11	Yosintha (2020)			√
TOTAL		4	3	3

Basically, the challenges faced by teachers are not only in technical skills, but also in teacher's experience, material suitability, learning plan, material design and development ([Besser, A., Flett, G. L., & Zeigler-Hill, 2020](#); [Gao & Zhang, 2020](#)). In the study conducted by [Karuaniasih \(2021\)](#) shows that the level of readiness of English teachers is categorized ready since the teachers are ready to teach English through distance learning. Based on the result found, their readiness is triggered due to the existing challenges of online learning such as connection problems, selection of appropriate learning model and environmental problems.

Thus, after going through a difficult experience, teachers in SMAN 1 Kubutambahan are willing to improve themselves by participating in workshops that have trained and prepared them to adjust materials and select appropriate teaching models. The different levels of readiness arise from the study conducted by [Wulandari \(2021\)](#) which shows that the mentality or readiness of Tidar University students to learn online was at a moderate level. There are several reasons for this readiness, such as the confidence of students to use the internet in finding online resources to gather information about the materials taught during online learning.

The second reason is that they perceive the assigned tasks as an essential trigger that has led to a high level of motivation to learn. Another finding found by [Churiyah et al \(2020\)](#) is the unpreparedness to learn online. This conclusion was drawn based on the results of in-depth interviews with students, teachers and parents. Despite the Minister of Education and Culture announcing readiness for online learning, yet readiness needs to be re-examined in both urban and rural areas since low digital literacy skills of students and teachers may emerged as a continuous problem.

This number may not be significant, but the lack of preparation in 3 related articles indicate that we have not yet achieved a stable education. Even though the narrative of online learning has been introduced by scholars for decades

such as the term CALL (Computer Assisted Language Learning) that was developed in language teaching in the early 1980s (Chapelle, 2001). Many scholars have tried to define CALL, such as Beatty (2003) who asserted that CALL is a process in which students use computers to aid in the process of language development.

Over time, scholars have proposed other conceptions related to integrating technology into language learning, such as TELL (Technology Enhanced Language Learning), WELL (Web-enhanced Language Learning), NBLL (Network-based Language Learning) to MALL (Mobile Assisted Language Learning). Related to this development, the essential question is, "Is our education ready for the rapid growth of science and technology?" Or if we are allowed to ask a reflective question, "Will this e-learning concept only become a trend during the pandemic, especially in Indonesia?". Even though the concept of integrated technology with language learning has been introduced long before the pandemic, the last reflective question is "Are we really that far off behind?".

CONCLUSION

The problem that arises in ELT in Indonesian context should become a collective problem that requires the participation of various parties. Based on the many surveys conducted and then integrated in this paper are meant to be a message for students, teachers, parents and policy makers to develop ELT best practices. The best formulation can only be done when challenges in all aspects are identified. In the initial search stage, researcher found 272 papers, both journals and proceedings related to ELT challenges from pre-to post-pandemic. Through a series of processes, the number of final papers that selected based on the inclusion criteria was 58. The issues revealed were then categorized and it may be concluded that the ELT journey in Indonesia did not experience much development other than ICT integration during the pandemic.

Moreover, student's cognitive aspect is also a crucial component to measure the level of learning success. Even classic problems such as lack of facilities has been occurred before the pandemic and became a proposed strategy to overcome the challenges of distance learning during the pandemic. In addition, teacher competence has also become a serious topic throughout the centuries. The fact that even in implementing ICT during the online learning also pose a new problem or can be assumed as a continuation of existing problems that have not fully developed yet. However, in existing studies, the proposed strategy did not have a significant effect on changes.

In fact, the mentality or readiness to implement e-learning has not yet been fully realized. So, how do we run ELT practice in the future, then? Despite the comprehensive image of future learning, moral and financial support from policy makers or education stakeholders also contributes to the development of education, especially in English teaching

and learning performance. In addition to technical issues, strengthening human resources should also be a development priority. This research is expected to be a trigger as well as an alert for every element involved in education. Further studies are also expected to provide more comprehensive evidences to create a much better formula for ELT practices in Indonesia.

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Indonesian English teachers' voices on the revitalization program at vocational schools

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This research reports on the results of an interview study of nine English teachers at vocational schools (VS) in Indonesia. The study aimed to explore English teachers' voices of two elements of the revitalization program at VSs in Indonesia. The study shed the light on the use of specific technology in the language classroom and video mediated language learning in vocational English classroom. The results indicated that most of teachers more preferably used social media for teaching than utilizing a learning management system (LMS). Teachers have used video mediated teaching method for their English classes either self-production videos or a ready-made video from the internet. English for business was also introduced to students to equip them with basic knowledge for a job selection. The results have implications for the implementation of revitalization programs in particular the revitalization of vocational English teaching and learning at vocational schools in Indonesia.

Keywords: vocational school, case study English teachers at Vocational Schools, revitalization of vocational schools

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INTRODUCTION

The Presidential Instruction number 9 year 2016 has been issued as a regulation to ensure the implementation of revitalization program of vocational schools in Indonesia. Revitalization of vocational school is the re-orientation of vocational education goals toward industry demand driven learning goals ([Kemdikbud, 2017](#)) This is one the government efforts in tackling the issues of unemployment and poverty due to the contribution of vocational school alumni to the increasing rate of unemployment in this country. There are ten strategic programs that need to be implemented ([Hadam, Rahayu, & Ariyadi, 2017](#)). However, [Rafidiyah & Kailani \(2020\)](#) suggest that not all the strategic programs should be undertaken simultaneously, the schools need to choose the most urgent and achievable one. [Suhirman \(2019\)](#) contends that there are at least three things that need to be taken into account in order to achieve that goal: (1) vision and missions of the schools that are relevant to the industry and business needs, or, it is commonly called as link and match program; (2) Demand-driven curriculum content that meet industry and business requirement; (3) there should be a dual-based program where learning and internships can be undertaken synchronously between schools and insutries. Therefore, vocational school revitalization program is an urgent call for implementation to bridge a gap between industry and vocational education. Revitalization also helps a vocational school find its uniqueness and core strength among other schools.

The uniqueness and strengths may become distinctive feature of the school to attract more new students to enroll themselves. As the demand of workforce by industries and companies has increased rapidly, this is a momentum for vocational schools to equip their alumni with the most competitive job skills. The most competitive skills are English language and technology literacy (Rafidiyah & Kailani, 2019). In the same vein, [Lee, Wahidiat, & Khurniawan \(2017\)](#) propose seven recommendations to re-orient English curriculum objectives at vocational schools: (1) setting up a more clear learning objective; (2) curriculum development (3) teacher professional development; (4) internationally recognized vocational skills; (5) the use of digital and interactive technology (6) the introduction of millenium young generation characteristics to students (7) the improvement of English teaching quality. Therefore, it is important to explore English teachers' readiness in delivering good quality of teaching and the ability of using technology for teaching.

The integration of technology into language learning has improved the effectiveness of teaching delivery ([Aflah & Yanti, 2019](#)). In the same vein, [Surjono & Susila \(2013\)](#) argue that every teacher should be technologically literate in order to optimize the learning outcomes. They proved that the use of multimedia resources has increased students' learning results by 70%. Furthermore, [Sari \(2017\)](#) and [Wichadee \(2017\)](#) state that blended learning can be an effective learning mode, in particular when it is combined a block system. However, the lack of supporting facilities has been the pitfalls. This promising potential of the use of information technology in language learning at vocational school is in line with one of the goals of the revitalization program where there are 5.5 million of vocational school alumni with IT skills in 2020 ([Kemdikbud, 2017](#)). Thus, ICT is an integral part of teaching pedagogy at vocational school which requires both students and teachers to be more technologically literate.

Although there have been a plethora of study conducted in the evaluation of the use of technology in EFL classroom, there has been no study specifically conducted to investigate the integration of ICT into vocational English in the context of revitalization program in Indonesia. To fill this void, the current study is aimed to explore English teachers' voices of two key aspects of English teaching at vocational schools, namely technology mediated language learning and video mediated language learning.

METHOD

This is an interview study to explore English teachers' Nine English teachers, comprises 5 English teachers from private vocational schools and 4 English teachers from the public ones were invited for semi structured interviews to explore their perspectives of using technology mediated language learning and video mediated language learning. The participants are English teachers from schools which have been granted a revitalization program by the Ministry of Education.

To get the access to the participant, we first sent a formal letter to the school expressing our intention of conducting a study there. Then the school principals recommended the teachers we can invite to join in the study. After this, we

invited the English teachers for semi structured interviews either face-to face meeting or through WhatsApp. In the "Result" section of this paper, each respondent is labeled according to English teacher category (private teacher = GS; public teacher = GN) e.g. GS1; GN1

Procedures of data collection

The semi-structured interviews were conducted to gain the data from the English teachers ([Qu & Dumay, 2011](#)). It was quite challenging to find the best time to interview the respondents since the data were taken during Pandemic Covid 19. The following themes were asked in Bahasa Indonesia: (1) teaching English using technology; (2) the use of videos for teaching vocational English and (3) vocational English skills being learnt. From those topics, the questions were asked to gain the information needed in this study ([Miles & Michael, 1994](#)). Some interviews were audiotaped and later transcribed for analysis; some others were using WhatsApp Texts.

Analysis

The data were analyzed thematically using [Nowell, Norris, White, & Moules \(2017\)](#)'s steps. The procedures of analysis as follow: (1)

familiarizing with the data; (2) generating initial codes; (3) searching for themes; (4) reviewing themes; (5) defining and naming themes; and (6) producing the report. Then, the report can build a valid argument for choosing the themes by referring to the literature.

FINDINGS AND DISCUSSION

Following are findings garnered from interviews with all the participants:

1. Specific technology for teaching

Social media is more preferably used than learning management system and interactive apps. The majority of respondents stated that they deployed technology in teaching delivery whereas there was only one respondent who did not use technology for teaching. Generally speaking, English teachers from private vocational schools think that the use of technology in teaching is about using social media for teaching. One of the respondents reflected as follows: I still use social media as a tool to facilitate assignment submissions and assignment uploads. For learning, the technology used is only a laptop allowed, so when teaching and learning activities take place children are allowed to use a laptop to navigate the materials and other sources with the support of WIFI from the school. At the moment, only WhatsApp and email are being used, yesterday I had an assignment to make a video, and it was uploaded on Instagram and YouTube. (GS5)

The use of social media is still inseparable from teaching and learning activities although its use is integrated with some interactive apps: Edmodo (never being used anymore, students prefer not to use it because it consumes lots of internet data). To replace it, teachers use Google Form or WhatsApp Group, Kahoot in their class. (GN1). Especially for internships, Google Classroom was used as the learning platform. (GN2).

It is no wonder that the majority of participants prefer social media to other Learning management system since it is more efficient, effective, and cost savvy for delivering learning materials. On top of that, social media is a kind of today's lifestyle among society, including academic community. As Kessler (2017) contend that social media use is part of emancipatory culture. The increasing number of social media across the globe indicates that people need to adopt this life style in order to be admitted as the community member.

In another perspective, [Reinhardt \(2020\)](#) exemplifies the use of social media in ESL/EFL domain as the "windows, mirrors, doorways, and playgrounds". As a window, learners can observe how native speakers use and express the language authentically from videos and images they share in that social networking platform. Social media can also be used to construct language learners' identities through certain idealized concept they adopted. This metaphor is called as social media as a mirror. Then, social media as a doorway would give an opportunity for language learners to participate in the target language cultural and intercultural practices. The last, social media as a play group, this metaphor indicates that learners not only learn from social media, but they also can gain fun activities there in relation to language learning.

In general, all private vocational schools have no particular Learning Management System whereas two public vocational schools have owned their Learning Management System. Unfortunately, at the moment, this learning management system is not used anymore due to the limited access of server. However, some respondents have used Moodle or Google Classroom as the alternative platforms. The Learning Management System was tried out, but, the internet server could not cover all users. Therefore, only 90 students were able to log in. (GN1)

2. Video mediated learning at vocational schools

The English teachers reported that students are able to independently search for e-books and educational video online. Regarding educational videos, all participants took the videos from the internet and used this audio visual media for teaching conversation, text genres, telephoning, or even for only entertaining students. There was no participant who was able to create and develop self creation video. This is because they are not familiar with the technology.

Especially for seventh graders, we learnt social functions, structure of texts, and linguistics feature of the text, in particular, those related to curriculum vitae and summary (GS 5). I am not a technologically literate person. I ever used videos and powerpoint slides, but, it did not spark my students' enthusiasm. Alternatively, I chose Whatsapp, e-mail, and Google Classroom as my online classroom platforms.

Usually, I gave students quizzes, then we came to the main topic. By doing so, it was easier to attract students' attention. If I am not mistaken, this is called Problem Based Learning, isn't it? Before I knew this approach, usually, I just asked students some questions and let them make inferences, then I just followed their understandings. For the video use, we learnt language features, tenses, text genres, and text structure through video mediated language learning. If I am asked why? Simply because independent learning would enable them to download any videos that suit their needs, and can be used as a topic of discussion (GN4). Apart from the frequent use of video in language classroom, not all teachers assign students to create their own video projects. However, there were three teachers who assigned their students to create videos as their school projects.

For instance, the topic about giving opinion can be discussed in the class or students were asked to create a video about the topic. (GS2). Yes, we asked students to make video about self-introduction, bargaining when shopping (GS4). For eleventh graders, we asked them to make videos about social functions of text, text structure, and language features of procedure texts, giving and accessing information regarding technology use in accordance with their majors and context of learning. (GS 5).

Comparatively speaking, the majority of English teachers at Public Vocational Schools assigned their students to make video about speaking practice. There was only one teacher who did not ask his student to do video assignment. Yes, for instance, twelfth graders created a video about "Speech" and "Asking Help" (GN1). Yep, making video about speaking (GN2). Students ever made videos about procedural text, describing dialogue, bargaining. (GN3).

In fact, video-based learning brings many benefits for students. [Yousef, Chatti, & Schroeder \(2014\)](#) conclude that video based learning would give benefits to learners if it is used appropriately. They reviewed the current research in this field and found that the use of Video Based Learning style increased students' interaction and learning satisfaction. Not only that, the findings indicate that this learning style also increased collaborative learning among students. The video created by learners can also be used as reflection tools which enable learners and teachers self-reflect on what they have gained from learning and what things need to be improved in the future.

However, based on the research findings of this study, teachers' understanding about technology enhanced language learning is still limited to the use of social media in EFL classroom and the use of video for learning. Internet connection has been still the major issue for an online learning. Blended learning would be a better alternative to address this issue in the future. As [Sukrawan, Soemarto, & Komaro \(2018\)](#) found that a hybrid class, where online and offline meeting are combined, really supports students learning achievement. Thus, government supports in providing learning facilities and training for English teachers are essential for an improvement of education quality.

3. providing students with job seeking skills

Regarding job seeking skills, the teachers have taught following materials:

a. The importance of mastering English

The majority of respondents said that they ever shared the announcement of job vacancy where English skill is one of the requirements. Yes, we were told about the opportunities of working overseas and student's exchange. During 2012-2015 there were a student exchange and teacher exchange to AMINEF and ASEAN (Korea) funded by the school. TOEIC test has been continuously undertaken, those who achieve 750 points they will be sent to Japan (GN3).

b. Writing cover letter and CV

All participants said that they taught students about writing cover letter and CV either in English or in Bahasa Indonesia. They delivered this lesson to third year students. Yes, cover letter is really important for those who want to apply for a job either in a governmental institution or a private sector (GS5). Students were asked to write CV and application letter both in English and Indonesian language. (GS2). Yes, we use video mediated learning for teaching application letter and CV (GN 1).

Usually, I took the example from the internet and we learnt the format together with the following steps: (1) follow the template; (2) edit the information on the cover letter and put each student's personal data; (3) after students are to write the letter independently, then they are asked to write their own cover letter.

c. Job interview simulation

There were two respondents who did not teach their students about job interview since they thought that this job belongs to subject specialist teachers. However, there were three other teachers who already equipped their students with this skill. Maybe that lesson was taught by subject specialist teachers. There was no such learning content in our coursebooks (GS1). For third year students, job interview was taught, but only an introduction and a job presentation, the majority of students were not confident with their English (GS4).

On the other hand, English teachers at a pharmacy vocational school stated that they did not teach about job interview in depth. The lessons were delivered through videos and let students understand the topic. They taught students about pharmacy only. Yes, job interview lessons were taught through video. Only those who have good English skill can answer the question, while the rest of the class remained silent. (GN1). Job interview has not been taught yet to second year students. They were only taught about pharmacy. It was taught using video showing a pharmacist served customers at a dispensary.

d. Socialization of work preparation to VS's alumni Either private vocational schools or the public ones had no particular job preparation program for their alumni. Even there was no a handbook containing knowledge and skills that students need for a job application. There is no a guide book or a handbook. That should be Career and Job Centre's task or public relation division program (GN3). We only take in charge of career and job affairs (GN4).

Based on the findings, it can be inferred that work preparation program, especially those related to the improvement of vocational school students' English skill, should include training and workshops on writing job application, CV, summary, and simulation of job interview. This is very important to make students psychologically ready for a job competition. Sari (2013) suggested that without being psychologically ready, it is hard for alumni to win a job selection.

CONCLUSION

The revitalization program can be perceived as an innovative program launched by the government. However, practically speaking, its implementation should be another well-crafted plan. Many aspects may be affected by this new program. The absence of good planning and clear procedures may result in the failure of the programs. At least, four core aspects that need to be taken into account, for a successful English for Vocational Purposes lesson at VS's. First, technology enhanced language learning that meet students' needs. Second, the use of proper video mediated language learning for students. Third, sufficient English for business inputs to students. Fourth, the creation of English environment as a language exposure for students. The findings indicate that not all participants are able to fulfill the four core learning needs. Lack of facilities and human resources issues are still the major problems in today's vocational education. All in all, even though this current study quite comprehensively captured English teachers' voices of the implementation of revitalization program at their institutions, there are still more extensive studies needed in this field. Students' voices of the implementation of program would be another interesting aspect to delve into.

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"I didn't need to be shy; I participated in the class": A case study of WTC learning support among university students in a remote area

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Educators compete in language classrooms all over the world to get students to address one and all in the aimed language (Yashima, 2018). Educators at the university level are constantly experimenting with state-of-the-art methodologies to help students with WTC speak more effectively during the teaching-learning process. This qualitative narrative inquiry study was designed to investigate the link between students' Willingness to Communicate (WTC) English via Mobile Assisted Language Learning (MALL) by the media supporting devices used in online learning. To gain the data, some interviews have attained from ten lecturers and seven students' contributors have been conducted. The findings revealed that media supporting devices in online learning relate to students' WTC English via MALL such as (a) teaching-learning media flexibility, (b) teaching-learning media clarity, (c) teaching-learning classroom sequence formality, (d) teaching-learning media consistency, then (e) techno pedagogical discernment over lecturers and students. This study necessitates that deepening the WTC teaching-learning capacity via MALL through mobile devices extends substantial learning assistance, predominantly in the concept of efficiency for online classroom activities in real-time concurrences.

Keywords: reading, reading skill, strategy, task-based activities

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INTRODUCTION

This study scrutinized how several Indonesian English as Foreign Language (EFL) educators managed the intricacies they experienced and contrasted with students in terms of WTC in far-off regions by way of MALL and how well they conducted stratagem for tackling the intricacies. We delineated concerning a case study to exhibit the occurrence since this methodology takes into account a wide exhibit of depictions of the contributors' testimony, institutions, and authorization in their online classroom via MALL. According to Hasanah, S. and Pradipta, P. (2021), Mobile learning is waged over the social order into the swift-advanced turn of events, hence endless induction to an especially modest and trailblazing device has rather transformed the perspective of e-learning from different viewpoints. In fact, mobile learning can be adjudged as the cutting-edge development of mobile e-learning (Sharples, 2006). At that point, present-day students re-dynamically thrust by their own adjusting requirements, including Willingness to Communicate via MALL. As of late situation, students have been of an extraordinary curiosity among language researchers (see Halupka-Rešetar et al., 2018; Lee et al., 2019; Peng & Woodrow, 2010).

The inkling of scrutinizing WTC via MALL is affixed by the fact that students have experienced intricacies as far as their linguistic proficiency and disposition traits in EFL speaking. Numerous delineations have stipulated that linguistic proficiency is indispensable for orientation with students' presentation throughout their language learning directions (see [Jiang, 2007](#)). Forbye, character peculiarities are likewise contributively in ascertaining students' willingness to communicate in English ([Pawlak, M., & Mystkowska-Wiertelak, 2015](#)). Nevertheless, the inclination of particularly intricate reciprocity between linguistic proficiency and character peculiarities via MALL by Android-based cell phone as multi-purposed media device has not been slavishly inquired into.

All the while, it is much of the time battled that Android-based cell phones are predominantly seemly to endorsing communal confrère and co-current learning asseverates that have transpicuous renown necessities for linguistic enhancement, that mobile technologies were an acclimated segment of the existences the very pinnacle of educator and student ([Facer, 2004](#)). In conjunction with forthcoming period of Information and Communication Technologies (ICT) has acquiesced in pivotal deviations in the construction of teaching devices, by along with some new contrivances and shifting the situation, improved than conventional methodology besides techniques. The present circumstance is progressively required into utmost while SARS-CoV-2 pandemic circumstance is in effect. The WTC teaching-learning process ought to be changed from orthodox classroom convert into the online classroom by using mobile devices. Indeed, those mobile devices are not pinched hitters for remaining erudition devices, yet they function as augmentation for learning in a new milieu possessing latest capacities, in any case, not all learning quintessence and activities are legitimate for the mobile device. Consistently more, nevertheless, communication concatenating student to student and interfacing students to educators for WTC teaching-learning process in these days can be delineated thru VoIP (Voice over Internet Protocol) apps for instance (e.g., Facebook, Yahoo Messenger, Zoom, Google Meet, Skype, WhatsApp).

An assortment of stratagems for the turn of events and utilization of innovation in language learning has been appertained, in view of the ubiquity of PCs and mobile devices. In the previous forty years, Computer Assisted Language Learning (CALL) in paraphernalia have advanced from an accentuation on essential literary fissure-filling undertakings and basic contriving activities to intelligent media overviews fusing pictures, film, computer, cell phone, or the Internet. Fledgling constructions of mobile learning advancements incline regarding to propose authoritatively contrived exercises in simultaneously there is the change upon CALL to MALL moreover with Personal Computer into Mobile Computer or laptop toward computer-like-capability-mobile- phone embodiment, wisely embellished within educators and technologists,

and utilizing state of the art technicalities that were not yet generally accessible-use or very much grasped by ordinary-like individuals ([Hasanah & Pradipta, 2021](#)). At the moment, with the quick evolution of mobile technologies, mobile learning is turning out to be progressively paramount ([Chu, Hwang, Tsai, & Tseng, 2010](#)).

Later-day, throughout spread responsibility of wireless and mobile device, suggests that students are logically in a circumstance to assume the focal part and participate in practices animated by their own provisions and states of use, together with those arising out of more significant movability and adaptability ([Kukulska-Hulme et.al, 2007](#)). Delineated the growths in mobile and wireless technology, smartphones, and laptop with suitable apps can subjugate the insufficiencies in online learning over the past decades. A smartphone and laptop as mobile-wireless devices are constructed with an operating system. The latest smartphone and laptop models add the interconnectedness of mobile media players, high- resolution touchscreens, and web browsers that show ordinary web pages just like on the desktop computer. [Sharples \(2006\)](#), while in former times, mobile learning has routinely been portrayed the extent that its usage of portable-enhancement- system, next development has foregrounded the portability of the student. [Fallahkhair et al. \(2007\)](#) designate the easy-going pieces of m-learning are furthermore emphasized. By implementing smartphones (e.g., Android-Based cell phones) and laptops as learning-media devices, students can grasp an immediate scrutinize at a motion picture, tune in to music or work nearby by cutting-edge media using first-class educating resources using the web.

Furthermore, the Android-Based cell phone confers remittance for online activities. For instance, these student's exhibits a grid that prominence on the student conferring the delight and scholastic limits like kid's animation educative shows, then real activities are bringing forward to vivify the genuine characters as the truth and this viably causes the circumstances for learning a comparable technique to oral depiction and describing activities ([Hasanah & Pradipta, 2021](#)). The conjecture of paucity in obtainable educational plan complacency is acceptable for smartphones and laptops that constrains them from being completely subjugated and is pretty much as valuable as PCs in language learning. In the event that appropriate teaching-learning substances are planned, this issue could be amended. The plan for this WTC study is a submission with expansive viable use to exploit MALL with smartphones and laptops in day-by-day life, with some modification and intervention as synchronous and asynchronous teaching-learning method. [Trifanova et al. \(2004:3\)](#) delineate mobile devices identical to several devices that is compact-factor, self-proper and diffident suffice to proceed by us at any place without noticing any each second.

The aforementioned studies have likewise uncovered the way that interior and exterior spaces were convincing toward students' WTC. For occurrence, [Cao and Philip \(2006\)](#) revealed four variables obstructing students to impart in English,

these are, (1) cluster proportions, to be specific the number of students associated with the classroom exercises, (2) self-assurance, in particular, student self-assurance when conveying in English, (3) being acquainted with conversers, or students' awareness of their conversers, and (4) converser contribution, which is the engrossment of conversers when communiqué is decreed. Considering Swedish and Korean students from various values and didactic foundations, [Lee et al. \(2020\)](#) revealed that Swedish students have a tendency to establish conveying in English because of their high impulse in learning the language, while Korean students are not susceptible to begin a tête-à-tête during classes.

In addition, [Zeng \(2010\)](#) additional reasons that give impact his Chinese students' resilience to convey in English. These are: (1) sustenance from their lecturers (educator support) which implies that students will have sufficient fortitude to convey in English on the off chance that they get provision from their lecturers; (2) dread of committing errors when imparting in English which implies that students think that it's hard to pass on their thoughts in English on the grounds that they fear committing errors because of their apparent shortcoming in proficiency on sentence structure or their constraints in English loquaciousness; (3) dread of having a depraved effect subsequent to conveying in English; and next (4) being humiliated on the off chance that they commit errors in communicating their thoughts in English. While [\(Salam, N., Ubaidillah, M. F., & Putri, A. N., 2021\)](#) found that 1) lexicon actualization, 2) sentence prearrangement, 3) self-assurance, 4) idea edifice, and 5) impulse establishment, are the evidential reasons obstructing students to have a conversation in English. Moreover, [\(Yashima, T., MacIntyre, P. D., & Ikeda, M., 2018\)](#) in his study revealed that individual differences in the frequency of self-initiated appear through 1) the interchange of stable peculiarities, such as personage and proficiency, and 2) contextual exposure such as other students' backlash also group-level talk-silence paradigms. However, the concept of teaching-learning in today's era is more flexible and more variable, where it can be conducted everywhere and anytime, in the conventional classroom or in online classroom setting.

Many aspects need to be considered when educators decided to conduct online learning, this was revealed by [Hasanah, S., & Pradipta, P. \(2021\)](#) constituted about obstructions in teaching and handling the web-based classroom via Low-Tech MALL: (1) Learning amenities in the designation of speed bandwidth, Internet signal service set ensuing over flawed audio-visual quality, and power grid meet, (2) students' awareness and proficiency in English, and (3) CALL-MALL-CMC pedagogical discernment on educators. To sum up, albeit past examinations have investigated alternate points of view from students' WTC, there is as yet a deficiency of research in the concept of online or mobile learning level, where students acquire English under specific circumstances.

Researchers, in statistics, have not engrossed their investigation in this range, whereas online or mobile learning for remote areas under a circumstance in which the SARS-CoV-2 pandemic situation is in effect. In supplement, [Miangah and Nezerat \(2012\)](#) considered MALL nevertheless the research has already explicitly essence on foreign language education in secluded areas. Researchers,

indeed, have not engaged their exploration around this uncharted territory, whereas MALL for WTC over remote student is critically concern by EFL practitioners during SARS-CoV-2 health protocol lockdown is in effect, for uncertain time condition, it is forbidden to conduct face to face learning, the implementation of social distancing over educational institution. Inevitably, it is required to concoct artificial- natural circumstances that proffering English revelation to the students along with strengthening social interlinkage and communiqué in English [\(Pradipta: 2020\)](#), in this case throughout MALL. Given this apprehension breach, the current examination was making inquiries there are five aspects obstruct Indonesian students' WTC over remote areas at the concept of mobile learning in teaching-learning level.

METHOD

Preceding to encouragement the research by utilizing a qualitative narrative inquiry study plan, we gained authorization from one of Foreign Language Development Centre (FLDC) Private University in Probolinggo Indonesia. We acquired 17 contributors from our own institution involving of 10 lectures (see [Table 1](#)) and additional 7 students' contributors (see [Table 2](#)) mix combination between unwilling, less willing and willing students to communicate English during the process of interviewing. The learning groundwork chose relied upon purposeful looking at with auspicious methodology. This inspecting procedure was utilized to approach the overall realities easily (Cresswell, 2012). By the side of this research was completed, they were making an appearance over English for Specific Purpose by giving some paperwork consent regarding research ethic.

Erstwhile to joining the course, these contributors had various level proficiency in communicating in English as from beginner to expert (see [Table 2](#)). The contributors were investigated to enable voluminously about course which evince opinions and visualization about WTC via MALL as a means of teaching as well as for a forthcoming living-income in the communal place. As mark an assent method that assigned, they energetically chipped in their phase for this investigation, and they likewise subdued the option to show out their commitment in at all phases of this research. The contributors entangle in this research based on a similar academy and well-versed concurrence also concealment of the contributors' personalities was created into pseudonyms by explained prior to data collection. Then, we coded contributor's information correspondingly.

Data collection was composed through observation using semi-structured thematic interview administered using contributors' national language (Bahasa Indonesia). Observation was administered to comprehend the proficiency of the student in class through WhatsApp, Zoom or Google Meet appertain to interlinkage and correspondence among lecturers and student's while online learning which each class lasted between 45 minutes to 1 hour 30 minutes considered by different level in communicating from student's contributor This data evocation methodology was engaged to clinch that contributor were necessitated in unrestricted answer with reference to their willingness to speak English as the information how communicate is established which

TABLE 1 | Contributor's associated data

No.	Names	Age	Graduate's degree	Doctorate's degree	Current Status	Experience
1.	Kira	31	Certified	None	Manage 1 class	<2 years
2.	Lacus	30	Certified	None	Manage 1 class	<3 years
3.	Athrun	37	Certified	On-Going	Manage 2 classes	<4 years
4.	Cagalli	31	Certified	None	Manage 1 class	<4 years
5.	Meyrin	32	Certified	None	Manage 1 class	<3 years
6.	Fllaga	34	Certified	On-Going	Manage 1 class	<5 years
7.	Murrue	34	Certified	None	Manage 2 classes	<6 years
8.	Andrew	37	Certified	None	Manage 1 class	<8 years
9.	Dearka	32	Certified	None	Manage 1 class	<3 years
10.	Yzak	33	Certified	Certified	Manage 1 class	<7 years

TABLE 2 | Contributor's associated data

No.	Names	Age	Bachelor's Major	Status	Communication proficiency
1.	Shin	18	TBID	2 nd Semester	advance
2.	Lunamaria	19	PGMI	2 nd Semester	advance
3.	Rey Za	18	PAI	2 nd Semester	advance
4.	Rau Le	21	PAI	2 nd Semester	intermediate
5.	Gilbert	22	PBA	2 nd Semester	intermediate
6.	Talia	19	TBI	2 nd Semester	beginner
7.	Heine	23	TDIPS	2 nd Semester	beginner

apprehend sturdiness and precariousness also to cover over unforeseen contingencies during teaching-learning process. Subsequently, investigate enquiries were requested throughout the interview conclaves. Contributors' reactions were sound-recorded and reproduced by words rigorously. Our conclaves questions began with an overall general inquiry with what hinders the contributors to impart in English. Also, the last, documentation, for example, course layout, teaching and students' assessment report were utilized to think about their intricacies in willingness to communicate, including their hesitance to utilize the expertise for communicate as the research project was taking advantage of qualitative narrative inquiry study during investigation, subsequently the researcher congregated the information by direct perception, inside and out talking also through recorded document (Creswell, 2012; Elliott, 2005; Johnson & Christensen, 2014; Miles, Huberman, & Saldaña, 2013; O'Donoghue & Punch, 2003).

In general, our data were employed using coding pattern planned by Miles et al. (2013). We listened every recorded interview and did a cautious assessment of comparative reactions and remembered them for one developing subject. The result of perception, interview and documentation were coded which developed on research topic that were related to subjects and enquiries to amass the averment searched for, then put into a thematic methodology as prescribed by Creswell (2013). Coding abetted in developing also

advantageous for labelling and repossessing information measures Miles et al. (2013). Out of 17 meetings session, we dissected all of reactions from the contributors. Out of 17 meetings session, we dissected all of reactions from the contributors. This scrutiny technique is ordinarily ventured to sort out arising gist from interview research.

To grasp the recorded-information impregnation, we did contributors read-through by alluring the contributors to intently analyse the records and put remarks during the investigations. Not with standing, the consequence of the meetings ought to be scrutinized and collated to perceive the comparable qualities and differentiations, re-read line by line to unveil the textures along with emerging subjects similarly as sub-themes amidst the recorded data (Jati, Fauziati, & Wijayanto, 2019; Muyassaroh, Asib, & Marmanto, 2019).

RESULTS AND DISCUSSION

Our study tries to divulge lecturers' entanglement in online-teaching process intricacies and how well they manage such occurrences. As it has been stated previously in the background of study that the current examination was making inquiries about what aspects obstruct Indonesian students' WTC over remote areas at the concept of mobile learning in teaching-learning level. Thus, the finding of this study documented some aspects that affected students' WTC in intensive class via MALL.

These are (a) teaching-learning development media exhibility, (b) teaching-learning process media clarity, (c) teaching-learning classroom sequence formality, (d) teaching-learning process over WTC online classroom consistency, then (e) techno pedagogical discernment over lecturers and students. They will be discussed as followed.

Teaching-learning development media flexibility

As mentioned previously, the online teaching process can be conducted synchronously and asynchronously. Most of the contributors, students involved in this study, can be categorized into three categories of English proficiency in the commune: absent-minded-spectator, mid-to-low and mid-to-high English proficiency. The absent-minded-spectator students not-fully participate in the synchronous and asynchronous online classroom. neither trying to communicate with any other elements in the classroom nor giving contribution to the teaching and learning process. On the other hands, the students with mid-to-low proficiency prefer to use asynchronous approaches for using media like YouTube, WhatsApp, and telegram. For affirmation, this kind of method increases students' confidence level and decreases anxiety level while running on WTC through MALL because they have more time to prepare the substantial material and psychological aspect. However, the students with mid-to-high proficiency have a tendency to use synchronous methods, for example, media like Zoom, Google meet, and Skype. This kind of media showing their fluency and confidence in front of the lecturer and forum. In fact, the forum is under the online-teaching-learning concept. Even though the forum is held in an actual classroom, the mid-to-high proficiency student may be able to do so in front of their friends and lecturers. Kira and Andrew share this condition in their statement below:

While I was running an online classroom, I prefer to conduct it synchronously via zoom to assess my students directly through the interactions and their responses toward my instructions. The majority of the students were highly motivated to participate in online classes enthusiastically. Hence, not all my students were pleased to learn English via zoom, and they have a ton of motives to reject learning via zoom. Some of them were favoring to learn asynchronously via YouTube and WhatsApp groups (Kira).

In my class, my students were more convenient to submit their tasks via YouTube and submit the link in the WhatsApp group considering the majority of the students were coming from secluded mountainous areas (Andrew).

Based on Kira's clarification, her students who have self-assurance in their English proficiency could appreciate on any learning media since they can communicate in English. Nevertheless, the students with low proficiency in English need additional time to concoct for the task specified by the lecturer. As Andrew's statement on his student's predilection in submitting their speaking task

asynchronously. In this case, when it is an asynchronous technique, the lecturer gives instruction via WhatsApp group, delivers several times to students to comprehend the substantial material, then gives a time limit to submit the task via YouTube. It designates that the students have confidence that the longer time they have to concoct their task, the better their performance is. Apart from the lecturers' standpoint, some students' contributors, Shin and Lunamaria, also gave some statements relate to media flexibility used in online learning as they confessed:

I desire to partake in online learning via WhatsApp group and YouTube in which the lecturer's explanation about the substantial material can be viewed several times, then frequently my lecturer offered a task and it must be submitted on YouTube and submit the link on WhatsApp group (Shin).

My lecturer in my class performs online learning both synchronously and asynchronously. We frequently performed online learning via YouTube and WhatsApp groups and occasionally via the Zoom application. On the WhatsApp group, we communicate via voice notes or video recording. Then we submitted the task via YouTube. Finally, we submitted the link on the WhatsApp group to be assessed by the lecturer. So far, my friends and I feel comfortable with the way we communicate with our lecturer. Sometimes, we ask the lecturer by text typing or via voice note (Lunamaria).

It is implied that the flexibility of the media used in the online learning process deals with the students' performances and readiness to communicate in English. In other words, the student's willingness to communicate is influenced by the media used in their online learning.

Teaching-learning process media clarity

Another characteristic affecting students' WTC in online learning is media clarity. In this case, WTC products can be assessed synchronously and asynchronously. Whenever it is synchronous, the teaching-learning process was conducted via Zoom, Google meets, and Skype. Through these media, the lecturers can directly evaluate student's WTC while in the teaching-learning process. However, these high-tech media still have precariousness such as voice distortion due to limited provider-signal service, inadequate and less sophisticated mobile devices such as laptops or smartphones, and other disturbance when it was the blackout. Meyrin and Yzak shared these phenomena:

Not all of my students were self-assured to perform online learning via Zoom since most of them came from a remote area in whose signals have been becoming the main intricacy in long-distance communication. So, when we conducted class via Zoom, the voice was often distorted, so neither my students nor I could hear our voices (Meyrin).

Online learning via Zoom was enjoyable as if no difference between online remote learning and face-to-face learning. My students could communicate with me without boundaries if the provider-signal service were good. On the other hand, if the signal was terrible, I employed WhatsApp group, presented the substantial material descriptions via YouTube shared the link on WhatsApp group, then well- ordered my student to submit the task via YouTube (Yzak).

Two students also issued the confirmation statement that they like both the synchronous and asynchronous media in convinced conditions. This confirmed by Talia and Gilbert:

My lecturer in my class infrequently used Zoom nor Google meet since most of the students rejected it for various motives, one of them because they are from a mountainous area. If the lecturer insisted, only a third quarter of the total students participated. Even so, if the provider-signal service was so depraved, then the lecturer's explanation was not clear enough. Her voice was occasionally like echo and mumbling. However, the WhatsApp group was required to share information (Talia).

Learning through the WhatsApp group was more enjoyable and more relaxed. The lecturer's instruction was strong enough. The lecturer described the substantial material via voice note or YouTube. So, if the students did not comprehend, they can replay the video downloaded or video streaming again. It is a more practical approach (Gilbert).

Teaching-learning classroom sequence formality

Teaching and learning in the classroom show a formal situation where the lecturers and the students come into the class as the schedule, conduct face-to-face learning with specific classroom management such as the seat arrangement, whiteboard, etc. However, online teaching and learning, as aforementioned previously, can be conducted synchronously and asynchronously. It is conducted synchronously by utilizing high-tech MALL media such as Zoom, Google meets, or Skype. Both lecturers and the students can perceive each other and communicate as if they interact in the classroom. What deviates it dissimilar is that both lecturer and students are in authentic face-to-face learning physically by the direct emotional context in the classroom context.

On the other hand, on Zoom meetings, Google meets, or Skype, both lecturer and students, are in virtual face-to-face learning by indirect emotional context. Furthermore, when using low-tech MALL media such as YouTube, WhatsApp group, or google classroom according to [Hasanah, S. and Pradipta, P. \(2021\)](#), both the lecturer and the students communicate by typing text, voice notes, and video recording. When the students respond directly to the lecturer's instruction, it is called synchronous learning,

while the deferred response from students to the lecturer's instruction is called asynchronous learning. In comparison, there is no real-time classroom interaction in asynchronous learning. The lecturer gives instructions via YouTube and WhatsApp group then the students respond either directly or indirectly.

In this study, teaching-learning via high-tech MALL indicates a more formal situation than low-tech MALL media since it enables both lecturer and the students to perceive each other as the real offline classroom. Some students, involved in the study as contributors, claimed that they are more enjoy participating in the online classroom via WhatsApp group than zoom meeting class, as Heine, Rau Le, and Rey Za confessed:

When I participated in the class via Zoom, I have to concoct myself as if I have to go to campus, shower, put some makeup on my face, etc. I would not be self-assured if my depraved appearance was perceived by my friend (Heine).

I prefer online learning via WhatsApp group, I felt more active and self-assured in communication with my friends and my lecturer using voice notes or text. However, I didn't need to be shy when I misspoken in English since my friend could not see my expression (Rau Le).

At the Zoom meeting, only my ingenious friends were willing to communicate in English with the lecturer, While the others turn out to be good listeners (Rey Za).

Another side, according to Lacus and Athrun, lectures involved as contributors in this study, performing online learning via high-tech MALL were more formal than low-tech MALL media as their testimonial:

For the first meeting, I performed online learning via Zoom, it was paramount to recognize my students even though I could not perceive them directly. At least my students identify whom I was by knowing my appearance and voice (Lacus).

We (my students and I) discussed the learning contract, classroom rules, tasks and assignments, and lesson plan for the whole semester for the first meeting. Considering this first meeting was crucial and needed a more formal atmosphere, I insisted my students participate in zoom meeting to recognize each other (Athrun).

Teaching-learning process over WTC online classroom consistency

Over ten groups of classes in an intensive program, most lecturers perform online teaching-learning via YouTube and WhatsApp groups. Even though online teaching-learning via Zoom or Google meet is utilized in some meetings, they still use WhatsApp group and YouTube as media to share information. Murrue and Dearka narrated that:

WhatsApp group was more practical to use than Zoom or Google meet. I could explain the substantial material using video in the WhatsApp group, or I uploaded my video description on YouTube then shared the link to the group. So, the students can either directly or indirectly by giving responses to my explanation. In other words, media communication via WhatsApp was simple and saved more internet data quota. (Murrue).

I performed online classes via Zoom only in the first meeting to get to know my students, in midterm and final tests only for the evaluation. (Dearka).

Some students who were the chief of the classes also confirmed that WhatsApp group and YouTube were the most frequently used application, Zoom Application was occasionally used, and Skype was never used during the class. This reflected on Talia's and Rey Za's statement:

My online class has never conducted through Skype Application, we prefer to use WhatsApp group and YouTube Channel for online learning (Talia).

My lecturer conducted online learning via zoom three times this semester while the rest used WhatsApp group and YouTube (Rey Za).

Techno pedagogical discernment over lecturers and students

With the implementation of online learning as an effect of the pandemic SARS-CoV-2, all teachers and lecturers are required to be adaptable to technology. Space and time will not be a drawback in the education 4.0 era, where learning could happen everywhere and anytime. We inevitably have to take advantage of technology products to execute it. However, the intricacy frequently faced by the educators and the students are the readiness of technology. This situation is portrayed by Fllaga, Athrun, and Dearka in their testimonial:

The shifting from offline learning to online learning requires adaptation. We have to learn more to take advantage of the technology products. However, as lecturers, we must not be obsolete in thought and must be one step ahead of the students, including Information Communication Technology (ITC) (Fllaga).

The majority of my students were coming from mid-to-low economic income, so the availability of computers and Laptops in their possession consistently became the main intricacies. It also impacted the use of Zoom as media in online learning since not all students can afford it (Athrun).

In my class, most of the students ran online learning via Android, and somehow, their older version of the Android-based operating system did not function properly for running the current version of the zoom application (Dearka).

The lecturers attempted to explain that students' economic background also influences the student's techno pedagogical discernment, in this case the use of zoom application in online learning. If the students are equipped with sufficient media and infrastructure for online learning, it will improve students' learning proficiency during the teaching-learning process compared to students who did not have sufficient media and infrastructure for online learning. This confirmed by Talia and Gilbert that they mainly participate in online learning via Android-based as their confirmation:

I was accustomed to using my Android to participate in online learning because I did not have a laptop. Besides, it was more practical to use (Gilbert).

In online learning, I was learning English and learning to operate and control applications for the teaching- learning process. (Talia).

DISCUSSION

This study has attempted to explore aspects affecting students' WTC in intensive class via MALL. Our result study revealed that there are five aspects encountered by the students while conducting online learning, reflecting that current situation to communicate by the students has been distracted by COV-19 pandemic. Thus, we need to build created-artificial-environment that enable the students to communicate English in online classroom. These are (a) teaching-learning development media flexibility, (b) teaching-learning process media clarity, (c) teaching-learning classroom sequence formality (d) teaching-learning process over WTC online classroom consistency, then (e) techno pedagogical discernment over lecturers and students. Based on the interview data, the students' WTC in online learning is affected by how the online learning was conducted, whether it is synchronous or asynchronous and whether it is using high-tech MALL or low-tech MALL.

Many experts have noticed aspects that hinder students from communicating in Second Language Learning (Hennebry-Leung & Xiao, 2020; Peng, 2015). the result of this study differs from that of Salam, Ubaidillah, & Putri, (2021) investigation in which their study focused on linguistic and psychological factors affecting students WTC in EFL classrooms such as vocabulary attainment, sentence arrangement, idea construction, self- confidence and motivation provision. Furthermore, this study is also different from a study conducted by Pawlak, Mystkowska-Wiertelak, and Bielak's (2016) investigating contributively variables affecting communication, such as English proficiency and learning preparation, and classroom dynamics. However, this present study focusing on media- supporting factors affecting students' WTC in online learning via MALL.

Interestingly, most of the contributors of this study argued that supporting media devices such as media flexibility and media clarity affecting their WTC in online learning.

Most of the contributors agreed that synchronous-asynchronous learning via WhatsApp and YouTube with video task-based were the most practical application used in online learning that enables the students to communicate in the group without any doubtful via voice note, text type, video recording, etc.

They are not worried about making mistakes even though they neglect linguistic aspects in communication such as grammar and good pronunciations. Before students submitted their tasks on YouTube, they have enough time to prepare their confidence, performance, and English proficiency. They also can practice more and more before recording their video then upload it on YouTube. Despite the intricacy in synchronous learning via zoom and google meet, the lecturer's contributors of this study preferred to use these applications since they can directly assess the student's communication skills. However, these high-tech media still have precariousness such as voice distortion due to limited signal, inadequate and less sophisticated devices, computers, laptops, or smartphones, and other disturbances when it was a blackout. Instead, using a YouTube application was more appropriate to this condition.

In addition, in this study, we also documented the connection between Teaching-learning sequence formality and the students' WTC in online learning. Our contributors confessed that the formality of the class affected their self-confidence, which later becomes a critical point in student's willingness to communicate. It is in line with [Pawlak, Mistkowska-Wiertelak, and Bielak \(2016\)](#) that self-confidence is a crucial factor for student's WTC in L2 learning. Moreover, the implementation of English online learning in EFL students in this study showed that students who are equipped with supported media were well prepared for using Zoom and Google meet applications, on the other hand, students with limited media equipment were struggling with those applications, and they were more convenient with WhatsApp group and YouTube. However, based on the lecturer's contributors, most of the students in this study came from a mid-to-low economical background in which only a few of them can afford laptops or notebooks. As a consequence of consistency in the implementation of online learning, WhatsApp group, and YouTube were the most used application, Zoom Application was occasionally used, and Skype has never been used in this present study.

Thus, the most encouraging finding of this study is that media-supporting factors were crucial in online learning. Whenever the students were well-equipped with adequate media-supporting devices, they would be apprehending WTC through online learning in a better way. On the other ways, if the students have intricacy with the availability of the media-supporting device, online learning will be hampered as the requirement for situated condition on techno-pedagogical discernment. However, it is inevitable that linguistic and psychological factors also give great impact to students WTC.

CONCLUSION

This study has conveyed media-supporting factors affecting students' WTC in online learning via MALL. This condition reflects the factual condition in which media flexibility, media clarity, classroom sequence formality, classroom consistency, and techno-pedagogical discernment over lecturers and students. These aspects can hamper students from making powerful correspondence in the second language online classroom whenever treated insufficiently. The conclusion of this research makes a discovery to empower efficacious techno pedagogical in L2 online speaking classes. For this situation, instructors are welcome to institute successful techno-pedagogical assignments to reduce students' media-supporting barriers and enhance their technological proficiency. Over and above, since EFL students do not use English solely in the online classroom, unrestrained language teaching with adaptive technological overtures is emboldened, explicitly by dispensing with students' willingness to communicate in media-supporting devices deficiencies. Overall, future inquires ought to accompany this uncertain deliberation with online classroom perception as the SARS-CoV-2 pandemic is in effect made educators and student in Indonesian higher education context was determined what was appropriate teaching devices for them.

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Effectiveness of linguistic features for attracting audience: A study of coworking space websites' headlines

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The emergence of coworking spaces have disrupted conventional working lifestyle and built a new trend: shared office space which highlights community-based services. Our paper looks at how this new business promotes their service through advertising language in online media. Advertising language in previous studies have mainly focused on slogans found in printed advertisements, but we focus on headlines in internet advertisements, particularly websites. The headlines were analyzed descriptively using linguistic feature theories in four levels: phonological, lexical, syntactic, and semantic levels. The analysis discusses the linguistic features used in the coworking spaces' home page, the use of the linguistic features in the content, and the effectiveness in attracting readers. Data of the study include 59 selected websites from a total of 185 Indonesian coworking spaces, and interviews with three people involved in the industry. Results of the study show that headlines in coworking space websites prominently use alliteration, noun phrases, and hyperbole. Unlike headlines of printed media, digital media has to comply with search engine optimization (SEO) guidelines so that search engines will index the website properly.

Keywords: coworking space, linguistic features, website, headline

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INTRODUCTION

The new generation of workers develops a new workplace phenomenon—coworking spaces. It disrupts the concept of 9-to-5 office cubicles and accommodates the digitized economy. The coworking space industry grew internationally by more than 1,000% in a decade as in 2008 there were only 160 coworking spaces worldwide, and the quantity jumped to 18,700 in 2018. This new working lifestyle trend, which in Indonesia rapidly increased 400%, answers the challenge of growing start-ups ([Bisnis.com, 2018](#)). Furthermore, the Indonesian Ministry of Communication and Information has initiated the 1,000 startups movement, and coworking spaces support that ambitious plan by providing three elements: community, collaboration, and connectivity for start-ups and small or medium enterprises ([Viska, 2016](#)).

The consumer market is saturated with brands and companies that take up consumers' attention every day. In fact, there are more than 62 million small and medium-sized enterprises in Indonesia ([Tirta & Sarli, 2021](#)). To stand out from the crowd, businesses need to have unique selling points ([Miller & Henthorne, 2006](#)) and creative techniques to deliver them. This way, advertising language comes into place because its major function is to persuade people to purchase a product or service and attract attention ([Vasilioia, 2009](#)).

In marketing, advertising language can be found in an advertising writing also named as copy ([Wells et al., 2006](#)). It contains display copy, all elements that readers see like type sizes and designs, and body copy, the text that is designed to be read and concentrated on, including headlines and paragraphs underneath.

[Grey \(2008\)](#) notes the advertising language frequently applies several linguistic features like semantic features, containing hyperbole, neologism, and others, and some syntactic features, such as long or short sentences, present tense, and ambiguity. Studies on linguistic features of utterances and slogans have shown that advertising language is simple by using a short phrase and common words ([Anwar, 2015](#); [Dubovičienė & Skorupa, 2014](#); [Skorupa & Dubovičienė, 2015](#); [Khan, 2014](#); [Skračić & Kosović, 2016](#)). This relates to what [Wells et al. \(2006\)](#)'s opinion that ad copy must be simple, by using short, familiar words, and short sentences. If copywriters need to apply technical term, it should be defined immediately. Other than simplicity, [Wells et al. \(2006\)](#) also emphasize features of good advertising writing: specific, concise, conversational, and personal and informal.

Talking about the industries and media used in most previous studies, they focused on tourism ([Pratiwi et al., 2019](#); [Suryasa, 2016](#)), while others' focal points were on the food industry ([Niken et al., 2013](#)) found in commercial and printed media. The categorizations of linguistic analysis that were frequently applied by the researchers were about semantic, phonological, and lexical features. Furthermore, [Anwar \(2015\)](#) and [Khan \(2014\)](#) mainly discuss wordplay in their studies, and [Suryasa \(2016\)](#) talks about figurative languages only. Since advertising language aims to persuade people, their analysis resulted that the brands used catchy and memorable phrases, also figurative languages with pun and metaphor are the most used in slogans. To make the viewers easily remember the slogans, the marketers also rely on sound techniques, specifically rhyme and alliteration. They often employ informal and spoken language because those involve a familiarity and relaxed relationship between the addresser and addressee.

While previous studies mainly discuss advertisements on commercials and printed media, including brochures and magazines, limited attention was paid to digital media, like websites. Today, digital channels have become an important factor in people's buying journey. [Chevalier \(2021\)](#) shows 48% of consumers worldwide rely on search engines to start looking for products. By creating a website, a business can build its online presence and increase the chance to be found by customers. Furthermore, one of the significant website elements is a headline. [Arens et al. \(2008\)](#) explain that a headline is the words that will be read first and is placed to draw the most attention. A headline also plays an important role in presenting the complete selling idea. The study shows, on average, people read a headline three to five times as much as they read the body copy, so if the advertisers cannot sell in the headline, they are wasting money.

Therefore, we are interested to conduct this study about the headlines found in coworking spaces' websites. In this

study, we also incorporated member checking by interviewing three people in the related industries to understand the impact of headlines with linguistic features on readers and avoiding speculative findings. This study aims to answer the following research questions: (1) What are the linguistic features used in coworking spaces headlines on the selected websites? (2) How do the linguistic features appear in the headlines? (3) How effective are the linguistic features in attracting readers?

METHODS

There are two data sources in this research: coworking space websites and interviews. The first data source contains 59 selected Indonesia-based coworking spaces websites found on [www.coworker.com](#). The idea of this website is similar to Traveloka or Tiket.com, platforms where we can prearrange hotels, flight tickets, or other traveling-related, but the website here provides coworking spaces reservations. Coworker was selected because it has larger numbers of registered coworking spaces than other sites like [regus.co.id](#). It has collected 14.000+ coworking spaces data in 172 countries around the world.

We first collected 185 coworking spaces in Indonesia (as of February 2021) found in Coworker. We made sure that the selected coworking spaces must have a website and its headline by checking on the search engine one by one. The website must be in English or has an English option on the website. From the list, we found 59 coworking spaces that met the criteria. Following related research in headlines ([Develotte & Rechniewski, 2001](#)), all the listed headlines also need to be considerably short and represent the product, coworking space. Next, we took notes on the headline of each website and categorized them into different language features.

The second source of data is from interviews. It aims to answer the third question on how effective the linguistic features are in attracting readers. The interviewees are a convenient sampling consisting of a copywriter (Doddy Dwi Wahyuwono), a coworking staff (Ani Wulansari), and a coworking space member (Dayinta Annisa Syaiful) in the hope of obtaining well-rounded opinions about the attractiveness of the selected coworking space headlines.

Each of the interviewees has a different role in expanding the perspective. The coworking space member described the characteristics of coworking spaces that encourage her to become a member. Meanwhile, the coworking space staff added information about the values of a coworking space in relation to the most-used words in the lexical level. The copywriter was asked to give opinions about the criteria of a good headline. In addition, all of the interviewees were asked about their opinions related to several headlines with the most frequent and least used linguistic features in each level.

We use descriptive analysis to describe the facts and characteristics of an area of interest and discover relationships between selected variables ([Dulock, 1993](#)) □ in

this case coworking spaces' headlines. We also analyze the variables quantitatively using frequencies and percentages to determine relationships and involve interviews to gain a deeper understanding of the field.

To obtain quality research, we started the data analysis process by identifying the words, phrases, and sentences used in those headlines. After that, we grouped them into each language feature according to four levels we previously mentioned, which are phonological, lexical, syntactic, and semantic levels. We then counted the linguistics features that appear in the headlines and put them in percentage. The quantitative data are presented in the form of tables.

The next step of the analysis is validation. We applied member checking by interviewing the three people related to the industry. Member checking has been used in qualitative research as a quality control process ([Harper & Cole, 2012](#)). [Creswell \(2007\)](#) says, in this method, the researcher will collect participants' views of the findings and interpretations, so they can judge the credibility and accuracy. Furthermore, we use interviews to eliminate a research bias and explore the use of the language of the coworking spaces headlines through their perspectives.

The two interviews were conducted via call because it helps concentrate on the people's voice and what their emphases are, rather than face-to-face communication ([Ward et al., 2015](#)). Moreover, call interviews can easily fit people's schedules as they can move around while still talking ([Ramachandran, 2021](#)) and reduce Zoom fatigue. However, one person preferred doing it via an online video conference on Google Meet because she did not want to hold a phone. After doing the interview, we related the outcome to our findings and analysis, and then drew a conclusion based on the interview and data.

RESULTS AND DISCUSSION

Coworking Space

Coworking spaces are a shared working environment. According to [Bouncken and Reuschl \(2018\)](#), this kind of workplace provides office and social areas for temporary or long-term use based on availability. The membership is flexible as it can be reserved on a monthly or daily basis, or even for a few hours. Coworking spaces highlight the community interaction and resource sharing among their users as they, particularly entrepreneurs, highly value external knowledge and innovation ([Capdevila, 2014](#)). Moreover, it supports a tense 'start-up lifestyle', a place for a project-based job, and continuous social networks to create fresh projects and contacts.

Furthermore, the users of coworking spaces might search not only for professional work, even though it has the term 'work', but also the leisure and social-cultural desires ([Bouncken & Reuschl, 2018](#)). They try to combine the social and economic targets, or also mentioned as work-life balance, to enhance their creativity. It completely supports nomadism for the creative sector specifically and freelancers

as coworking spaces offer a location-independent style of working and living. The coworking environments blur the boundary between leisure and work.

With the remote working trends during the Covid-19 pandemic, ([Mungkasa, 2020](#)), the city planner of the Indonesian Ministry of National Development Planning, predicts that there will be a growth in the number of remote workers. He believes that the concept of telecommuting or flexible working will be our new normal, particularly when the pandemic might happen for a quite long time. This mobile work will not only take place at home – in association with the term 'working from home (WFH)' – but also in telework centers, of which coworking spaces can be one of them.

Linguistic Features

Linguistic features are classified into several levels: phonological, lexical, syntactic, and semantic levels. [Dubovičienė and Skorupa \(2014\)](#) note that rhetorical devices on phonological level give mnemonic effects that can help people recall words or phrases in advertisements easily. Thus, this level frequently appears in jingles, slogans, and headlines. The phonological level emphasizes on parallelism includes the use of rhyme, alliteration, and assonance. Alliteration is "a figure of speech in which consonants, especially at the beginning of words, or stressed syllables, are repeated" ([Cuddon & Preston, 1998](#)). A prominent example of this device is Toyota's slogan Today, Tomorrow, Toyota. Assonance is the repetition of similar vowel sounds that are closely together, for example See what we mean by Canon. Meanwhile, rhyme is the repetition of end-sounds. This is the opposite of alliteration. An example of rhyme is Thomas Cook's slogan Don't just book it, Thomas Cook it.

Lexical features deal with the diction used, including repetition, familiar language, and other items ([Niken et al., 2013](#)). Pronouns, coined words, numerals, adjectives, and verbs are classified into the lexical level. According to [Niken et al. \(2013\)](#), the syntactic level is another prime feature of advertising language style besides lexical level. Syntactic features deal with grammatical properties such as short or long sentences, noun phrases, incomplete sentences, the use of imperative, syntactic parallelism, ambiguity, etc. Some scholars ([Dubovičienė & Skorupa, 2014](#)) also put tense, questions, imperative sentences, phrases, idioms, and sentences in this level. Semantic level refers to metonymy, metaphor, simile, personification, and other figurative languages. Based on [Leech \(1972\)](#), figurative language is suitable for slogans and headlines since it gives a memorable and prominent quality.

Phonological Level

[Table 1](#) provides data description of phonological level in coworking space headlines. According to [Table 1](#), this feature appears to be most frequent in coworking space headlines with 85.7% of sound-patterning headlines or 6 headlines. The following are examples of the alliteration: Community, Coworking, Coliving (Dojo Bali); Coolest Coworking Space in Bogor (Kolaborato); Coliving &

Coworking Space in Bali (Bali Bustle). The only headline (14.3%) using a rhyme is Connect, Create, Collaborate (Concrete Coworking Space). Yet, there are no coworking space headlines found using assonance.

The fact of alliteration on the phonological level being the most-used feature is similar to previous studies. [Dubovičienė and Skorupa \(2014\)](#), [Skračić & Kosović \(2016\)](#), and [Natkare, \(2012\)](#) state alliteration is the phonological element that frequently appears in slogans than other types of devices, including rhymes and assonance.

[Dubovičienė and Skorupa \(2014\)](#) also agrees that assonance is hard to identify in advertising language and rarely happens, and none of coworking spaces uses this sound pattern.

TABLE 1 | Sound Patterning in Coworking Spaces Headlines

Sound Patterning	Frequency	Percentage	Example
Alliteration	6	85.7%	Community, Coworking, Coliving
Rhyme	1	14.3%	Connect, Create, Collaborate
Total	7	100%	

Lexical Level

To classify words used in the headlines, we use eight categories: Work (Noun), Work (Verb), Coworking, Space, Community, Business, Life, and Name of the coworking space itself. It aims to understand the kinds of words that the copywriter emphasizes when creating headlines for coworking spaces, whether it is the value of the product (in Community, Business, Life, and Work categories) or the product itself which is represented by the categories Coworking, Space, and Name of the coworking space itself.

In [Table 2](#), the Space category appears to be the most-used words (27.9%), then it is followed by Community (17.6%) and Life (24.7%) categories. Moreover, the least popular category for coworking spaces' headlines is Work and Coworking with only 4.4% each. This indicates that the coworking spaces' copywriters choose to highlight the product "a coworking space" as a place or office rather than the benefits it holds, such as networking and work-life balance.

TABLE 2 | Lexical Category in Coworking Spaces Headlines

Lexical category	The words used	Frequency	Percentage	Example
Work (Noun)	Work	3	4.4%	Reinventing Work
Work (Verb)	Work	9	13.4%	We Work Things Out

Community also appears to be one of the highlighted categories on coworking space headlines. It is similar to what Ani Wulansari, coworking space staff from CoHive, explains. She says member engagement is one of the significant features of coworking spaces. In CoHive, particularly, they hold events collaborating with the members to strengthen the social network between them and promote the idea of continuous learning. Those events can be seminars or products launches and often invite people outside the coworking space members. Also, the coworking space regularly gathers feedback from the members to understand what they need and tweak the facilities or regulations. As their target market and members are still in their 20s and 30s with a role as startup founders and freelancers, they still strive to learn about the industry and network with other people.

There are also superlative and comparative degrees in this level. The 59 coworking space headlines use three comparative words: healthier, better (2), and more productive. Meanwhile, there are two superlative words: best (2) and coolest. In this level, it is also worth mentioning that six out of 59 coworking spaces use headlines related to their brand names. Welcome to Soma Co-Working and Cafe (Soma Co-Working Cafe) and We Are Eduplex (EduPlex) even mention their names on the headline. Meanwhile, three coworking spaces creatively implement relevant words to their names. For example, Kembali's headline is Welcome to Ke{M}Bali, which refers to its location and asks the website visitors to go to Bali ('ke Bali' in Indonesian). The word 'Kembali' also relates to the brand name, which is translated into 'coming back' in Indonesian. Another example relating to the coworking space is Greenhouse's A Healthier Way to Work to represent their space that has plenty of plants. Next is Reinventing Work as a full form of the coworking space name, Rework.

With the huge popularity of social media channels like Instagram, two coworking spaces also use hashtags (#) on their headlines. They are #coworkingonthebeach (Genius Cafe Sanur) and #districtcanggu (district canggu). According to [Buarki and Alkhateeb \(2018\)](#), hashtags help the creators retrieve information as they develop relevancy and act as 'organizational tags' on online resources. The invented hashtags, made by a brand, also aim to catch user attention, follow trends, and encourage user-generated content.

Coworking	Coworking, Coliving (2)	3	4.4%	Community, Coworking, Coliving
Space	Spaces, Space (3), Coworking Space (5) Office Space (3), Office, Workplace, Workspace (2), Workspaces, Place, Hub	19	27.9%	The Future of Office Space
Community	Communities (2), Community (3), Collaborate (3), Collaboration, Collaborative, Connect, Network	12	17.6%	Connecting You, Connecting Communities
Business	Business (5), Entrepreneurs	6	8.8%	Smart Way to do Business
Life	Life (2), Love, Peace, Happiness, Health, Work-life balance, Live, Productive, Enjoy, Play	10	14.7%	Work-life balance starts here
Name of the coworking space itself	Soma Co-working and Café, Ke{M}Bali, Eduplex, #districtcanggu, 88Office, Collective Space	6	8.8%	Welcome to Soma Co-Working and Cafe
Total		68	100%	

Syntactic Level

In [Table 3](#), there are 60 linguistic features out of 59 coworking space headlines, consisting of the verb phrases, noun phrases, imperative sentences, short sentences, and syntactic parallelism. The frequency exceeds the total of coworking spaces because one headline uses two sentences: Work Is Changing. Seize The Opportunity (GoWork).

The most-used feature is noun phrases with 22 headlines (36.7%). Some of the examples are A Healthier Way to Work (Greenhouse), A New Way of Working (Hubud), and Your Casual Workspace Solution (Epica Lifestyle Offices). These headlines use nouns (Way and Solution) as the head, and other words as the modifier and infinitive (to Work).

Then, there are imperative sentences with 23.3%. The examples include Work Better (Vamonos), Shape the way you work. (SUB Co), and Let's collaborate with us! (WU HUB). They are formed by the bare infinitive form of the verb and understood as being the second person 'you' although the word is omitted. Syntactic parallelism (20%), a repetition of grammatical elements, appears in the third place. Some of the headlines using this feature are Connect, Create, Collaborate (Concrete Coworking Space) and Create, Collaborate, Exhibit (Genesis Creative Space), and Collective, Connectivity, Collaboration (Ngalup Coworking Space).

At this level, almost all of the headlines use present tense, except Gowork's that applies present continuous tense showing an ongoing condition and Genius Idea using past participle Born Genius Idea Here. The latter is grammatically incorrect since the word 'Born' is supposed to be 'Bring' (Bring Genius Ideas Here) or can be changed into Genius Ideas Were Born Here. In our opinion, the

creator might intend to say "Lahirkan Ide Jenius di Sini" in Indonesian, then roughly translate it into Born Genius Idea Here because the word 'Born' sounds more familiar.

With the noun phrases rank first on the frequency and syntactic repetitions appear last, it reflects what previous studies say. [Skračić & Kosović \(2016\)](#) claim the advertising text frequently does not contain any verb and noun phrases appear more often than verb phrases. Their findings on yachting slogans also show that syntactic parallelisms appear fewer than noun phrases, imperatives, even gerunds and adjectives. [Niken et al. \(2013\)](#) also second the result. They found noun phrases as the third most-used syntactic feature after present tense and short sentences, also there is no syntactic repetition in Magnum advertisements.

TABLE 3 | Syntactic Features in Coworking Spaces Headlines

Syntactic Features	Frequency	Percentage	Example
Verb phrase	1	1.7%	Reinventing Work
Noun phrase	22	36.7%	A place to grow and become the best version of yourself
Imperative sentence	14	23.3%	Live Your Dream
Short sentence	11	18.3%	We Are Eduplex
Syntactic parallelism	12	20%	Connect, Create, Collaborate
Total	60	100%	

Semantic Level

[Table 4](#) shows that 12 headlines apply figurative languages. The most-used semantic feature is hyperbole with 50% of the headlines (6 headlines). It refers to exaggerated terms for emphasis purposes. Examples are First Choice For Global Workspace (CEO Suite), Design your best life (Outpost), and Coolest Coworking Space in Bogor (Kolaborato). It is followed by personification with four headlines (33.4%), including A Shared Office Space That Makes You Feel At Home (Connco), A coworking space designed to help you get things done (Conclave), and Meeting Point of Creativity (Joshua district). They only have an object, but it seems that it can do something like what humans do.

The results at the semantic level are quite similar to previous studies ([Niken et al., 2013](#); [Suryasa, 2016](#)). In their research, hyperbole is the most apparent stylistic device in ads, which outnumbers other features, like euphemism, metaphor, and personification. There is a noticeable effect in the other two semantic features, metonymy and antithesis. Metonymy is a straight comparison when an object is called with another object because of the inherent relation of function ([Taylor, 1981](#)). Biliq Bali applies the word 'Paradise' to its headline Cowork in Paradise stands for Bali Island's well-known title: the paradise island. Similar to [Skorupa & Dubovičienė's \(2015\)](#) findings, they also rarely discovered this feature in their research on 110 slogans for commercial and social advertising campaigns. However, [Myers \(1994\)](#) said metonymy will be frequently found in a lot of ads, "where the product is associated with some person or surroundings." Antithesis is a rhetorical device with contrasting concepts sharpened by the use of opposite or noticeably different meanings ([Cuddon & Preston, 1998](#)). The coworking space that uses antithesis is Cradle Event & Co-working Space with Less Hassle, More Productive.

In conclusion, results on phonological, syntactic, and semantic levels on digital media's headlines are similar to printed advertisement in previous studies. We believe this happens because the process of producing copies on printed and digital media is quite the same. Doddy Dwi Wahyuwono, an Indonesian copywriter, explains that the process of creating copies, in any kinds of platforms such as emails, websites, and newspapers ads, include considering brand personality, taste or preference, and buyer persona, fictional characters representing a group of target markets with their special needs, except that copies on digital requires additional step which is considering SEO strategies. Therefore, as long as a headline meets those elements, it can be used for both platforms.

Furthermore, the traditional techniques are still applicable as they scientifically relate to fundamental human memory. For instance, [Myers, \(1994\)](#) describes that rhymes and structure parallels can make words memorable as they give familiarity and inevitability. [Leech \(1972\)](#) also mentions that rhymes make headlines and slogans look striking and easy to remember. Moreover, certain cues, like emotions, images, and sounds, can initiate the retrieval process ([Surprenant & Neath, 2009](#)). As a result, advertisers

still apply these methods that have been known in the industry, such as involving certain sound patterns or emotions on their ads, to make their headlines catchy.

TABLE 4 | Semantic Features in Coworking Spaces Headlines

Semantic Features	Frequency	Presentage	Example
Hyperbole	6	50%	First Choice For Global Workplace
Metonymy	1	8.3%	Cowork in Paradise
Personification	4	33.4%	A Shared Office Space That Makes You Feel At Home
Antithesis	1	8.3%	Less Hassle, More Productive
Total	12	100%	

Headline

As a headline will be read first, it is no surprise that it often appears in larger typeface than other parts of the ad and is combined with interesting visuals. Many advertisers will create headlines as eye-catching as possible to lead the readers to continue reading the body copy. This is particularly true because, for example in the newspaper, people glance at the front-page headline to consider whether they will buy it or not. Therefore, writing a great home page headline is important because it is prominent to readers and becomes the key to convert them into a buyer.

Findings of the websites and interviews reveal that coworking space headlines have slight differences from previous studies that mostly focused on printed media. The key distinction of headlines in digital media is the use of search engine optimization (SEO). Applying SEO helps websites get indexed by search engines, rank higher on the search result page, and eventually attract traffic. According to Doddy Dwi Wahyuwono, some of the requirements are the number of characters used in the headlines, the right keywords, and where to place them.

In business websites, headlines do not stand alone. There are other elements supporting the explanation and optimization efforts, such as hook, call to action buttons, and product descriptions. They are also not the only things a copywriter must focus on. Every copywriter needs to consider the consistency of tone, diction, and character quantity. The more effective a copywriter uses words and phrases, the better the SEO quality will be. Shorter phrases, with the right messaging, give a more pleasant look on screens as the words do not occupy all of the space. This is similar to the traditional notion that short headlines with one line are the best and a second line is acceptable ([Arens et al., 2008](#)).

The Effectiveness of Linguistic Features in Coworking Space Headlines from Readers' Perspectives

During the interviews, we asked all of the interviewees to choose several headlines according to the least and most used features in coworking space headlines. [Table 5](#) shows which headlines they choose.

They rarely pinpoint specific linguistic features on whether a headline sounds pleasing and forms sentence or phrase when they favor certain headlines. Only the coworking space member, Dayinta Annisa Syaiful, notices that Connecting You, Connecting Communities has a good rhyme. Two interviewees avoid choices of words that are not closely related to the values, which has a prominent semantic linguistic feature on it. For example, the word 'paradise' in Cowork in Paradise (Biliq Bali). They think that it exaggerates the 'playful' value of coworking spaces.

When we asked the reasons why they chose a certain headline, all of them refer to the features and values of coworking spaces, such as a sense of community and a fun working environment (see the lexical level on [Table 3](#)).

It heavily relates to the argument of [Arens et al. \(2008\)](#). They say that headlines should provide apparent and easy-to-grab benefits to the readers. Thus, readers can prioritize a certain facility or value and be aware of how the product or company works.

Each interviewee also perceives the headlines based on their existing knowledge. For instance, the copywriter chooses Work-life balance starts here (Hub Bali) because he recalls that the term 'work-life balance' is popular and Internet users are less likely to type the word 'work' alongside 'enjoy' or 'play' on HUB2U Coworking Space's headline We Work, We Play, We Enjoy. It also happens to coworking space staff choosing Less Hassle, More Productive (Cradle Event & Co-working Space). She relates coworking space members only need to bring their laptops to work in the area and do not think about cleaning service or pantry access, so they can focus on the work.

TABLE 5 | Interviewees' preferences of coworking space headlines

		Coworking Space Member (Dayinta Annisa Syaiful)	Copywriter (Doddy Dwi Wahyuwono)	Coworking Space Staff (Ani Wulansari)
Phonological Level	We Work, We Play, We Enjoy (Alliteration - Most Used)			V
	Work-life balance starts here (No rhetorical device)	V	V	
Lexical Level	Your Casual Workspace Solution (Space Category)			
	Connecting You, Connecting Communities (Community Category)	V	V	
	Find Your New Network, Office Space, and Community (Space and Community Category)			V
Syntactic Level	A New Way of Working (Noun Phrase - Most Used)	V		V
	Work Reinvented (Verb Phrase - Least Used)		V	

Still, there is a positive relation between the most used features with the number of interviewees choosing those headlines in syntactic, semantic, and lexical levels. Even though they directly connect the headlines and coworking space benefits, the copywriter and coworking space member mention that headlines with the most used linguistic features are catchy, like Connecting You, Connecting Communities and First Choice for Global Workspace. It proves that applying linguistic features on headlines can still be effective for memorability as [Develotte and Rechniewski \(2001\)](#) justify that strong headlines are formed by certain

linguistic features which make them unforgettable and effective. Yet, to attract readers, advertisers need to consider not only applying linguistic features but also including the facilities or unique selling points they have on their products.

By looking at their answers, we believe that their professional and educational backgrounds influence the way they notice headlines. For example, Doddy Dwi Wahyuwono has an English degree working as a copywriter and Dayinta Annisa Syaiful, a public health graduate, works as a social media manager. Both may be familiar with the way advertising language works.

Meanwhile, Ani Wulansari, a secretary diploma, works in CoHive in the member relation department. As a result, she may more focus on delivering benefits to the members in a practical way, like price and facilities, rather than think about the implicit meaning of headlines.

CONCLUSION

As the marketing trend is moving toward digital, it is essential to understand the way advertising language works in online media. Compared to slogans and utterances in previous studies, which focus on printed advertisement, headlines in digital media are more tricky since the creators need to adjust them with search engine optimization (SEO) guidelines.

As a part of the advertising language, the headlines show significant use of linguistic features at phonological, lexical, syntactic, and semantic levels. At the phonological level, alliteration becomes the most common device than rhyme and assonance. There are specific qualities in the lexical level as well. The dominant category is talking about spaces such as 'coworking space', 'workplace', and 'hub'. It is followed by words highlighting the community value of coworking spaces, like 'network' and 'collaboration.' Similar to previous studies, noun phrases appear to be the most used device at the syntactic level. At the semantic level, hyperbole has the highest frequency among other devices: metonymy, personification, and antithesis. Similar results may be affected by a similar ad creation process and traditional persuasion techniques that are still applicable.

Interviews with a coworking space staff and member and copywriter show that there is a positive connection between the most used linguistic features and their preferences. However, they always connect them with coworking space values or facilities. They were not concerned whether the headline sounds pleasant with certain devices. Based on the research interview, this study can be expanded to study other elements in a website. They include product descriptions and language consistency that may influence the audience more.

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Using photovoice to explore students' emotions of learning to write: "There is something about writing"

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The present study aims to scrutinize how employing photovoice in writing class helps uncover novice writers' emotions of learning to write. Eight secondary school students voluntarily participated in the two-session writing class. Accompanying the photovoice, the participants were also asked to write a reflective journal for additional data collection. Results indicate that these novice writers, though experienced confusion and encountered various problems, persisted in completing the writing assignment due to their intrinsic motivation. This suggests that teachers should incorporate in their teachings explanation of the importance of enhancing one's writing competence to grow students' motivation and interests in writing

Keywords: photovoice, writing, students' emotions, secondary school

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INTRODUCTION

Researchers globally have acknowledged the use of photovoice as a means to empower participants, particularly in participatory researches. Photovoice can be described as a specific visual methodology where participants take photos and actively engage in the research process, enabling them to document and reflect their community's strengths and concerns, critically talk through essential issues to generate shared knowledge, and reach decision makers ([C. Wang & Burris, 1994, 1997](#); [C. C. Wang & Redwood-Jones, 2001](#)). In a photovoice study, participants reflect on their photos by doing a structured photo elicitation, interview or informal discussion, to produce personal narratives which raises critical consciousness ([Carlson et al., 2006](#); [Singhal & Rattine-Flaherty, 2006](#); [C. Wang & Burris, 1997](#)). As the nature of photovoice believes, as noted by ([Koltz et al., 2010](#)), "that the individuals being studied are the experts of their own truth regarding their life experiences, subsequently using photos to record their reality" (p.392), this kind of research method is likely to provide a more comprehensive information about the participants' feelings. In other words, by employing a photovoice in our research, we have given a priority to the participants' voices, of which we can use to improve our current practices in order to satisfy the participants' needs. Hence, photovoice methodology provides a rich and meaningful experience that benefits both participants and researchers.

With regard to language learning settings, photovoice can be utilized to explore learners' perspectives and engage them in meaningful learning activities. It means that the study will be centred upon participants' critical awareness of their language learning experiences and opportunity to use a photo product to voice their concerns in order to promote changes. Several studies have employed photovoice to elevate language classrooms to another level. For example, the use of photovoice as a data-creating strategy which was implemented in a workshop with critical pedagogy to create a rich EFL learning in Elementary EFL Education in Spain (Villacañas de Castro, 2017). In this study, students were empowered to actualize their intellectual capacities for future EFL learning. Moreover, Strawn and Monama (2012) investigated how photovoice could be implemented to improve participants' reading and writing skills in South Africa. Through the photovoice project, it was found that the participants also explored their identities and improved critical thinking. Additionally, a photovoice interface effectively promotes non-native pre-service English teachers' learning autonomy, creativity and motivation in language learning (Rubrico, 2014).

In the context of secondary education, Zenkov et al. (2014) used photograph elicitation to get lessons from English Language Learning (ELL) youth. In this study, adolescent subjects who were treated as researchers were involved in a participatory action research to explore their impressions of school and literacy pedagogies. The project calls on teachers and teacher educators to consider the "kids as researchers" as an approach to writing instruction. In addition, photography stories from Native American high school students were used to develop a literacy program which was based on community and culture (Stanton & Sutton, 2012). The outcomes of the project demonstrate that photovoice can "bridge forms of literacy, content areas, and genres while supporting collaboration, engagement, and action within the larger community (p.83)." However, the number of studies that focus on the use of photovoice in English as a Foreign Language (EFL) writing classrooms in the area of secondary education remains underexplored, despite the need of understanding secondary students' struggle in learning to write.

The ability to write must be nurtured as early as possible. Writing, serving as a productive skill, has "the potential to unlock and develop higher order learning attributes in pupils" (Thompson, 2012). It also affects students' cognitive process abundantly which benefits them in any academic setting (Bangert-Drowns et al., 2004; Graham, 2019). Writing, thereby, can be seen as the core of a foreign language classroom. Nonetheless, as argued by Thompson (2012), as writing involves a highly complex process, both students and teachers often have to struggle in a writing classroom, including in an English as a Foreign Language (EFL) writing classroom. For instance, EFL students encounter problems with linguistic proficiency, structure organization and low motivation (Fareed et al., 2016).

Hence, by developing a sense of critical awareness and reflecting students' journey in a writing classroom, students and teachers therefore can promote a change in their approach of learning to write and teaching writing.

Grounded in this empirical data, the purpose of the present study is to scrutinize the secondary school students' emotional experiences of writing an English essay. By employing the photovoice method, the teenage students were encouraged to self-investigate and make sense of these lived experiences. The conceptual framework of the study is illustrated in Figure 1. This study has implications for understanding the struggles encountered by teenage students in learning to write in a foreign language and using the knowledge to develop a future writing approach that benefits secondary school students.

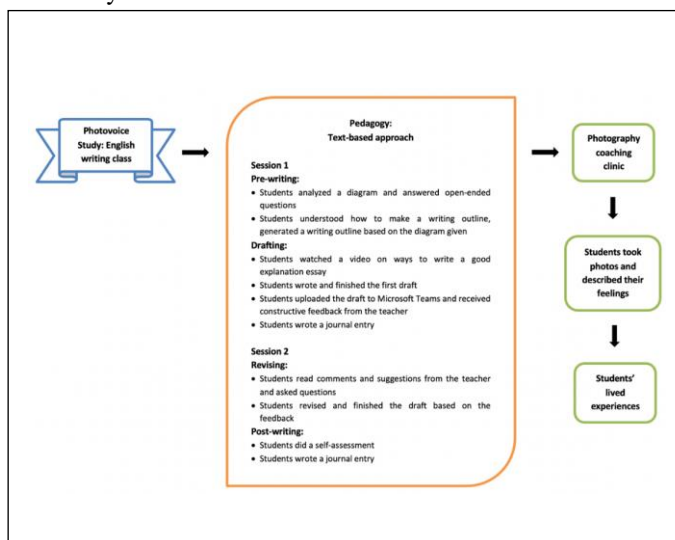


FIGURE 1 Conceptual framework of the study

METHOD

Participants

In this participatory study, eight senior high school students, consisting of 4 males and 4 females, participated in the text-based writing lesson. They ranged from 16-18 years old. These adolescents were recruited because (1) they are considered as articulate students (2) the participants' levels of English proficiency are between intermediate and high, enabling them to follow the lesson easier, and (3) they willingly joined the two online writing sessions and a photography coaching clinic which were conducted outside the school hours.

The first researcher contacted each student personally through WhatsApp and arranged a specific time to meet through a video conference. In the virtual meeting, both researchers explained briefly to these students the purpose of the present study including how it was going to be conducted and what kind of contribution expected from them.

TABLE 1 | Participants' Demographic Information

Pseudonyms	Age	Sex	Pseudonyms	Age	Sex
Participant 1	18	Male	Participant 5	17	Female
Participant 2	17	Female	Participant 6	16	Male
Participant 3	17	Female	Participant 7	18	Male
Participant 4	17	Female	Participant 8	17	Male

The researcher also ensured that the participants' details were kept confidential and real names were replaced with pseudonyms. Moreover, they were made aware that the data they generated used only for the research purpose. To further maintain ethical responsibilities, at the end of the video conference, online consent forms made with Zoho platform were distributed to all participants through WhatsApp messages. Each participant filled in and signed the form voluntarily with parents' permissions.

The English writing class instructional design

Adopting the text-based approach, the writing class designed for this participatory experiment followed [Mickan's \(2016\)](#) writing framework (observing and understanding, responding to text, analysing text, and composing). For the purpose of this study, this framework was changed into pre-writing, drafting, revising, and post-writing stages which altogether were presented in two sessions, with each session lasted for 90 minutes. The English writing class was done by utilizing synchronous and asynchronous methods. Generally, researcher gave an explanation on the material given through a video conference in order to ensure students' thorough comprehension. Meanwhile, activities that required longer time to finish such as writing the draft and revising the draft were done asynchronously. Nonetheless, the participants were encouraged to consult their works regularly to the researcher throughout the sessions through WhatsApp messages. Regarding the text genre, the model text presented to the participants was an explanation text. This genre was selected since the students have learned about the structures of the text in the previous academic year, thus being already familiar with this kind of text. Nonetheless, a different topic, bullying, was given as to maintain the students' motivation in learning to write.

Pre-writing stage

At the very beginning of this research, teenage students were given a diagram illustrating how bullying happened. They were required to analyse and understand the main features of the diagram. Open-ended questions were later asked to the students in order to elicit their existing knowledge about the topic.

Afterward, the students learned how to develop a writing outline for an explanation text by watching a video. Researchers strengthen their knowledge by giving further explanation on the issue and a sample outline. The last activity in this stage was students generating a writing outline about the topic given. Students independently produced a writing outline based on the diagram presented at the beginning of the session and received immediate feedback from the researchers.

Drafting stage

In this stage, teenage students started to learn to write an English essay. By consulting to the writing outline produced earlier, students wrote their first draft of a 200-word explanation text. They were allowed to look up to the dictionary if they have problems with lexical items during the process. Once the students finished their writings, they were required to upload their work in the Microsoft Teams application to later receive feedback from the researchers.

Revising stage

In the second session of this English writing class, the secondary school students worked on the revision of their explanation text drafts. After receiving feedback from the researcher which was uploaded in Microsoft Teams application, students read every comment and suggestion given carefully. They were also encouraged to ask questions so they understood the issues thoroughly. Afterward, the teenage students started revising their first draft based on the feedback, while also received immediate comments from the researchers along the process. The next steps were to edit and rewrite the explanation essays.

Post-writing stage

It is important to help students have a deep understanding of the writing process. Equally important is to help them reflect on their writing journey in order to foster learning awareness. Therefore, in this last writing stage, students were required to do a self-assessment with the help of a self-assessment sheet. They were required to check their writing accuracy, coherence, lexical items and sentence organization.

DATA COLLECTION AND DATA ANALYSIS

This participatory study used two rounds of data collection which were gathered from journaling and photo-elicitation process. Both types of data were complementary in which one data enriched the other. At the end of the first session of the writing class, the participants wrote a journal entry through an online journal template prepared by the researchers. These teenage students were guided to express their feelings when learning to write an English text, the problems that they found when composing a writing outline and a draft, and their strategies to overcome these problems. The journal entry was written in Bahasa Indonesia to make the students feel at ease in describing their feelings. After reading the students' reflective journals from this session, the researchers contacted several participants personally through WhatsApp for clarification and some additional information.

Following the first session, the teenage students joined another writing session through a video conference in which the first researcher gave an explanation about the feedback on the participants' drafts. This was done because several students expressed difficulties in understanding the comments given. Students were also informed to describe their feelings and reflect on their journey of revising their pieces of writings in the reflective journal. Again, Bahasa Indonesia was preferred for the language used to write as to ensure the participants' convenience.

When the two writing sessions ended and after all the students had handed in their final version of their writings, a photography coaching clinic was carried out by the second researcher. In this context, the participants were introduced to the nature of metaphoric images and what they might symbolize. Metaphoric pictures were selected due to its' ability to capture complex experiences, feelings, or ideas in a simple manner (Rania et al., 2014). With regards to the research data, the students were required to take three different metaphoric images with their mobile phones that best represented their lived experiences when learning to write. Then, they were asked to select one particular picture and provide descriptions of the picture by answering these questions: (1) when and where did you take the picture? (2) why did you take the picture? and (3) in what way did the picture represent your emotions when learning to write an English text? The pictures along with the descriptions were later submitted to the researcher through Microsoft Teams application.

All the data collected from the session journal and photo voice were translated simultaneously from Bahasa Indonesia into English to be analysed. The translation was kept as authentic as possible in which we maintained the actual wordings of the participants. Both the first and second researchers were then engaged in an inductive approach to the analysis process (Braun & Clarke, 2006). We immersed ourselves in reading the translated data in order to identify the emerging themes. These emerging themes were then colour coded with different colours corresponding to

different themes by the second researcher. After that, these themes were double checked by the first researcher before being compiled into a code table for clarity.

Next, the two researchers were engaged in an in-depth face-to-face discussion to explore each of the recurring theme. We wrote memos and generated any additional relevant information around each topic. During the process, we made sure to consult to the actual students' reflective journals and photo voice to keep the accuracy of the data. Finally, we re-read the emerging themes, our memos from discussion, and supplementary information and consulted them with our research purpose. We kept only the most significant and prominent parts to avoid over generalization.

RESULTS AND DISCUSSION

This photovoice study is conducted to examine teenage students' emotions of learning to write an English essay. Through the photovoice, students were empowered to make meaning of their feelings when joining the writing class. The following sections will discuss four themes that emerged from students' reflections of their writing experiences. These themes include (i) students' struggles with writing; (ii) difficulties in revising the draft, (iii) positive attitudes toward writing class; and (iv) determination to finish writing assignment.



The picture represents my feelings during participating in the photovoice research. The sky and the sun represent my excitement in writing the explanation text. The clouds that cover the sun symbolize that I thought hard about the topic, searched the related articles, and struggled in revising my script.

I felt happy and excited, but sometimes I felt tired because I had to think hard. It is not easy to write something because it will drain my mind and my energy, and because I am a perfectionist person, so I gave my best effort.

FIGURE 2 Participant 5's photovoice

Students' Struggles with Writing

Writing an English essay is considered troublesome by these young writers. They often felt confused and exhausted along this academical journey. This occurred particularly because students found difficulty in trying to find ideas for their writing regarding the topic given. Figure 2 and 3 are the

photovoice taken by Participant 5 and Participant 6 representing their writing experiences metaphorically.



This snapshot already covers a variety of items linked to my sentiments. The night in this photograph accurately depicts my empty mood as my writing class, which I have been attending for about a month, is about to end. Moreover, the ride in the photo reminds me a bit of a carousel game that always spins around aimlessly, just like me when trying to look for ideas, always spinning and often confused in many ways.

FIGURE 3 Participant 6's photovoice

Another participant, on her reflective journal, stated that she thought hard about the correct sentence structures, grammar, and cohesion of her writing piece. Moreover, since her English vocabulary is inadequate, she felt unconfident with her writing. She wrote:

It was difficult. Apart from thinking about the sentence structures, I had to be careful with the grammar and the cohesion of the text, too. I wanted to give my best effort in this writing class, but it turned out I gave too many insignificant details in my writing, making it difficult to understand. I am not confident with my English because my vocabulary is lacking. (Participant 2, reflective journal, September 25th, 2021)

Our results demonstrate that the participants of this photovoice study had problems with generating ideas and elaborating them into a good English for their writing composition. These difficulties are mainly caused by the lack of the target language exposure, low input of the language teaching context, and the dominant use of home language in the classroom (Abongdia, 2015). For this reason, teachers need to support students by giving sufficient brainstorming activities and providing these young writers with a good instruction which is critical to their writing development (Benko, 2012).

Furthermore, these teenage students also faced difficulty in sentence organization, vocabulary and grammar, or

fuzziness. A similar point was found in a study conducted by Dayij & Algomoul (2011) who investigate the teaching of writing in a secondary school in Jordan. They reported that the secondary school students struggled with semantics, syntax, cohesion, coherence, and other mechanics of writing composition. As a matter of fact, developing important skills to improve writing performance requires a lot of hard work (Abongdia & Mpiti, 2015). Therefore, as emphasized by Ismail (2011), in order to help students develop their writing proficiency, teachers need to expose students to further trainings in writing English composition.

Difficulties in Revising the Draft

While several participants identified hardships in searching for ideas for writing and when thinking about the grammar and lexical items, some others reported an even greater problem in revising their essays after being given the written feedbacks. For example, Participant 4 wrote:

Knowing that almost all of my writing needed revision, I lost my motivation. But I understood that it was needed as there were so many errors in my draft. So, I tried to revise and rewrite my text. I thought really hard while writing this essay. (Participant 4, reflective journal, September 24th, 2021)

As written in her reflective journal, Participant 4 reflected her mood after reading the feedback on her writing. She reported that she experienced demotivation, knowing that there were so many errors found in her draft. However, she persisted and worked hard to edit and complete her composition.

Similar to Participant 4, other participants stated that they found it hard to revise their writing and got even more confused along the way. Participant 3 talked about her effort in revising her text's title and the paragraphs, meanwhile Participant 6 expressed how the process of revision made him doubt his own writing ability. The following are the journal entries written by Participant 3 and Participant 6.

To be honest, revising was a lot harder than writing the first draft. I got very confused in this stage. I tried to revise the title of my text but got nothing. Revising the first paragraph was easy, because there was not much to be corrected. However, when I attempted to revise the remaining paragraphs, I struggled in constructing my words. (Participant 3, reflective journal, September 25th, 2021)

I felt like a mess when I tried to revise my draft. It made me question my own competence in writing. (Participant 6, reflective journal, September 25th, 2021)

Writing revision is challenging since students are required to critically discover and activate new knowledge, skills, and resources in order to solve the problems found in their writing, instead of solely using the existing ones. It is, therefore, not surprising that the participants of the present study struggled in this particular process.

However, as argued by [Keen \(2020\)](#), the transition from draft to revision without doubt contributes greatly to the improvement of students' writing abilities because it encourages genuine learning. He further pinpoints that the revision aspect of writing generates opportunities for novice writers to make their drafts more comprehensible, by consulting to the feedback provided, as well as immerse themselves thoroughly in the process, thus increasing the sense of owning the learning.

Positive Attitudes Toward Writing Class

Even though these young writers confessed that they often felt confused and anxious about their writing class, several participants interestingly expressed excitement and joy. They were grateful that they had the chance to participate in both writing sessions and received encouraging feedback on their essays from the researcher. This tells that the students have developed positive attitudes toward the writing class. Participant 2 used a metaphor of puzzles in order to represent her writing experience.



Playing puzzle is confusing because we start from zero. But when I start to try making something out of puzzle pieces, creativity and ideas slowly emerged by themselves, just like writing.

The first things that I felt is doubt and fear of being wrong. The puzzle pieces that were still messy show that I was still confused and unfocused. It was hard for me to start. I kept pairing the puzzle pieces even though they were not completely perfect. Eventually, it became fun and interesting. In writing, after getting the feedback, I knew there were several mistakes. Even though it looked more difficult, I didn't feel nervous anymore because I felt like I've entered the game. So, when I have to write again, I won't be confused anymore.

FIGURE 4 Participant 2's photovoice

Meanwhile, Participant 4 used a metaphor of a scenery in one bright day to illustrate her feelings during the writing class. She acknowledged that the process of composing a good English text was tiring, nevertheless she was enthusiastic and happy to join the writing sessions. She also stated that she would remember the experience.

The following is the photovoice documented by Participant 4.



This photo reflects my feelings when I joined the photovoice research perfectly. The scorching sun represents my enthusiasm when participating in this research, the plants were like my beautiful mood when I tried to put together the words, and the clear sky illustrates my mood when I finished my writing.

I was very excited to join this photovoice research just like that scorching sun, but sometimes I was also tired because I had to compose words and revise my writing. It turned out that thinking to find writing ideas was not an easy task. Behind it all, I was very happy to join and I will definitely remember this writing experience.

FIGURE 5 Participant 4's photovoice

The same attitudes were also shown by other participants on their reflective journals as follows:

In this first meeting, I was excited and curious... (Participant 1, reflective journal, September 8th, 2021)

I felt happy because I could learn how to make a writing outline and a draft of an explanation text which is very important. (Participant 8, reflective journal, September 8th, 2021)

Both Participant 1 and Participant 8 admitted that they felt excited and grateful to be able to experience the writing class. Participant 8, in particular, felt happy to have had the opportunity to learn how to make a good outline and write a draft of an English essay. These positive attitudes toward writing are consistent with other participants who also expressed a mixed feeling between joy and confusion when learning to write.

The findings show that the attitude toward writing determines the way students respond to the writing tasks. When a student reflects a positive attitude, she will likely to engage herself deeply in writing practice, and the condition is proven to be stable through time ([Wright et al., 2020](#)). As a result, this type of student is inclined to radiate enthusiasm, excitement, and persistence during the writing class.

The notion of a positive attitude, being an essential factor contributing to students' writing motivation, is the manifestation of students' previous experiences. This implies that stimulating and interesting writing classes encourage a positive construction about learning to write, whereas troublesome and exhausting ones may result in students' resistance. Thus, teachers need to ensure that writing class objectives are clear, proportional, as well as attainable, and that students get the necessary assistance in their attempt to complete the assignments given ([Graham & Harris, 2016](#)). This supportive and enjoyable learning environment may leave students with good impressions and thus making writing a positive experience.

Determination to Finish Writing Assignment

Generally speaking, most participants of the present study agreed that learning to write an English essay can be confusing as well as frustrating. Nonetheless, these novice young writers were determined to complete the writing assignments and consistently expressed enthusiasm during the writing sessions. Participant 3 used the following metaphoric picture to accompany her feelings when joining the writing sessions.



This photo has covered various important things related to me. The buds that are just starting to bloom describe my mood that is just about to start a new thing or experience in the writing class, which I have been participating in the last few days. In addition, the stems of the flower that stand firmly also illustrate my spirit which is not easily swayed and that I focused on my goals.

I have gained a lot of experiences since taking this writing class. Starting from convincing myself to be courageous to join the class to struggling to complete the assignments even though there are some obstacles that occurred. Taking this class is a new thing that is very challenging and interesting for me and also enrich my experience. Finally, when my writing has finished, I know the experience will be useful in the future.

FIGURE 6 Participant 3's photovoice

Participant 3 stated that she was excited when she was about to start the writing class. She even later mentioned that the whole experience was challenging and interesting. Additionally, she expressed her perseverance in completing any assignments regardless the problems she faced. She stayed focus on her target as she understood that the knowledge and skills attained would be useful in the future.

What was mentioned by Participant 3 has an implication that a good understanding about the necessity of mastering writing skills for future use or success affects students' attitude and fosters their motivation to finish any writing assignments. This is in line with what is expressed by [Alberth \(2018\)](#) that confident and motivated students are more likely to exert extra effort and persist when facing learning problems.

However, secondary school teachers rarely devote special time during their teaching preparations to address this issue. They treat writing classes as a typical English lesson without necessarily taking the time to explain what invaluable advantages students will gain when they master the writing skills. As a matter of fact, as writing, though serving as an intellectual tool, also presents extreme motivational challenges ([Bruning & Horn, 2000](#)). Thus, teachers are required to be capable of not only establishing students' internal motivation to write, but to later maintain it as well. [Bruning and Horn \(2000\)](#) mentioned in their report, several strategies to do this, namely building student beliefs about writing and its' importance, getting motivational support from authentic contexts, making learning to write conditions supportive, and apply new productive approaches to writing class. In addition, [Cheung \(2016\)](#) emphasized that teachers should also teach writing process and strategies explicitly to students and demand students' discipline and hard works in order to enhance their writing competence.

CONCLUSION

Writing in a native language can be difficult, let alone writing in a foreign language. Through this photovoice study, the participants have been empowered by self-investigating their writing journeys which will help them build critical awareness of their learning. The results show that writing an English composition is troublesome for these novice writers because of various reasons such as problems in generating writing ideas, insufficient mastery of grammar and vocabulary, confusion in dealing with sentence structures, cohesion, and coherence, and problems with revising the drafts. Yet, possessing positive attitude and strong internal motivation, these students managed to overcome any problems, and to eventually finish the writing assignment.

Despite the rigorous analysis procedures, we acknowledge that limitations remain. Unfortunately, the participants of the present study only involved students who are in the middle and above of the English ability range. Thus, future research should include low achieving students in order to understand the problems they struggle with when

learning to write. Furthermore, we did not investigate whether gender has significant effects in shaping the students' attitude and feelings about writing. We suggest future researchers to uncover this issue by utilizing a different approach such as interview and to make comparisons between female and male students' emotions where possible. We also recognized that the writing class period in this study was too short. Having more sessions instead of two would involve students in a more rigorous process of writing, thus providing specific data for similar research.

Finally, the results of this work will help secondary school teachers prepare their writing class more effectively. First, they should determine the best approach to help students generate their ideas for writing which covers selecting the most suitable brainstorming activities, giving adequate language input, and teaching important strategies of outline writing. Next, teachers need to be aware of students' problems with grammar and sentence structures. For this reason, teachers need to encourage students to independently spend extra time to master the required skills to solve the issues, or to teach these components separately as a supplement of the writing class. Additionally, in spite of the strong evidence of its importance, revising process is often overlooked. Therefore, secondary school teachers should plan their writing class carefully and to accommodate the revision phase accordingly to allow genuine learning to happen. Lastly, teachers should help students understand that writing process is generally complex and thus extremely challenging, both for novice and experienced writers. However, without doubt, writing competence help students enhance their cognitive skills which are important for their academic lives and success in the future.

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Shaping political image through politeness strategies in the presidential debates

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Politeness involves evaluations and attitudes which are closely connected to the assessment of actions. Politeness investigations in presidential debates enables voters to assess the candidates' behavior to make well-informed decision during the election. The present study investigated politeness strategies in two different presidential debates within the United States electoral context: the Democratic party and the final presidential debates. Data were analyzed by adopting the coding scheme in Brown and Levinson's frameworks. The overall result indicated that both presidential debates used more positive politeness strategies than the negative politeness. PPS-10 (offer and promise), PPS-12 (include both speaker and hearer in the activity) and NPS-2 (hedge) were more frequently used in both types of debates. PPS-3 (intensify interest to hearer) was frequent in the democratic debate alone. Meanwhile, PPS-15 (give gifts to hearer) was frequent in the final presidential debate alone. The findings imply that the use of the politeness strategies can shape the candidates' positive political images in the presidential debates.

Keywords: positive politeness, negative politeness, presidential debates, face threatening act

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INTRODUCTION

Politeness is paramount in human interactions and plays an essential role in the way that we communicate with one another and define ourselves. Politeness mostly deals with typical interpersonal behaviors (Ryabova, 2015) in which our relationships are explored and maintained which is not only restricted to conventional aspects of linguistic etiquette. It is generally accepted that politeness deals with evaluation and attitudes which are closely connected to assessing the actions of a person, situation or event.

Political debate is a significant source of information about candidates because mostly it is the constituents' only opportunity to look at candidates interacting on stage without campaign affairs (Siepmann, 1962). Furthermore, the discourse of the political debate is one of the richest wellsprings of campaign information for audiences. Jamieson (1987) suggested that political debates offer some benefits for viewers looking for information about candidates in the way that it enables audiences to disclose the candidates' communicative competence and habits of thinking, increase the accountability of candidates, and check out the manipulative tendency of candidates. Political debates also provide an opportunity for the audiences to examine how the candidates respond to the challenges of the dispute. Viewing the performance, they can gather information about how the candidates will behave in office.

Investigating debate and how politeness theory might influence debate practices can give insights to argumentation and rhetoric pedagogy. Debate instructions are considered to serve effective pedagogical tools to boost students' argumentation skills.

[El Majidi et al. \(2021\)](#) claimed that debate instructions can enhance the quality of students' argumentation skills in both written and spoken language as well as the 'structural components' of their arguments. Producing high quality of arguments is not only critical to debate winning regardless of the contexts and stages as in political debates, classroom debate competitions, TV shows, etc. [Mercier \(2011\)](#), and [Mercier and Sperber \(2011\)](#) argued it is also important as predictor of good critical thinking skills. Teaching the politeness strategies in such debate and argumentation classrooms can also facilitate students to be aware of intercultural communication aspects so as they need to gain pragmatic competence.

Given that political debate naturally involves conflicts between at least two parties or candidates, it is highly possible that they are in face threatening situations. The common assumption is that face threats are more likely to happen in competitive situations such as political debates rather than in any normal interactions ([Fracchiolla, 2011](#)). Strategically speaking, the candidates need to break down their rival's opposing views. Through their strong arguments and face-threatening acts, the audiences' attention is drawn to the debates. This way, the candidates can gain support and votes from their supporters. At the same time, both parties are likely to save their faces and concurrently strive to reach their goals, and derive maximum benefit at the expense of their rivals. Therefore, it can be assumed that the candidates tend to use as many politeness strategies as possible during the debates.

[Hinck and Hinck \(2002\)](#) argued that in political debates, good abilities of candidates to persuade people to view their faces in quite positive light can be a decisive factor in winning the debates. Therefore, the present study makes an assumption that the use of politeness strategies in political debates such as presidential debates might enable the constituents to assess the candidates' behaviors and performances under particular circumstances. Thus, it helps them draw a better picture of the candidates who will run for the office.

In the political context of the United States, prior to the presidential debate, which is commonly known as the final stage of the campaign, the candidates need to compete in their own Party; for instance, Hillary Clinton and Barack Obama's competition in the Democratic Party in 2008. This stage is considered crucial in helping constituents assess the candidates' fitness for presidential candidacy. The researchers' preliminary analysis indicates that the debate at this stage is quite different from the final one due to its higher stake, which deserves further analysis and discussion with regard to the use of politeness strategies. However, there is a lack of literature concerning how particular candidates behave during the debates at different stages. Given that the circumstances, the face wants, and face threats could be different from one to another, it is worthwhile to investigate what sorts of politeness strategies have been used in such debates.

Politeness Theory

Concept of politeness has long existed in the literature since 1967 pioneered by Goffman through the notion of face. Face is associated with the notions of social-emotional embarrassment or humiliation ([Goffman, 1967](#)). In many kinds of human interactions, a common tendency is that face can be lost, maintained or enhanced. In general, when people are involved in interactions, they may tend to save each other's' face. They do not only attempt to maintain their own face, but also save others. Because to some extent, face can be vulnerable. In nature, everyone needs to keep their face and their partners' face. In other words, no one wants to be in the situation of being embarrassed and humiliated.

Based on [Goffman's \(1967\)](#) construct of face, [Brown and Levinson \(1987\)](#) advocated a more detailed concept of face. Face can be classified into both positive face and negative face. Positive face refers to one's desire for the approval of others. On the other hand, negative face is one's desire that his or her activities be unimpeded. An act that violates either kind of face is considered as face-threatening act (FTA). Although we do not want to cause any FTA when we interact with each other, FTA is still unavoidable. Generally speaking, when an interlocutor causes an FTA, the interlocutor tends to use some strategies to mediate or minimize face damage in the process of FTA.

[Brown and Levinson \(1987\)](#) asserted that any act performed towards satisfying another's positive face refers to positive politeness, and towards satisfying one's negative face refers to negative politeness. Instead, positive politeness focuses on face-saving acts concerning others' positive face. Meanwhile, negative politeness refers to maintaining the negative face of others. Thus, the strategic use of positive politeness and negative politeness can be categorized into positive politeness strategies and negative politeness strategies, depending on the perspective of the face that interlocutor wants to save. Following Brown and Levinson's concept of politeness, the present study explores the use of politeness strategies in presidential debates in American contexts.

Presidential Debate

Debate refers to the process of inquiry and advocacy. It is a strategy for reaching a reasoned judgment on a proposition ([Freeley & Steinberg, 2005](#)). The use of debate to persuade people with arguments is not new. It has been a long tradition since the periods of Plato and Aristotle which was known as rhetoric ([Brummet, 2018](#)). Debate enables people to reach decisions in their own minds or to bring others around to their way of thinking. Debate requires the audience and the opposing parties to be involved to compare and evaluate decisions and options that will be taken. In modern and scientific societies, a few effective methods and procedures to make a decision are arranged. One of them is debate. For instance, the court and the legislature are formed to utilize the debate as a means of decision making.

[Freeley and Steinberg \(2005\)](#) defined presidential debate as a sort of debate which is highly distinctive from judicial and parliamentary debate because it is carried out under

particular rules agreed upon by the debaters. This kind of debate is most commonly associated with political figures and their campaign. In the United States political arena, debates between the presidential candidates are well established. They were initially held in 1960 between Kennedy and Nixon. Presidential debate is regarded as highly important in the presidential election because it serves as the focal point of the presidential campaign and is one of the determining factors to predict the winner of the presidential election ([Benoit et al., 2003](#)).

Up till now, little research had been done to explore further how politeness strategies are used in presidential debates. [Hinck and Hinck \(2002\)](#) analyzed the 1992 vice-presidential and presidential debates using the Brown and Levinson's politeness. The results showed that candidates utilized different politeness strategies in both presidential and vice-presidential debates. [Fracchiolla \(2011\)](#) examined televised debate between Ségolène Royal and Nicolas Sarkozy. The results indicated that Nicolas Sarkozy made excessive displays of deferential politeness and used a wide range of registers while Ségolène Royal was more combative and formal. Using Leech's politeness maxims, [Pakzadian \(2012\)](#) discussed politeness strategies used in the three 2008 presidential debates between McCain and Obama. The analysis showed that Obama used more politeness maxims compared to his counterpart. [Yasmeen, Jabeen and Akram \(2014\)](#) examined politeness strategies by Pakistani politicians during the session of Privileged Motives. Using Brown and Levinson, the results showed that bald on record strategy is found to be most frequent to exhibit power and carefree style of communication. [García \(2014\)](#) explored politeness strategies in Spanish electoral debates. The result showed that both politeness and impoliteness strategies were genuine elements in debates.

The given review indicates that the previous studies adopted a general concept of politeness strategies as framework their analysis rather than had a more detailed discussion of subcategories of politeness strategies. Besides, most of the studies focused on the investigation of only one genre of presidential debates. They did not compare and contrast to figure out similarities and differences between the presidential debates genres.

To fill the gap, the present study attempts to carry out a comparative investigation of the two kinds of debates which could help readers, particularly the debate viewers, gain an in-depth insight into it. Therefore, the objectives of the present study are to investigate how the presidential

candidates used politeness strategies in both the democratic and the presidential debates, and also to compare and contrast the politeness strategies used in the two different debates.

In line with the given objectives, a few inquiries are put forward in this study: namely, 1) What kinds of politeness strategies do the presidential candidates use when they participate in democratic political party debates? 2) What kinds of politeness strategies do the presidential candidates use when they participate in the final presidential debates? and 3) What are similarities and differences of the politeness strategies used in the two kinds of debates?

METHODS

Data source consisted of two transcripts of the 2008 US presidential debates: democratic and final presidential debates. The first transcript was the final presidential debate between John McCain and Barack Obama in Hempstead, N.Y on October 15, 2008. The second transcript was democratic presidential debate between Hillary Clinton and Barack Obama in the National Constitution Center, Philadelphia on April 16, 2008. Transcripts of the two debates were downloaded from the website of The New York Times. The first transcript consisted of 16,408 running words whereas the second one had 19,234 running words.

To analyze the transcript, a coding scheme is adopted from [Brown and Levinson \(1987\)](#) as analytical framework of the present study. The coding schema consisted of 15 positive politeness strategies and 10 negative politeness strategies (see [Table 1](#)). These politeness strategies are described in [Table 1](#) along with their definitions. Messages and chunks were analyzed and coded according to the selected coding scheme and frameworks of the analysis. In this step, the researchers attempted to figure out which of the 15 positive politeness strategies and 10 negative politeness strategies were used within the data. In order to achieve the analysis reliability, two coders who are the researchers of the present study analyzed and coded the entire transcripts separately without any collaboration before checking for the results of agreement. When the two coders did not reach an agreement on a particular analysis, the coders discussed it further and made a final decision regarding the analysis disputes. The coefficient of inter-coder reliability was .83 which indicated that the coding is reliable. [Table 2](#) shows two examples of the coding.

TABLE 1 | Codes for politeness strategies and the definitions

Positive Politeness Strategies (PPS)	Negative Politeness Strategies (NPS)
1. Notice and attend to H (his interests, wants, needs, goods). Showing that the S is attending to what the H has said or wants	1. Be conventionally indirect Imposing indirectly on the reader by relying on Gricean principles that check for the "felicity" conditions of a request
2. Exaggerate (interest, approval, sympathy with H) Using exaggerated intonation, stress, and other aspects of prosodic	2. Hedge Using words to indicate that the S is not assuming that the H will want to comply or agree with the S

3. Intensify interest to H Using words that make one’s own comment more interesting by exaggerating or overstating facts	3.Be pessimistic Saying that the S doubts that the conditions apply for even imposing on H
4. Use in-group identity markers Using any of the innumerable ways to convey in- group membership: address forms, language or dialect, jargon or slang and ellipses	4.Minimize the imposition Using words to imply a lesser imposition on H than it seems
5. Seek agreement Saying what the S believes H will agree with by repeating or by seeking a safe topic	5.Give deference Using words to abase the S, or to raises H’s status
6. Avoid disagreement Saying something to soften disagreement, or hedging one’s opinion, or being vague so as to seem to agree	6.Apology Using words to indicate that the S is reluctant to impinge on H
7. Presuppose/ raise/ assert common ground Showing interest in H by starting a message with small talk, greetings, or unrelated topics	7.Impersonalize S and H Requesting or imposing on H indirectly using general words
8. Joke Using humor to indicate shared connections with H and putting H “at ease”	8.State the FAT as a general rule Referring to an underlying principle or document that regulates the H and S
9. Assert or presuppose S’s knowledge of and concern for H’s wants Using language to show that the S knows what H wants and is willing to fit his/her wants or needs in the H’s	9.Nominalize Using a nominalized form to make the request or to state the imposition instead of using a verb
10. Offer and promise Saying that the S will help the H obtain the H’s wants	10. Go on record as incurring a debt or as not indebting H Stating that the S will feel grateful for help that H may in the future provide
11. Be optimistic Using optimistic words to show the S hopes that imposition on the H is not much	
12.Include both S and H in the activity Using first person plural pronouns to refer to S only or R only	
13. Give (or ask) reasons Giving/asking for reasons for an imposition on the reader	
14. Assume or assert reciprocity Showing the S has acted so as to now obligate H	
15. Give gifts to H (goods, sympathy, understanding, cooperation) Giving praise and statements of appreciation and gratitude	

TABLE 2 | Examples of the coding taken from the data

Presidential debates	Message	Politeness Strategy
Final	And the fact is, it's gotten pretty tough. And I regret some of the negative aspects of both campaigns (John McCain).	NPS-6
Democratic party	I will make it very clear that we will do so in a responsible and careful manner, because obviously, withdrawing troops and equipment is dangerous (Clinton Hillary).	PPS-10

RESULTS AND DISCUSSION

As aforementioned, the researchers analyzed the debate transcripts using the adopted coding scheme in [Brown and Levinson \(1987\)](#) framework. The distribution of politeness strategy use concerning both positive politeness and negative politeness strategies in the two different debates; namely, the final presidential debate and the democratic presidential debate, is presented in [Table 3](#) and [Table 4](#) respectively.

TABLE 3 | Distribution of positive politeness strategies in the two debates

Positive politeness strategies	Final presidential debate		Democratic presidential debate	
	n	%	n	%
PPS-1 Notice and attend to H	0	0%	0	0%
PPS-2 Exaggerate	1	0.72%	6	4.26%
PPS-3 Intensify interest to H	2	1.45%	48	34.04%
PPS-4 Use in-group identity makers	4	2.90%	2	1.42%
PPS-5 Seek agreement	5	3.62%	3	2.13%
PPS-6 Avoid disagreement	0	0%	1	0.71%
PPS-7 Presuppose/ raise/ assert common ground	0	0%	0	0%
PPS-8 Joke	0	0%	0	0%
PPS-9 Assert or presuppose S's knowledge of and concern for H's wants	0	0%	0	0%
PPS-10 Offer and promise	26	18.84%	35	24.82%
PPS-11 Be optimistic	10	7.25%	8	5.67%
PPS-12 Include both S and H in the activity	52	37.68%	36	25.53%
PPS-13 Give (or ask) reasons	4	2.90%	0	0%
PPS-14 Assume or assert reciprocity	0	0%	0	0%
PPS-15 Give gifts to H	34	24.64%	2	1.42%
(Goodness, sympathy, understanding, cooperation)				
Total	138	100%	141	100%

[Table 3](#) illustrates the distribution of positive politeness strategies in the two types of debates. The two debates share several positive politeness strategies: “exaggerate”, “intensify interest to hearer”, “use in-group identity markers”, “seek agreement”, “offer and promise”, “be optimistic”, “include speaker and hearer in the activity”, and “give gifts to hearer”. Nevertheless, two different strategies are little used; namely, “avoid disagreement” is only used in the democratic debate meanwhile “give (or ask) reason” is only found in the final one. In both debates, the strategies of “offer and promise” (PPS-10) and that of “include speaker and hearer in the activity” (PPS-12) are highly used. The strategy of “intensify interest to hearer” (PPS-3) is more often used in democratic debate compared to that in the presidential one whereas the presidential one used more PPS-12 than the democratic one did.

The presidential candidates in the Democratic debate frequently used the positive strategies of “intensify interest to hearer” (PPS-3). Concerning the gender difference, the female candidate in Democratic presidential debate tended to be more cooperative than the male counterpart. Hillary confirmed that her ideas were in line with Obama’s ideas and American people’s hopes. Both candidates were shaping a good political image that they were good partners for the candidacy of the Democratic Party. This result is in agreement with [Shigemitsu \(2003\)](#) who analyzed in Japanese context that politeness was utilized in Japanese debate TV show in order to maintain harmony among the debaters. The findings consistency between [Shigemitsu \(2003\)](#) and the present study seem surprising even though the debate contexts under investigation are highly contrast.

The first is more related to entertainment whereas the latter is political and with its nature is competition. Yet, the face threats are likely similar in the way that both contestants didn’t not attempt to attack face of their rivals rather they maintain harmony.

The next positive politeness category which was commonly used in both debates is the strategy of “offer and promise”. The analysis shows that all candidates regarded that “offer and promise” (PPS-10) was central important as it enabled them to stress and claim that the hearers’ (opposing partner and public) wants were similar to the candidates’ wants.

The strategy of “include speaker and hearer in the activity” (PPS-12) in both democratic and final debate is to express that the candidates were highly close to the debate’s viewers that American people and them were in the same boat. Excerpt 1 shows how Hillary used PPS-12 in response to Obama. The candidates attempted to claim that they were the representatives of American people in achieving the common goals.

Excerpt 1

You know, I am here, as is Senator Obama. Neither of us were included in those original documents. But in a very real sense, we demonstrate that that promise of America is alive and well. But it is at risk. (Hillary Clinton in Democratic debate)

The distribution percentage of “give gifts to hearer” (PPS-15) in the final debate was about 24% meanwhile it was found only 1% in its counterpart. It showed that candidates wanted to give their praises or statement of appreciation and gratitude to hearers in order to show that

they were not mean and harsh. Instead, they respected and appreciated others and gave their positive comments. It helps to establish a positive, friendly, polite political image toward the American citizens.

[Table 4](#) illustrates the distribution of the strategies of negative politeness in the two debates. The negative politeness strategies were not much found in the data. Only a few strategies were chosen; namely, “hedge”, “give deference”, and “apologize”. Thus, there is no considerable difference between the final and democratic presidential debates in terms of using the negative strategies.

“Hedge” is the only most used strategy in both debates. This current result is consistent with [Wilamova \(2005\)](#) who found that hedging devices were the dominant strategies of expressing negative politeness. Yet, in [Wilamova \(2005\)](#) did not mention in what sort of data negative strategies were dominant. He seemed to only confirm his findings to common arguing practices in English culture. In the present result, the researchers find that hedges allowed candidates to minimize the imposition to their opposing partner and also soften the criticisms. The present data indicate what strategy that Obama chose when he criticized McCain’s past policy.

This strategy was used in order to sound not rude. Simultaneously, both candidates wanted to be perceived as not harsh and had good behaviors as politicians. However, this result is in contrast with [Ardila's \(2019\)](#) investigation on rhetorical strategies used by one particular politician in Spanish contexts. He pointed out that impoliteness such as creating an emotional atmosphere, the escalation of friction, snubbing seemed to be several the preferred rhetorical strategies to threaten the face of his political opponents. The difference of the findings in terms of the negative politeness could be because difference of the circumstance which might deal with the debate rules and format. However, in the given past study, [Ardila \(2019\)](#) did not attempt to compare the Spanish politician’s rhetorical strategies to any debate counterpart as the present study investigates.

The findings conclude that negative politeness was less preferably used and has been less taken into account as proper rhetorical skills in the debates. Negative politeness is considered to have less substantial role in the political debates since the rules format as commonly agreed by the candidates determined who can speak under what circumstances and for how long imposed by a moderator in order to keep the candidates from any immediate interruptions ([Hinck et al, 2005](#)).

TABLE 4 | Distribution of negative politeness strategies in the two debates

Negative Politeness Strategies (NPS)		Final presidential debate		Democratic presidential debate	
		n	%	n	%
NPS-1	Be conventionally indirect	0	0%	0	0%
NPS-2	Hedge	24	61.54%	5	83.33%
NPS-3	Be pessimistic	0	0%	0	0%
NPS-4	Minimize the imposition	0	0%	0	0%
NPS-5	Give deference	9	23.08%	1	16.67%
NPS-6	Apologize	6	15.38%	0	0%
NPS-7	Impersonalize S and H	0	0%	0	0%
NPS-8	State the FTA as a general rule	0	0%	0	0%
NPS-9	Normalize	0	0%	0	0%
NPS-10	Go on record as incurring a debt or as not indebting the H	0	0%	0	0%
Total		39	100%	6	100%

CONCLUSION

This study sets out to disclose the American presidential candidates’ use of politeness strategies and compare and contrast when the strategies are used in different stages of presidential debates. The results indicate that candidates in both debates adopted higher number of positive politeness strategies than the negative politeness strategies. PPS-10, PPS-12 and NPS-2 sequentially are more frequently used in both debates. PPS-3 is only frequently used in the democratic debate, meanwhile, PPS-15 is only frequent in

the final debate. The analysis shows that the selected strategies shaped their positive political images in the presidential debates. Having these positive images is considered to be critical importance in determining the winning of the election. However, several limitations of the present study need to be acknowledged in order to give insights into future exploration. First, the data sources were restricted to two presidential debates. Future research might need to increase its data size to be more representative and transferrable. Second, there is no inclusion of non-verbal language in the analysis. Non-verbal aspects such as body

movements and facial expressions can be further investigated to reveal the aspects of politeness by the candidates. Third, little attention was given to gender differences on the use of politeness strategies. Therefore, future research can discuss further gender differences in the presidential debates across political parties and cultures.

This study also yields some pedagogical implications to teaching both debate and argumentation skills. First, information on politeness strategies can be important inputs while designing relevant debate materials concerning linguistic and rhetoric strategies for the learners. Second, having knowledge of politeness strategies can facilitate learners to achieve pragmatic competence and avoid misunderstanding in cross-cultural communications. Third, teaching pragmatic knowledge enriched from the literature can facilitate the learners to improve their rhetorical and argumentation skills while learning to organize ideas and noticing the alternatives that they can adapt to sound polite in order that they convincingly establish their claims and arguments. Fourth, instruction of how to well-structure good arguments can inform how to teach critical thinking to the learners

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Promoting students' critical thinking skills through project-based learning in Indonesian higher education

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Critical thinking skill is the most needed skill in higher education. However, many students are unable to develop their ability to think critically. Therefore, this research is focused on promoting higher education students' critical thinking skills by applying project-based learning in the learning activity. Project-based learning is the media for students to develop their critical thinking skills through communication, negotiation, and problem-solving in group discussions. Those activities require critical thinking to achieve the learning objectives. Thus, this study aims at (1) examining the idea of critical thinking, (2) discussing ways of improving critical thinking learners, and (3) measuring learners' capacity of critical thinking using project-based learning approaches. The study is non-empirical by employing a qualitative approach to students' critical thinking and project-based learning perspectives. The subjects of this study were 30 higher education students. The data of this study were collected through questionnaires and interviews. The findings reveal that students can improve innovation and exercise criticism in completing project-based learning in the classroom. It is suggested that ELT practitioners apply project-based learning in their classrooms.

Keywords: 1945-constitution, critical thinking, higher education, project-based learning.

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INTRODUCTION

Critical thinking has been identified as a main and basic skill for success in higher education (Roohr & Burkander, 2020). The sustainability of students' learning development may be aided by their critical thinking abilities. The progress of students' improvement on critical thinking might take a period since it isn't obtained by when human was born, yet critical thinking is obtained by training. Many other factors could support students' improvement in critical thinking. The common factors are reading books and group discussions. In addition, it also can be taught by teachers based on the curriculum that supports students' critical thinking improvement. Due to its importance in education system, critical thinking integration in classroom is written in the ministry of education and culture (MoEC) of Indonesia's policy No. 3, 2020. It is also supported by some studies that critical thinking abilities of high-level learners need to be improved (Zhang, 2020; Butler et al., 2017; Anwar et al., 2021).

On the other hand, PISA 2015 results published that critical thinking of Indonesian students is under the average of other countries (OECD, 2015). It means that education system in Indonesia needs some adjustment, especially on the process of learning. Teachers must integrate or use learning techniques that promote critical thinking. One of them is project-based learning.

Indonesian government also recommends the use of project-based learning methods because these methods have been proven effective in increasing the capacity of learners. This has been proven by some researchers like [Rochmawati et al. \(2019\)](#), [Wajdi \(2017\)](#) and [Anazifa & Djukri \(2017\)](#). The first two research were conducted to elementary and secondary school students, and the last was in science subjects. Less have been done in higher education. To shed light on the application of project-based learning application in higher education, this research aims to know the benefits and aims of project-based learning in promoting students' critical thinking skills. In addition, the students' perception of project-based learning applications is also investigated.

Literature Review

We all know life is inseparable from the process, and of course, the process we face needs to be bridged with critical thinking. Moreover, the amount of information in this technological era is as massive as a dynamite explosion that will continue into the future. If the generation born at this time only receives information with one blink of an eye and receives it clearly, then critical thinking has an important role in the formation of values and the right decision-makers. This was approved by [Filho et al. \(2020\)](#) which revealed that critical thinking is one of the main competencies in Education for Sustainable Development (ESD). ESD is an education that encourages learners to make decisions with the right information and be able to take responsibility for what they have decided. ESD itself can be defined as "education to achieve sustainable development" or education that aims to achieve sustainable development.

Today the world is discovering Education for Sustainable Development (ESD) which is defined as holistic and transformative education that discusses the essence and outcomes of learning in a pedagogical environment ([Rieckmann, 2017](#)). ESD not only integrates issues of weather change, poverty, sustainable consumption but also creates interactive teaching and learning context centered on learners. What ESD needs now is the evolution of teaching and learning. In addition, the use of new approaches in education makes it possible to develop critical thinking. Project-Based Learning then helps students apply their knowledge to real social problems. Project-based learning helps students develop soft skills such as teamwork & collaboration, communication, critical thinking, and creativity ([Vogler et al. 2018](#)). This is believed to be true because some previous researchers have proven the application of this project-based learning in their research. Some of them revealed the real success seen from the percentage of research as well as the results of surveys conducted in these researches. This is our strongest reason to continue research on project-based learning in improving students' critical thinking. After discovering a lot of literature on aligned research, we gained more knowledge to continue this research until the final stages.

Critical Thinking Skills

What comes to mind when you hear the word 'critical thinking' is to think with great and deep intentions about a subject. Thus, several definitions of critical thinking have been collected according to the experts who are the basis of the theory in this research. [Pryor & Kang \(2013\)](#) defined critical thinking as an individual's process of suspending his or her personal judgment, keeping the mind open to all information, and skeptically solving the problems before. There is another definition that mentions critical thinking is an ability possessed by individuals in channeling the competence of higher-order thinking and rational thinking ([Filho et al. 2020,238](#)). What is meant by rational thinking here are: (1) research/analysis, (2) alloy/synthesis, and (3) introduction and solving problems.

Generally, critical thinking is naturally done by most of the population in this world when it comes to finding real visible inequality. It causes the brain to work to find out more in that event, then the brain easily deduces the solution it should have done. It turns out that this was approved by [Johnson \(2000\)](#) as quoted by [Pryor & Kang \(2013\)](#) suggesting to start critical thinking at a time when learners are facing their problems. The reason is none other than to test learners in bringing up ideas that judge or perhaps protect them. The idea will come up by itself which comes from the experience of the learner itself. [Johnson](#) also stated that thinking about the problem is a major process for solving the problem.

Many things can be done to improve our critical thinking abilities. One of them is by reading a lot of works of literature. In a book, there are thousands of words neatly arranged. This makes the brain produce positive phrases and clauses. Then this positive production will have a positive impact on yourself when it gets into trouble in life. The solutions found will have a positive impact afterward and so on. Another thing that can be done to improve the ability to think critically is by watching a television show that makes us want to participate in delivering statements. Television shows currently recommended by researchers are Mata Najwa and Hitam Putih. The reason is that in the two television programs, students can see the real problems that occur in this country when watching Mata Najwa. While Hitam Putih proves that Indonesia has a lot of inspiring people who make many people motivated to be even more advanced.

Project-Based Learning Approach

Learning in the form of a team sounds very fun according to most people because it makes it easier to work on the assigned project. That is why the 2013 curriculum adopts project-based learning in improving the quality of education in Indonesia. This is stated in the 1945 Constitution Article 31 paragraph (3) about the government's efforts in organizing a national education system such as one of which is project-based learning. Project-based learning is an innovative approach in the learning strategy of all disciplines.

This approach is implemented to succeed the learning strategy in the 21st century to improve the ability of learners (Bell, 2010). By definition, as Pryor and Kang (2013,2) quoting Jonassen (1997) describe project-based learning as an approach with an instruction that focuses on real but unstructured problems.

The center of this orientation is an experience based on students who are asked to solve problems. Stehling and Munzert (2018) said this project-based learning method was developed and applied with the aim of improving the competence of educators in carrying out fun learning. Many countries have succeeded in applying project-based learning methods. This proves that this method has a huge impact on education. Therefore, learning through this method is considered promising because it displays the ability of learners in critical thinking (Tatnall 2020,347).

In a variety of ways project-based learning may be brought into classrooms: Teachers and schools can employ external project-based learning curriculum, design their own project-based learning techniques, or project-based learning can be included in a whole-school reform initiative. It is generally difficult to implement project-based learning. It demands that instructors change their roles (from directors to learning facilitators) and not only accept uncertainty, but also increase classroom noise and activity. Teachers need to develop new abilities in teaching management and understand, using technology, how best to help students in learning. Teachers must be convinced that students are completely able to learn from this method. Given these obstacles, the effective implementation of project-based learning is likely to depend upon the growth of the profession, whether initial training or continued support. There are 3 main principles of project-based learning according to Tatnall (2020):

- 1) Learners are directly involved in the application of their skills and knowledge,
- 2) Learners apply the knowledge gained to solve a problem, and
- 3) Curricular results can be identified, but the results of the learner's learning process cannot be fully predicted.

The basic design concepts of many project-based learning models aim to help students shift from newcomers to experts and to build their ability to transfer information (Pellegrino and Hilton, 2012). Consequently, schools and other organizations committed to deeper learning typically refer to project-based learning as a key education method (Huberman et al., 2014; Pellegrino and Hilton, 2012). In the following paragraphs, we offer a brief summary of the study into these distinguishing qualities of further education and methods in which project-based learning may promote their growth.

In several project-based learning study schools, positive impacts on students' involvement, motivation, and belief in their own effectiveness have been identified, while there were different variations in the specific project-based learning model and the degree of its implementation in these schools. By promoting students' critical thinking skills through project-based learning, it is expected that students

get the benefits of what has been mentioned before. It can help students to direct themselves to be more independent.

RESEARCH QUESTIONS

Regarding the generally acknowledged relevance of critical thinking abilities, research on critical thinking as a learning goal at higher education is relatively scarce. More study is needed to determine if colleges prepare students to be critical thinkers and what factors are connected with greater levels of critical thinking. Having a thorough understanding linked with greater levels of critical thinking may assist higher education in focusing on measures to promote students' critical thinking abilities. On the other hand, this research assists a significant role in measuring the improvement of students' critical thinking skill by the implementation of project-based learning as a result of new research science in the field of education.

Therefore, further issue discussions will be evaluated by the following research questions:

Research Question 1: What is the most significant effect of promoting critical thinking skills through the implementation of project-based learning in the classroom?

Research Question 2: How could project-based learning stimulate students' critical thinking?

Research Question 3: What are other factors that bring the most impactful criteria for improving students' critical thinking skills?

Research Question 4: How are students' perceptions on critical thinking performance in higher education?

METHOD

This research does not attempt to measure the critical thinking capacity of learners by using standardized tests, but rather proves the truth about improving students' critical thinking skills through project-based learning. As it is known that this research relates to how students fit into project-based learning methods. Therefore, this type of research is non-empirical research by adopting a qualitative approach to explore the perspectives of learners on critical thinking and project-based learning. A qualitative approach is an investigation in which researchers collect data and interact directly with predetermined respondents (McMillan & Schumacher, 2006). This definition defines qualitative research as an appropriate approach for researchers who want to explore the problems of learners in learning and conveying their critical thinking in an educational environment. The advantage of this method is being able to analyze data that is not numerically arranged. The process of data analysis is as follows: First, the data obtained from the results of surveys and interviews are analyzed and described through the process of coding into several themes that are adapted to the theory of Project-Based Learning and Critical Thinking. Second, summarize some of the findings and make the rest as evaluation material. Finally, conclude the results of the research.

TABLE 1 | 5 Points of Students' perspective on critical thinking and project-based learning

NO	COMPACTION	Number	Percentage
1	Knowing the impacts of having critical thinking skills	6	22%
2	Being motivated to think critically	5	19%
3	Reading literature to empower their level of thinking	6	22%
4	Getting a good impact on project-based learning to their thinking	7	26%
5	Having a group discussion	3	11%
<i>answer coding total</i>		27	100%

In this research procedure, there are stages of research implementation from the beginning until the research ends. Here's our research procedure: First of all, what researchers do is literature studies. Second, observation in class in English Debate and Critical Thinking courses. The results of these observations are then analyzed to bring up problem formulations and research objectives. Furthermore, planning consists of determining research methods, collecting definitions of required literature reviews, and creating questionnaires & questions for interviews. The next stage of the researchers analyzed the survey data and interview answers that had been conducted. Then the results of the data analysis will be concluded and will be the basis for advising parties related to this research.

The data was obtained through interviews and questionnaires by including 30 participants. Participants in this research are students who understand critical thinking and have participated in debates or even debate classes. They were: 1 woman (Islamic Religious Education students), 1 woman (Islamic Broadcasting Communication student), 1 woman (Early Childhood Education student), 22 women (English Education students), 1 man (Islamic Broadcasting Communication), 1 man (Informatics Engineering student) and 3 men (English Education students). The research has 30 participants who were in semesters 1 and 3 for questionnaires, and the rest of 10 participants joined the interview. Interviews are data collection tools that make researchers interviewers and respondents/participants as subjects interviewed ([Johnson & Christensen, 2004](#)). The interview was conducted using a semi-structured interview that begins with 5 questions and will be developed to customize the answers to the research. Interviews were conducted through online meetings from 20th — 21st February 2020. 10 statements of questionnaires were given to the participants to collect their perspectives on critical thinking and project-based learning with the answer choices are 'strongly agree - agree - disagree - strongly disagree'. The questionnaires were done in a week started from 20th — 28th February 2020 via Google Forms.

RESULTS AND DISCUSSION

The interview consists of 5 questions where there are 2 specific questions to measure the critical thinking of the respondents. Meanwhile, the questionnaires consist of 10 statements with 5 mains. Points inside. The data collected

revealed most students are actually motivated to think critically from many aspects of life such as academic, job,

environment, and soon, as it is illustrated in Table 1

Table 1 revealed that actually higher education students' have a big motivation to increase their ability in critical thinking. It's because critical thinking has become a basic ability among college students to explore their creativity in solving environmental problems. As students get a higher level of education, their level of thinking must be improved. It is also researched by [Dimmitt \(2017\)](#) who stated developing critical thinking skills in order to explore and assess some knowledge is a key skill for university students in the first year (supported by the research from [Connor-Greene & Greene, 2002](#); [Ellis, 2009](#)). While discussing the best form of learning for generations and using best-practice approaches, teachers will provide their students with strategies for resolving challenges, making the best choices, and finding answers to their learning environment.

As we can see point 5 has a low percentage compared to others. This illustrates that in fact not every student intentionally builds a discussion group to improve the quality of their thinking. Instead, students use their time to read literature a lot, as seen in point 3, which relates to their background of the study.

Critical Thinking Promoted Through Project-Based Learning Suspending Personal Judgment

Suspension of judgment is a situation when someone is rationally able to suspend their judgment in taking a conclusion of something. The suspension of judgments on subjects, objects, ideas, or whatever you wish to study is one of the most critical tasks. When you approach anything with an open mind, critical thinking produces the greatest results. If we try to suspend our judgments of this information at least, we are more likely to have the potential for new discoveries during the study process, or we are able to do so in certain ways.

It is also necessary to suspend the judgment when analyzing it so that we do not indirectly tell people that our views on the topic or subject matter have already been established. This sort of rigidity implies to people that our work does not really endeavor to uncover or clarify anything, whether in the tone or single thinking of our approach. As though we do not need to put any effort to convince people, it might lead to a cocky document and presentation.

This can be quite removable and probably will not lead to a satisfactory analysis. Suspending personal judgment is promoted through Project-Based Learning as it is stated by some respondents when they face a discussion group;

"I rarely speak up when discussing because I assure that other friends have the best solution. I don't interfere too much so there's no debate." (Excerpt 1)

The statement from the excerpt above shows that he can keep his judge to the group. He always lets others lead the discussion so that there will not be a fight/debate. Whereas, a debate in a discussion is normal. There must be many thoughts to be conveyed from one another. But the point here is not that he does not contribute to the project. He is still active in a group when it comes to running the project. This means that he puts himself to run the assigned project and that already discussed in the group, he does not put himself in the opinion to get a diamond idea for his group. Critically, he's been able to suspend his judgment. He can put himself well in a group project.

"...we cannot show up alone, with groups we are taught to work together in order to increase care and also fight the sense of ego ourselves." (Excerpt 2)

The statement from the excerpt above reveals that it is good to suspend the judgment because in a group discussion people are working together. He pointed that people should not work alone, especially if they selfishly ask for a group project to use their own ideas without getting any other opinion. This should not happen in discussion groups. It will only cause quarrels and the result in the projects will not be maximal. That's why there's a need for good communication within the group. The excerpt above responded well that people should put their egos aside in a discussion because everyone should work together with good communication.

The results of the interview showed that only a handful of students had the ability to suspend their judgment. Basically, everyone does have a reluctance to express their opinions, but the reason they just do not want to contribute is not reasoned in order to create a good discussion among others. This causes not many people to feel the increasing quality of their critical thinking in the discussion room. Many of them throw responsibilities at each other when they work on a project. But someone who suspends their personal judgment, they have critically filtered the direction and also an input for the success of their project. Although actually, a good discussion is a discussion that arises from 2 directions, they have thought carefully that it is actually the opinion of their friends better than their own opinion.

In a discussion group, there are many who convey ideas that are brilliant, but not infrequently also encountered members who always receive the final result of the idea they will work on in a project. An idea will continue to exist and create new ideas. Others will propose suggestions that would be rejected by their judgment. Those who get such thoughts can be highly beneficial. The thoughts of others can be welcomed rather than rejected for their stimulating impact. As critical thinkers who master suspension judgment

skills, they will not necessarily conclude a thing but rather by considering many opinions until they get an opinion that corroborates a fact.

In situations like this, we can see that they are suspending their personal judgment of the group. Unwittingly, many of them are mastering this skill but not too much is seen because their position in the discussion group is not very prominent. Nevertheless, they are included as a critical thinker. Keeping the mind open to all information

Open-mindedness is a virtue of intellectual nature with characteristic goals, including increasing or improving the cognitive interaction with reality. It involves specialized cognitive skills, including those involved in making information comprehensible to themselves and auxiliary habits, so that cognitive skills are truly engaged if necessary. It's an open subject and a continuing difficulty for virtue theorists to decide whether or not to have the virtue guarantees the success to increase or improve their cognitive contact with reality. Open-mindedness is often related to many other excellent attributes such as curiosity, justice, and consideration. An open-minded individual doesn't leap to conclusions but thoroughly examines possibilities. An open-minded individual would like to learn something new and would like to disregard treasured beliefs if there are new and better opportunities. An outspoken individual does not discriminate against a viewpoint from whence it originates but assesses it by its value.

However, the issue remains whether this good character is an intellectual virtue. The fact that there is no unanimity on even the most important characteristics of these qualities complicates answers to this topic. However, to remain focused on the subject of openness as an intellectual virtue, we need to leave aside most problems with regard to the concept of "intellectual virtue." I thus believe that openness is a virtue rather than arguing.

Keeping the mind open to all information can be done by reading and discussing. This skill is promoted through Project-Based Learning as it is stated by some respondents;

"...I improve the ability to think usually by reading books, paying attention around, exchanging thoughts with friends..." (Excerpt 3)

"...I increase my ability to think critically by a lot of readings. But I prefer to observe nature and pay attention to every event that happens..." (Excerpt 4)

"...to think critically, increase knowledge by understanding what others think..." (Excerpt 5)

Three excerpts above proved that they are willing to think critically by keeping their mind open to all information. It is because critical thinking will happen if people are willing to open their mindset. Even with people with whom they disagree, critical thinkers are open and ready to all ideas and arguments. Until they analyze the arguments, logic, reasoning, or evidence they utilize, critical thinkers retain judgment on a message.

Critical thinkers are just and realize that a message is not incorrect or defective essentially if it varies from them beliefs. Critical thinkers remain able to change their minds on a question when this is supported by logical arguments. Statements from excerpts above revealed that they actually know how to improve their critical thinking skills, namely by reading books, discussing, and also paying attention to the events around them.

It is common knowledge that the exchange of information or an exchange of views on a topic utilized in learning takes place in discussions activities. There are typically discussions among students in groups. The concept of equality should be noted in the implementation of the debate. Each student here has the freedom to voice his/her viewpoint, and ideas should not be dominated exclusively by a person or group. A thinker who is critical must have a concept. It's because they know a lot about reading books and talking to other people. Therefore, the conversation can broaden your views till you can say that someone is a critical thinker.

Next, the book gives you a better understanding and a broader, open perspective. In addition to contributing knowledge, books are also entertaining, particularly when reading fictional literature like novels. If we don't realize it, it might inspire us to read a book. However, some circles have recently overlooked the actions of reading books because of occupation. Not only can activate a sophisticated brain circuit network by reading a book, but the stronger and more intricate the circuit is also, the more people read it. This also affects other brain processes, such as memory, mobility, and pain sensitivity. As for reading a book can change the way we look at something. That's what makes a critical thinker able to open his mind to all forms of information obtained. With so much information captured, a critical thinker is able to draw conclusions on a problem that occurs. Critical thinkers will feel they have a variety of ways to solve the problem because of the breadth of knowledge they have. That is why the last point mentioned by [Pryor and Kang](#) is a critical thinker able to solve their problem as will be explained in the last point.

Solving the problem

During a lifetime, trials or challenges will always arise. Everyone must have difficulties of their own. The difference is that not everyone can confront difficulties with a cool head and resolve them. We frequently cannot think properly when confronted with issues, since it is overwhelmed with explosive feelings, but critical thinkers will probably find a solution because they have an open mind to widen their perspective. Even it's not that easy to do, a critical thinker must have many ways to solve their problems.

This skill is promoted through project-based learning as it is mentioned down below;

"...Motivation to think critically it is for the success of a project that is being worked on..." (Excerpt 6)

A strong motivation is required in the solution of the problem, as the excerpt above answers. Many issues are

abandoned without a clear answer because someone is not encouraged to discover a way out. Critical thinkers will motivate themselves to make solving the problem simpler for themselves. The responder confesses this justification.

"...What motivates me to be able to think critically is when I see there is something complicated that can actually be further simplified..." (Excerpt 7)

The understanding of the situation is a crucial approach to solving difficulties. People need to know what difficulties they are confronting in advance. It cannot be seen from just one point of view in order to see an issue that occurs. To be able to see the problem it requires a number of points of view. They can grasp the problem by looking at the situation from several points of view. Not only that, they can also analyze how the problem may be resolved or how to address it in a solution. In response to the dilemma, excerpt above recognized the basis of the problem so that the easiest solution could be found.

Students' personal engagement in the project group activity, as seen by their high degree of dedication and responsibility in completing their project work, revealed that they were driven by social connection accountability. Students considered the project activity as demanding but extremely gratifying, according to evidence from group discussions in a project. This was considered as evidence of high task value by us. Students struggled most with problem solving, communication issues, and restrictions. Students' ability to think quite passionately concerning different injustices seemed to have expanded as each semester progressed, as they took extra significant roles in group discussion of alternative explanations and additional perspectives regarding their group task, as a result of the implementation of project-based learning. With project-based learning, students have a great deal of trouble working on a project provided by their teachers, this capacity is highly sustainable. In fact, it may be argued that critical thinking bridges the students with a project-driven learning when students are able to solve projects.

Project-based learning method has been successful in promoting students' critical thinking especially in higher education. The research shows the significant findings in implementing project-based learning methods in the classroom: 1) Problem Solving, students are able to solve the problems faced, 2) Self-Directed Learning, students have the freedom to take initiative and foster a sense of responsibility for self-learning, 3) Creative Thinking, students are able to create and create new things, 4) Real World Connection, students are able to apply the concept of learning in problem solving faced, 5) Cooperative & Collaborative Learning, students are able to work together and share with others, 6) Reflection, students are able to convey the learning experience they have gained, and 7) Authentic Material, there are real results of the work of learners. In addition, based on the data collected project-based learning have helped students' to be more active and students are also able to think critically and explore more their creativity during

the discussion from the project-based given (Jusmaya & Efyanto, 2018; Dimmitt, 2017; Gandi, Haryani & Setiawan, 2021).

CONCLUSION

The findings result that project-based learning gives a significant impact on most of students' performance. Students firstly are being motivated to think critically because of their environment especially in academic environment that demand them to be critical. Then Students' finally show their solution in every project-based given during learning process. They also reveal that project-based learning increases their critical thinking ability. Although the success percentage has not been perfect, it can be tested by future researchers to give a deeper method in implementing project-based learning to complete the point of "Suspending Personal Judgement".

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EFL teacher beliefs in boosting students' critical thinking

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The urgency of teaching critical thinking skills to the students currently cannot be neglected. The teacher holds essential role to prepare them to have great soft skills for their future lives. No matter what they want to be or what discipline of knowledge they want to emphasize, the ability to think critically will be beneficial for them. Hence, this paper aims to dig up teacher beliefs about the notion of critical thinking and how to teach it to the students. This research focused on EFL teachers of secondary level in Indonesia, particularly in Malang. The criteria of the subject elected in the study is based on two aspects. First, they are teaching English on secondary level in Malang in. Second, at least they have two years of teaching experience of English and have joined training/workshop to develop their professional aspect, particularly in improving students' critical thinking skills. By utilizing questionnaire and interview to collect the data, the results demonstrated that: (1) there are 85% of respondents believe in the importance of teaching critical thinking skills in secondary school area. (2) EFL teachers believed that it is very crucial for the teachers themselves to have the ability to think critically before teaching to their students, (3) they believed that by providing numerous activities such as debate, avoiding 'lecturing', problem solving and others could boost the students' thinking skills.

Keywords: Critical thinking, teacher beliefs, students

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INTRODUCTION

Enhancing the quality of teaching has become the subject of significant discussion in teacher education ([Sahin & Yildirim, 2016](#)). It, of course, links to the role of the teachers themselves. It is also believed that the teacher played a significant role as the mediator in the language classroom ([Horwitz, 2002](#)). In addition, the existence of interaction is undoubtedly urgent. Moreover, the interaction in the target language is regarded as an integral part of the learning process. Thus, teacher should be aware that the way he/she interacts in the classroom will have the impact on what will occur then. What is more, a constructivist view of learning believed that learners are engaged in actively making sense of the information given to them. In other word, they tend to learn and engage in the classroom about what they think is more valuable and meaningful for them.

Within classroom interaction, surely, it will refer to a number of activities selected by the teacher. Of course, it also included the process of questioning and answering from both students and teacher. ([Caram & Davis, 2005](#)) argued that teacher-initiated questions enable to enhance students' learning through developing students critical thinking skills, reinforcing their understanding, correcting students misunderstanding, providing feedback for them, and enlivening class discussion.

In short, the skillful use of questioning enables to enhance students' learning and improve students' performance. Moreover, the way the teacher draws the question to the students really affects the students' response or participation (Farahian & Rezaee, 2012). Their study evidenced that the teachers' low experience plays an important role in asking such question and it might lead to the learner to keep silent and reluctant to participate in the classroom.

Arguably, the ability to question correctly and effectively should be ideally owed by every single teacher. Some studies about how the teachers draw the questions to the students in classroom have been concerned by a number of researchers, such as (Fadhullah & Ahmad, 2017; Maghsodi, 2010; Milawati & Suryati, 2019), and so on. Fadhullah & Ahmad (2017) argued that questioning techniques is regarded as the most effective strategy to enhance one's critical thinking skills. Hence, it is inevitably crucial for the teacher to master the ability of finding problems to solve and construct questions to answer (Caram & Davis, 2005). Furthermore, (Maghsodi, 2010) believed that the way the teacher give question influences the way student explore the discourse pattern. His study on three non-native speaker (NNS) pre-service English teacher shows that yes/no question and closed and displayed question mostly appeared while open and referential questions do not. As a result, the responses given by the students were commonly brief and syntactically simple.

Nevertheless, apart from exploring the teacher from the aspect of their strategies, experience, and professional development, their beliefs and practices are important aspect to investigate as well (Rohmah & Nur Santi, 2020). The notion of teacher beliefs has a particular relationship with the teaching practice in the classroom. Nespor, 1987; Schoenfeld, 1983 cited in (Borg, 2005) has shown that individual beliefs will play crucial role in terms of appraisal and acceptance or rejection of new information and memory processes such as the retrieval and reconstruction of an event. The terms of teacher beliefs are sometimes called as the teacher perception, perspective, or even cognition. It depends on the researchers themselves to choose which term and definition they used in their research. However, in this study, I will use the term beliefs and practices which are called as teacher cognition by (Nishimuro & Borg, 2013).

Teacher cognition refers to what the teachers think, know, and believe and the relationships of these mental constructs to what the teachers do in the language classroom (Nishimuro & Borg, 2013). In his paper, he created a schematic conceptualization about teaching process which exposes the crucial role of teacher cognition in teachers' lives. He also classified this term into three big themes, namely (1) cognition and prior language learning experience, (2) cognition and teacher education, and (3) cognition and classroom practice. To sum up, there is a particular connection between the way the teachers teach the students in the classroom and how the teachers' background of experience and education are. Furthermore, mainstream educational research in the last 25 years has recognized the impact of teacher cognition on teachers' professional lives,

and it has generated a substantial body of research. (Nishimuro & Borg, 2013) To sum up, teacher belief is significant and influential aspect to investigate by a couple of scholars.

Connecting with that, there are several studies concerning on how teacher beliefs are exposed in some topic areas by a number of researchers (Dwee et al., 2016; Fitriyah, 2020; Massa, 2014; Rohmah & Nur Santi, 2020) and others. As a consequence, this present study comes up to complete the drawbacks of the previous one. In terms of the participants, mostly the researcher focused on the teachers in university level or we can call them as the lectures. Only one of the studies emphasized on the teachers in primary school. Thus, this study is intended to fill the gap from the participant's selection's view. As a result, this research is conducted to focus on the teachers in secondary school. Afterward, the researcher's consideration in selecting critical thinking skill is due to the crucial notion which is urgently needed by the students. Besides, there is still few studies exploring teacher's beliefs about students' critical thinking skills. In conclusion, this research is conducted to examine teachers' belief and in promoting students' critical thinking skills at secondary school.

Above all, this study is conducted to answer the question: What are EFL teachers' beliefs about promoting students' critical thinking skill?

METHODS

The idea of the methods used to delve the teacher beliefs are quite challenging (Birello, 2012). He mentioned that the only way we can do is by getting the teachers to tell and explain what they believe or investigating their works in which their beliefs are implied. In this present study, the researcher focused on exposing EFL teachers with the different level of experience and background at secondary schools in Malang. As a consequence, a mixed method was employed as the design of this present study for the sake of achieving those objectives. Mixed methods design is a set of procedure to collect, analyze, and "mixing" both quantitative and qualitative methods in a single study or a series of studies to understand a research problem (Klassen, 2012).

More specifically, the explanatory sequential design was incorporated as the type of the mixed method research. In this type, the researcher collected data in two phases. At first phase, the quantitative data was collected in sequence. Afterward, it was followed by collecting secondary qualitative data. Klassen (2012) argued that the quantitative and results aims to provide general pictures of the research problems; research analysis, whereas qualitative data collection is needed to refine, extend, or explain those general pictures.

The participants of this research were EFL teachers of secondary level in Malang city, Indonesia. What is meant by EFL teachers in this study is the teachers who are teaching English in secondary level (read: SMP (Sekolah Menengah

Pertama) and MTs (Madrasah Tsanawiyah) for both state and private secondary schools in Malang area. The criteria of the subject elected in the study is based on three aspects. First, they are teaching English on secondary level in Malang in. Second, at least they have two years of teaching experience of English and have joined training/workshop to develop their professional aspect, particularly in improving students' critical thinking skills.

Further, the teachers in this setting were selected to be the subject of the study because of some considerations. First, Malang is well-known as education city which have many great educational institutions either from elementary, secondary or even university level. Second, schools in Malang was frequently used as the trial of some policy from Ministry of Education and Culture, such as full-day school and others. Third, the teachers in Malang were often trained in some seminar or workshops to improve their competence in teaching. Hence, based on those reasons, the researcher believed that selecting English teachers in Malang is appropriate and might bring the richer data to analyze.

To collect the data, the researcher conducted several phases. For sure, the researcher used some instruments in collecting the data. At the first phase, the researcher distributed the questionnaire to the participants in the form of Google docs and share in WHATSAPP group of "MGMP Bahasa Inggris" in Malang city. It was done to gain the general data of teachers' profile, the level of experience as well as the general beliefs and practices of promoting students' critical thinking skills in classroom settings.

Apart from that, the researcher continued the second phase by conducting semi-structured interview for some teachers having different experience level to gain more details about their beliefs and practices of promoting students' critical thinking skill. In the process of interview, the researcher used voice recording to record the whole process. Afterward, the researcher transcribed the result of interview from those teachers. It was conducted as the follow up from the result of questionnaire before.

Meanwhile, to analyze the data, the researcher conducted several steps. First of all, the researcher tabulated the result of questionnaire from the respondents. The result explored the general description about teachers' background, their belief and practices. Afterward, the researcher transcribed the result of semi-structure interview of teachers. The transcript of interview was analyzed and related with the result of questionnaire based on the findings from the previous studies. This was the phase of confirming and elaborating the teacher's profile, knowledge about critical thinking skills and the practice in the classroom.

RESULTS AND DISCUSSION

In terms of teacher beliefs in promoting students' critical thinking skills, the results of the study lead to three points for further discussion addressed as follows.

The Importance of Promoting Students' Critical Thinking Skills

The result of both qualitative and quantitative data is supported each other. Regarding the prior language experience, the findings indicated that most of the respondent have more than 15 years teaching experience (59 %). If we sum up, the teachers dominantly have more than ten years of teaching experience (81 %). Meanwhile, the participants having less than 10 years in teaching experience is only 19 %. Form this finding we can conclude that most of the participants have the prior experience in teaching.

In addition, in terms of the quantitative data obtained in the present study, it demonstrates that there are 85.1 % of respondents believe in the importance of teaching critical thinking skills in school circumstance. Specifically, 37.0 % of the respondents assumed that stimulating critical thinking skills is important for their students. Meanwhile, 14.8 % respondents think that it is less important and no one (0 %) stated that it not important, [Figure 1](#).

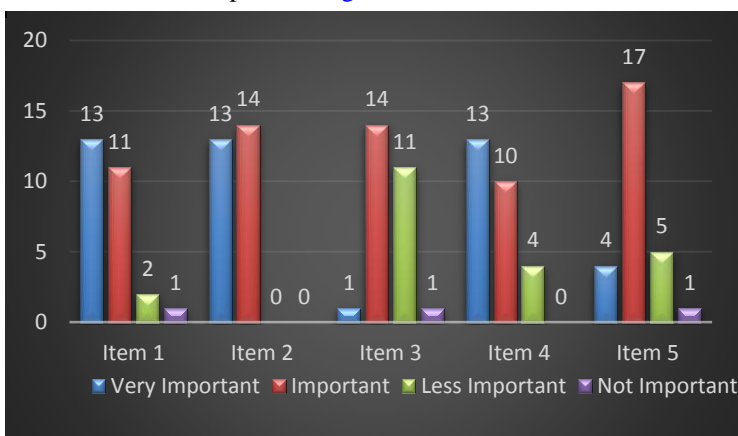


FIGURE 1 | The Chart of Respondents

Connecting with that, the respondents consider that the idea of promoting critical is very crucial to be implemented in the classroom for the sake of preparing students in their real life later on. The teacher believed that by teaching critical thinking skills in the classroom, the students will get some advantages. The detailed benefits that will be obtained according to the teacher belief are exposed below.

The teacher has strong beliefs that teaching critical thinking skills for students will be beneficial to make them able to face and take decision toward the problems they have. This kind of benefits are related to the students' ability to overcome the problems by themselves. Moreover, this skill is not only helpful to strengthen them whey there are in troubles. However, it is going to be the tool for them to always see something critically from all aspects.

Also, the teacher believed that promoting critical thinking is very essential because it can train them how to be more open-minded students. The teaching process at school should also be able to prepare them have some soft life skills, particularly critical thinking skills. Because this kind of skill do not stop as the art of the way of thinking.

However, it deals with the practice they implement in the real circumstance. As a result, they will be accustomed to overcome their problems or even others' problem. These are confirmed in the report by (Saavedra et al., 2012) regarding the reason why these skills are urgent to have.

Besides, the teacher believed that by teaching their students how to think critically, not only their critical thinking which is getting improved. However, it can motivate students to learn well and improve their attitude, knowledge and skill. In addition, this kind of skill is also beneficial for them since it can grow other important aspect of students called creativity and innovation. The connection between critical thinking skills and creativity deals with a study conducted by (Cavus & Uzunboylu, 2009) highlighting that students' creativity could improve significantly as well as their critical thinking skills. Moreover, the benefits of critical thinking skill do not lie on the academic aspect, but also in non-academic aspect, especially in terms of attitude (character building).

These finding also deals with the theory proposed by (Borg, 2003) that cognition or beliefs have the connection with learning experience. From the data we could see that the teachers are considered as experienced teacher in teaching English. It also reflects on how they believe about particular thing, in this case in 'promoting students critical thinking skill'. Both quantitative and qualitative data are in a positive-vibes.

Afterward, the result of study which is in the form of qualitative data is presented as well as the quantitative data in order to strengthen and make the findings more comprehensive. The findings of qualitative data were interpreted into a number of excerpts as follows:

Berpikir kritis sangat penting bagi siswa untuk menghadapi dan mengambil keputusan atas segala permasalahan dengan tepat. (Critical thinking is very crucial for students to face and take decision of all of the problems accurately).
[DH]

This excerpt showed that the teachers have strong beliefs about the importance of promoting critical thinking skills for students in learning process. They argued that this skill is urgent to teach and train for the sake of being able to face any problem and take particular decision in students' life. Here, the teachers tried to give more insight on the advantages of having critical thinking skill for the students. This kind of skill will be very beneficial to prepare students' real life, particularly when the problems come on them. As a result, the teachers here already had awareness about the notion of critical thinking skills and how it brings betterment and benefits in our daily situation. It was also mentioned by another respondent in the excerpt below.

Bahwa membelajarkan siswa berpikir kritis melalui proses pembelajaran itu sangat penting untuk dilakukan. (Teaching the students how to think critically through learning process is very important to do)
[GDU]

In addition, another finding obtained from APR gives the same idea about how important critical thinking skills for students as well as how beneficial it is for students' life. Also, it brings idea on how it deals with the real life on the students later on. Here is the excerpt:

Berpikir kritis sangat berguna bagi bekal hidup masa depan siswa kita. Jadi apabila saat sekolah diajarkan, akan sangat membantu siswa/i belajar utk berpikir kritis tentang masalah2 kehidupanny. (Critical thinking is very beneficial to prepare the students' future. If it is taught at school, it will be so much helpful for students to learn how to critically think about their life's problems).
[APR]

APR thought that critical thinking skills is really urgent to teach at school because there will be a lot of benefits gotten by the students later on, especially when they are in troubles. This art of thinking will help the students so much in their future's life. For sure, this skill is not only helpful to strengthen them when there are matters. However, it is going to be the tool for them to always see something critically from all aspects. Additionally, RDN explains other beliefs about the benefits of teaching critical thinking in the excerpt below:

Pengajaran berfikir kritis bisa membantu siswa untuk berpikiran lebih terbuka dan mampu menyelesaikan masalah sebagai bekal life skill mereka nanti. (Teaching critical thinking could help students to be more open minded and able to overcome problems as life skill provision for them in the future).
[RDN]

This excerpt presents another benefit believed by the teachers that could be gained through the process of teaching critical thinking skills. RDN stated that by promoting critical thinking skills to the students, it could train them to be open minded people and be helpful for them to learn how to overcome troubles they will face in the future. This skill is believed enables to be provision to prepare the students in their real life.

The Roles of Teachers in Promoting Students' Critical Thinking Skill

The finding outlines that there are a number of beliefs held by participants in terms of the roles of teachers in promoting students' critical thinking skills. The first is the belief that the teacher themselves should have the competence to have the ability to think critically. It is such as the requirements that is believed by the respondents that should be fulfilled at the first before training the students to think critically. This data reveals that the teachers do not only have belief about the importance of teaching critical thinking skills to the students. However, it also emphasizes the belief in how important the role of teachers to have critical thinking skills at first. These have been demonstrated as well in a report by (Seeger et al., 2018). It can be seen from the excerpt below:

Pengajaran berpikir kritis kepada siswa sangat penting dan bisa terlaksana jika guru sudah bisa berpikir kritis dan mengupayakan berbagai cara untuk menumbuhkan berpikir kritis siswa di dalam pembelajaran. Berpikir kritis bisa diasah dan dilatihkan kepada siswa dengan berbagai kegiatan yang dimodifikasi oleh guru.

(Teaching critical thinking for students is very important and can be carried out if the teachers can think critically and do several ways to improve students' critical thinking skill in learning process. Critical thinking skill can be trained for the students by providing activities modified by the teachers)

[EEI]

From the further explanation brought by one of the participants, there is one point highlighted for the very first place that is about teachers' belief about the competence of teachers themselves to have the ability to think critically. It is such as the requirements that should be fulfilled at the first before training the students to think critically. This data reveals that the teachers do not only have belief about the importance of teaching critical thinking skills to the students. However, it shows the belief about the role of teachers themselves to have this ability at first.

Instead of having competence to think critically themselves, the respondents also believe that the teachers have roles provide various activities that can train the students to be critical thinkers. They have strong beliefs that critical thinking skill can be taught, promote, and trained to the student through particular activities modified by the teachers. In sum, the role of the teachers before promoting their students to be critical thinking is making sure that they have already the competence to be critical thinkers.

Furthermore, the same idea is also brought by another participant namely SI. Here is the excerpt:

Kemampuan berpikir kritis siswa dapat meningkat jika guru membuat siswa berfikir. (The competence of students' critical thinking skills can be improved if the teacher can make the students able to think)

[SI]

In addition, the respondents also believe that the teachers have roles to provide various activities that can train the students to be critical thinkers. They have strong beliefs that critical thinking skill can be taught, promote, and trained to the student through particular activities modified by the teachers. In sum, the role of the teachers before promoting their students to be critical thinking in the classroom is making sure that they have already the competence to be critical thinkers.

As well as the previous findings, the participant also emphasizes the importance of teachers' role to make the students critical. The respondents stated that if the teacher could make the student think systematically and analytically, the students' ability to critically thinking can be improved. Again, the points highlighted here is to ensure that teacher have an ability and are ready to teach their students how to

be critical thinkers. It is similar with the study by ([Caram & Davis, 2005](#)) who believes that it inevitably crucial for the teacher to master the ability of finding problems to solve and construct questions to answer.

Another role of teachers believed by respondent is the teacher should have the ability to stimulate the students to think in order. She believed that it is one of the recommendations that could be done by the teachers to foster students' critical thinking skill. When the teacher can design the activities that could stimulate the way students think in systematic way, the respondent believed that the students can develop their competence to think critically. Above all, the result of the current study is in line with what [Williams & Burden \(1997\)](#) argued previously regarding the importance of teachers' role.

As well as the prior datum, this recent data reveal that the participant also emphasizes the same point that is about the teachers' competence to think critically before they teach them how to do it. Hence, it is believed that the role of the teachers to have the ability to think critically becomes one of the important aspects to make the students improve their critical thinking skills. Surely, stimulating the students to be able to think is done through several methods or ways designed by the teachers themselves. It enables to see from the following excerpt:

Ketika guru merancang kegiatan yang menstimulasi siswa berpikir secara bertingkat, siswa akan bisa terasah kemampuan berpikir kritisnya. (When the teachers construct the activities stimulating student to think in order, students' critical thinking skills will be fostered)

[EEI]

This excerpt outlines another role of teachers to have the ability to stimulate the students to think in order. She believed that it is one of the recommendations that could be done by the teachers to foster students' critical thinking skill. This finding tends to be technically aspect. If the prior findings has the tendency to have the ability to think critically in the first, this current datum begins to touch the area of practices of promoting critical thinking skills for the students in classroom situation. Dealing with that, those all findings are actually connected each other. The teachers' competence to think critically is related to their ability to stimulate their students.

The Strategies in Promoting Students' Critical Thinking Skills

Other point got from teacher is about the beliefs on the strategies or activities that can help teacher promote critical thinking skills for the students. Hence, the strategies believed by the teacher that could help students improve their critical thinking skills can be drawn as follows. According to the data obtained in quantitative way, the first technique or strategy believed is by using problem-based solving. It is also further explained by the respondent qualitatively below.

The first technique or strategy believed is by using problem-based solving. Here is the explanation from RDN.

Di kelas bisa menggunakan aktifitas belajar seperti problem solving, misalnya menemukan solusi untuk isu2 masalah di lingkungan sekolah dan rumah. (In the classroom, the teachers could use learning activities named problem solving to find out the solutions of some issues or problems in school or house circumstances)
[RDN]

This datum mentioned that the teacher believed that problem solving activities could be implemented in the classroom to train the students to be critical thinkers. By doing this activity, the teacher will lead the students to be able to overcome the problems appeared in the closest circle, such as at their house or the school. The teacher could facilitate the students by providing the problem or probably make them find by themselves and think about the solution that they could propose to resolves the matters raised.

Furthermore, the teachers also believed that we should try to minimize the traditional way of teaching called 'lecturing'. From the statement, the teacher thinks that lecturing is actually still okay. However, we should decrease the portion of 'lecturing' and combine into the activities which could stimulate the way the students think of. The students need to be directed to have the ability to process some information that comes up in their mind and try to connect it as the whole information. Surely, the teachers here should provide more insights as the supporting ideas to make the students more skillful to discuss and process particular matters or information. This description could be viewed from the excerpt as follows:

Minimalkan ceramah, ceramah dikombinasikan dengan aktivitas yang menstimulasi berpikir siswa. Memberikan akses/stimulasi wawasan pendukung untuk sampai pada kemampuan membuat koneksi atas beberapa informasi.

(Minimizing lecturing, it is combined with activities stimulating students' thoughts. Giving access/stimulant regarding the supporting insights to pursue the competence of making connection of some information.
[H]

The teacher believed that problem solving activities could be implemented in the classroom to train the students to be critical thinkers. By doing this activity, the teacher will lead the students to be able to overcome the problems appeared in the closest circle, such as at their house or the school. The teacher could facilitate the students by providing the problem or probably make them find by themselves and think about the solution that they could propose to overcome the problems come up.

Furthermore, the teachers also believed that we should try to minimize the traditional way of teaching called 'lecturing'. From the statement, the teacher thinks that lecturing is actually still okay. However, we should decrease the portion of 'lecturing' and combine into the activities which could stimulate the way the students think of. The students need to be directed to have the ability to process some information that comes up in their mind and try to connect it as the whole information.

Moreover, DEP has strong belief about the urgency of making the teaching and learning process in the classroom to be student-centered rather than teacher-centered. The beliefs that the activities should be student-centered here is extremely connected with the prior data. Student-centered focuses more on the activities which try to maximize students; competence to show up, think out of the box and to not much rely on the teachers. The teacher here is only as facilitator and mediator for them in the process of learning. That's why, the idea of students-centered really makes sense and connect with the efforts of stimulating students to be critical thinkers. These confirm what Lai (2011) believed that the teacher should teach how to transfer new contexts, and to use operative learning methods and constructivist approach that brings students as the center of learning process.

Further, activities which are in the form of discussion are also believed as the effective way to promote students' critical thinking skill. By conducting discussion in the classroom, they students will be trained to able to deliver their arguments toward some topics raised. The teachers will give freedom for the students to express what there are thinking about particular issues raised by their teacher. From the process of discussion, they will also try to view others' opinion.

Surely, by conducting discussion in the classroom, the students are forced to be more active to share their insights or arguments toward particular issue. Besides, the respondent believed that the students enable to learn how to appreciate someone's opinion. As we could see that in the process of discussion there will be many arguments delivered by several people and it does not guarantee that the perception will be the same. The ability to appreciate other point of view could be trained through promoting students' critical thinking skills. It supports the study by ([Dwee et al., 2016](#)).

Additionally, the respondent also believed that the teacher should provide more activities which give students more chance to learn how to give argument or opinion toward some issues. The portion of arguing activities in the classroom should be done in longer time. Again and again, this idea still has the connection with the prior finding. Giver more times to argue actually deals with the notion of student-centered itself. What the participant believed is presented in the excerpt below.

CONCLUSION

All in all, EFL teacher beliefs about promoting students' critical thinking skill are derived into three categories those are (1) The importance of teaching critical thinking skills, (2) The roles of teachers in promoting students' critical thinking skills, and (3) The strategies in promoting students' critical thinking skills.

In the first category, the teachers have strong beliefs that it is very important to promote critical thinking skills for the students. Specifically, there are 85,1 % of respondents

believe in the importance of teaching critical thinking skills in school circumstance. In addition, the second category is broken down into two beliefs: (1) The competence of teachers themselves to have the ability to think critically is very crucial to have at the very first place. (2) Teachers' ability to provide various activities that can train the students to be critical thinkers.

Additionally, the last category which is about the beliefs of effective strategies to promote students' critical thinking skills results in several ways. The first technique or strategy believed is by using problem-based solving. The second is minimizing the traditional way of teaching called 'lecturing'. The third is making the teaching and learning process as student-centered rather than teacher-centered. Fourth, discussion and debate are also believed as the effective way to promote students' critical thinking skill. Fifth, providing more activities which give students more chance to learn how to give argument or opinion toward some issues.

After portraying the conclusion of the present study, the suggestion is given for the future researchers as well. The future researchers having the same topic interest is recommended to have the deeper analysis in the realm of teacher beliefs and practices. The first recommendation is by involving the students as well as the teachers in the process of collecting data to have the more detailed and rich data to analyze. Secondly, it will be much better to have direct observation to dig up how the practices of promoting students' critical thinking skills. Since this study is conducted in pandemic situation, this study cannot add observation as well to collect the data. Third, using other method and theory is also welcomed to have more various results of the study, particularly in the topic of teacher belief and practices.

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